

**Initial Program Review:  
Preliminary PK-3 ECE Specialist Instruction Credential  
Program Standards Feedback**

|                                    |   |
|------------------------------------|---|
| <b>Institution</b>                 | Riverside County Office of Education                        |
| <b>Submission Link</b>             | <a href="#">Riverside COE PK-3 ECE IPR Proposal Website</a> |
| <b>Date of Initial Review</b>      | April 2023  |
| <b>Dates of Subsequent Reviews</b> | <a href="#">November 2023</a>                               |

**Reviewer Instructions:**

- You will be providing feedback for each PK-3 ECE Program Standard and each Teaching Performance Expectations Domain.
- Please reference the program standards (beginning on page 11) and the TPEs (beginning on page 28) of the PK-3 ECE Specialist Instruction Credential Handbook linked on the [Program Standards webpage](#) as you review.
- If the standard/TPE Domain **is aligned**, please write “Met” in the respective *Reviewers’ (First, etc.) Review* row. Then, use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the standard/TPE Domain **is not aligned**, please provide specific feedback, and identify the part(s) of the standard not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

**Institution Instructions:**

- Amend the original submission in an easily identifiable manner either **bold**, **highlighting** and/or **different colored text**. Also, identify the response to feedback (i.e., “Response to First Review,” “Response to Second Review, etc.”).
- Provide the **direct link** to the updated submission in the *Link(s) to Institution’s Response* row for each standard that the reviewers identified as needing more information. The link must take the reviewers to the **exact location** of the amended evidence on the IPR proposal website. For example, if the response to feedback was updated in Element 1.2, then provide a link to Element 1.2 in the *Link(s) to Institution’s Response* row.
- Any accompanying narrative addressing the feedback should be noted on the amended evidence– not on this feedback form.

- If a standard/TPE Domain is aligned, no additional information or link is necessary.

## **Part 1: PK-3 ECE Specialist Instruction Credential Program Standards (PS)**

### ***PS 1: Program Design and Curriculum***

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <p><b>Reviewers' First Review:</b></p> <ol style="list-style-type: none"> <li>1. Course of Study section in the Initial Program Summary refers to 12 units of 'Common Trunk' coursework. It is unclear which courses are included in that 'common trunk'</li> <li>2. <b><u>"The program's curriculum includes...developmentally...responsive pedagogy"</u></b> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples of Developmentally Appropriate Practice in any of the evidence provided.</li> </ul> </li> <li>3. <b><u>"The program also includes preparation for collaborating effectively with families..."</u></b> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples of Developmentally Appropriate Practice in any of the evidence provided.</li> </ul> </li> </ol>  | More Information Needed |
| <p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• The language regarding the 12 units of "Common Trunk" coursework has been removed from the program summary. <a href="#">1.2: Initial Program Summary</a></li> <li>• The following link will take the reviewers to evidence of coursework indicating <a href="#">Developmentally Appropriate Practices</a> - developmentally...responsive pedagogy. Added updates have been highlighted in yellow and evidence clarification is represented in red font.</li> <li>• The following link will take the reviewers to evidence of coursework indicating <a href="#">Developmentally Appropriate Practices</a> - collaborating effectively with families. Added updates have been highlighted in yellow and evidence clarification is represented in red font.</li> </ul> |                         |

| Reviewers' Feedback & Institution's Response | Aligned |
|--|---------|
| <b>Reviewers' Second Review:</b> Met         | Yes     |

***PS 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs)***

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Reviewers' First Review:</b> Reviewers were unable to find sufficient evidence of how the program will prepare candidates toward mastery of in many of the PK-3 ECE Specialist Instruction Credential TPEs. Please see specific feedback listed under each TPE in the TPE section below. | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>Specific evidence is linked under the noted TPEs in the TPE section below. Added updates have been highlighted in yellow.</li> </ul>   |                         |
| <b>Reviewers' Second Review:</b><br>Reviewers did not find evidence that TPE Domain 1 is met  | More Information Needed |
| <b>Link(s) to Institution's Response to Second Review:</b> <ul style="list-style-type: none"> <li>Specific evidence is linked under the noted <a href="#">TPE Domain 1 in the TPE section</a> below. Added updates have been highlighted in green.</li> </ul>                               |                         |

