

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

Institution	University of La Verne	Program	SCHOOL PSYCHOLOGY
Date of Review	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.

Standards Found to be Preliminarily Aligned	2-24, 27
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design, Rationale and Coordination	More information needed to clarify the program design and equitable access and opportunities for candidates at the La Verne and Bakersfield ROC sites. Provide clarification.	<p>The narrative has been updated to provide additional clarification regarding program design and equitable access and opportunities for candidates at the La Verne and Bakersfield ROC sites.</p> <p>Each full-time faculty member serves as the lead course instructor for one or more courses in the program across sites.</p> <p>Lead course instructors provide curriculum oversight and on-boarding of adjunct instructors. Lead course instructors provide curriculum oversight and on-boarding of adjunct instructors.</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>The Bakersfield ROC site has a Lead Regional Faculty member performs administrative duties and works with the Bakersfield Site Director.</p> <p>Monthly program meetings include full-time faculty, ROC support staff and the lead regional faculty member from the Bakersfield campus. (See Agenda(s) for Mtgs.)</p>
Standard 25 Practica	Provide further evidence ensuring that candidates at the La Verne and ROC Bakersfield sites have equal opportunities for diverse practica and field experiences.	<p>University supervisor provides On-Site supervisors with contact information to discuss any questions/concerns regarding candidate progress (link to Practicum Letter)</p> <p>Practicum A/B University supervisors reach out to On-site supervisors once per semester to discuss the Practicum student's progress.</p> <p>Via class meetings/appointment, candidates can discuss questions/concerns about the Practicum experience with University supervisor</p> <p>Candidates evaluate On-Site supervisor/experience via use of the On-site Field Experience Evaluation form. (Pg. 50 Pract. A/B Syllabus Packet)</p> <p>Students in our programs have the opportunity to be placed at these sites, which are some of the most diverse and underserved within CA.</p>
Standard 26: Culminating Field Experience	Provide further evidence ensuring that candidates at the La Verne and ROC Bakersfield sites have equal opportunities for diverse practica and field experiences.	University Fieldwork Supervisors meet in-person with On-site supervisors once per semester to review/discuss candidate progress .

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
		<p>University supervisor provides On-Site supervisors with contact information to discuss any questions/concerns regarding program requirements or candidate progress</p> <p>Via class meetings/appointments with University supervisor, candidates can discuss questions/concerns about Fieldwork experience</p> <p>Candidates evaluate On-Site supervisor/experience via use of the On-site Field Experience Evaluation form. (Pg. 27 Fieldwork Syllabus Packet)</p> <p>Students in our programs have the opportunity to be placed at these sites, which are some of the most diverse and underserved within CA.</p>

Exhibit 1.1.2: Faculty Course Lead List

University of La Verne
School Psychology Program

As of Fall 2019

Course	Course Lead	Notes
SPSY 502 Learning Disabilities & Neurology SPSY 578 Advanced Assessment SPSY 580 Advanced Assessment in Neuropsych. SPSY 589 B Supervised Field Work SPSY 598 Graduate Seminar in School Psychology	Jackie Allen	Full-Time Tenured Lead Regional Faculty School Psychology Courses Bakersfield /Main Campus
SPSY 547 Introduction to School Psychology (Law & Ethics) SPSY 589 A/B Supervised Field Work	Kim Dieu	Full Time – Tenure Track School Psychology Courses Main Campus
PPS 543 School Counseling & Legal Mandates PPS 546 Intro to School Counseling PPS 583 A/B/C Supervised Fieldwork PPS 597 Grad Seminar	Kathy Elderson	Full Time Non-Tenure School Counseling Courses Main Campus
SPSY 547 Introduction to School Psychology (Law/ Ethics) SPSY 548 Program Planning and Evaluation SPSY 573 Psychology of Multiculturalism in Schools SPSY 579 Alternative Assessment SPSY 598 Grad Seminar	Veronica Escoffery- Runnels	Full-Time Tenured Prog. Chair School Psychology Courses Main Campus
PPS 576 Org. Leadership & School/Community Collaboration PPS 583 C Supervised Fieldwork	Everett Lovelace	Full Time-Tenure Track Assoc. Prog. Chair ROC Faculty School Counseling Courses Bakersfield/College of the Canyons
PPS 571 Indiv. Counseling Skills PPS 572 Grp. Counseling Skills PPS 573 Counseling Div. Populations PPS 583 A/B/C Supervised Fieldwork PPS 597 Grad. Seminar PPS 532 The World of Immigrant Students PPS 533 Counseling Latino Immigrant Youth & Family PPS 534 Bilingual Education Theories	Adonay Montes	Full-Time Tenured School Counseling Courses Main Campus
PPS 504 Methods of Research PPS 567 School Safety & Crisis Prevention PPS 583 A/B/C Supervised Fieldwork	Laura Ibarra	Full Time Non-Tenure Lead Regional Faculty School Counseling Courses Irvine

