

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

Institution	University of La Verne	Program	PRELIMINARY ADMINISTRATIVE SERVICES
Date of Review	November 2018		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). 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 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, 2, 6, 9
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 3: Development of Professional Leadership Perspectives	It is unclear as to how the field experience learning activities expose candidates to both the internal and external influences and relationships in their school context. Provide evidence of how this is accomplished in all courses, and particularly in the Field Experience courses.	ED LD 574 ABC are aligned with the CPSELs and CALAPA . ULV PASC candidates are provided with opportunities to examine personal leadership skills while analyzing organizational problems. Candidates are also provided additional opportunities to examine contemporary issues in organizational leadership in both ED LD 572 .
Standard 4: Equity, Diversity, and Access	Provide evidence/clarification regarding how candidates apply theories and principles of educational equity within their school	ED LD 574-A PASC candidates are asked to utilize data to support the design of an equity-based action plan as indicated on Exhibit 1- ED LD 574-A

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	community contexts, through coursework assignments.	Candidates have additional opportunities to examine issues of race, class and equity in ED LD 572 .
Standard 5: Role of Schooling in a Democratic Society	Provide evidence/clarification regarding how candidates are given opportunities to prepare their respective school communities for engagement in civic responsibility towards building a democratic society.	Candidates are asked to examine contemporary issues that impact our democracy, in ED LD 573 and integrate their research. Throughout the program, candidates revisit this issue through the lens of staffing, budgeting and supervision of instruction. Our candidates ultimately design an action research project that includes creating a shared vision with stakeholders once they reach advanced standing in our program in ED LD 596 .
Standard 7: Nature of Field Experiences	Provide evidence/clarification regarding how candidates apply theoretical concepts to their respective school contexts in their field experience course.	In ED LD 574 B Candidates are assigned the task of leading all aspects of a professional development cycle, based on Cal APA project template – Exhibit 2- ED LD 574 B
Standard 8: Guidance, Assistance, and Feedback	It is unclear that the preparation program has an effective system by which the candidate's performance is guided, assisted, and evaluated in each field experience. Provide clarification.	Each candidate is required to complete ED LD 574 A-B-C . Adjunct Professor Melinda Early is the fieldwork instructor.
8A: Administration of the Administrator Performance Assessment (APA)	Provide clarification/evidence regarding how video, materials, and data are appropriately used in the candidate's APA cycle. There is no evidence of a written appeal policy regarding CalAPA, and scoring options.	Each candidate is required to complete ED LD 574 A-B-C .
8B: Candidate Preparation and Support	Provide clarification/evidence regarding how each candidate receives clear information about the nature of each task and passing score standard for the CalAPA, and the ways that they are provided multiple	Prof. Melinda Early meets as a class and individually with students as they progress through the course assignments.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	opportunities in preparation for the CalAPA activity cycles.	
8C: Assessor Qualifications, Training, and Scoring Reliability	Provide evidence of assessor qualification, training, and scoring reliability in terms of the CalAPA.	Professor Melinda Early is the fieldwork instructor.