**PS 3: Clinical Practice Opportunities to Learn and to Practice**

**3A) Organization of Clinical Practice Experiences**

| <b>Reviewers' Feedback &amp; Institution's Response</b>  | <b>Aligned</b>  |
|--|---|
| <p><b>Reviewers' First Review:</b> Aligned pending update.</p> <p><i>* Please update your submission to reflect changes resulting from April 2023 Commission action.</i></p>   | <p>Yes *</p> <p><i>* This was originally met, but please update your submission to reflect changes resulting from April 2023 Commission action.</i></p> |
| <p><b>Link(s) to Institution's Response to First Review:</b></p>   |   |
| <p><b>Reviewers' Second Review:</b></p> <p>Reviewers unable to find updated evidence as requested above.</p> <p>Please correct Table of Candidate Placement (Exhibit 6.4) to reflect correct placement bands: PK/TK and K-3 (current document shows PK/TK and TK-3).</p> | <p>More Information Needed</p>  |

| Reviewers' Feedback & Institution's Response  | Aligned |
|---|---------|
| <b>Link(s) to Institution's Response to Second Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to updated evidence of <a href="#">6.4 Table of Candidate Placements</a> in addition to the requested update, please find information that reflects the information from the April 2023 Commission meeting. <ul style="list-style-type: none"> <li>The following link will take reviewers to <a href="#">PK-3 Subject Matter Competency Acknowledgment</a> which has the updated ways to show subject matter competency. As well as <a href="#">Employment Verification Letter for PK-3 Clinical Practice Equivalency</a></li> </ul> </li> </ul> |         |

*3B) Criteria for Clinical Practice Placements*

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Reviewers' First Review:</b> <ul style="list-style-type: none"> <li>The evidence (document) provided for exhibit 6.4 does not include "columns for minimum 200 hours placement in PK or TK, minimum 200 hours placement in K-3, additional 200 hours placement" as required in the submission requirements.</li> <li>The MOU in the Employer section, item C states "2-3 hours per week of support" which does not align with the hours requirement outlined in Program Standard 3.</li> </ul> | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of <a href="#">6.4 Table of Candidate Placements</a></li> <li>The following link will take the reviewers to evidence of <a href="#">MOU for PK-3</a> that is updated</li> </ul>   |                         |
| <b>Reviewers' Second Review:</b> Met  | Yes                     |

*3C) Criteria for the Selection of Program Supervisors*

| <b>Reviewers' Feedback &amp; Institution's Response</b> | <b>Aligned</b> |
|---|----------------|
| <b>Reviewers' First Review:</b> Met                     | Yes            |

*3D) Criteria for the Selection of LEA/ECE-Employed Supervisors*

| <b>Reviewers' Feedback &amp; Institution's Response</b> | <b>Aligned</b> |
|---|----------------|
| <b>Reviewers' First Review:</b> Met                     | Yes            |

***PS 4: Equity, Inclusion, and Diversity***

| Reviewers' Feedback & Institution's Response  | Aligned                        |
|---|--------------------------------|
| <p><b>Reviewers' First Review:</b></p> <p><b>(a) Examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status</b></p> <ul style="list-style-type: none"> <li>Reviewers were unable to find evidence of "power" or "privilege" in the (4) syllabi evidence examples from EDU 210</li> <li>Reviewers were unable to access "Children's Equity Project: Start With Equity - from the early years through the early grades"</li> <li>Reviewers were unable to find evidence of "power" or "privilege" in the (3) examples of evidence ("Exploring Identity Markers," "Equity Audit Part 1," and "Equity Audit Part 2")</li> </ul> <p><b>(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies</b></p> <ul style="list-style-type: none"> <li>Reviewers were unable to find evidence of "bias" in the evidence example from "Exploring Identity Markers"</li> <li>Reviewers were unable to access "Children's Equity Project: Start With Equity - from the early years through the early grades"</li> <li>Reviewers were unable to find evidence of "bias" in either "EDU 220 Putting it All Together" nor "EDU 320 Student Driven Play Based Learning"</li> <li>Reviewers were unable to find evidence of "bias impacting classroom management and program policies" in any of the evidence provided</li> </ul> <p><b>(e) The program provides opportunities for candidates to learn how: policies and historical practices create and maintain institutional bias</b></p> <ul style="list-style-type: none"> <li>Reviewers were unable to find evidence of "institutional bias" in any of the evidence provided</li> </ul> | <p>More Information Needed</p> |



| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of <a href="#">Equity Feedback</a> in the PK-3 courses. Added updates have been highlighted in yellow and evidence clarification is represented in red font.</li> </ul>   |                         |
| <b>Reviewers' Second Review:</b><br><b>(e) The program provides opportunities for candidates to learn how: policies and historical practices create and maintain institutional bias</b> <ul style="list-style-type: none"> <li>Reviewers were unable to find evidence of "institutional bias" in any of the evidence provided</li> </ul>  | More information needed |
| <b>Link(s) to Institution's Response to Second Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to updated evidence of <a href="#">Equity Feedback</a> in the PK-3 courses.</li> <li>The following link will take reviewers to EDU 210 where the topics of institutional and personal bias are <a href="#">Introduced</a> and <a href="#">Practiced</a>, and <a href="#">Assessed. Assignment</a> where assessment takes place.</li> </ul> |                         |

