

**Initial Program Review**  
**Education Specialist Preconditions and Intern Preconditions**

<b>Institution</b>	<a href="#">University of La Verne</a>
<b>Submission Link</b>	<a href="https://education.laverne.edu/accreditation/evidence/">https://education.laverne.edu/accreditation/evidence/</a>
<b>Date of Review</b>	April 2023
<b>Dates of Subsequent Reviews</b>	

**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:**

- For Preliminary programs, please provide response to the [2022 Preliminary Education Specialist Preconditions](#).
- For Intern programs, please provide a response to [Education Specialist Intern preconditions](#).

**Initial Program Preconditions**

<b>Precondition</b>	<b>Reviewer Comments</b>	<b>Institution Resubmission Link</b>	<b>Met</b>
1. Demonstration of Need	<b>Initial Review:</b> Letters of support were found with Precondition #2.		Yes

<b>Precondition</b>	<b>Reviewer Comments</b>	<b>Institution Resubmission Link</b>	<b>Met</b>
2. Collaboration in Program Design and Implementation	<b>Initial Review:</b>		Yes

Program Specific Preconditions-Preliminary Education Specialist

<b>Precondition</b>	<b>Reviewer Comments</b>	<b>Institution Resubmission Link</b>	<b>Met</b>
1. English Language Skills	<b>Initial Review:</b> See General Comments.	<a href="#">(1) English Language Skills.</a>	More information needed
2. Program Admission	<b>Initial Review:</b> See General Comments.	<a href="#">(2) Assessing Candidates for Subject Matter Competence.</a>	More information needed
3. Subject Matter Proficiency	<b>Initial Review:</b> See General Comments.	<a href="#">(3) Demonstration of Subject Matter Competence</a>	More information needed
4. Completion of Requirements	<b>Initial Review:</b> See General Comments.	<a href="#">(4) Completion of Requirements</a>	More information needed

Program Specific Preconditions-Internship Programs

<b>Precondition</b>	<b>Reviewer Comments</b>	<b>Institution Resubmission Link</b>	<b>Met</b>
1. Bachelor's Degree Requirement	<b>Initial Review:</b> See General Comments.	<a href="#">(1) Bachelor's Degree Requirement.</a>	More information needed
2. Subject Matter Requirement	<b>Initial Review:</b> See General Comments.	<a href="#">(2) Demonstration of Subject Matter Competence.</a>	More information needed
3. Pre-Service Requirement	<b>Initial Review:</b> See General Comments.	<a href="#">(3) Pre-Service Requirement</a>	More information needed

<b>Precondition</b>	<b>Reviewer Comments</b>	<b>Institution Resubmission Link</b>	<b>Met</b>
4. Professional Development Plan	<b>Initial Review:</b> See General Comments.	<a href="#">(4) Professional Development Plan</a>	More information needed
5. Supervision of Interns	<b>Initial Review:</b> See General Comments.	<a href="#">(5) Supervision of Interns</a>	More information needed
6. Assignment and Authorization	<b>Initial Review:</b> See General Comments.	<a href="#">(6) Assignment and Authorization.</a>	More information needed
7. Participating Districts	<b>Initial Review:</b> See General Comments.	<a href="#">(7) Participating Districts.</a>	More information needed
8. Early Program Completion Option	<b>Initial Review:</b> See General Comments.	<a href="#">(8) Early Program Completion Option. (Not available currently for Education Specialist Interns)</a>	More information needed
9. Length of Validity of the Intern Certificate	<b>Initial Review:</b> See General Comments.	<a href="#">(9) Length of Validity of the Intern Certificate.</a>	More information needed
10. Non-Displacement of Certificated Employees	<b>Initial Review:</b> See General Comments.	<a href="#">(10) Non-Displacement of Certificated Employees.</a>	More information needed
11. Justification of Intern Program	<b>Initial Review:</b> See General Comments.	<a href="#">(11) Justification of Internship Program.</a>	More information needed
12. Bilingual Language Proficiency	<b>Initial Review:</b> See General Comments.	<a href="#">(12) Bilingual Language Proficiency.</a>	More information needed

## **Preliminary Education Specialist Program-Specific Preconditions Evidence Guide**

*The four program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.*

### **(1) English Language Skills.**

*In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of effective methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.*