PPS 543 School Counseling & Legal Mandates PPS 549 School Counseling Theories PPS 565 Career Development PPS 574 Facilitation, Collaboration & Consultation Skills	Gyasmine George Williams	Full Time Non-Tenure Lead Regional Faculty School Counseling Courses Burbank
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Exhibit 1.1.3: Meeting Agendas

EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAM MEETING
04-17-19
LEO HALL 107

1. Welcome/Greetings
 - a. Protocol/Group Norms
 - Listen, seek understanding, & respect all opinions
 - Approach with humor & good will towards all
 - Provide reciprocal support & participation
 - Follow a goal driven process (as appropriate to meeting content)
2. ROC Campus Updates
 - a. Overall Program Updates/Info – Everett
 - b. Updates/Overview of ROC Happenings – Pam
 - c. School Psych Prog. Bakersfield ROC – Jackie
 - d. Cohort Info – Lead Regional Faculty
3. Candidate Admission Interview Process
 - a. Candidate Interview Day 04-27-19 @ 9:00 am - 1:00 pm
 - b. 17 candidates composed of Ed. Counseling and School Psych
 - c. Upcoming Interview Day 05-18-19
4. CCTC Program Standards/Performance Expectations/ Preliminary Program Feedback
 - a. New Standards Approved by CCTC – April 11, 2019
 - School Counseling = 5 Program Standards & 9 Performance Expectations
 1. SCPEs
 - School Psychology = 5 Program Standards & 10 Performance Expectations
 1. SPPEs
 - b. CCTC Program Feedback/Preliminary Findings
 - **School Psychology Standards** 24 Preliminarily aligned & 3 requiring additional information
 - **School Counseling Standards** 10 Preliminarily aligned & 22 requiring additional information
5. Implications of CCTC Preliminary Feedback
 - a. Faculty Course Teaching Matrix
 - Information required on course assignments
 - b. School Counseling Curriculum Change across program
 - Practicum Course Proposal
 1. Removal of embedded Practica courses
 2. Timeline = Fall 2021 implementation
 3. ROC implications
 - PPS 564 Instruction and Achievement course
 1. Return to PPS course sequence
 - c. Thorough Syllabi review of all courses

- Development of Ed Counseling School Psych Program Syllabus template
6. Program Dispositions Form Discussion
 - a. Review of Disposition explanation/justification
 - b. Review proposed program disposition form/format
 7. Ongoing Questions to Answer as we engage in Program Curriculum Change, Syllabi Review and Syllabus Template development
 1. What evidence can we gather from candidate assignments and assessments that will indicate to us that candidates are demonstrating an understanding of the content, concepts, and skills associated with the standards/domains?
 2. What processes are in place to ensure that each candidate has the opportunity to learn the content, concepts, and skills associated with each standard/domain?
 3. How is the language of the standards incorporated into each candidate's learning experiences?
 4. How will the ELO's we create (rewrite) and the feedback we provide to candidates be aligned to the quality and rigor of the standards?
 5. How will the system of curriculum, instruction, and assessment that is implemented not only align to the standards, but meet candidates needs to engage in meaningful, authentic learning experiences?

