

**Commission on Teacher Credentialing  
Preliminary Report of Findings and Addendum**

<b>Institution</b>	CSU Fullerton	<b>Program</b>	READING and LITERACY AA,
<b>Date of Review</b>	November 1, 2022		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable but response must include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

<b>Standards Found to be Preliminarily Aligned</b>	1, 4, 5, 6, 7, 8, 9, 10
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<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 2:</b> Promoting a Culture of Literacy	Additional information required on how candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development (2.2).	<p>READ 508: Candidates are invited to read peer reviewed readings to enhance their professional knowledge of teaching K-12+ learners in the areas of literacy and reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Syllabus page 13</a>: Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0 a.k.a. the Remix. <i>Harvard Educational Review, 84(1)</i>, 74-84.</li> <li>• <a href="#">Syllabus page 13</a>: Paris, S.G. (2005). Reinterpreting the development of reading skills. <i>Reading Research Quarterly, 40(2)</i>, 184-202.</li> </ul>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>Candidates demonstrate understanding of the readings, as well as additional content areas, through writing assignments:</p> <ul style="list-style-type: none"> <li>● <a href="#">Syllabus page 9</a>: Assessment and Instruction Reflection Report Assignment</li> <li>● <a href="#">Syllabus page 10</a>: Position Paper</li> </ul> <p>READ 516: Candidates are invited to read peer reviewed readings to enhance their professional knowledge of teaching K-12+ learners in the areas of literacy and readings:</p> <ul style="list-style-type: none"> <li>● <a href="#">Syllabus page 15</a>: Gomez-Najarro, J. (2019) Identity-Blind Intervention: Examining Teachers’ Attention to Social Identity in the Context of Response to Intervention. <i>Urban Education</i>.</li> <li>● <a href="#">Syllabus page 17</a>: Mokhtari, K., Niederhauser, D.S., Beschorner, E.A. and Edwards, P.A. (2011), FAD: Filtering, Analyzing, and Diagnosing Reading Difficulties. <i>The Reading Teacher</i>, 64: 631-635.</li> </ul> <p>Candidates demonstrate understanding of the readings, as well as additional content areas, through writing <a href="#">assignments</a>:</p> <ul style="list-style-type: none"> <li>● <a href="#">Syllabus page 11</a>: Fieldwork Reports Assignment</li> <li>● <a href="#">Syllabus page 12</a>: Summary and Recommendation Reports Assignment</li> <li>● <a href="#">Syllabus page 12</a>: Response to Intervention Plan Assignment</li> </ul>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>READ 507: Candidates meet the “effective implementation of the adopted curriculum” with the following assignments:</p> <ul style="list-style-type: none"> <li>● <a href="#">Assignment # 1: Critical Analysis of a Content Area</a> Unit (syllabus page 8)</li> <li>● <a href="#">Assignment #2: Resource Bundle</a> (syllabus page 8)</li> <li>● <a href="#">Assignment #3: Disciplinary Literacy Unit</a> (syllabus page 9)</li> </ul> <p>READ 507: Candidates meet the “use of peer coaching” with the following synchronous experiences and tools provided during these sessions. These are held in weeks 7, 12 and 15 of the semester:</p> <ul style="list-style-type: none"> <li>● <a href="#">Week 5 - Critical analysis of curriculum workshop</a></li> <li>● <a href="#">Week 7 - Peer Coaching synchronous session to create a Resource Bundle</a> (syllabus page 13)</li> <li>● <a href="#">Week 12 - Peer Coaching synchronous sessions to critically reflect on delivery of disciplinary literacy instruction</a> (syllabus page 14)</li> <li>● <a href="#">Week 15 - Peer Coaching synchronous session to critically reflect on teaching stance and decision making and implementing humanizing pedagogies</a> (syllabus page 15)</li> </ul>
<p><b>Standard 3:</b> Preparation to Teach Literacy to All Students through Assessment, Instruction and</p>	<p>Additional information required to demonstrate that candidates know the methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and</p>	<p>READ 508: Candidates provided with guidance on how to utilize formal and informal assessment methods to develop understandings of students’ areas of strength and need in relation to literacy and reading through course materials and readings. Candidates, in turn, apply their knowledge of assessment to fieldwork experiences in which they implement assessment and instructional plans with K-12 learners.</p>

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Appropriate Intervention	evaluate school-wide professional development (3.9).	<ul style="list-style-type: none"> <li>● Syllabus <a href="#">Page 9</a>: Assessment and Instruction Reflection Report Assignment</li> </ul> <p>READ 516: Candidates provided with guidance on how to utilize formal and informal assessment methods to develop understandings of students' areas of strength and need in relation to literacy and reading through course materials and readings. Candidates, in turn, apply their knowledge of assessment to fieldwork experiences in which they implement assessment and instructional plans with K-12 learners.</p> <ul style="list-style-type: none"> <li>● Syllabus <a href="#">page 11</a>: Fieldwork Reports Assignment</li> <li>● Syllabus <a href="#">page 12</a>: Summary and Recommendation Reports Assignment</li> </ul> <p>In addition, candidates in READ 516 engage in learning experiences in which they analyze multiple sources of data to develop Response to Intervention plans for small groups of students in a school.</p> <ul style="list-style-type: none"> <li>● Syllabus <a href="#">page 12</a>: Response to Intervention Plan Assignment</li> </ul> <p>READ 536: Candidates “revise instructional programs and to plan, implement, and evaluate school-wide professional development”</p> <ul style="list-style-type: none"> <li>● <a href="#">Week 8/Week 11</a>: Synchronous Session &amp; Present complete findings of triangulated analysis to inform curriculum strengths and needs (<a href="#">Syllabus page 7 &amp; 8</a>)</li> </ul>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<ul style="list-style-type: none"><li data-bbox="957 240 1734 310">• <a href="#">Week 12</a>: Synchronous Session on Curriculum Innovation and Professional Learning (syllabus page 12)</li><li data-bbox="957 337 1499 370">• <a href="#">Week 15: Curriculum Innovation Proposal</a></li></ul>