

University of La Verne
LaFetra College of Education
Extensive Support Needs Program Summary

1.1 Program Summary

The Education Specialist (EDSP) Extensive Support Needs Preliminary Credential will be integrated with our recently revised Mild/Moderate Support Needs (MMSN) Preliminary Credential Program. In 2020 we revised our old Mild/Moderate (MMD) courses to include the new MMSN TPEs. This facilitated an integration of our once siloed special education program into a comprehensive program that ensures candidates experience a variety of fieldwork settings, including general education settings across elementary and secondary settings in diverse public schools. We have now again revised our SPED specific courses to include the additional TPE elements in the ESN TPEs. EDSP (MMSN & ESN) candidates will take special education (SPED) and general education (EDUC) courses, and develop expertise aligned to the most recent (April 2021) Universal and Mild/Moderate and Extensive Support Needs Teacher Performance (TPE) Expectations. In the final semester of student teaching candidates will decide which credential will be their **primary** placement (MMSN or ESN) and will be supported in preparing for the appropriate TPA. Candidates who would like to earn both MMSN and ESN credentials will be required to document a portion of their practicum hours in each setting using our [Range of Settings Log](#). Candidates who elect to complete student teaching as interns are required to complete four prerequisite core courses and a focused literacy practicum, and are still accountable to the range of settings, including general education.

Program Design

- **[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.

- **Structure of coursework and field experiences:** Our preliminary credential courses are designed to be delivered in a combination of face-to-face, online and hybrid. Beginning in fall 2021, the university restructured our calendar to align our campuses to offer courses in both 16-week semester and 8-week sessions. Classes are also offered during January (condensed 4-week term) and summer (10-week terms).
- **Program modifications over the recent two years:** Our program had a substantial revision in 2020. The new courses included all of the prior TPEs since we were still offering the Mild/Moderate Disabilities Preliminary Credential. Over the course of the 2019-2020 academic year, the initial revisions were approved by the institution and the institutional infrastructure was put in place. The initial revised credential program launched in summer 2020. We officially switched to the new Mild Moderate support Needs Program beginning with our summer 2022 cohort. In October 2022 we again revised our SPED courses to include the additional competencies in the ESN TPE elements. We have redesigned fieldwork, established district partnerships in support of the ESN and revised our final student teaching courses to include support for the MMSN and ESN TPA.
- **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](#).

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

Course of Study (Curriculum and Field Experience)

- Description of the sequence of coursework:** As indicated in our proposed [2023-2024 catalog entry](#), our Inclusive Ed sequence of courses integrates experiences in SPED and EDUC courses, with emphasis on inclusion settings. Our candidates take Multiple Subject courses and complete early fieldwork in general education settings to examine the universal content. They also take an advanced pedagogy course at the secondary level. The SPED courses focus on the newest mild/mod and extensive support needs content from the revised TPEs (2021).
- Critical Areas:** Our candidates take [EDUC 426](#) which focuses specifically on understanding English Language Learners and children with Autism. Course content focuses on differentiating instruction across a range of learners. We have also designed our new SPED courses with the new content focused on traumatic brain injury, orthopedic impairment, extensive support needs, as well as assistive technology and complex communication needs, and culturally responsive, LGBTQ considerations and trauma informed instruction. Our lesson plan template, used across the program

requires our candidates to identify and differentiate instruction for three focus students with critical needs.