Future Program Meeting Dates 2018-2019

- 05-15-19

EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAM MEETING
05-15-19
LEO HALL 107

1. Welcome/Greetings
 - a. Protocol/Group Norms
 - Listen, seek understanding, & respect all opinions
 - Approach with humor & good will towards all
 - Provide reciprocal support & participation
 - Follow a goal driven process (as appropriate to meeting content)
2. ROC Campus Updates
 - a. Overall ROC Program Updates/Info – Everett
 - b. Updates/Overview of ROC Happenings – Pam
 - c. School Psych Prog. Bakersfield ROC – Jackie
 - d. Cohort Info – Lead Regional Faculty
3. Recognitions/Celebrations
 - a. Transitions and Additions
4. Candidate Admission Interview Process
 - a. Candidate Interview Day 05-18-19 @ 9:00 am - 1:00 pm
 - b. 26 candidates composed of Ed. Counseling and School Psych
 - c. Final interview day for Fall 2019 admissions
5. Multicultural Graduation Ceremonies 05-18-19
 - a. LatinX – 9:00 am and 5:00 pm
 - b. African American - 2:00 pm
6. CCTC Program Standards/Performance Expectations/ Preliminary Program Feedback
 - a. New Standards Approved by CCTC – April 11, 2019
 - Work will be done over the summer to address the feedback and compile the required information
 - You will be contacted to provide information regarding any course that you teach or are the lead for.
7. Advising Model
 - a. Will be utilizing a new advising model in the Fall
 - Large group advising to occur at practical/crucial times during the semester
 - Small group advising sessions will be scheduled throughout the semester occur (5-6)
 - Individual advising will be available via each faculty member receiving the names of newly enrolled students to advise. Students will receive your name as the person they can connect with for additional advising as needed/per student request. This is in addition to but not in place of what is being offered as noted above.
 - Existing students will be divided via alphabet and assigned accordingly
8. Program Meetings 2019-2020
 - a. Continue to meet on same schedule/same time (3rd Wed.@ 9:30 am)

b. Meetings will begin in September

Future Program Meeting Dates 2019-2020

- 09-18-19

EDUCATIONAL COUNSELING & SCHOOL PSYCHOLOGY PROGRAM MEETING
09-18-19
LEO HALL 107

1. Welcome/Greetings

a. Protocol/Group Norms

- Listen, seek understanding, & respect all opinions
- Approach with humor & good will towards all
- Provide reciprocal support & participation
- Follow a goal driven process (as appropriate to meeting content)

2. ROC Campus Update Reports (see attached for reporting info)

- a. Overall Program Updates/Info – Everett
- b. Overview of ROC Happenings /Advising Updates – Pam, Lorene, Amy
- c. Lead Regional Faculty/Cohort Happenings – Jackie, Laura, Gyasmine

3. Group Interview Process/Candidate Interview Day (CID)

- Discussed with LFCE Deans. Full endorsement to move forward across campuses
- Advantages
- Determine Execution for ROC campuses
 - Timeline
 - Number of starts per campus/per term
 - Cohort maximums/minimums (what constitutes a cohort?)
 - Cohort Start dates
 - Develop feasible ROC dates for CID
 - Logistics (campus groupings)

4. Interview Cut-Off Dates -Develop Policy

- E-mail discussion (Early sept.)
- Proposal – 2 week prior to term start (potential cut-off date)
- Exceptions/extenuating circumstances (define)

5. Summer Fieldwork Policy

- Policy development (No fieldwork during summer months)
 - ROC issues/concerns per program
 - Main campus issues/concerns per program
 - Determine what “summer” is
 - 1. June/July & Aug
 - 2. June/July only
 - 3. Overall/general School start dates for the region dictates summer start
- Risk Management - Supervision Issues/Liability Issues
- K-12 vs Community College – differences?
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For ROC Campus Update Reports Please Provide Information on the Following

- **Overall ROC EC/SP Program Updates/Info**

- ❖ Everett

- Please provide info on the following:

- ✓ General overview of program activities at each campus
 - ✓ Achievement/Changes (successes, updates, planned mtgs./activities)
 - ✓ Concerns/Consultation needed (campus issues, adjuncts)

