

# **University of La Verne Teacher Education Program Multiple and Single Subject Credentials**

## **1.1 Program Summary**

### **Program Design**

The University of La Verne Multiple and Single Subject Credential Programs seek to prepare open-minded, reflective practitioners dedicated to the craft of becoming highly skilled, socially conscious teachers who advocate for equity for every student.

The programs are led by the Director of Teacher Education, Dr. Jessica Decker. The Director is responsible for oversight of the programs as a whole, along with ensuring quality implementation across all campuses. Each full-time faculty member within the program serves as the lead course specialist for one or more courses. In this role, the lead course specialists oversee curriculum development and training for those who teach the course. Each regional campus has a lead regional faculty member who performs administrative duties at that site and is responsible for the day-to-day operations of the programs.

Communication within the credential programs is facilitated through monthly program meetings at the main campus. These meetings include support staff and lead regional faculty from all campuses. Monthly program meetings focus on program improvements and quality implementation, as well as needed professional development and collaborative work time. In addition, the lead regional faculty participate in a separate monthly meeting designed to specifically address issues related to the regional campus setting.

The coursework of the credential programs is designed within a philosophical stance of humanistic constructivism. Our program espouses ways of being (human) and knowing (constructivist) that emphasize interconnection with others and ethical trajectories of living and learning toward social purposefulness. This philosophical stance, along with the Credential Program Standards and Teacher Performance Expectations, drives the structure of coursework and field experiences in the program.

Our program has been modified significantly over the last two years to better align with the revised Preliminary Multiple Subject and Single Subject Credential Program Standards. Perhaps the most significant change is the split into separate programs for multiple and single subject credentials. The credential program is a 2-year program.

### **Course of Study (Curriculum and Field Experience)**

The sequence of coursework in the programs create a carefully scaffolded experience for candidates. Teacher Performance Expectations are addressed throughout the programs with increasing levels of sophistication as candidates are introduced to the concepts, given opportunities to practice those concepts, and assessed on their ability to integrate the concepts.

Fieldwork and clinical teaching experiences are also scaffolded, with candidates responsible for increasing responsibility in the classroom as they progress through the programs. Fieldwork is supervised throughout the programs, with candidates receiving feedback on their teaching from the first term. Fieldwork requirements are tied to the course content each semester and provide opportunities for candidates to apply what they are learning in university coursework in the classroom context.

Candidates have dedicated courses in the areas of English learners, curriculum design, and subject-specific pedagogy. In addition, there are some topics scaffolded throughout the full sequence of the programs and addressed in each course, including English learners, meeting the needs of neurodivergent learners, classroom management, technology, culturally responsive pedagogy, and social-emotional learning.

### **Assessment of Candidates**

Candidates are primarily assessed for program competencies through our programs' key assessments. There are four key assessment tasks with one happening in each semester or term of the program. Though the key assessments are introduced to students through their coursework, the key assessments themselves are independent from the course grades.

Key Assessment 1 focuses on creating a positive classroom environment. Key Assessment 2 focuses on lesson planning and differentiating instruction. Key Assessment 3 focuses on building assessments and utilizing assessment results. Key Assessment 4 focuses on assessment of teaching competence through the eportfolio. The key assessments are introduced to candidates upon acceptance into the programs through the student handbook. Each key assessment is introduced in greater detail through information in the syllabus for each course in which it is given and instructional materials and support resources via TaskStream. Candidates are notified of their scores on the key assessments as they are assigned.

Candidates participate in the California Teacher Performance Assessment process as part of their program participation, a concept which is introduced to them through the programs' candidate handbook. Candidates complete Instructional Cycle 1 during EDUC 497 and Instructional Cycle 2 during EDUC 498. Candidates are provided with seminars to orient them to the TPA process and support their preparation. The TPA is administered and assessed by Pearson; therefore, the program is no longer involved directly in the assessor processes.

Candidates also engage in self-assessment related to their progress toward meeting credential requirements. This occurs through the use of our programs' ePortfolio. All candidates create an ePortfolio in their first term of the program, and they complete additional reflection and updates at the end of each term. Specifically, candidates are asked to use the Teacher Performance Expectations as the basis for reflecting on their learning, setting professional goals for growth in specific areas, and providing evidence of their learning and goal accomplishment. The documentation in the ePortfolio is also used to inform the candidates' induction development plan, the portable document archived by the program to assist candidates' transition to induction.

