

**Commission on Teacher Credentialing  
Common Standards Preliminary Report of Findings**

<b>Institution</b>	University of La Verne
<b>Date of Review</b>	April 24, 2019

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) 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 Common Standards 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 in preparation for the 2019-20 Site Visit.

<b>Standards Found to be Preliminarily Aligned</b>	2
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<b>Standards Requiring More Information</b>	<b>More Information Needed: Part(s) of the standards for which more information is needed</b>	<b>Additional Specific Evidence Needed for the Site Visit</b>	<b>Response from Program (Addendum)</b>
<b>Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	More information is needed to show how faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. The only evidence provided was faculty participation in public schools.	Interview faculty, staff, completers, and candidates on how the unit creates and articulates a research-based vision of teaching and learning and how this vision is represented in coursework and clinical practice.	The Common Standards report was updated to include additional information and evidence:  <a href="#">Multiple &amp; Single Subject Credentials</a> <a href="#">PPS Credentials</a>
<b>Standard 2: Candidate</b>		Information on how the Institution purposefully recruits and admits	

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<b>Recruitment and Support</b>		candidates to diversify the educator pool in California.	
<b>Standard 3: Course of Study, Fieldwork, and Clinical Practice.</b>	<p>Additional evidence is requested on:</p> <ol style="list-style-type: none"> <li>1. How site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> <li>2. How programs effectively implement and evaluate fieldwork and clinical practice.</li> <li>3. The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ol>		<p>The Common Standard template used stated “No additional information is required during the Common Standards submission.” Much of this information was provided in the Program Review reports.</p> <ul style="list-style-type: none"> <li>• <a href="#">Clear Administrative Services Credential Program Review 2018</a> (Course of Study begins on page 2, Executive Coach training page 6) <ul style="list-style-type: none"> <li>○ <a href="#">Direct Link</a></li> <li>○ <a href="#">Qualifications of District Mentor</a></li> <li>○ <a href="#">Executive Coaches’ Handbook</a></li> <li>○ <a href="#">Assessment of Coach/Candidate Pairing</a></li> <li>○ <a href="#">Rubrics</a></li> </ul> </li> <li>• <a href="#">Preliminary Administrative Services Credential Program Review 2018</a> (Course of Study begins on page 2, Field Experience page 4) <ul style="list-style-type: none"> <li>○ <a href="#">Direct Link</a></li> </ul> </li> <li>• <a href="#">PPS School Counseling Program Review 2018</a> (Course of Study</li> </ul>

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			<p>begins on page 3, Field Experience page 7)</p> <ul style="list-style-type: none"> <li>○ <a href="#">Direct Link</a></li> <li>○ <a href="#">Responses with links to evidence</a></li> <li>○ <a href="#">Veteran Practitioner Training Material</a></li> <li>○ <a href="#">Evaluation by University Supervisor</a></li> <li>○ <a href="#">Evaluation by On Site Supervisor</a></li> <li>○ <a href="#">Evaluation by Counselor Trainee</a></li> </ul> <ul style="list-style-type: none"> <li>● <a href="#">PPS School Psychology Program Review 2018</a> (Course of Study begins on page 3, Field Experience page 7) <ul style="list-style-type: none"> <li>○ <a href="#">Direct Link</a></li> <li>○ <a href="#">Site Supervisor Handbook</a></li> <li>○ <a href="#">Fieldwork Evaluations</a></li> </ul> </li> <li>● <a href="#">Special Education Program Review 2018</a> (Field Experience page 3) <ul style="list-style-type: none"> <li>○ <a href="#">Veteran Practitioner Training Material</a></li> <li>○ <a href="#">Clinical Practice Assessment Instrument</a></li> </ul> </li> <li>● <a href="#">Preliminary Multiple/Single Subject Program Review 2018</a> (Course of</li> </ul>

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			<p>Study begins on page 1, Field Experience page 5)</p> <ul style="list-style-type: none"> <li>○ <a href="#">Direct Link</a></li> <li>○ <a href="#">Responses with links to evidence</a></li> <li>○ <a href="#">Supervisor Training 2017</a></li> <li>○ <a href="#">Supervisor Training 2018 Section 1</a></li> <li>○ <a href="#">Supervisor Training 2018 Section 2</a></li> <li>○ <a href="#">EDUC 497, 498, 467 Observation Report</a></li> <li>○ <a href="#">EDUC 497 Final Evaluation</a></li> </ul>
<p><b>Standard 4: Continuous Improvement</b></p>	<p>More information is needed on how <i>programs</i> regularly and systematically collect, analyze, and use candidate and <i>program completer</i> data as well as data reflecting the effectiveness of <i>unit</i> operations to improve <i>programs</i> and their <i>services</i>.</p> <p>There is a graphic depiction of the assessment system but no discussion of how data is used to assess effectiveness or the results.</p> <p>Data for MS, SS, and ES program completers are given however data for all programs is needed.</p>	<p>Data from all programs on continuous improvement.</p> <p>Data from stakeholders about the quality of preparation.</p> <p>Analysis of unit and program data.</p>	<p>The Common Standards report was updated to include additional information and evidence. <a href="#">Direct link to content</a></p> <p>Program assessment data, summaries and analysis:</p> <ul style="list-style-type: none"> <li>● <a href="#">Multiple and Single Subject Credentials</a></li> <li>● <a href="#">Educational Specialist Mild Moderate Preliminary Credential</a></li> <li>● <a href="#">PPS School Counseling Credential</a></li> </ul>

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	<p>Data from other stakeholders such as employers and community partners are missing.</p> <p>There is no analysis of unit and program data that shows a continuous improvement process.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Preliminary Administrative Services Credential</a></li> </ul> <p>Stakeholders input about the quality of preparation:</p> <ul style="list-style-type: none"> <li>• Multiple and Single Subject Credentials <a href="#">2018</a> &amp; <a href="#">2019</a></li> <li>• PPS Credentials: When the two PPS credentials became a joint program in Fall 2019, the current SPPAC committee was disbanded and the past year has been spent working on reconstituting and renaming the committee so that it will reflect both programs. As such, faculty have been working in recruiting community partners and other professionals to be members of the new advisory committee. It has not yet been named. We have not had a meeting yet. Academic year 2020-2021 will begin our interactions with the advisor committee.</li> </ul>

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<p><b>Standard 5: Program Impact</b></p>	<p>More information is needed on how the Institution and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</p> <p>Data from MS, SS, and ES program completers are given; data from all programs are needed.</p> <p>More information on how the Institution and its programs review candidate data on an annual basis focusing on both candidate competency and readiness for the teaching profession (based on performance and feedback from program completers and their employers). Data from other stakeholders such as employers are missing.</p> <p>Data on how candidates demonstrate their knowledge and skills to support student learning are missing.</p> <p>There is no analysis of the data that discusses program impact across the unit.</p>	<p>Data from all programs on program impact.</p> <p>Data from stakeholders such as employers on program impact.</p> <p>Data on how candidates demonstrate their effectiveness.</p> <p>Analysis of data across the unit.</p>	<p>The Common Standards report was updated to include additional information and evidence. <a href="#">Direct link to content</a></p>