

Preconditions for Education Specialist Programs: Preliminary Education Specialist

- (1) *English Language Skills.*** *In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. [Reference: Education Code Sections 44227, 44253.1, and 44283.](#)*

The University of La Verne LaFetra College of Education requires all teacher preparation candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all their students. Each teacher education candidate has the opportunity to understand programs for English Learners and how to assess and place students in appropriate programs. In addition, they design lessons using state adopted ELD and content standards. Strategies that are effective with the English learner are explicitly taught throughout the program, with special emphasis in the following courses

- 1) Education 425 – Language and Literacy
- 2) Education 426 – Introductory Teaching Practices Education
- 5) SPED 409 – Directed Teaching

All candidates are provided explicit instruction in the theories of first and second language acquisition and the connection between language development and literacy development. They also have numerous opportunities in classes and fieldwork to understand and correctly implement appropriate classroom management, alternative groupings, and inclusion. The education specialist program curriculum is described in the University Catalog:

<https://education.laverne.edu/teaching/master-of-arts-in-teaching-inclusive-education/>

- (2) *Program Admission.*** *The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. [Reference: Education Code Sections 44227 \(a\).](#)*

- *The candidate provides evidence of having passed the appropriate subject matter examination(s).*
- *The candidate provides evidence of having attempted the appropriate subject matter examinations(s).*
- *The candidate provides evidence of registration for the next scheduled examination.*
- *The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.*

- *The candidate provides evidence of continuous progress toward meeting the subject matter requirement.*
- *The candidate provides evidence of enrollment in an organized subject matter examination preparation program.*

Faculty members assess candidates for subject matter competence during the admission process and advise them of their options. Candidates continue to receive subject matter advising until they achieve Commission-approved subject matter competence. Only those who have verified commission-approved subject matter are permitted to begin regular classroom student teaching.

Program requirements <https://education.laverne.edu/teaching/master-of-arts-in-teaching-inclusive-education/>

Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options:

- The candidate provides evidence of having passed the Commission-approved basic skills exam or CL-667 equivalent; Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- Candidates may submit transcripts and course descriptions for an evaluation under AB 130 to see if their courses match the subject matter domains.

(3) Subject Matter Proficiency. *The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. [Reference: Education Code Section 44227.](#)*

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

- 1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or*
- 2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or*
For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.
- 3. Hold a California general education teaching credential in any subject.*

The University of La Verne LaFetra College of Education verifies that each education specialist candidate has met the appropriate the subject matter requirement prior to directed teaching (SPED 409), or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Directed Student Teaching form: <https://laverne.edu/locations/wp-content/uploads/sites/44/2017/04/409Application.2017.pdf>

(4) Completion of Requirements. *A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: [Reference: Education Code Sections 44225\(a\), 44227, and 44283.2\(a\).](#)*

- Possession of a baccalaureate or higher degree from a regionally accredited institution*
- Satisfaction of the Basic Skills Requirement*
- Completion of an accredited professional preparation program*
- Completion of the subject matter requirement*
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States*

- *Passage of the [Reading Instruction Competence Assessment \(RICA\)](#) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates [Section 44283.2\(b\).](#)]*

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that educational specialist program candidates meet all legal requirements prior to receiving a recommendation for the credential.

All program courses are documented on candidate transcript. At the end of the program, a credential analyst uses Degree Tracker or the DPE (Degree Program Evaluation) to verify all credential requirements are satisfied.

**MAT TEACHING: INCLUSIVE EDUCATION
SPED PRELIMINARY CREDENTIAL**

Name _____ ID# _____

SS# _____ DOB _____ Program Admission Date _____

*Bachelor's Degree _____ university _____ *CBEST _____ date passed

*Subject Matter Waiver _____ major / university _____ or *CSET _____ 1) _____ 3) _____
2) _____ 4) _____ subject _____ dates passed

*120 hours experience _____ verification _____ *Fingerprint Clearance _____ validity dates

*US Constitution/exam _____ institution/exam date _____ Speech _____ date

Health Education _____ institution _____ TB Clearance _____ clearance date

*Offer of Employment _____ verification _____ RICA _____ date passed
(intern only)

*Portfolio passed _____ date passed _____ TPA Cycle 1 _____ score _____ date passed

Individualized Induction Plan _____ TPA Cycle 2 _____ score _____ date passed
(for Clear)

SEM/YEAR	COURSE NO.	COURSE TITLE	GRADE	UNITS
	*SPED 420	Foundations of Inclusive Education and Neurodiverse Learners		3
	*EDUC 425	Language and Literacy / Multiple Subject		4
	*SPED 421	Literacy Practicum 1		1
	*EDUC 426	Introductory Teaching Practices / Multiple Subject		4
	*SPED 430	Assessment Practices and IEP Development		3
	EDUC 440	Intermediate Teaching Practices / Multiple Subject		4
	SPED 422	Literacy Practicum 2		1
	EDUC 443	Advanced Teaching Practices / Single Subject		4
	SPED 450	Inclusive Educational Systems: Law, Behavior and Case Management		3
	EDUC 491	Subject Specific Pedagogy – History, PE, and Visual/Performing arts		3
	EDUC 492	Subject Specific Pedagogy: Math & Science		3
	EDUC 497B	Introductory Supervised Teaching		3
	SPED 409	Directed Teaching		4
	EDUC 593	Assessment and Research for Educators		3

*Internship Requirement

To Do List: _____ ULV Education Specialist Program 2020