- **Overview of ROC Happenings/Advising Updates**

- ❖ Pam

- ❖ Lorene

- ❖ Amie

- Please provide info on the following:

- ✓ Enrollment info/updates (e.g., campus cohort numbers)
 - ✓ Achievements (successes, org. mtgs., changes)
 - ✓ Concerns/Questions (e.g., programmatic, advising issues)

- **Lead Regional Faculty/Cohort Happenings**

- ❖ Jackie

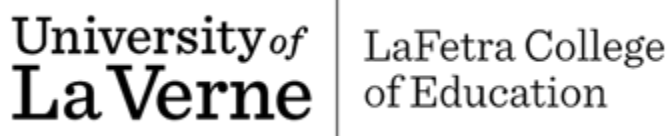
- ❖ Laura

- ❖ Gyasmine

- Please provide info on the following:

- ✓ Cohort updates (e.g., campus/size of cohort, changes)
 - ✓ Achievements/Changes (e.g., successes, updates, planned activities)
 - ✓ Concerns/Consultation needed (e.g. students, campus issues)

Exhibit 1.1.4: Practicum Letter - On Site Supervisor Communication



2811 D. Street

La Verne, California 91750

Month XX, 20XX

Dear Site Supervisor (Name)

This letter is to certify that **Ms. /Mr. ABC** is a graduate student in the University of LaVerne School Psychology Master's and Pupil Personnel Services Credential Program. As a **first year/second year** student, **ABC** is required to have a field experience placement (Practicum) at a school site.

The Practicum experience consists of the **first year/second year** student shadowing a professional school psychologist. Through the Practicum experience, the student will become familiar with the scope of school psychologist responsibilities in both general and special education settings at the school site. By shadowing the professional school psychologists in their daily duties, **ABC** will also gain insight into the climate and the culture of schools and school districts.

ABC is required to fulfill the following requirements at the Practicum Site:

1. Receive professional supervision from a school psychologist with a minimum of 3 years of full-time experience
2. Complete 225 hours of supervised field experience (1-2 days/week or the equivalent hours)
 - a. Practicum-Level I- fall semester- 100 hours
 - b. Practicum-Level II- spring semester- 125 hours
3. Complete the Verification of Placement document to confirm school site, supervisor, and district provision of a field placement site and appropriate supervision.
4. Meet with On-Site Supervisor to discuss and complete the Planning Document specifying the plan to complete all required hours in the appropriate NASP domains
5. Turn in logs with required hours, signed by the on-site supervisor

Examples of Practicum Student Activities May Include

1. Shadow school psychologists, school counselors, special education teachers, speech and language pathologists, school nurses, adaptive PE teachers, and other student service providers.
2. Observe regular classroom instruction in elementary, middle, and/or high school.
3. Visit and observe special education classrooms.
4. Attend student case conferences and parent conferences.
5. Attend Student Study Team (SST) meetings.
6. Attend Individualized Education Program (IEP) and Section 504 meetings.
7. Attend school board meetings.
8. Counsel students individually and in groups.
9. Observe and participate in crisis intervention programs.
10. Conduct action-oriented research.
11. Monitor individual student progress through educational planning and evaluation.
12. Administer practice cognitive and comprehensive psychoeducational tests.
13. Interview school psychologists, DIS service providers, Directors of Special Education and special education teachers.
14. Self-evaluate progress and accept feedback
15. Complete log entries.

If you have any questions or need further clarification, please do not hesitate to contact me. I can be reached via phone at (909) 999-5555 x2019 or at the following e-mail address: jane.doe@e-mail.net. Thank you for assisting our University of La Verne graduate student in their journey to becoming a practicing school psychologist.