Candidates are also assessed regularly by district employees and university supervisors through their roles in the clinical teaching and fieldwork experience. District employed supervisors document their assessment of candidate progress toward meeting credential requirements through use of observation forms and end of term evaluations of the candidate. University supervisors also complete the same documentation.

Finally, the programs' credential analysts monitor, support, and assess candidate progress toward meeting credential requirements through the use of the candidate progress monitoring document (also referred to as the Credential Evaluation Form). Candidates are advised to meet with a credential analyst once in each term of the program to check their progress toward credential requirements. Candidates' progress is assessed by the credential analysts prior to submission of the credential application.

#### [Exhibit 1.1.1: Teacher Education Programs- Delivery Model and Credential Pathway](#)

### **Organizational Structure**

#### [Exhibit 2.1 Organizational Chart/Graphic](#)

### **Faculty Qualifications**

#### [Exhibit 3.1: Teacher Education Faculty Distribution](#)

#### [Exhibit 3.2 Annotated Faculty List](#)

##### [Valerie Beltran, Ed.D.](#)

Fulltime Tenured

[EDUC 428: Introductory Teaching Practices, Single Subject](#)

[EDUC 441: Advanced Teaching Practices, Multiple Subject](#)

[EDUC 443: Advanced Teaching Practices, Single Subject](#)

##### [Christian Bracho, Ph.D.](#)

Fulltime Tenure Track

[EDUC 427: Language and Literacy, Single Subject](#)

[EDUC 442: Intermediate Teaching Practices, Single Subject](#)

[EDUC 495: Foundations for Teaching, Single Subject](#)

##### [Jessica Decker, Ed.D.](#)

Fulltime Tenured

[EDUC 426: Introductory Teaching Practices, Multiple Subject](#)

[EDUC 441: Advanced Teaching Practices, Multiple Subject](#)

##### [Anita Flemington, Ed.D.](#)

Fulltime Tenured

[EDUC 428: Introductory Teaching Practices, Single Subject](#)

[EDUC 443: Advanced Teaching Practices, Single Subject](#)

[EDUC 492: Subject Specific Pedagogy, Math and Science](#)

##### [Marga Madhuri, Ph.D.](#)

Fulltime Tenured

[EDUC 425: Language and Literacy, Single Subject](#)  
[EDUC 427: Language and Literacy, Single Subject](#)  
[EDUC 442: Intermediate Teaching Practices, Single Subject](#)  
[EDUC 491: Subject Specific Pedagogy – History, PE, and Visual/Perf Arts](#)

[Ana Marie Mangahas, Ed.D.](#)

Fulltime Tenure Track

[EDUC 428: Introductory Teaching Practices, Single Subject](#)  
[EDUC 443: Advanced Teaching Practices, Single Subject](#)  
[EDUC 494A: Subject Specific Pedagogy - SS Math](#)  
[EDUC 494B: Subject Specific Pedagogy - SS English](#)  
[EDUC 494C: Subject Specific Pedagogy - SS Science](#)  
[EDUC 494D: Subject Specific Pedagogy - SS History](#)  
[EDUC 494E: Subject Specific Pedagogy - SS Physical Education](#)  
[EDUC 494F: Subject Specific Pedagogy - SS Music](#)  
[EDUC 494G: Subject Specific Pedagogy - SS Spanish](#)  
[EDUC 494H: Subject Specific Pedagogy - SS Art](#)

[Shana Matamala, Ed.D.](#)

Fulltime Non-Tenure Track

[EDUC 497: Introductory Supervised Teaching](#)  
[EDUC 498: Advanced Supervised Teaching](#)

[Lanney Mayer, Ed.D.](#)

Fulltime Non-Tenure Track

[EDUC 497: Introductory Supervised Teaching](#)  
[EDUC 498: Advanced Supervised Teaching](#)

[Kimberly Mitchell, M.Ed.](#)

Instructor

[EDUC 491: Subject Specific Pedagogy – History, PE, and Visual/Perf Arts](#)

