

Initial Program Review Specified Common Standard Response

During Initial Program Review, institutions are required to submit the additional information below which is excerpted from the Commission's Common Standards. This information demonstrates how the proposed new program will integrate into the existing education unit. A Commission-approved program sponsor must submit a full response to common standards in Year 5 of the accreditation cycle. A full description of what is required during [Year 5 Common Standards submission](#) can be found on the Commission website.

Directions: Provide a concise narrative and link any supporting documentation/evidence as it applies to the proposed program. **Narratives for each element of a standard should be less than 200 words.**

Common Standard Excerpts	Concise narrative and links to any supporting documentation/evidence
<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p> <p>Provide the unit’s research-based vision and description how it is clearly represented in the proposed new educator preparation program. Describe how this vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.</p>	<p>The Mission of the University of La Verne</p> <p>The University of La Verne offers a distinctive and relevant educational experience to a diverse population of traditional-age, adult, and graduate learners, preparing them for successful careers and a commitment to life-long learning across the liberal arts and professional programs.</p> <p>Core Values of the University of La Verne</p> <ul style="list-style-type: none"> • Ethical Reasoning • Diversity and Inclusivity • Lifelong Learning • Civic and Community Engagement • https://laverne.edu/2020-vision/vision-mission/ <p>The Mission, Vision, Values and Goals of the LaFetra College of Education</p> <p>Mission: The LaFetra College of Education champions social equity for youth, adults, families, and communities by equipping and empowering scholarly, highly-skilled practitioners, education advocates, and leaders.</p> <p>Vision: The LaFetra College of Education will lead the national conversation on advancing the careers of professionals and scholars who are highly competent advocates for equity and justice.</p> <p>Core Dispositions & Values:</p> <ul style="list-style-type: none"> • Intellectual & Personal Transformation • Cultural Agility & Inclusion • Social-Emotional Learning • Ethically Courageous Decision-Making • Facilitation & Collaboration • Critical Analysis & Inquiry • Innovative Thinking • Effective Verbal & Non-Verbal Expression <ol style="list-style-type: none"> 1. Student Pathways to Success 2. Preeminence in Social Equity Focus 3. Highly-Engaged Community Partners 4. Diverse, Equipped, Energized Faculty & Staff 5. Culture of Continuous Improvement <p>Link to: Faculty Research Expectations</p>

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<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p> <p>How will the institution actively involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and planning for the proposed educator preparation program(s) and monitor that process across all programs.</p>	<p>The Dean of the LaFetra College of Education is responsible for the ongoing academic oversight of all credential programs offered by the University of La Verne, at the main campus, regional centers and other sites across the state. Program chairs coordinate each credential program offered by the University of La Verne. All program chairs report to the Dean of the LaFetra College of Education.</p> <p>Faculty of the LFCE take leadership positions in state, national and international professional organizations where they serve as officers, board members and foundation members. Faculty are also known for their expertise in their fields, and are sought out to act as consultants in schools and districts who are looking for guidance in improving their programs.</p> <p>The program was created by a team of qualified teacher education faculty. The team met on a bi-weekly basis during the development of the program.</p> <p>https://laverne.sharepoint.com/:f:/r/sites/BilingualAuthorization/Shared%20Documents/Bilingual%20Authorization%20meetings?csf=1&web=1&e=TpQocW</p> <p>In addition, meeting were held with local school district personnel and site administrators to gather relevant information about local school districts' needs. These districts include Pomona Unified School District, Ontario-Montclair School District and Upland Unified School District.</p>

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<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p> <p>How will the education unit ensure that faculty and instructional personnel in the proposed program 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. Provide documentation how faculty and instructional personnel are informed of this requirement.</p>	<p>Each member of the University of La Verne LaFetra College of Education faculty who regularly teaches one or more courses relating to instructional methods for teaching credentials, including Specialist Credentials, actively participates in public elementary or secondary schools and classrooms at least once every three academic years. Full-time faculty members often meet this requirement in their service as fieldwork supervisors. Others meet this requirement by serving in various volunteer or consulting capacities in local schools. Most adjunct faculty members also work as teachers or administrators in California public schools.</p> <p>The Multiple/Single Subject credential program has hosted an Advisory Board for the last two years. It is made up of site-supervisors, principals, and superintendents. Invitations are sent to all site-supervisors and administrators that work with our students throughout the year. We provide the Advisory Board data from our final student teaching evaluations. They assist us in evaluating our strengths and needed growth areas based on the data and their own experiences in working with our candidates.</p> <p>Faculty also serves on local Induction Advisory Boards. We provide updates from Higher Education and our program to help inform their Induction programs. As an example, our Director of Teaching Fieldwork for the Multiple and Single subject credentials is on the Etiwanda Advisory Board and provides informal updates at each meeting and one formal presentation per year.</p>
<p>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</p> <p>Describe the recruitment effort to support hiring and retention of faculty who represent and support diversity and excellence for this new program.</p>	<p>All LaFetra College of Education programs pride themselves on producing students who possess both a solid theoretical background and high quality practical skills. For this reason, all faculty, whether full time or adjunct, teaching in any of the credential programs are selected on the basis of a combination of appropriate academic background and excellent professional experience.</p> <p>Faculty, both full time and adjunct, reflect a very diverse population in terms of culture, ethnic group, and gender. They also reflect broad backgrounds in terms of working with diverse populations in teaching, counseling, or administrative roles, since virtually all faculty, full and adjunct, have their roots in the public school system.</p> <p>In additional to specific program level-evaluations, the LaFetra College of Education has a college-level peer observation process and evaluations forms for all full-time and adjunct faculty.</p>

