

RCOE MMSN and ESN Literacy Certification Phase III Feedback Response

Section 4.1 Inclusion of Literature, Language, Comprehension		
TPE 7.7/U 7.7 Create environments that foster students' oral and written language development, including discipline-specific academic language.		
Literacy Certification Feedback	Literacy Certification Feedback	Literacy Certification Feedback
INTRODUCED: MMSN and ESN: Reviewers could not find evidence to demonstrate that all elements of the standard has been introduced beyond and including the EL population.	PRACTICED: MMSN and ESN: Reviewers could not find evidence to demonstrate that all elements of the standard has been practiced beyond and including the EL population.	ASSESSED: MMSN and MSN: Reviewers could not find evidence to demonstrate that all elements of the standard has been assessed beyond and including the EL population.
RCOE Feedback Response / Additional Evidence Added		
INTRODUCED:	PRACTICED:	ASSESSED:
In EDU 230, Week 1, Part 2, a reading is Introduced: Understanding Academic Language and its Connection to School Success <i>*Note: The article "Understanding Academic Language and its Connection to School Success" directly connects to TPE 7.7 by emphasizing the importance of fostering environments that support students' oral and written academic language development across disciplines, including English Learners.</i>	In EDU 230, Week 1, Part 2, candidates Practice with the assignment: Interactive Learning Practice: Creating environments that foster students' oral and written language development Also, in Observation #1, Adapting Subject Matter to Support Academic Language, candidates Practice through the Plan - Teach & Assess - Reflect - Apply Observation Cycle	In EDU 230, Week 1, Part 2, candidates are Assessed with the assignment: Interactive Learning Practice: Creating environments that foster students' oral and written language development Also, in Observation #1, Adapting Subject Matter to Support Academic Language, candidates are Assessed through the Plan - Teach & Assess - Reflect - Apply Observation Cycle

Section 4.1 Inclusion of Literature, Language, Comprehension

TPEs 7.8/U7.8 Effective Expression Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

Literacy Certification Feedback	Literacy Certification Feedback	Literacy Certification Feedback
INTRODUCED: MMSN and ESN: Reviewers could not find evidence where candidates develop students use of keyboarding or handwriting to support writing and presentations.	PRACTICED: MMSN and ESN: Reviewers could not find evidence where candidates develop students use of keyboarding or handwriting to support writing and presentations.	ASSESSED: MMSN and ESN: Reviewers could not find evidence where candidates develop students use of keyboarding or handwriting to support writing and presentations.
RCOE Feedback Response / Additional Evidence Added		
INTRODUCED:	PRACTICED:	ASSESSED:
<u>In EDU 230, Week 4, Part 1, readings are Introduced:</u> The Importance of Keyboarding for Students Why writing by hand beats typing for thinking and learning Why a Handwritten Draft is Still Necessary for Writing Papers Handwriting vs. typing: What are the Benefits of Writing by Hand?	<u>In EDU 230, Week 4, Part 1, candidates Practice with a Mini Lesson: Developing Students Use of Keyboarding, Handwriting to Support Writing and Presentations</u> <u>Also, in Observation #9, Using Assistive Technology to Promote Effective Expression, candidates Practice through the Plan - Teach & Assess - Reflect - Apply Observation Cycle</u>	<u>In EDU 230, Week 4, Part 1, candidates are Assessed on a Guided Response: Developing Students Use of Keyboarding, Handwriting to Support Writing and Presentations</u> <u>Also, in Observation #9, Using Assistive Technology to Promote Effective Expression, candidates are Assessed through the Plan - Teach & Assess - Reflect - Apply Observation Cycle</u>

Section 4.1 Inclusion of Literature, Language, Comprehension

TPEs 7.8/U7.8 Effective Expression Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.		
Literacy Certification Feedback	Literacy Certification Feedback	Literacy Certification Feedback
INTRODUCED: MMSN and ESN: The reviewers did not find evidence of letter formation/printing.	PRACTICED: MMSN and ESN: The reviewers did not find evidence of letter formation/printing.	ASSESSED: MMSN and ESN: The reviewers did not find evidence of letter formation/printing.
RCOE Feedback Response / Additional Evidence Added		
INTRODUCED:	PRACTICED:	ASSESSED:
In EDU 230, Week 2, Part 2, readings are Introduced: 1. The Importance of Teaching Handwriting : While letter formation can take time to reinforce, it is time well spent. 2. What is Letter Formation, Plus 7 Tips for Practicing	In EDU 230, Week 2, Part 2, a discussion board activity is used for Practice: Create and present a teacher-made activity that explicitly teaches letter formation. Include evidence-based research to support how your activity helps develop muscle memory. Make connections with the readings.	In EDU 230, Week 2, Part 2, letter formation / printing is Assessed in Lesson 3 of the Foundational Skills Literacy Unit Assignment: Include guided practice on letter formation as a critical step in letter and word recognition.

Section 5.1 Ongoing diagnostic techniques that inform teaching and assessment, early intervention techniques		
U7.10 If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.		
Literacy Certification Feedback	Literacy Certification Feedback	Literacy Certification Feedback
INTRODUCED:	PRACTICED:	ASSESSED:

YES / MET	For both programs, please provide evidence about collaborations with families and guardians in the practice activity.	For both programs, please provide evidence about collaborations with families and guardians in the assessment.
RCOE Feedback Response / Additional Evidence Added		
INTRODUCED:	PRACTICED:	ASSESSED:
YES / MET	In EDU 320, Week 3, Part 1, a Watch-and-Read and Ink-Pair-Share (IPS) is used for Practice: Watch and Read: 1. Understanding Dyslexia Video 2. Family Engagement: Collaborating with Families of Students with Disabilities 3. 10 Tips for Reaching Your Struggling Learners 4. Why Intensive Interventions Are Necessary For Students With Severe Reading Difficulties (I-P-S) Ink-Pair-Share: What systems does your school/district have in place to identify (screen) students with dyslexia, and what supports are available? How does your school collaborate with families to facilitate such comprehensive assessments for disabilities in English and as appropriate in their home language? What training and programs/interventions are available? What is your experience with dyslexia or other reading disabilities?	In EDU 320, Week 3, Part 1, an assignment of Administering a Dyslexia Screener and Facilitating a Comprehensive Assessment is used for Assessed: Part 2: Collaborating with Families and Stakeholders Scenario: After screening, Alex shows indicators of a potential reading disability. Task: Write an email draft to Alex's family, teachers, and relevant school staff to: Share the results of the screener in an accessible and culturally responsive manner. Propose a meeting to discuss next steps, including comprehensive assessment and interventions.

	What is the referral process at your school site when students need more intensive support?	Deliverable: Provide a family-centered, professional email draft highlighting collaboration and key action items.
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