[David Perry, Ph.D.](#)

Fulltime Tenured

[EDUC 494A: Subject Specific Pedagogy - SS Math](#)  
[EDUC 494B: Subject Specific Pedagogy - SS English](#)  
[EDUC 494C: Subject Specific Pedagogy - SS Science](#)  
[EDUC 494D: Subject Specific Pedagogy - SS History](#)  
[EDUC 494E: Subject Specific Pedagogy - SS Physical Education](#)  
[EDUC 494F: Subject Specific Pedagogy - SS Music](#)  
[EDUC 494G: Subject Specific Pedagogy - SS Spanish](#)  
[EDUC 494H: Subject Specific Pedagogy - SS Art](#)

[Justiniano Saldana, Ph.D.](#)

Fulltime Tenured

[EDUC 426: Introductory Teaching Practices, Multiple Subject](#)

[Joy Springer, Ed.D.](#)

Fulltime Non-Tenure Track

[EDUC 497: Introductory Supervised Teaching](#)  
[EDUC 498: Advanced Supervised Teaching](#)

Gary Stiler  
Fulltime Non-Tenure Track  
[EDUC 497: Introductory Supervised Teaching](#)  
[EDUC 498: Advanced Supervised Teaching](#)

[Nancy Walker, Ph.D.](#)  
Fulltime Tenured  
[EDUC 425: Language and Literacy, Single Subject](#)  
[EDUC 440: Intermediate Teaching Practices, Multiple Subject](#)

[Michael Woessner, M.A.](#)  
Fulltime Non-Tenure Track  
[EDUC 497: Introductory Supervised Teaching](#)  
[EDUC 498: Advanced Supervised Teaching](#)

### [Exhibit 3.3 Adjunct Requirements](#)

### **Course Sequence**

[Exhibit 4.1 Course Sequence](#)

### **Course Matrix**

[Exhibit 5.1 Course Matrix](#)

### **Fieldwork and Clinical Practice**

[Exhibit 6.1 Fieldwork Hours Required for Teacher Education Programs](#)  
[Exhibit 6.2 and 6.4 Documentation of Candidate Placements and Signed MOUs](#)  
[Exhibit 6.3a Clinical Teaching Overview](#)  
[Exhibit 6.3b Supervisor Training 2017](#)  
[Exhibit 6.3c Supervisor Training 2018 Section 1](#)  
[Exhibit 6.3d Supervisor Training 2018 Section 2](#)  
[Exhibit 6.5 Clinical Practice Handbook/Manual](#)  
[Exhibit 6.6a Fieldwork/Clinical Practice Syllabus: EDUC 497 Introductory Supervised Teaching](#)  
  
[Exhibit 6.6b Fieldwork/Clinical Practice Syllabus: EDUC 498 Advanced Supervised Teaching](#)  
[Exhibit 6.6.1a EDUC 425 Observation Form](#)  
[Exhibit 6.6.1b EDUC 426 Observation Form](#)  
[Exhibit 6.6.1c EDUC 427 Observation Form](#)  
[Exhibit 6.6.1d EDUC 428 Observation Form](#)  
[Exhibit 6.6.1e MS First Semester Evaluation of Performance](#)  
[Exhibit 6.6.1f SS First Semester Evaluation of Performance](#)  
[Exhibit 6.6.1g EDUC 440 Observation Form](#)  
[Exhibit 6.6.1h EDUC 442 Observation Form](#)  
[Exhibit 6.6.1i EDUC 441 and 443 Observation Form](#)  
[Exhibit 6.6.1j MS Second Semester Evaluation of Performance](#)  
[Exhibit 6.6.1k SS Second Semester Evaluation of Performance](#)  
[Exhibit 6.6.1l EDUC 497, 498, 467 Observation Report](#)  
[Exhibit 6.6.1m EDUC 497 Final Evaluation](#)  
[Exhibit 6.6.1n EDUC 498 Final Evaluation](#)

## **Credential Recommendation**

### Exhibit 7.1 Process For Fieldwork Course Completion, Registration & Credentialing

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

[Exhibit 7.1.1 Candidate Progress Monitoring Document](#)