Sincerely,

Jane Doe

University of La Verne Practicum Instructor

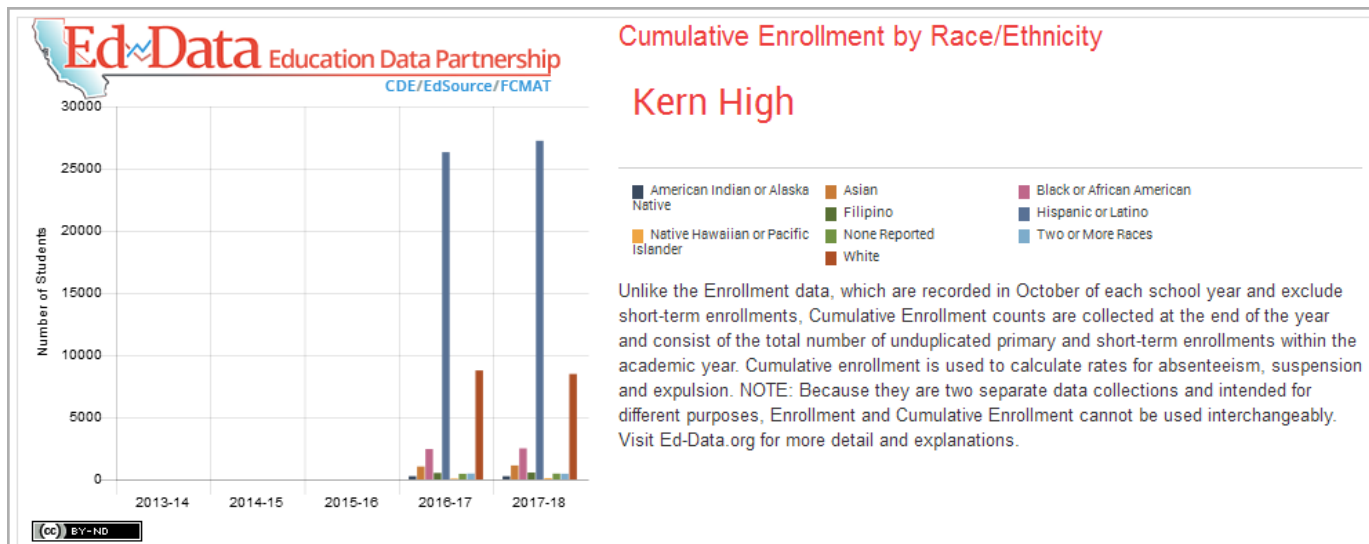
School Psychology Program

Exhibit 1.1.5: School Psychology Programs- Sampling of Field Experiences

Bakersfield/Kern County Area

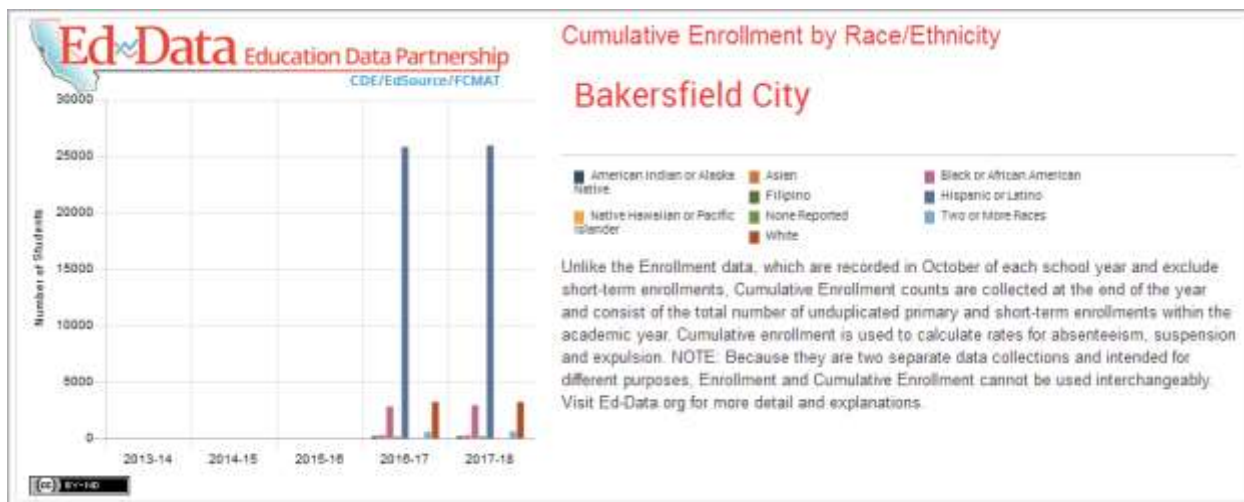
1. Kern High School District (Kern HSD)