*Reference: Education Code Sections 44227, 44253.1, and 44283.*

The University of La Verne LaFetra College of Education requires all teacher preparation candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all their students. Each teacher education candidate has the opportunity to understand programs for English Learners and how to assess and place students in appropriate programs. In addition, they design lessons using state adopted ELD and content standards. Strategies that are effective with the English learner are explicitly taught throughout the program, with special emphasis in the following courses

- 1) Education 425 – Language and Literacy
- 2) Education 426 – Introductory Teaching Practices Education
- 5) SPED 409 – Directed Teaching

All candidates are provided explicit instruction in the theories of first and second language acquisition and the connection between language development and literacy development. They also have numerous opportunities in classes and fieldwork to understand and correctly implement appropriate classroom management, alternative groupings, and inclusion. The education specialist program curriculum is described in the University Catalog:

<https://education.laverne.edu/teaching/master-of-arts-in-teaching-inclusive-education/>

### **(2) Assessing Candidates for Subject Matter Competence.**

*The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:*

- *Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a).*
- *Within the first 60 days of the candidate's admission, the institution must complete an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.*

The Subject Matter requirement is listed on [Admission Requirements website](#) under **Program Requirements:**

**Program Requirements: optional, if available at the time of admissions.**

The following items are program requirements and may be submitted at the time of admission:

1. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
2. RICA (multiple subject) (Required for Preliminary credential)

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.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([form](#)) and [application](#).

**(3) Demonstration of Subject Matter Competence**

*The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.*

- A. *For Education Specialist programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:*

1. *Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).*
2. *Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).*
3. *Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii).*
4. *Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.*
5. *A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Education Code 44259 (b)(5)(A)(v), 44282 (b).*

*B) For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each candidate in an integrated undergraduate program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.*

**NOTES:**

- *Proposed Title 5 regulations are under review with the Office of Administrative Law. These proposed regulations would provide additional information on meeting the subject matter competence requirement by degree major and/or completed coursework. Commission staff will update the relevant preconditions and evidence guidance documents and remove this note, if and when, the Title 5 regulations take effect, in accordance with direction from the Commission.*
- *Verification of subject-matter competence is not required for the area of Early Childhood Special Education.*

The University of La Verne LaFetra College of Education verifies that each education specialist candidate has met the appropriate the subject matter requirement prior to directed teaching (SPED 497/498E), or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Prerequisites ([form](#)) and [application](#).

**(4) Completion of Requirements.**

*A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate*

meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

- Possession of a baccalaureate or higher degree from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Reading Instruction Competence Assessment (RICA)
- Passage of a Commission-approved Teaching Performance Assessment (for candidates enrolling after July 1, 2022)

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that ESN credential candidates meet all legal requirements prior to receiving a recommendation for the credential.

Link to [handbook](#) (pg 18): The University of La Verne uses the program MyDegree Tracker as a form of tracking degree requirements, course sequencing, and student information. The link to this can be found in each students' La Verne Portal under quick links. Only the student and their designated faculty advisors have access to MyDegree Tracker.

**MyDegree Tracker**

**Student View** A0002time as of 11/22/2021 at 12:40

<b>Student</b>	TESTSTUD2, TESTSTUD2	<b>Level</b>	Graduate
<b>ID</b>	10910464	<b>Degree</b>	Teaching Multiple Subject MA
<b>Class</b>	Graduate	<b>College</b>	LaFetra College of Education
<b>Advisors</b>	Beltan, Irene, Stamp, Karen M	<b>Major</b>	Teaching Multiple Subject
<b>La Verne GPA</b>	4.00	<b>Concentration</b>	
<b>Overall GPA</b>	0.00	<b>Minor</b>	
<b>Academic Standing</b>	Good Standing	<b>Campus</b>	Main Campus
<b>Catalog</b>	Fall 2021	<b>Restrictions</b>	

**Degree Progress**

These progress bars are for general reference. Please see the detailed requirements as listed below.

Requirements	
Semester Hours	

**Degree MA Teaching - Multiple Subject**

All requirements for the master's degree are to be completed within five years from the time of first course registration post admission.

Required Hours: 30 SH completed or completed 25 SH & currently enrolled in 6 SH. To apply, students must submit an Application for Advanced Standing form with approval of their program advisor, along with an Application for Graduation and graduation fee. Master's degree candidates must have received Advanced Standing prior to the beginning of the semester/term for which they plan on registering for their culminating activity.

