

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

Institution	California State University, Long Beach	Program	READING and LITERACY AA
Date of Review	December 16, 2021		

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.

Standards Found to be Preliminarily Aligned	1
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Reading and Literacy Added Authorization		
Standard 2: Promoting a Culture of Literacy	Additional information required in the course matrix and syllabi on community engagement: 2.1, 2.3. 2.4. Additional information required on the opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.	Standard 2 is addressed across all five courses. Candidates reflect on (via online discussions) readings and online resources about promoting a culture of literacy at the classroom, school, district, and community levels. Additionally, in EDRG 540 , candidates compare one research article and one practitioner-oriented article on a same topic. In EDRG 551 , candidates reflect on an article in terms of instructional implications. For the two cases studies, candidates discuss students’ instructional context and compare a diagnosis with current instruction. In EDRG 543 , candidates interview a tech coordinator and a school administrator about their school’s tech integration. In EDRG 558 , candidates learn about their students’ native language and identify its

		<p>features, supporting or hindering students’ literacy development. In EDRG 559, candidates reflect on the effectiveness of instructional strategies and their own and peers’ recorded writing intervention lessons.</p> <p>Evidence: course syllabus of EDRG 540, EDRG 551, EDRG 543, EDRG 558, EDRG 559</p>
<p>Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention</p>	<p>Additional information required in the course matrix and syllabi where the program standard was introduced [3.1, 3.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3, 3.5].</p> <p>Additional information required in the course matrix and syllabi where a program standard is assessed [3.2, 3.2.1, 3.2.2].</p> <p>Additional information required on how the program develops the skills needed to modify the curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.</p>	<p>Standard 3 is addressed in all five courses. Candidates read and reflect on (via online discussions) readings and online resources about teaching literacy to all students through assessment, instruction, and appropriate intervention. Additionally, in EDRG 540, candidates write a literature review on a topic related to assessment, instruction, or intervention. In EDRG 551, candidates, in two case studies, administer literacy assessments, identify strengths and needs, and discuss ways to modify current curriculum to address student needs. In EDRG 543, candidates develop, teach, and reflect on a WebQuest lesson on a curricular content. In EDRG 558, candidates assess students’ spelling development as well as implement and reflect on word study activities to address students’ spelling needs. In EDRG 559, candidates develop (based on their school student assessment data), implement, and reflect on a writing intervention plan.</p> <p>Evidence: course syllabus of EDRG 540, EDRG 551, EDRG 543, EDRG 558, EDRG 559</p>
<p>Standard 4: Integrating Curriculum through Fieldwork</p>	<p>Additional information required on where candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.</p>	<p>Standard 4 is addressed in EDRG 551 through two course assignments. In Standardized Test Review assignment, in collaborative groups, teams critically evaluate one standardized assessment related to literacy. They are required to provide research on the factors that develop/support a culture of literacy at the classroom, school, district, or community level. Candidates demonstrate the ability to analyze the effective implementation</p>

		<p>of adopted curriculum. Candidates demonstrate competence in evaluating standardized tests for reading/language arts. In each of the two case studies, for the background information section, candidates interpret results of disaggregated school-wide assessment data. Candidates use the information to put students in the context of their respective school. In the assessment data and summary section, candidates propose changes in instructional practices through grade and school level discussion and professional development.</p> <p>Evidence: EDRG 551 course syllabus</p>
<p>Standard 5: Planning, Organizing, and Providing Literacy Instruction</p>	<p>Additional information required on where candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.</p>	<p>Standard 5 is addressed in four of the five courses. In EDRG 551, in two case studies, candidates administer various literacy assessments, identify strengths and needs, and discuss ways to modify current curriculum to meet the diverse needs of their students. In EDRG 543, candidates develop a WebQuest lesson on a curricular content, teach the lesson, and reflect on the lesson. In EDRG 558, candidates assess students' spelling development with an appropriate spelling inventory, implement word study activities to address students' spelling needs, and reflect on the implementation. In EDRG 559, candidates develop a writing intervention plan based on their school student assessment data, implement the plan, and reflect on the implementation.</p> <p>Evidence: course syllabus of EDRG 551, EDRG 543, EDRG 558, and EDRG 559</p>