Initial Program Review
BILINGUAL AUTHORIZATION PRECONDITIONS

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

Reviewer Instructions:

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

- If the Precondition **is met**, feedback is not required. Use the drop-down menu in the column labeled *Met* to select **Yes**.
- If the Precondition **is not met**, provide specific feedback, and identify the part(s) of the Precondition that is not met. Then, use the drop-down menu in the column labeled *Met* 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 on the website where the response can be located. If a precondition is met, no additional information or link is necessary.

General Comments:

Refer to the types of acceptable evidence for responding to preconditions: Evidence Guidance Document for Initial Program Preconditions and Evidence Guidance Document for Bilingual Authorization

Initial Program Preconditions

Precondition	Reviewer Comments	Institution Resubmission Link	Met
1. Demonstration of Need	Provide context that demonstrates the need for the type of proposed program in the service area. Provide additional affirmations from employers with their anticipated hiring need for individuals of the planned credential. Second Review: Met. Letters of Support were found in response to #2.	The LaFetra College of Education at the University of La Verne is located in the eastern portion of Los Angeles County with regional campuses located in Bakersfield, Ventura, Victor Valley, and San Fernando. The locations and students served are linguistically diverse. For the 2020-2021 school year, Los Angeles county shows 16.9% of students are English Learners, and for the same time period, our neighboring district, Pomona Unified has identified 25.4% of students are English Learners. Through our partnerships and conversations with our local districts both faculty and administrators have expressed a need for fully credentialed bilingual teachers in these areas. Evidence of need based on several partner districts: Preconditions statement for # 1 Original submission included documentation of: Trend of Bilingual Authorizations Issued Candidates Without Credentials Receiving Bilingual Authorizations Permits	Yes

2.	Practitioners' Participation in Program Design	Provide evidence of collaboration between employers of credentialed educators and TK-12 practitioners in the design of the program, design team (table) includes only faculty. How and when were employers of credentialed educators and TK-12 practitioners involved? Provide meeting agendas/minutes. No evidence provided that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.	The LaFetra College of Education identified a core group of faculty to spearhead the development of the content for the college. (Faculty and qualifications were included in the initial submission.) This group of faculty then collaborated with key Dual Language stakeholders from two local districts with established bilingual education pathways for students: Ontario Montclair School District and the Pomona Unified School District. 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 specific districts and partners: Districts' needs and input Letters of Support	Yes
		Second Review: • Although the second response notes that "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" corresponding evidence was not provided. Please provide evidence. Evidence can include a table showing the individuals involved in the program design including, but not limited to: Name, Title, Role, Relevant	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 **Second Resubmission** • Advisory Board Meeting Minutes 5/23/22 • List of attendees	

Precondition	Reviewer Comments	Institution Resubmission Link	Met
	credentials/qualifications. Evidence can also include meeting agendas and minutes for program design meetings <u>indicating who was present and how attendees participated</u>. • Provide Memorandum of Understanding (MOU) that demonstrates how these individuals have shared authority and responsibility for implementing the program, and for the continuous improvement of the program, as negotiated in the partnership agreement. **<mark>Third Review:</mark>** <mark>Aligned.</mark>	• Table showing the individuals involved in the program design • MOU & District Partners	

Program Specific Preconditions-Bilingual Authorization

Precondition	Reviewer Comments	Institution Resubmission Link	Met

1. Prerequisite Teaching Credential	Provide link to admission requirements on program website, admission form/checklist, or specific page in handbook that indicates that candidates must hold a prerequisite teaching credential.
	
	Second Review: Where will the documentation provided be housed (e.g., handbook, website)? How will it be verified that candidates hold a prerequisite teaching credential? Can the Credential Analyst Checklist (below) be used to verify perquisite credential? if being offered to in-service teachers.
	
	Third Review: The program documentation contains conflicting information, including the program availability to post credential candidates. If available post-credential, provide credential analyst's checklist for post credential candidates that verifies the appropriate prerequisite credential.
	If not available to post credential candidates, update program documentation.
	
	Fourth Review: Met
		Letter from credential analyst indicating prerequisites
		
		Second Resubmission
		    Authorization is only available, at this time, for current students in our TEP Program.
		
		    Student Records Management, Access, and Security.
		        All program courses are documented on candidate transcript. At the end of the program, a credential analyst uses Degree Tracker or the DPE (Degree Program Evaluation) to verify all credential requirements are satisfied.
		
		    Admission documents are stored electronically. Credential analysts store credential issuance records and all pertinent student records digitally at completion of program. Pre-COVID paper files of completed students are purged after seven (7) years of CTC posting of credential.
		
		    Pre-COVID paper student records are stored in file cabinets in offices and locked when office is closed. Access to locked cabinets is minimal and exclusive to credential advisors and program chairs. Digital records are stored on the University's secure network server.
		
		Third Resubmission
		File: Chart of courses and fieldwork - BILA
			Yes

Precondition	Reviewer Comments	Institution Resubmission Link	Met
2. English Learner Authorization	Provide link to program material that describes how a candidate can meet the English Learner Authorization. Provide analyst's checklist or equivalent showing how and when the program verifies that a candidate's prerequisite teaching authorization includes an English Learner Authorization. **Second Review:** Will the program be offered to in-service teachers? If so, provide checklist that will verify EL authorization. **Third Review:** The program documentation contains conflicting information, including the program availability to post credential candidates. If available post-credential, provide credential analyst's checklist for post credential candidates that verifies EL authorization. If not available to post credential candidates, update program documentation. **Fourth Review:** Met	Flyer of BILA Credential analyst checklist **Second Resubmission** Authorization is only available, at this time, for current students in our TEP Program **Third Resubmission** File: Chart of courses and fieldwork - BILA	Yes

Precondition	Reviewer Comments	Institution Resubmission Link	Met
3. Delivery Model – Language Competence Prior to Entering Intern Program	Provide link to program material that describes how a candidate can meet the language competency requirement. Provide analyst's checklist or equivalent used by the program to verify/ document how each candidate has met the language competency requirement. **Second Review:** How is the language guidance and support document made available to prospective candidates? Does the credential analyst checklist include intern candidates? Where? **Third Review:** Information to be added to the handbook should include how a candidate can meet the language competence requirement. The checklist provided does not verify that an intern has met the language competence requirement prior to enrolling in the intern program. Provide the credential analyst checklist that will verify a candidate has met the language competence requirement. **Fourth Review:** Met	Language guidance and support Credential analyst checklist **Second Resubmission** This will be posted in the handbook as soon as the program is approved. The handbook is provided to all students and posted on the clinical website: https://education.laverne.edu/clinical-student-teaching/ • Intern Requirement **Third Resubmission** **This will be posted in the handbook as soon as the program is approved. The handbook is provided to all students and posted on the clinical website: https://education.laverne.edu/clinical-student-teaching/** **Intern Requirements for the Bilingual Intern Program** Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by passage of *Section III of CSET Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence* prior to entering the Intern Program. Reference: Education Code Section	Yes