Advanced Standing Still Needed

**Degree Works Report**

- Option 3-Child Development Still Needed ( You must complete all of the following: )
  - Child Development Core Elective Still Needed ( 1 Class in ARCE 516 or 561 or 566 ) and
  - Child Development Required Core Still Needed ( 3 Classes in ARCE 523 and 533 and EDUC 563 )
- Option 5-Distinct Teaching and Learning Still Needed ( 16.00 Semester Hours in EDUC 413 or 513 or 563 )
- One Core Option needs to be officially declared for this program.

**MULTIPLE SUBJECT CANDIDATES**

- Language and Literacy, Multiple Subject Still Needed ( 1 Class in EDUC 438 )
- Introductory Teaching Practices, Multiple Subject Still Needed ( 1 Class in EDUC 439 )
- Intermediate Teaching Practices, Multiple Subject Still Needed ( 1 Class in EDUC 440 )
- Advanced Teaching Practices, Multiple Subject Still Needed ( 1 Class in EDUC 441 )
- Subject Specific Pedagogy - History, PE and Visual Performing Arts Still Needed ( 1 Class in EDUC 461 )
- Subject Specific Pedagogy - Math and Science Still Needed ( 1 Class in EDUC 462 )
- Introductory Supervised Teaching Still Needed ( 1 Class in EDUC 467 )
- Advanced Supervised Teaching Still Needed ( 1 Class in EDUC 468 )
- CEDL Speech Verification Missing Student verification not being tracked. CEDL option 513 or 563 required.
- CEDL Content Verification Missing The CE Content requirement can also be met by CEDL course PL33 301. Review Guidelines.
- Health Education Missing Complete EDUC 433 or an approved Health Education course. Visit the TPE Page.
- CEDL Certificate of Clearance
- CPR Certification
- Tuberculosis Clearance
- CBEST Exam
- RICA Exam Missing Passing RICA (Reading Instruction Competence Assessment) within a 12-month period of the 5th year or within the 5th year.
- CBST Exam

## Education Specialist Intern Preconditions Evidence Guide

*The twelve program-specific preconditions below require specific evidence to demonstrate compliance. This document includes the required evidence to demonstrate compliance with these Preconditions. Please note that the Commission accepts authentic program documentation that demonstrates the equivalent to the evidence required.*

### **(1) Bachelor's Degree Requirement.**

*Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.*

All candidates admitted into University of La Verne LaFetra College of Education internship programs hold bachelor's degrees from regionally accredited institutions of higher education, or in the case of international students, its Commission-approved equivalent.

Links to internship requirements: <https://myportal.laverne.edu/lfce/intern-teaching>

### **(2) Demonstration of Subject Matter Competence.**

*Each Education Specialist Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:*

- 1. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).*
- 2. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).*
- 3. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii).*
- 4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.*
- 5. Demonstration that the candidate, through a combination of the methods described in 1, 2, or 3 above, has met or exceeded each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44265.*

#### **NOTES:**

- Proposed Title 5 regulations are under review with the Office of Administrative Law. These proposed regulations would provide additional information on meeting the subject matter competence requirement by degree major and/or completed coursework. Commission staff will update the relevant preconditions and evidence guidance*



- documents and remove this note, if and when, the Title 5 regulations take effect, in accordance with direction from the Commission.*
- *Verification of subject-matter competence is not required for the area of Early Childhood Special Education.*

The Subject Matter requirement is listed on [Admission Requirements website](#) under **Program Requirements:**

**Program Requirements: optional, if available at the time of admissions.**

The following items are program requirements and may be submitted at the time of admission:

1. CSET or proof of completion of Subject Matter Requirement (required prior to student teaching)
2. RICA (multiple subject) (Required for Preliminary credential)

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.

If the requirement was not met at time of admission, it is listed in the as part of the Intern Teaching [page](#) and [application](#).

The University of La Verne LaFetra College of Education verifies that each education specialist candidate has met the appropriate the subject matter requirement prior to directed teaching (SPED 497/498E), or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Prerequisites ([form](#)) and [application](#).

**(3) Pre-Service Requirement.**

Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:

- (a) foundational preparation in pedagogy including classroom management and planning,
- (b) reading/language arts,
- (c) specialty specific pedagogy,
- (d) human development, and teaching English Learners.

