

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. Please note that a Commission-approved program sponsor will submit a full response to the Common Standards in Year 5 of the accreditation cycle. Institutions may find it helpful to review their full Common Standards submission, and the [resources on the Common Standards Review webpage](#), when composing a response to the excerpts below.

Directions: Provide a concise narrative that is 200 words or less responding to the Common Standards elements below as it applies to the proposed program. Links to supporting documentation/evidence must also be included.

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

1a) Provide the unit's research-based vision. Describe how it is clearly represented in the proposed new educator preparation program and how this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

The Mission of the University of La Verne

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.

Core Values of the University of La Verne

- **Ethical Reasoning**
- **Diversity and Inclusivity**
- **Lifelong Learning**
- **Civic and Community Engagement**
- <https://laverne.edu/2020-vision/vision-mission/>

The Mission, Vision, Values and Goals of the LaFetra College of Education

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.

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.

Core Dispositions & Values:

- 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

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**

1b) Describe how the unit monitors the process by which all programs actively involve faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and planning for each program, including the proposed educator preparation program.

- **Leadership Structure:** The LFCE is led by Interim Dean Dr. MD Haque and Interim Associate Dean, Dr. Hannah Geddy. The Program Chair of Inclusive Education is Dr. Amber Bechard. There are currently three additional full time faculty. The program is affiliated with the LaFetra College of Education (LFCE) Center for Neurodiversity, Learning and Wellness (CNLW) led by Dr. Niki Elliott. The program also collaborates closely with our general Teacher Education Program, and benefits from the collaborative leadership of Dr. Shana Matamala, Director of Teacher Education. Our Director of Fieldwork, Veronica Romero, leads much of the fieldwork, with the support of our fieldwork team.

- **Communication:** Communication with the faculty happens primarily through monthly meetings. LFCE hosts monthly college-wide meetings led by Interim Dean Dr. MD Haque. Institutional level communication occurs at provost and dean level meetings, as well as through faculty involvement in university and college level committees. The [Inclusive Education department holds monthly meetings](#) for full time faculty to discuss program specific items, such as scheduling, adjuncts, supervisors, course design, curriculum updates and student concerns. The department also holds [monthly supervision meetings](#) and trainings for supervisors as well. We discuss student concerns, the coaching model, [review program data](#) and set Inclusive Education [Program Goals](#). Additionally, Inclusive Education faculty attend general [Teacher Education monthly meetings](#) to collaborate on shared Key Assessments, program data review, shared adjuncts and integrated fieldwork. [Program Meeting Minutes](#) are documented in our shared drive.

- **Means for stakeholder input:** We value the shifts in the field of education and embrace the opportunity to gain the input of a variety of stakeholders. A representative from Inclusive Education attends monthly Kern County Induction Collaborative. These meetings include Kern County school district administrative leadership, induction team members and university teacher preparation faculty. Topics focus on collaboratively preparing candidates as effective educators. In the local La Verne region, we utilize feedback from CNLW partnerships with Pomona Unified School District, Bakersfield City Schools and West Covina School District. These districts indicate a need for professional development around assessment and instruction for students with dyslexia. This inspired the creation of our Dyslexia Teacher Training Certificate. This has given key faculty a deep knowledge of structured literacy. We are now integrating more structured literacy content across all of our credential program courses. Co-teaching is another recent emphasis in the field. We are partnering with Foothill Knolls Innovation

Academy on a two year-long professional development project to enhance co-teaching at the full inclusion campus. We have added two [co-teaching lesson plans](#) to our program, one in [EDUC 425](#) and another in [SPED 430](#). We rely on our university supervisors and Site Support Providers in much the same way and make notes of the suggestions they provide in end of term feedback surveys. Additionally, we are developing partnerships of cohorts with several districts in the state. The input from these districts informs our programs. This is why we are seeking to add the ESN credential. Teacher Education also hosts an [Advisory Board](#).

