Initial Program Review:
INITIAL PROGRAM COMMON STANDARDS

Institution	University of La Verne
Submission Link	https://education.laverne.edu/accreditation/evidence/
Date of Review	March 2022
Dates of Subsequent Reviews	

Reviewer Instructions:

Use the column labeled *Reviewer Comments* to provide feedback to the institution.

- If the Common Standard **is aligned**, feedback is not required. Use the drop-down menu in the column labeled *Aligned* to select **Yes**.
- If the standard **is not aligned**, please provide specific feedback, and identify the part(s) of the standard not aligned. Then, use the drop-down menu in the column labeled *Aligned* to select **More Information Needed**.

Institution Instructions:

Use the column labeled *Institution Resubmission Link* to link directly to the institution's response to reviewer feedback. The link must take the reviewer to the exact location of the response on the website and the response must be easily identifiable. If the Common Standard is aligned, no additional information or link is necessary.

General Comments:

- Although narrative was provided, key documentation or evidence to support the narrative was not. Please review your narrative and provide links to supportive evidence and/or documentation.
- In several instances, the response provided does not directly address the Common Standard element or only includes a brief description, review feedback provided for each standard.
- There are several instances where links direct to SharePoint which has restricted access, check links to ensure access is provided to reviewers.

Initial Program Common Standards

Common Standard	Reviewer Comments	Institution Resubmission Link	Aligned

| 1. Institutional Infrastructure to Support Educator Preparation | 1.2: Although the response indicates that faculty and local districts were involved in the coordination and planning of the program, it is not clear how the institution will ensure that faculty and instructional personnel are involved in the ongoing coordination and planning of the proposed program. Link provided requires permission to access, provide access (https://laverne.sharepoint.com/_forms/default.aspx)

1.3: Provide documentation how faculty and instructional personnel are informed of the requirement to regularly and systematically collaborate with colleagues in P-12 settings…

1.4: Narrative was provided regarding the diversity of the faculty, provide evidence, data, and/or documentation that supports the narrative, including recruitment efforts and retention of diverse faculty. | 1.2, 1.3: Credentialed TK-12 practitioners and administrators from both of these districts also serve as members of our advisory board, cooperative teachers and adjunct professors within our program, allowing them to provide informed input surrounding the development of this program. Link to additional information:

BILA ongoing coordination and planning

As a response to partnership feedback, a specific portion of the upcoming advisory meeting will be dedicated to Spanish Dual Immersion. Link to planned meeting agenda: BILA Advisory group agenda

1.4: These are Institutional and college statements
Human Resources statement
Office of Equity, Diversity and Inclusion
Center for Educational Equity and Intercultural Research
2020 Vision

Faculty Handbook
The Faculty Diversity Committee will address issues pertaining to oppression, equity, inclusivity and access, as they are reflected in the curriculum and faculty personnel of the University. The Faculty Diversity Committee serves as a resource and in an advisory capacity to the Chief Diversity Officer, Provost and all faculty governance committees, in efforts towards recommending and promoting initiatives and events related to: ● Hiring, review, development, and retention of faculty; ● Curriculum programming review and | More Information Needed |

Common Standard	Reviewer Comments	Institution Resubmission Link	Aligned
		review of course offerings that reflect the backgrounds of our student body Faculty play a key role creating a learning environment that is either supportive and affirming or marginalizing and hostile. Accordingly, it is imperative that faculty carefully examine ways their syllabi, assignments, language, and classroom culture may inadvertently raise barriers to students' success. **Faculty must proactively create positive classroom cultures where all students feel valued, respected, and safe.** The Faculty Diversity Committee developed a Syllabus Audit Tool for faculty to examine their syllabi, teaching practices, and classroom environment. The goal is to support faculty in implementing the ideals of diversity and inclusivity in their classroom. This tool can be found at: https://laverne.edu/provost/wp-content/uploads/sites/36/2020/07/Syllabus-CourseCurriculum-Self-Assessment-and-Audit-Tool.pdf.	

2. Candidate Recruitment and Support	2.1: Link to the SOLOM requires permission to access, provide assess. Provide link to requirements for admission to the proposed program.	2.1: Updated link to SOLOM	More Information Needed
	2.2: Response and links do not provide how and when candidates receive academic and program information. LaFetra College of Education website links to School Psychology documents.	2.2: Advisement and assistance for each candidate are provided in a variety of ways. Candidates have access to the program specific admission and completion requirements on the: LaFetra College of Education website 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. Each program has a chair who meets with incoming candidates, advises and counsels students within their programs. 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. Each program has a fieldwork specialist for supporting candidates, fieldwork placement, and verifying fieldwork completion.	