- 18 comprehensive high schools
- 6 alternative high schools



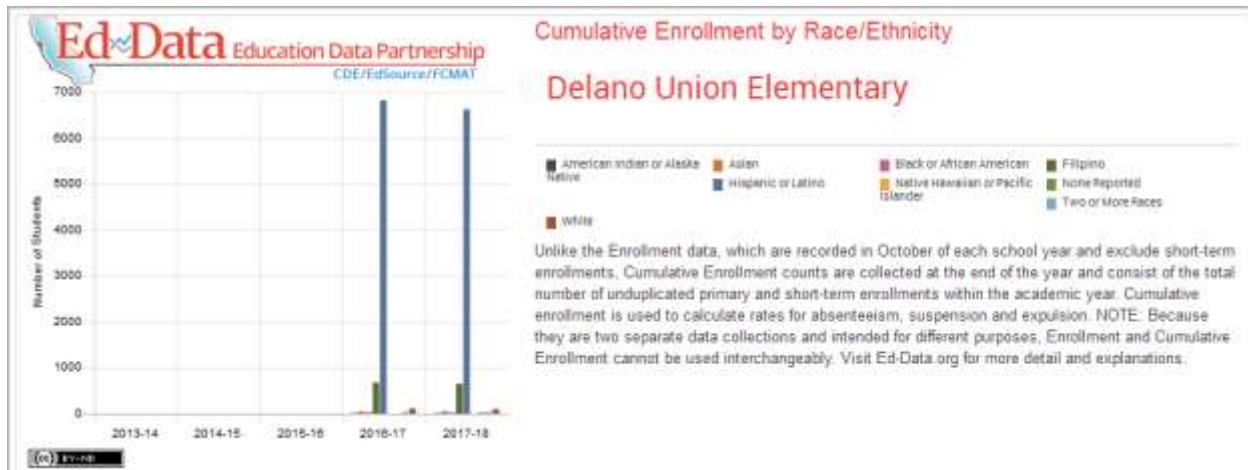
2. Bakersfield City

- 34 elementary schools
- 9 middle/junior high schools



3. Delano Union Elementary School District

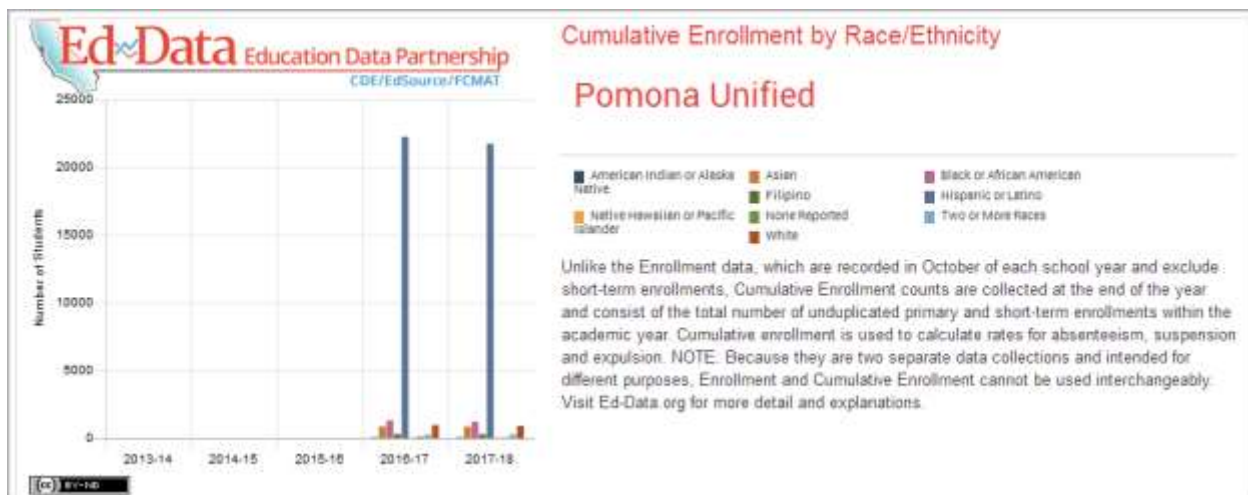
- 8 elementary schools
- 3 middle schools
- 1 high school