Program Design Team & Partners

Name	Title
Amber Bechard, Ed.D.	Associate Professor of Education, Chair Inclusive Education Program - ULV
Sylvia Mac, Ph.D.	Associate Professor, Inclusive Education Co-Director, Center for Learning Innovation - ULV
Hannah Geddy, Ed.D.	Interim Associate Dean, LaFetra College of Education - ULV
Shana Matamala, Ed.D.	Assistant Professor of Education and Director of Teacher Education Program - ULV
Juli Johnson	Director of Continuous Improvement, LaFetra College of Education - ULV
Kevin Lee, Ed.D.	Assistant Superintendent of Human Resources, Bonita Unified School District Letter of Support
Danielle Walker	Senior Director of Specialized Services, Bonita Unified School District
Jen Alcazar, Ed.D.	Director of Human Resources, Upland Unified School District Letter of Support
Jennifer Morris	Principal of Foothill Knolls STEM Academy of Innovation, Upland Unified School District
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support
Kimberly Moore	Diversity and Inclusion Officer, San Diego Unified School District
Brian Morris	Assistant Superintendent of Human Resources, Fallbrook Union Elementary School District Letter of Support
Joy Springer, Ed.D.	Executive Director of Educator Support and Effectiveness, Ventura County Office of Education
Aaron Davis	Induction Director, William S. Hart Union High School District Letter of Support

Summary of Communication and Input

Stakeholders	Specific District	Frequency of Input	Topics	Impact
IHEs and LEA administrators	Kern County Induction Collaborative	monthly	Rotate monthly: ex: induction, literacy, interns	Inform program content and fieldwork
LEA partners, literacy coaches, general and special ed teachers	Pomona Unified School District, Bakersfield City Schools and West Covina School District	weekly	Dyslexia, science of reading, literacy	Development of dyslexia teacher training certificate

LEA partner, principal, teachers	Upland School District, Foothill Knolls	monthly	Inclusion and co-teaching	Professional development, collaborative presentations at state and national conferences, course revisions
University and School Site Supervisors	Univ of La Verne supervisors	Monthly meetings with Univ. Supervisors & annual Site Support Provider Survey	Current practices in the field	Informed course content and professional development for SSPs.
LEA partners	Interim Associate Dean Dr. Hannah Geddy	weekly	District needs in the field	Development of cohort model, pursuit of ESN

Districts with Signed MOUs

[Sample MOU](#)

[List of Districts with Signed MOUs](#)

1c) Describe, and provide published policy documents of, how the education unit will 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.

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, or administrative methods in an Administrative Services Credential program, actively participates ([link to file](#)) 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.

1d) Describe the recruitment effort to support hiring and retention of faculty who represent and support diversity and excellence for the proposed program. Provide documentation pertaining to recruitment and faculty development activities including strategies that will assist faculty in supporting diversity.

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.

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.

In addition 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.

[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 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.

Common Standard 2: Candidate Recruitment and Support

2a) Provide the admission requirements (via recruitment materials, website, handbook, etc.) for the proposed program that are based on clear criteria that include multiple measures of candidate qualifications. Describe how prospective candidates/applicants will have access to the admission requirements.

Faculty members assess candidates for subject matter competence during the admission process and advise them of their options. Candidates continue to receive subject matter advising until they achieve Commission-approved subject matter competence. Only those who have verified commission-approved subject matter are permitted to begin regular classroom student teaching.

[Admission requirements](#)
[Program requirements](#)

Proposed [2023-2024 catalog entry](#) to include ESN.

Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options:

- The candidate provides evidence of having passed the Commission-approved basic skills exam or CL-667 equivalent; Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- Candidates may submit transcripts and course descriptions for an evaluation under AB 130 to see if their courses match the subject matter domains.

2b) Describe and provide evidence of how and when candidates will receive programmatic and academic information (progress toward completion, deadlines, etc.).

- 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.

Credential analyst/academic advisors provide academic counseling to candidates.

2c) Describe how candidates requiring assistance will be identified and receive guidance and support. Provide supporting documentation.

The LaFetra College of Education Teacher Education program has a system for identifying candidates who are struggling academically and/ or emotionally. Program Chairs reach out to all their instructors and advisors monthly to inquire about students. Student Referrals of struggling students are sent to the Program Chairs.

Step one – Candidate missed two classes, or assignment due date. Instructor notifies chair of the teacher education program and/or lead of course.

Step two - The Program Chairs and faculty decide on next steps based on faculty/staff input.

Step three - They set up individual meetings with the students. Supports or next steps are put in place based on student needs; counseling referral, referral to academic success center, or other basic needs.

Step four - A plan is put in place for following up with the student.

Step five – A follow-up meeting is held before the end of the term to assess candidate’s progress.

Support Links:

<https://laverne.edu/asc/>

<https://laverne.edu/counseling/>

<https://laverne.edu/student-outreach/student-food-pantry/>

Common Standard 3: Fieldwork and Clinical Practice

3a) Describe how the unit will implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program.

