

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

Institution	University of La Verne	Program	Preliminary Multiple/Single Subject
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	2
----------------------------------------------------	---

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	The Course Matrix offers strong detail; however, the locations that cite the specific assessments are not easily identified. Please cite within each course where the (I) the (P) and the (A) may be found, if the course is cited in the matrix. Currently, the reviewers are forced to draw inferences to locate the evidence. Please offer a clearer connection.	The program redesign was focused on creating a scaffolded experience for students. Therefore, many standards are addressed in multiple courses. Our program overview chart provides the big ideas for each level of the program, and an overview of that chart (which we share with all faculty and adjuncts) can be found here: https://youtu.be/gOxDhllhvCM . We have also updated the matrix to link to more specific information in each course in order to provide a clearer connection to evidence.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
	The beginning sentence of the narrative speaks to only the multiple subject program. Please speak to the single subject program as well.	The narrative has been updated to include both the multiple and single subject programs in all sections.
Standard 3: Clinical Practice <ul style="list-style-type: none"> A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors 	<p>C) Provide evidence that the supervisors are appropriately credentialed for the candidates they observe.</p> <p>D) Provide evidence that the program provides <u>district employed</u> supervisors a minimum of ten hours of initial orientation..."</p>	<p>Resumes for supervisors have been included to show evidence that they are appropriately credentialed for the candidates they observe.</p> <p>The program uses several strategies to implement the initial orientation for district-employed supervisors. First, the program utilizes the Course Networking site developed by CCTE to document district-employed supervisors' participation in eight hours of professional development focused on coaching adult learners, instructional strategies, and inclusive education. District-employed supervisors are required to complete a log to document their hours and activities. Any required content that has not been addressed can be completed through utilization of the videos posted on the Course Networking site.</p> <p>Two of the required eight hours are specific to supervision at the University of La Verne. This orientation is delivered via a series of videos posted on the Clinical Teaching website, the Clinical Teaching Overview document, and the initial Meet & Greet between the candidate, the university supervisor, and the district-employed supervisor.</p>
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Provide additional clarification as to how the process involves candidates, district employees, supervisors, and credential analysts.	The program summary ("Assessment of Candidates" section) has been updated to provide specific information regarding the involvement of candidates, district employees, supervisors, and credential analysts in candidate monitoring, support, and assessment.

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <ul style="list-style-type: none"> A. Administration of the Teaching Performance Assessment (TPA) B. Candidate Preparation and Support C. Assessor Qualifications, Training, and Scoring 	<p>Please provide evidence of the administration (5 A), candidate preparation (5 B), and assessor processes (5C) related to TPA preparation. The program narrative introduces this concept, but more articulation needs to be evident in the documents.</p>	<p>The program summary (“Assessment of Candidates” section) has been updated to provide specific information regarding the administration, candidate preparation, and assessor processes related to the Teacher Performance Assessment.</p>
<p>Standard 6: Induction Development Plan</p>	<p>Provide evidence of “a portable document archived by the preliminary program” and demonstrate that the candidate has been provided with a document for transmission to induction.</p>	<p>The portable document archived by the preliminary program is an Induction Development Plan that asks candidates to reflect on their ePortfolio documentation throughout the program to set a plan for transition to induction. This plan is developed with the involvement of the candidate’s district-employed supervisor and university supervisor.</p>

Clinical Teaching University Supervisors

[Armandan, Tony](#)
[Ayala, Mikaela](#)
[Clague, Skip](#)
[DeGuzman, Vanessa](#)
[Der-Karabetian, Armine](#)
[Fair, Catherine](#)
[George, Rich](#)
[Gomez, Rosario](#)
[Lazalde, Joyce](#)
[MacAuley, Monica](#)
[Marino, Barbara](#)
[Naylor, Carolyn](#)
[Pipersky, Diana](#)
[Rader, Lynn](#)
[Russell, Connie](#)
[Turner, Bob](#)
[Vigliotti, Janeane](#)
[Warden, Kathryn](#)
[Waterman, Allan](#)
[Young, Jack](#)

University of La Verne Induction Plan



Candidate: _____ University Supervisor: _____

Credential Received: Multiple Subject _____ Single Subject _____ Education Specialist _____

Effective Date of Preliminary Credential _____

Step 1 Directions: Based on evidence gathered during your teacher preparation program, use the first two columns to describe your strengths and goals in relation to the following.

TPE Domain	Field Experience Strengths (Student Teaching or Intern Program)	Goals (Started with your University Supervisor and completed with your Induction Support Provider)
A: Making Subject Matter Comprehensible to Students		
B: Assessing Student Learning		
C: Engaging and Supporting Students in Learning		
D: Planning Instruction and Designing Learning Experiences for Students		
E: Creating and Maintaining Effective Environments for Student Learning		

F: Developing as a Professional Educator		
------------------------------------------	--	--

Step 2 Directions: Reflect on evidence gathered during your teacher preparation program that identified your areas of strength.

Please continue on the back

Step 3 Directions: Reflect on evidence gathered during your teacher preparation program that identified needed growth areas.

Step 4 Directions: The candidate is responsible for completion of this document and submission of a copy to his/her University Supervisor.

Documentation Review:

Signature/ Date

Candidate Signature/ Date

District Support Provider Signature/ Date

University Supervisor

We value your feedback at the University of La Verne. Please take time to email us this form when you apply for your Clear Credential and provide us with any feedback you feel would benefit our program improvement efforts. Email to CToffice@laverne.edu