Local Districts

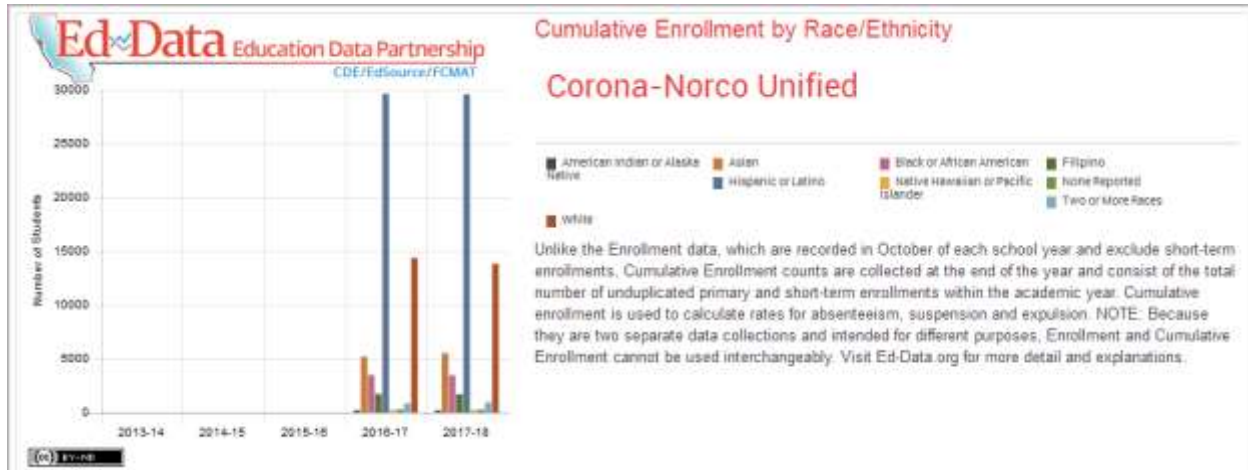
1. Pomona Unified School District

- 26 elementary schools
- 5 middle schools
- 5 high schools



2. Corona Norco USD

- 29 elementary
- 8 middle schools
- 9 high schools



3. Ontario Montclair USD

- 24 elementary
- 6 middle schools
- 0 HS - feeds into Chaffey Joint Union High school Dist. for high school



EVALUATION AND SUMMARY

Date: _____ Site: _____

TRAINEE: _____

FIELD WORK/INTERNSHIP LEVEL (I or II): _____

University Supervisor: _____ On Site Supervisor: _____

SUMMARY of DEMONSTRATED SKILLS EVALUATION
(calculate average score of each domain and place in the rating column)

DOMAIN	RATING (1-4)	COMMENTS
1. Data-Based Decision Making		
2. Consultation and Collaboration		
3. Interventions and Instructional Support to Develop Academic Skills		
4. Interventions and Mental Health Services to Develop Social and Life Skills		
5. School-Wide Practices to Promote Learning		
6. Preventive and Responsive Services		
7. Family-School Collaboration Services		
8. Diversity in Development and Learning		
9. Research and program Evaluation		
10. Legal, Ethical, and Professional Practice		
11. Personal and Professional Growth and Development		

OVERALL RATING ON COMPETENCIES: _____ (summary of all 11 domains divided by 11)

SUMMARY COMMENTS:

RECOMMENDATIONS FOR IMPROVEMENT, ATTAINING COMPETENCY, AND COMPLETING THE SCHOOL PSYCHOLOGY PROGRAM: (use a second page if needed)