- **Fieldwork:** As indicated in our [Clinical Teaching Overview](#), each course involves fieldwork related to the course content. This ensures that all EDSP candidates experience the full range of service delivery options and have experience with a range of grade/age levels and disabilities. Our program includes 200 pre-clinical fieldwork hours in the first three terms. In EDUC courses, candidates are placed in multiple subject classrooms that represent the demographic diversity of California. In these settings our candidates observe teaching and gradually practice small group and whole group instruction with support from a master teacher and a university supervisor. Our MMSN and ESN candidates will also have a placement in a secondary setting with [EDUC 443](#). In this course they focus on ELL pedagogy and design two lessons using SDAIE strategies. They deliver one in an actual classroom with support from the master teacher and the university supervisor. In SPED courses candidates utilize interviews, a literacy practicum with a child and other forms of approved fieldwork experiences to accumulate their required hours with children who have disabilities or are neurodiverse. In [SPED 420](#) candidates complete a variety of fieldwork, including general education and self-contained settings, hospital and home settings. Candidates complete a matrix demonstrating their competencies. In [SPED 430](#) candidates work one-on-one with a child to practice administering a variety of assessments and develop a full case study with instructional recommendations and IEP goals. We have two 1-unit literacy practicum courses in which our candidates work directly with struggling readers from the community. Our candidates assess the child's literacy, analyze results and develop an individualized plan of instruction, then work with the child for a total of 15 hours. The first literacy practicum ([SPED 421](#)) focuses on a K-3 child, while the second literacy practicum ([SPED 422](#)) focuses on a 4-8th grade child. The practicum is supported by master teachers who serve as supervisors and guide our candidates in effective literacy instruction. In the culminating semester, our candidates take an Introductory Directed Teaching course ([SPED 497](#)), and an Advanced Directed Teaching ([SPED 498](#)) course for a total of 400 hours. With early fieldwork and the final directed teaching experiences our candidates experience 600 hours of fieldwork. EDSP candidates who elect to pursue both the MMSN and the ESN will be required to document a broad range of student teaching experiences using a [Range of Settings Log](#).
- **Fieldwork Supervision:** Our schedule of fieldwork supervision is detailed in the [Clinical Teaching Overview](#). Candidates are assigned an EDUC fieldwork supervisor in their first term of the program. This supervisor meets with candidates 3-4 times a semester to discuss student classroom observations and to provide feedback on lesson plans and pre-clinical instruction. In SPED courses EDSP candidates receive feedback from their course instructors. Candidates in SPED 459 Intern Support receive 4 observations and/or coaching meetings. Candidates in SPED 497 and SPED 498 receive 8 total observations

and coaching meetings. Candidates receive feedback on fieldwork from School Site Support Providers and/or Master Teachers. School Site Supervisors are required to complete 10 hours of professional development. We address this in our [Practitioner Guidelines](#) Manual. We have also conducted a [Site Supervisor Survey](#) to understand what our SSPs desire for professional development, This will inform our practitioner training materials going forward.

- **Candidate Assessment:** 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.

1.2 Table depicting location, delivery models, and pathways

Location	Delivery Model	Pathway
University of La Verne Main Campus	A combination of in-person, hybrid and asynchronous	Traditional fieldwork and student teaching
University of La Verne Main Campus	A combination of in-person, hybrid and asynchronous	EDSP Intern
University of La Verne Regional Campuses	A combination of in-person, hybrid and asynchronous	Traditional fieldwork and student teaching concurrent with preliminary credential
University of La Verne Regional Campus	A combination of in-person, hybrid and asynchronous	EDSP Intern

2. [Organizational Structure](#)

3. Faculty Qualifications

3.1 [Annotated Faculty List with links to CVs](#)

3.2 Job Postings ([full time position](#) and [adjunct position](#))

4. Course Sequence

Summer-online	Fall	Spring	Summer	Fall	Spring
SPED 420 Online 10 fieldwork hours	EDUC 425 20 fieldwork hours	EDUC 440 20 fieldwork hours	SPED 450 Online 0 fieldwork hours	EDUC 491 10 fieldwork hours	SPED 497 Online 210
SPED 430 Online 20 fieldwork hours	SPED 421 15 fieldwork hours	SPED 422 15 fieldwork hours		EDUC 492 10 fieldwork hours	SPED 409 Online 250
	EDUC 426 10 fieldwork hours	EDUC 443 10 fieldwork hours			
30 hours	55 hours	45 hours	0 hours	20 hours	Total Overall 600

5. [Course Matrix with links to specific place in syllabus](#)

Note: I, P, A designations link to full syllabus; text notations link to specific component, assignment, reading, etc

6. Fieldwork & Clinical Practice

6.1 Table denoting number of hours of fieldwork, clinical practice

Education Specialist Fieldwork Hours at a Glance

	Early Fieldwork												Intro Student Teaching	Advanced Student Teaching	Overall Total	
Course	SPED 420	SPED 430	SPED 450	EDUC 425	SPED 421	EDUC 426	EDUC 440	SPED 422	EDUC 443	EDUC 491	EDUC 492	Student Teaching Orientation	Total Early	SPED 497	SPED 498	Overall Total
Fieldwork Hours	10	20	0	20	15	10	20	15	10	10	10	60	200	150	250	600

6.2 Signed MOU or Agreement for each placement

6.2.1 [Sample MOU](#)

6.2.2 [List of Districts with Signed MOUs](#)

6.3 [Veteran Practitioner Training Material](#)

6.4 [Documentation of Candidate Placements](#)

6.5 [Clinical Practice Handbook/Manual](#)

6.6 Fieldwork/Clinical Practice Syllabi (SPED [497](#) & [498](#) + [fieldwork website](#))

6.7 [Clinical Practice Assessment Instruments](#)

7. [Credential Recommendation](#)