

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

<b>Institution</b>	University of La Verne	<b>Program</b>	ECSE AA
<b>Date of Review</b>	January 2019		

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.

<b>Standards Found to be Preliminarily Aligned</b>	1, 2, 4
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<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Early Childhood Special Education Added Authorization</b>		
<b>ECSEAA Standard 3:</b> Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten	Provide further evidence to support the introduction/practice/assessment of the understanding of the impact of cultural and linguistic differences, and culturally appropriate practices.	It is addressed in the readings of Chapter 3. A follow-up reflection assignment on Bb unit 2 prompts a discussion about the chapter. Additionally, on the <a href="#">syllabus</a> for assignment descriptions under the " <a href="#">teaching portfolio</a> " section #2 states the following:  Individual daily lesson plans for one week. Each plan should include unique strategies for specific students to make the curriculum accessible and allow total participation throughout the day as appropriate for the students. Developmentally appropriate curricula activities must be provided included activities to encourage literacy and numeracy development.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>Attention to the needs of the second language or DLL learner must be present in the lesson plans. Reference should be made to the AIMS module on Transitioning and Naturalistic Environments related to specific instructional strategies used in the classroom. Reference to Connect Modules 5, 6, and 7 (technology, literacy, and tiered intervention) must be explicit within the lesson plan. The “squishy” book as created in Connect Module 5 must be utilized in the lesson.</p>

## SPED 557: Teaching Portfolio (75 Points)

This portfolio should include the following:

1. One week unit plan for a preschool classroom including all developmental activities as well as pre-literacy and pre - numeracy activities, addressing specific student issues and using universal design for learning strategies. The format should be one that the master teacher in the preschool class uses, and should be review with the master teacher.
2. Individual daily lesson plans for one week. Each plan should include unique strategies for specific students to make the curriculum accessible and allow total participation throughout the day as appropriate for the students. Developmentally appropriate curricula activities must be provided included activities to encourage literacy and numeracy development. Attention to the needs of the second language or DLL learner must be present in the lesson plans. Reference should be made to the AIMS module on Transitioning and Naturalistic Environments related to specific instructional strategies used in the classroom. Reference to Connect Modules 5, 6, and 7 (technology, literacy, and tiered intervention) must be explicit within the lesson plan. The “squishy” book as created in Connect Module 5 must be utilized in the lesson.
3. It is imperative to receive quality feedback from the mentor teacher. Include summaries of discussions and mentor feedback on lesson preparation and delivery during the week of instruction. In addition, include a letter from the mentor summarizing your classroom teaching skills.