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 key data points from the surveys to inform their work in the next semester with Site-Supervisors.

[Clinical Teaching Overview](#)

3b) Describe how the institution will ensure that candidates are provided opportunities to experience issues of diversity that affect school climate and that candidates have significant experience in California public schools with diverse student populations.

We value the shifts in the field of education and embrace the opportunity to gain the input of a variety of stakeholders. A representative from Inclusive Education attends monthly Kern County Induction Collaborative. These meetings include Kern County school district administrative leadership, induction team members and university teacher preparation faculty. Topics focus on collaboratively preparing candidates as effective educators. In the local La Verne region, we utilize feedback from CNLW partnerships with Pomona Unified School District, Bakersfield City Schools and West Covina School District. These districts indicate a need for professional development around assessment and instruction for students with dyslexia. This inspired the creation of our Dyslexia Teacher Training Certificate. This has given key faculty a deep knowledge of structured literacy. We are now integrating more structured literacy content across all of our credential program courses. Co-teaching is another recent emphasis in the field. We are partnering with Foothill Knolls Innovation Academy on a two year-long professional development project to enhance co-teaching at the full inclusion campus.

Common Standard 4: Continuous Improvement

4a) Provide a link to the education unit's continuous improvement process. Describe how the proposed program will be incorporated into this process.

We collaborate with our faculty, our adjuncts, university fieldwork supervisors, site support providers, our Teacher Education colleagues and candidates to continually evaluate and revise our program.

1) We require a culminating TPE Portfolio in which candidates document their proficiency of the EDSP Universal and Mild/Mod TPEs. We collect the final portfolio at the program's end, but have just revised our program to review candidate evidence in each course.

2) All adjuncts and full time faculty who instruct a class with a Key Assessment, evaluate those assessments for performance. We revise our program based on candidate performance. For example, we realized candidates need more clinical fieldwork experience, so we have redesigned our program to have preclinical hours with a range of K-12 students. These assessments are required throughout the program, and are evaluated at the end of each SPED course. Evidence of this is our Key Assessments in TaskStream

4b) Describe how the unit will oversee the effectiveness of the proposed program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

The LaFetra College of Education distinguishes between program and unit quality. At the program level, faculty members emphasize candidate knowledge, skills and dispositions and program operations. They consider standardized assessments, reviews of transcripts, performance-based rubrics, dispositions evaluation forms, fieldwork performance documents, etc. They also review candidate and employer feedback in end-of-program, graduate and employer questionnaires. Each program has a professional advisory committee that reviews the program and assessment system to offer input regarding reliability, validity and fairness. At the unit level, faculty use program and unit data to appraise the college's sense of unity, solidarity of purpose, and collegiality. Faculty, advisory groups, and other committees evaluate the unit's ongoing adherence to the college and university mission, vision and philosophy. The unit evaluation system also ensures that adequate resources are allocated across programs and from campus to campus.

Assessments are developed with input and feedback from advisory committees, professional organizations, full and part time faculty members, university supervisors, master teachers and educators, and the candidates themselves. Additionally faculty developed rubric based evaluation methods for all of the assessments. Some of the key assessments include course requirements, field experience evaluations, performance assessments, and portfolio rubrics. Program chairs routinely consult with program faculty to identify sources of feedback for updating assessments and evaluations.

[Graphic Depiction of Assessment System](#)

Candidates have a multiplicity of opportunity for feedback throughout the program. In our [TE Handbook](#) they are provided [professional dispositions](#) and CTC TPEs upon program entry, and are given detailed syllabi for each class, with assessments indicated. Our [Fieldwork BlackBoard Site](#) outlines all fieldwork expectations, including evaluation feedback.

The **EDSP TPA** format is somewhat integrated into our [lesson plan template](#) which is used throughout the program. This provides candidates with frequent feedback on their progress toward the competencies expected on the TPA. Structured EDSP TPA support, including assessment tasks for Cycle 1 and Cycle 2 and passing score standards is provided in SPED 497 and SPED 498. Candidates who require additional support for completing the TPA cycles, or remediation after being unsuccessful, may attend additional support seminars and/or make individual appointments with our TPA support faculty. An [Overview of Program Assessments](#) can be found here.

Common Standard 5: Program Impact

5a) Describe how the unit will 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.

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. We also rely on our university supervisors and Site Support Providers in much the same way and make notes of the suggestions they provide in end of term feedback surveys. Additionally, we are developing partnerships of cohorts with several districts in the state. The input from these districts informs our programs.