***PS 5: Monitoring, Supporting, Assessing Candidate Progress Towards Meeting Credential Requirements***

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Reviewers' First Review:</b> <ul style="list-style-type: none"> <li>The Progress Monitoring document provided in exhibit 8.2 includes a section where RCOE documents the requirements completed by the candidate. It is unclear where that information is documented and monitored prior to completing this form.</li> <li>Reviewers were unable to find the "progress monitoring document or tracking tool" to "verify the candidates have met all requirements" – what do the candidates need to complete to meet all requirements?</li> </ul> | More Information Needed |

| Reviewers' Feedback & Institution's Response   | Aligned |
|--|---------|
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of the <a href="#">8.2 Proposed Candidate Progress Monitoring Document</a> with updated tracking tools for the candidates to use.</li> </ul> |         |
| <b>Reviewers' Second Review:</b> Met   | Yes     |

***PS 6: Implementation of a Teaching Performance Assessment***

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Reviewers' First Review:</b><br>See comments in 6A, 6B, and 6C below.  | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>Links to meeting PS 6 are in sections 6A, 6B, and 6C below.</li> </ul> |                         |
| <b>Reviewers' Second Review:</b>  | Select Status           |
| <b>Link(s) to Institution's Response to Second Review:</b>  |                         |

6A) Administration of the Teaching Performance Assessment (TPA)

| Reviewers' Feedback & Institution's Response   | Aligned                 |
|--|-------------------------|
| <b>Reviewers' First Review:</b><br><b>7.2 Name of TPA Coordinator or job description if the position is vacant</b><br>Reviewers were unable to find the "job description" in the evidence provided<br><b>7.6 Link to the Appeal Policy</b><br>Reviewers were unable to find the "appeal policy" specifically for the TPA in the evidence provided                        | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of the <a href="#">7.2 TPA Coordinator Job Description</a></li> <li>The following link will take the reviewers to evidence of the <a href="#">7.6 Appeal Policy</a> for candidates regarding the TPA.</li> </ul> |                         |
| <b>Reviewers' Second Review:</b> Met   | Yes                     |

6B) Candidate Preparation and Support

| Reviewers' Feedback & Institution's Response   | Aligned                 |
|--|-------------------------|
| <b>Reviewers' First Review:</b><br><b>7.3 Link to policy for candidate placement that includes the provisions for videotaping</b><br>Reviewers were unable to find the "policy for candidate placement" in the evidence provided                                       | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of <a href="#">7.3 Policy for Candidate Placement</a> that includes the provisions for videotaping.</li> </ul> |                         |

| Reviewers' Feedback & Institution's Response | Aligned |
|--|---------|
| <b>Reviewers' Second Review:</b> Met         | Yes     |

6C) Assessor Qualifications, Training, and Scoring Reliability

| Reviewers' Feedback & Institution's Response  | Aligned                 |
|---|-------------------------|
| <b>Reviewers' First Review:</b><br>Reviewers were unable to find the "job description" in the evidence provided   | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of <a href="#">7.2 TPA Coordinator Job Description</a></li> </ul> |                         |
| <b>Reviewers' Second Review:</b> Met  | Yes                     |

**PS 7: Effective Literacy Instruction in PK-3 Settings (to be reviewed at a future date)**

| Reviewers' Feedback & Institution's Response              | Aligned       |
|---|---------------|
| <b>Reviewers' First Review:</b> Provide feedback here.    | Select Status |
| <b>Link(s) to Institution's Response to First Review:</b> |               |
| <b>Reviewers' Second Review:</b>                          | Select Status |

| Reviewers' Feedback & Institution's Response                        | Aligned |
|---|---------|
| <a href="#">Link(s) to Institution's Response to Second Review:</a> |         |

***PS 8: Effective Mathematics Instruction in PK-3 Settings***

| Reviewers' Feedback & Institution's Response | Aligned |
|--|---------|
| Reviewers' First Review: Met.                | Yes     |