Each candidate in the University of La Verne LaFetra College of Education teacher internship program must complete 180 clock-hours + 85 hours fieldwork of pre-service as follows

Course	Clock Hours	Fieldwork Hours
SPED 420 Foundations of Inclusive Education (Units: 3)	45	10
SPED 421 Literacy Assessment & Intervention Practicum 1 (Units: 1)		15
SPED 430 Assessment Practices and IEP Development (Units: 3)	45	20
EDUC 425 Language and Literacy, Multiple Subject (Units: 4)	45	20
EDUC 426 Introductory Teaching Practices, Multiple Subject (Units: 4)	45	20
<b>Total</b>	<b>180</b>	<b>85</b>

before beginning classroom teaching:

Link to [Handbook](#) (pg 15) Screenshot below of requirements:

**Educational Specialist Additional intern requirements**

- SPED 420 Foundations of Inclusive Education (3)
- SPED 421 Literacy Assessment & Intervention Practicum 1 (1)
- SPED 430 Assessment Practices and IEP Development (3)
- EDUC 425 Language and Literacy, Multiple Subject (4)
- EDUC 426 Introductory Teaching Practices, Multiple Subject (4)

Link to [Internship Application](#).

Prerequisite Courses			Date	Grade	Verified – Office Use Only
Multiple Subject	Single Subject	Mild/Moderate			
<input type="checkbox"/> EDUC 425	<input type="checkbox"/> EDUC 427	<input type="checkbox"/> EDUC 425			
<input type="checkbox"/> EDUC 426	<input type="checkbox"/> EDUC 428	<input type="checkbox"/> EDUC 426			
		<input type="checkbox"/> SPED 420			
		<input type="checkbox"/> SPED 421			
		<input type="checkbox"/> SPED 430			

**(4) Professional Development Plan.**

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- (a) Provisions for an annual evaluation of the intern.
- (b) A description of the courses to be completed by the intern, if any
- (c) A plan for the completion of preservice or other clinical training, if any, including student teaching.

- (d) *Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.*
- (e) *Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.*

(a) *Provisions for an annual evaluation of the intern.*

Interns are evaluated at the end of each semester on all the Teacher Performance Expectations with a final [evaluation](#). The evaluation is completed by their University Supervisor and their Site-Supervisor.

(b) *A description of the courses to be completed by the intern, if any*

While Interns, candidates are enrolled in [SPED 459](#)

(c) *A plan for the completion of preservice*

Education Specialist Candidates can become intern eligible after completing four credential courses (80 hours of fieldwork) and a 1-unit intensive literacy practicum (15 hours of fieldwork). These courses prepare them to meet the needs of neurodiverse learners, administer comprehensive assessments and develop Individual Education Plans. Additionally, they learn about English Language Learners and foundational literacy instruction for Tk-3<sup>rd</sup> grade.

Education Specialist Interns complete the fieldwork in collaboration with their course instructors and University Supervisors. EDSP Interns must complete fieldwork in a range of settings, including general education, and TK-12<sup>th</sup> grade, which is why they are required to take the secondary level course.

- SPED 420 Foundations of Inclusive Education (focus on mild and moderate disabilities)
- SPED 430 Assessment & IEP Practice
- EDUC 425 Language and Literacy (focus on TK-3)
- SPED 421 Literacy Practicum 1 (intensive literacy intervention)
- EDUC 428 (Secondary level) – Introductory Teaching Practices (focus on English Learners)

Once students are intern eligible, they complete three more courses and an additional 1-unit literacy practicum in the credential program, along with 50 hours of University Supervisor supported fieldwork and 15 more intensive literacy practicum hours supported by their course instructor.

- SPED 450 Inclusive Educational Systems-Law, Behavior and Case Management
- EDUC 440 – Intermediate Teaching Practices (focus on literacy grades 4-8)
- SPED 422 Literacy Practicum 2
- EDUC 441 – Advanced Teaching Practices (focus on disciplinary pedagogy)
- EDUC 491- Subject Specific Pedagogy: History, PE and Visual/ Performing Arts

- EDUC 492 Subject Specific Pedagogy- Math and Science

Interns are registered in the intern class ([SPED 459](#)) while they are taking all credential courses. The intern class involves 8 observations by the University Supervisor and 2 by the Site Supervisor. Supervisors meet with interns for a minimum of a two-hour conference time. Interns complete an intern support log. Additional intern support includes weekly office hours by the intern course instructor. Interns are also invited to attend optional supports like RICA workshops, TPA seminars, classroom environment workshop, induction workshop, application and interview seminar.

All interns take final Directed Teaching, [SPED 497](#) & [SPED 498](#) in their final semester. In these courses, interns are observed 10 times across the semester by their University Supervisor and 3 times by their site-supervisor. Candidates attend seminars for support with their TPE Portfolio, a process that is converting to support for the EDSP TPA for candidates admitted summer/fall 2022 and forward. Additionally, office hour supports are available. Candidates write an Individual Induction Plan and receive mentoring on the plan from their University Supervisor.