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	2.3 Response does not describe how candidates requiring assistance will be identified and receive guidance and support.	Credential analyst/academic advisors provide academic counseling to candidates. Letter from credential analyst indicating prerequisites Flyer of BILA 2.3: The candidates in the LaFetra College of Education Bilingual Authorization Program are assessed, monitored, and mentored in the area of Spanish language proficiency throughout the program, from admission, during coursework, and at the end of the program before taking the CSET III. The CSET III must be passed at the completion of the coursework and before applying for the preliminary credential. At this time, EDUC 434, 435, and 436 are all being taught by full-time, tenured faculty who will be responsible for the assessing, monitoring, and mentoring of candidates in the BILA program. In addition, the chair of the BILA program and the faculty of the BILA program will monitor the language progress of the candidate throughout the program. Link to detailed table: Initial language assessment Additional language support information	

| 3. Fieldwork and Clinical Practice | 3.1: Response does not describe how the institution will implement and evaluate the effectiveness of the field experience and clinical practice component of the program. Link directs to clinical practice but does not provide a description. | 3.1: Our University Supervisors conduct a Meet and Greet training with Site- Supervisors for the first fieldwork class and the start of student teaching. The Clinical Teaching Website has videos that explain the fieldwork components: https://education.laverne.edu/clinical-student-teaching/. We belong to the CoureNetworking site so that Site-Supervisors can complete the required 10 hours of training.

University Supervisors are trained two times a year. All training documents are located on a shared drive).

Our student teachers are observed 10 times during student teaching by their University Supervisor and three times by their Site-Supervisor. The University Supervisor explains this process during the Meet and Greet and holds collaborative post observation conferences throughout the semester with the candidate and the Site-Supervisor.

Candidates attend an orientation prior to the start of student teaching. The University supervisor holds a Meet and Greet with the candidate and the Site-Supervisor to go over the philosophy and requirements of student teaching.

Candidates and University Supervisors evaluate Site-Supervisors at the end of each semester. Candidates also evaluate University Supervisors. All evaluations are on Qualtrics.

Site- Supervisors are paid a $300 stipend. University Supervisors meet at the end of the semester with the candidate and site-supervisor to debrief and provide feedback on the semester. Site-Supervisors are emailed highlights from the Qualtrics surveys. University Supervisors are provided with | More Information Needed |

Common Standard	Reviewer Comments	Institution Resubmission Link	Aligned
		key data points from the surveys to inform their work in the next semester with Site- Supervisors. Field experience handbook 3.2 Sample of school districts Diverse school experiences	
	3.2: Provide information and any supporting documentation demonstrating how the institution will ensure candidates are provided opportunities to experience issues of diversity. A statement indicating candidates will be placed in diverse schools is not sufficient.		

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4. Continuous Improvement	4.1: The response does not describe how the proposed program will be incorporated into the education unit's existing continuous improvement process that identifies program and unit effectiveness. Provide supporting documentation.	4.1: The Teacher Education department (where the BILA will be housed) engages in regular reflection on the course of study offered including examining alignment of scope and sequence of courses, key assessments delivered across terms and how well-aligned they are to TPEs for our credentials, fieldwork and clinical practice opportunities for students (alignment and support, including during COVID-19, with adjustments) and support for candidates. We have also engaged in intra and inter-term dialogues around course and program cohesion, comparing assignments across programs to ensure candidate preparation for student teaching and gradual development of candidate competencies related to the TPEs. This has happened at program meetings looking at a variety of data sources. We have also engaged in program wide examination of course key assessments by term and Instructional Modalities Surveys. We also did an analysis of CTC program completer data. Across all data sources, we identified areas of strength and areas of growth, discussed these and used a data protocol in order to reflect and identify areas of individual and program change. (see attached for data sources) These happened monthly at teacher education program meetings (beginning in September -- September, October, November, December, February). 4.2: Graphic Depiction of Assessment System	More Information Needed
	4.2: The response does not describe how the institution will oversee the effectiveness of the program in relation to course of study, fieldwork, and support services for candidates. Provide any supporting documentation.		

| 5. Program Impact | 5.1: The response does not provide how the unit will include the proposed program in its evaluation that its programs are having a positive impact on candidate learning and competence and on teaching and learning in the schools that serve CA's students. Provide any supporting documentation. | 5.1: To measure program impact, we rely on the CTC completer surveys which consistently show that our program either exceeds or is closely on pace with program satisfaction and aligns with our state requirements.

The LaFetra College of Education has sponsored an annual Family Learning Conference since 2005. This free event invites hundreds of families from our region to participate in educational activities with an objective of supporting TK-12 student success through intentional home-to-school connections. At our last on campus version of this event in 2019, just over 800 learners and parents attended. In 2021 we hosted the event virtually with 90 families participating. Our 2022 event is scheduled for May. (Sample flyers and even photos attached.)

While all families with school aged children are welcome, we specifically promote the event to partner districts who serve high need populations. Pomona Unified, a neighboring district with 100% minority enrollment is our largest partner. The event is promoted to all Pomona students, and interested families are also offered free transportation from the district to our university campus. Because many of the families who attend the conference are Spanish speakers, the event is offered in both English and Spanish. This provides an excellent platform for students in our bilingual education pathway to put their coursework into action as they deliver sessions in Spanish. Translators are also used to increase access for all attendees. | More Information Needed |

Common Standard	Reviewer Comments	Institution Resubmission Link	Aligned
		We also utilize the written feedback from our fieldwork coordinators to measure preparation.	