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<p>Common Standard 2: Candidate Recruitment and Support Provide the requirements for admission for the proposed program. E.g. recruitment materials, website, handbook, etc.</p>	<p>Candidates will be initially assessed using the SOLOM. BILA courses will be conducted both in Spanish and English with ongoing assessment during the courses. At the end of each course in the BILA program, candidates will meet with the instructor and advisor to assess their progress toward Spanish language proficiency and academic content proficiency. All candidates will be required to pass section II of the Spanish CSET. Candidates can be referred to the Teacher Education Student Study Team if there are issues that are beyond the instructor and/or advisor.</p>
<p>Common Standard 2: Candidate Recruitment and Support Describe and provide evidence how and when candidates receive programmatic and academic information (progress toward completion, deadlines).</p>	<p>Advisement and assistance for each candidate are provided in a variety of ways.</p> <p>Candidates have access to the program specific admission and completion requirements on the: LaFetra College of Education website</p> <p>Candidates are supported through the admission process by Associate Director of Graduate Admissions. The admission personnel are assigned specific programs and trained to support the candidates through the admission process.</p> <p>Each program has a chair who meets with incoming candidates, advises and counsels students within their programs.</p> <p>All full-time faculty have teaching responsibilities within that program, as well as a required number of office hours in order to be accessible to full time working professionals. There is opportunity for candidate contact before and after classes, in addition to scheduled appointments during regular office hours. Candidates can schedule advising appointments via an online system (Acuity). They can also verify program progress and course planning via Degree Works.</p> <p>Each program has a fieldwork specialist for supporting candidates, fieldwork placement, and verifying fieldwork completion.</p> <p>Credential analyst/academic advisors provide academic counseling to candidates.</p> <p>https://education.laverne.edu/clinical-student-teaching/ Clinical teaching handbook</p> <p>https://education.laverne.edu/wp-content/uploads/2019/10/Teacher-Education-Handbook-Fall-2019.pdf</p> <p>https://education.laverne.edu/teaching/ https://education.laverne.edu/clinical-stude</p>

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<p>Common Standard 2: Candidate Recruitment and Support Describe how candidates requiring assistance will be identified and receive guidance and support. Provide any supporting documentation.</p>	<p>All full-time faculty have teaching responsibilities within that program, as well as a required number of office hours in order to be accessible to full time working professionals. There is opportunity for candidate contact before and after classes, in addition to scheduled appointments during regular office hours. Candidates can schedule advising appointments via an online system (Acuity). They can also verify program progress and course planning via Degree Works.</p> <p>Each program has a fieldwork specialist for supporting candidates, fieldwork placement, and verifying fieldwork completion.</p> <p>Credential analyst/academic advisors provide academic counseling to candidates.</p>
<p>Common Standard 3: Fieldwork and Clinical Practice Describe how the institution will implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program.</p>	<p>Candidates are observed and evaluated throughout their field experiences including internship and student teaching. Forms are housed on the Observation forms through field experiences https://education.laverne.edu/clinical-student-teaching/</p> <p>All master teacher and supervisors hold CTC bilingual qualification certifications.</p>
<p>Common Standard 3: Fieldwork and Clinical Practice Provide information how the institution will ensure that candidates are provided opportunities to experience issues of diversity.</p>	<p>All candidates in the Bilingual Authorization program will be placed in schools with diverse populations and in dual immersion programs.</p>
<p>Common Standard 4: Continuous Improvement How will the proposed program be incorporated into the education unit's continuous improvement process that identifies program and unit effectiveness?</p>	<p>Candidates in the Bilingual Authorization program will complete key assessments each term that they are in the Bilingual Authorization program. This would include student teaching.</p>
<p>Common Standard 4: Continuous Improvement How will the institution oversee the effectiveness of the program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates?</p>	<p>The Director of Teaching Fieldwork oversees the Clinical Experience. This includes internships, fieldwork and student teaching. This also includes support and supervision of fieldwork supervisors.</p> <p>Director of Teaching Fieldwork also works closely with faculty and supervisors to monitor candidate progress throughout the program.</p>

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<p>Common Standard 5: Program Impact</p> <p>How will the unit include the proposed program in its evaluation and demonstration that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</p>	<p>During the monthly teacher education meetings, data from the previous year and semester is continuously evaluated. New goals for program improvement are developed.</p> <p>The Bilingual Authorization committee will also evaluate data focusing on Standards 3, 4, 5, and 6 for continuous improvement of the BILA.</p>