Overview of EDSP Course Sequence and fieldwork hours:

	Summer		Fall			EDSP Intern Eligible	Spring			Sum	Fall		Spring	
Course	SPED 420	SPED 430	EDUC 425	SPED 421	EDUC 428		EDUC 440	SPED 422	EDUC 441	SPED 450	EDUC 491	EDUC 492	EDUC/ SPED 497	EDUC/ SPED 498
Fieldwork Hours	20	30	20	15	10	20	15	10	0	10	10	210 Total Early 360	250 (Total Overall 610)	

(d) *Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.*

Intern teaching in kindergarten participate in child development modules their first semester in in the intern program. These modules include creating a positive learning environment for young children, evidence-based practices based on developmental levels, evaluating learner outcomes, and common supports for young students with disabilities.

Early Childhood modules: <https://iris.peabody.vanderbilt.edu/module/ecbm/>  
<https://iris.peabody.vanderbilt.edu/module/env/>  
[https://iris.peabody.vanderbilt.edu/module/ebp\\_03/](https://iris.peabody.vanderbilt.edu/module/ebp_03/)  
<https://iris.peabody.vanderbilt.edu/module/rs/>

(e) *Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.*

Interns working in a bilingual classroom are required to be in the Bilingual Authorization program.

The following 3 courses are the requirements for the Bilingual Authorization.

- EDUC 434 Learning About Latino Cultures
- EDUC 435 Methodology for Primary Language Instruction in a Bilingual Environment
- EDUC 436 Bilingualism and Bilingual Education

Chart below shows the sequence of courses for interns in the BILA program:

**Coordination of coursework with field experiences**

Fall start	Fall	January	Spring	Summer	Fall	Spring
Course sequence	EDUC 425 /427 EDUC 426 /428 EDUC 435	(EDUC 435)	EDUC 440 /442 EDUC 441 /443 EDUC 434	EDUC 434 EDUC 436	EDUC 491 /494 EDUC 492 /495 EDUC 436	EDUC 497  EDUC 498
Units	8 units 3 units	(3 units)	8 units 3 units		6 units 3 units	12 units
Field experiences & student teaching	30 hours	7 Hours	30 hours	14 Hours	20 units	15 weeks (621 hours total)
Assessments						

**Teacher education program in black**

**Bilingual Authorization program in red.**

The Bilingual Authorization courses and the preliminary credential courses will be taken concurrently.

Candidates in the Bilingual Authorization program will have their fieldwork and student teaching placement in a bilingual classroom. This fieldwork and student teaching will be completed during the preliminary credential program.

**(5) Supervision of Interns.**

- (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.  
Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Personnel from each participating district and the university regularly supervise University of La Verne LaFetra College of Education interns. The interns also receive the salary paid to regularly certificated employees.

University of La Verne's interns are supervised on a weekly basis by the University supervisor and by a qualified District employee until the intern has completed all of the state and University's credential requirements. The school-site support provider

must be teaching at the same school-site within the same subject area as the intern, and must hold the appropriate credential, has taught in the subject area for a minimum of three years, is EL proficient, and would be an exemplary teacher who can successfully mentor and monitor the supervised teacher. Detailed in the University/District [Fieldwork Agreement](#).

Completion of 189 hours and weekly supervisor visits are documented on the following form:

Candidate	Name:		Month:		Description Codes
Date	Overall Support	EL Support	TOTAL HOURS	Description of Support	
	0.0	0.0	0.0		<b>Support provided by district employed supervisor or employing district</b>
	0.0	0.0	0.0		Code # 1: Content-specific coaching (for example: math coaches, reading coaches, etc.)
	0.0	0.0	0.0		Code # 2: Grade level or department meeting related to curriculum, planning, or instruction
	0.0	0.0	0.0		Code # 3: New teacher orientation
	0.0	0.0	0.0		Code # 4: Classroom observation and coaching by district mentor or site administrator
	0.0	0.0	0.0		Code # 5: Co-planning with district support provider or specialist
	0.0	0.0	0.0		Code # 6: Intern observation of other teachers and classrooms
	0.0	0.0	0.0		<b>Support provided by university supervisor or university</b>
	0.0	0.0	0.0		Code # 7: Seminars (classroom management, Teacher Performance Assessment, etc.)
	0.0	0.0	0.0		Code # 8: Classroom observation and coaching by the university supervisor
	0.0	0.0	0.0		Code # 9: Email, phone, or video conferencing support
	0.0	0.0	0.0		Code # 10: Interactive journal
	0.0	0.0	0.0		Code # 11: Discussing videos or professional literature with university supervisor
	0.0	0.0	0.0		Code # 12: Weekly planning or review of plans with supervisor
	0.0	0.0	0.0		<b>Support specific to the needs of English Language Learners</b>
	0.0	0.0	0.0		Code # 13: Observe SDAIE/ ELD lesson in-person or online
	0.0	0.0	0.0		Code # 14: Content specific EL coaching and planning
	0.0	0.0	0.0		Code # 15: Co-planning with EL expert to address the needs of English learners
	0.0	0.0	0.0		Code # 16: Participation in district or regional group (example: English Learner Advisory Committee)
	0.0	0.0	0.0		
	0.0	0.0	0.0		
	0.0	0.0	0.0		
	0.0	0.0	0.0		<b>* You may add your own description of support if it is not found below (secure from your University Supervisor)</b>
	0.0	0.0	0.0		
	0.0	0.0	0.0		
	0.0	0.0	0.0		<b>Semester total overall support (Codes 1-12):</b>
	0.0	0.0	0.0		<b>Semester total EL support (Codes 13-16):</b>
	0.0	0.0	0.0		
	0.0	0.0	0.0		
Total	0.0	0.0	0.0		Approved By:

**(6) Assignment and Authorization.**

To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s).

Reference: Education Code Section 44458.

Personnel from each participating district authorize University of La Verne LaFetra College of Education interns to assume the functions that are authorized by the regular standard credential. Detailed in the Intern [Handbook](#) University/District [Fieldwork Agreement](#).

**(7) Participating Districts.**

Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved.

Reference: Education Code Sections 44321 and 44452.

The University of La Verne LaFetra College of Education places its interns only in public school districts or county offices. [List of participating districts](#) (Note, this list includes all participating

districts – for both interns and student teaching. Interns are only places in public school districts or county offices.)

Link to [Internship Application](#). The following details the requirements:

Partnering School District, School, School-Site Support Provider, and Position Requirements
<b>Partnering School District and School</b> <ul style="list-style-type: none"><li>• It must be a WASC accredited public or public-supported charter school.</li><li>• There must be a diverse student population with at least 25% English Language Learners.</li><li>• We must have a confirmed internship agreement with the school district.<ul style="list-style-type: none"><li>- If one does not exist, then a Memorandum of Understanding will be sent to the school district for approval.</li><li>- The school district must agree to the MOU.</li></ul></li></ul>

**(8) Early Program Completion Option. (Not available currently for Education Specialist Interns)**  
*Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:*

- (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:*
- *Human development as it relates to teaching and learning aligned with the state content and performance standards for K- 12 students*
  - *Techniques to address learning differences, including working with students with special needs*
  - *Techniques to address working with English learners to provide access to the curriculum*
  - *Reading instruction in accordance with state standards*
  - *Assessment of student progress based on the state content and performance standards*
  - *Classroom management techniques*
  - *Methods of teaching the subject fields*
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.*
- (c) Pass the Reading Instruction Competence Assessment (RICA)*
- (d) Meet the requirements for teacher fitness.*

*An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. Reference: Education Code Section 44468.*

Not available currently for Education Specialist Interns

**(9) Length of Validity of the Intern Certificate.**  
*Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325(b).*

The University of La Verne LaFetra College of Education ensures that each participant serves on a valid internship credential issued by the Commission. Faculty members work with interns to

ensure successful program completion within the time limitations set by the internship credential. Credential Analysts verify ongoing eligibility.

***(10) Non-Displacement of Certificated Employees.***

*The institution and participating districts must certify that interns do not displace certificated employees in participating districts.*

The University of La Verne LaFetra College of Education and its participating districts do not displace certificated employees with interns.

***(11) Justification of Internship Program.***

*When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.*

The University of La Verne LaFetra College of Education recognizes ongoing need for interns in critical areas, like mathematics, the sciences and special education. Therefore, we are continuing to offer our internship programs as a service to our candidates and to the districts we serve.

***(12) Bilingual Language Proficiency.***

*Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. Reference: Education Code Section 44325(c)(4).*

Teacher intern candidates at the University of La Verne must pass the language proficiency subtest of the Commission-approved assessment program before beginning classroom teaching.