***PS 9: Induction Individual Development Plan***

| Reviewers' Feedback & Institution's Response | Aligned |
|--|---------|
| Reviewers' First Review: Met                 | Yes     |

## **Part 2: PK-3 ECE Specialist Instruction Credential Teaching Performance Expectations (TPEs)**

### ***TPE Domain 1: Engaging and Supporting All Young Children***

| Reviewers' Feedback & Institution's Response  | Aligned                        |
|---|--------------------------------|
| <p><b>Reviewers' First Review:</b></p> <p><i>1.4 Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher- initiated active learning experiences which engage children's interests to deepen and extend their learning.</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> </ul> <p><i>1.6 Monitor children's active engagement in learning and adjust instruction as needed, including using to provide access to the full range of the curriculum for all children.</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> </ul> <p><i>1.7 Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem-solving, and reflection on their learning.</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I), PRACTICED (P) and ASSESSED (A)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples of DAP in any of the evidence provided</li> </ul> | <p>More Information Needed</p> |

| Reviewers' Feedback & Institution's Response   | Aligned                        |
|--|--------------------------------|
| <p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>• The following link will take the reviewers to evidence of TPE 4.1 in EDU 350 <a href="#">Introduced</a> and EDU 310 <a href="#">Introduced</a></li> <li>• The following link will take the reviewers to evidence of TPE 1.6 in EDU 320 <a href="#">Introduced</a></li> <li>• The following link will take the reviewers to evidence of TPE 1.7 in EDU 320 <a href="#">Introduced</a>, <a href="#">Practiced</a>, and <a href="#">Assessed</a></li> </ul> |                                |
| <p><b>Reviewers' Second Review:</b></p> <p>Reviewers unable to find the evidence of the following:</p> <p>1.6 –adjusting instruction as needed</p> <p>1.7 – although DAP is mentioned in the “Course Learning Outcomes” and “Course Outline” there is no specific evidence for how DAP will be (I) (P) or (A)</p>  | <p>More information needed</p> |

| Reviewers' Feedback & Institution's Response   | Aligned |
|--|---------|
| <p><b>Link(s) to Institution's Response to Second Review:</b></p> <ul style="list-style-type: none"> <li>• The following link will take the reviewers to evidence of TPE 1.6 in EDU 320 <a href="#">Week 5</a> (pages 10 - 12 in the course) where specific language in the lessons shows where “adjusting instruction as needed” is incorporated <a href="#">Introduced</a>, <a href="#">Practiced</a>, and <a href="#">Assessed</a></li> <li>• The following link will take the reviewers to evidence of coursework indicating <a href="#">Developmentally Appropriate Practices</a> - developmentally and responsive pedagogy throughout the RCOE's courses and to show collaborating effectively with families (which were linked in Program Standard 1 for overall program design and found to meet the requirement.</li> <li>• The following links will take the reviewers to evidence of TPE 1.7 in EDU 220 <a href="#">Week 1</a> (pages 5 - 7 in the course) where specific language in the lesson shows “developmentally appropriate practice” is incorporated <a href="#">Introduced</a>, <a href="#">Practiced</a>, and <a href="#">Assessed</a>.</li> <li>• The following link will take the reviewers to evidence of TPE 1.7 in EDU 320 <a href="#">Week 5</a> (pages 10 - 12 in the course) where specific language in the lessons shows where “adjusting instruction as needed” is incorporated <a href="#">Introduced</a>, <a href="#">Practiced</a>, and <a href="#">Assessed</a></li> </ul> |         |

***TPE Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning***

| Reviewers' Feedback & Institution's Response  | Aligned                        |
|---|--------------------------------|
| <p><b>Reviewers' First Review:</b></p> <p><i>2.7 Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> </ul> | <p>More Information Needed</p> |



| Reviewers' Feedback & Institution's Response  | Aligned |
|---|---------|
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following link will take the reviewers to evidence of TPE 2.7 in EDU 360 <a href="#">Introduced</a></li> </ul> |         |
| <b>Reviewers' Second Review:</b> Met  | Yes     |

***TPE Domain 3: Understanding and Organizing Core Curriculum for Children's Learning***

| Reviewers' Feedback & Institution's Response   | Aligned |
|--|---------|
| <b>Reviewers' First Review:</b><br><i>3.7 Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.</i><br><br><b>Please provide additional evidence of how the TPE is being INTRODUCED (I), PRACTICED (P) and ASSESSED (A)</b><br><br><ul style="list-style-type: none"> <li>Reviewers were unable to find examples of (ISTE) in any of the evidence provided</li> </ul> |         |
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following links will take the reviewers to evidence of TPE 3.7 in EDU 330 <a href="#">Introduced</a> with <a href="#">TPE 3.7 ISTE - Digital Learning</a> Slidedeck, <a href="#">Practiced</a>, and <a href="#">Assessed</a>.</li> </ul>  |         |
| <b>Reviewers' Second Review:</b> Met   | Yes     |

***TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children***

| Reviewers' Feedback & Institution's Response | Aligned |
|--|---------|
| <b>Reviewers' First Review:</b> Met.         | Yes     |

***TPE Domain 5: Assessing and Documenting Children's Development and Learning***

| Reviewers' Feedback & Institution's Response   | Aligned                 |
|--|-------------------------|
| <b>Reviewers' First Review:</b><br><br><i>5.7 Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content-specific, and language development goals.</i><br><br><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b><br><br>- Reviewers were unable to find examples in any of the evidence provided | More Information Needed |
| <b>Link(s) to Institution's Response to First Review:</b><br><br>The following link will take the reviewers to evidence of TPE 5.7 EDU 240 <a href="#">Introduce</a>   |                         |
| <b>Reviewers' Second Review:</b> Met   | Yes                     |

**TPE Domain 6: Developing as a Professional Early Childhood Educator**

| Reviewers' Feedback & Institution's Response   | Aligned                        |
|--|--------------------------------|
| <p><b>Reviewers' First Review:</b></p> <p><i>6.2 Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.</i></p> <p><b>Please provide additional evidence of how the TPE is being ASSESSED (A)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> <li>- Reviewers were unable to find tags in EDU 360 evidence</li> <li>- Reviewers were unable to find mention of "bias" in EDU 330 evidence</li> <li>- Reviewers were unable to find tags in EDU 240 evidence</li> </ul> <p><i>6.4 Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> </ul> <p><i>6.5 Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples in any of the evidence provided</li> </ul> | <p>More Information Needed</p> |

| Reviewers' Feedback & Institution's Response  | Aligned |
|---|---------|
| <b>Link(s) to Institution's Response to First Review:</b> <ul style="list-style-type: none"> <li>The following links will take the reviewers to evidence of TPE 6.2 in EDU 360 <a href="#">Introduce</a>, <a href="#">Practice</a>, and <a href="#">Assessed</a>. <a href="#">EDU 240</a> evidence found in I, P, and A <a href="#">EDU 330</a> evidence found in I, P, and A.</li> <li>The following link will take the reviewers to evidence of TPE 6.4 in EDU 240 <a href="#">Introduce</a></li> <li>The following link will take the reviewers to evidence of TPE 6.5 in EDU 210 <a href="#">Introduce</a></li> </ul> |         |
| <b>Reviewers' Second Review:</b> Met  | Yes     |

***TPE Domain 7: Effective Literacy Instruction for PK-3 Settings To be reviewed at a future date***

| Reviewers' Feedback & Institution's Response               | Aligned       |
|--|---------------|
| <b>Reviewers' First Review:</b> Provide feedback here.     | Select Status |
| <b>Link(s) to Institution's Response to First Review:</b>  |               |
| <b>Reviewers' Second Review:</b>                           | Select Status |
| <b>Link(s) to Institution's Response to Second Review:</b> |               |

**TPE Domain 8: Effective Mathematics Instruction**

| Reviewers' Feedback & Institution's Response  | Aligned                        |
|---|--------------------------------|
| <p><b>Reviewers' First Review:</b></p> <p><i>8.2 Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's Mathematics Standards and the Preschool Learning Foundations.</i></p> <p><b>Please provide additional evidence of how the TPE is being INTRODUCED (I), PRACTICED (P), and ASSESSED (A)</b></p> <ul style="list-style-type: none"> <li>- Reviewers were unable to find examples of "UDL" in any of the evidence provided</li> </ul> | <p>More Information Needed</p> |
| <p><b>Link(s) to Institution's Response to First Review:</b></p> <ul style="list-style-type: none"> <li>The following links will take the reviewers to evidence of TPE 8.2 in <a href="#">EDU 310 UDL</a> concepts, activities, and strategies linked in <a href="#">Introduction</a>, <a href="#">Practice</a>, and <a href="#">Assessment</a>.</li> </ul>   |                                |
| <p><b>Reviewers' Second Review:</b> Met</p>   | <p>Yes</p>                     |
| <p><b>Link(s) to Institution's Response to Second Review:</b></p>   |                                |