

**Initial Program Review:
COMMON STANDARDS FEEDBACK**

Institution	University of La Verne	Proposed Program	Education Specialist: Extensive Support
Submission Link	https://education.laverne.edu/accreditation/evidence/		
Date of Review	April 2023		
Dates of Subsequent Reviews	September 2023		

Reviewer Instructions:

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

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

Institution Instructions:

Use the column labeled *Institution's Response to Feedback (Resubmission Link)* to provide your institution's response to reviewers' feedback using the steps below:

1. Amend the original submission in an easily identifiable manner (such as using **bold** and **highlighting/ different colored text**).
2. Provide the **direct link** to the updated submission in the *Institution's Response to Feedback (Resubmission Link)* column. The link must take the reviewers to the **exact location** of the amended text on your institution's accreditation website.
3. Accompanying narrative should be noted in the response to feedback – not in this feedback form.
4. If the Common Standard element is aligned, no additional information or link is necessary.

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Common Standard 1 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)						
<p>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.</p>	<p>Refer to PR Feedback form for Reviewers' feedback on Common Standard 1a.</p>	<p>Refer to PR Feedback Form</p>	<p>Provide your institution's response to any Common Standard 1a feedback received on the PR Feedback form.</p> <p>Feedback indicated Standard was aligned.</p> <p><u>Common Standards</u></p> <table border="1" data-bbox="1230 451 1866 683"> <thead> <tr> <th data-bbox="1230 451 1566 480">Standard</th> <th data-bbox="1566 451 1770 480">Reviewer Comments</th> <th data-bbox="1770 451 1866 480">Aligned</th> </tr> </thead> <tbody> <tr> <td data-bbox="1230 480 1566 683">Common Standard 1, Element 1: Provide the unit's research-based vision and <u>description</u> how it is clearly represented in the proposed new educator preparation program. Describe how this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.</td> <td data-bbox="1566 480 1770 683">Initial Review: Aligned</td> <td data-bbox="1770 480 1866 683">Yes</td> </tr> </tbody> </table>	Standard	Reviewer Comments	Aligned	Common Standard 1, Element 1: Provide the unit's research-based vision and <u>description</u> how it is clearly represented in the proposed new educator preparation program. Describe how this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Initial Review: Aligned	Yes
Standard	Reviewer Comments	Aligned							
Common Standard 1, Element 1: Provide the unit's research-based vision and <u>description</u> how it is clearly represented in the proposed new educator preparation program. Describe how this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Initial Review: Aligned	Yes							
<p>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.</p>	<p>1b First Review: Met.</p>	<p>Aligned</p>							
<p>1c) Describe how the education unit will ensure that faculty and instructional personnel in the proposed program regularly and systematically collaborate with colleagues in P-12</p>	<p>1c First Review: Provide documentation how faculty and instructional personnel are informed of this requirement.</p>	<p>More Information Needed</p>	<p>1c First Resubmission Link</p> <p>1c) Resubmission</p>						

Common Standard 1 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
<p>settings, college and university units, and members of the broader educational community to improve educator preparation. Provide documentation how faculty and instructional personnel are informed of this requirement.</p>	<p>1c Second Review: The response text noted collaboration, please provide documentation showing how faculty and instructional personnel are informed that they will be required to regularly and systematically collaborate with colleagues....</p>	<p>More Information Needed</p>	<p>1c Second Resubmission Link</p> <p>Every Monday, the Inclusive and Teacher Education send out a joint Monday Update. On the update it provides all the upcoming events. This includes details about collaborative meetings. Teacher Education and Inclusive faculty meet together once a month for planning and collaboration. Staff also attend half of these meetings. In addition, inclusive faculty meet separately once a month for program specific discussions. Calendar invitations for all meetings are sent in August. The college also has 4 college level meetings for all faculty per year. Calendar invitations are also sent in August. Attending and participating in program and college meetings are part of the faculty handbook. Faculty are notified of their responsibility to actively participate in public elementary or secondary schools and classrooms at least once every three academic years during teacher education meetings. We hold an adjunct training every August and every full-time faculty member is required to attend. Faculty is notified of the date in June. Every full-time faculty member serves as a course lead. They provide break-out room training for the adjuncts teaching their course.</p> <p>Attach Monday Update</p> <p>Attach Faculty handbook pg 82- Section 5.1.3</p> <p>5.1.3 Participation and Meetings</p> <p>Tenured and tenure-eligible faculty are expected to strive toward active involvement in the University community through participation in and support of campus events and activities. In addition, tenured and tenure-eligible faculty members are expected to participate in meetings of their respective academic units, which non-tenure eligible faculty may attend.</p> <p>Adjunct Training 2023</p>

Common Standard 1 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
	1c Third Review:	Select Status	1c Third Resubmission Link
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.	1d First Review: 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 for the proposed program.	More Information Needed	1d First Resubmission Link 1d) Resubmission

	<p>1d Second Review: Please describe the effort to recruit, hire, support and retain faculty who represent and support diversity and excellence for the proposed program. How are the resources provided used for faculty development to support this element?</p>	<p>More Information Needed</p>	<p>1d Second Resubmission Link The Office of Human Resources provides mandatory training (Recruiting and Hiring for Mission Training) for all who serve on search committees. The Learning Outcomes of the training are: (1) know best practices for active, continuous recruitment and hiring, (2) understanding how diversifying our staff reflects our mission and strategic vision, (3) acknowledge biases that can hinder equitable hiring, (4) understand the roles of the committee members.</p> <p>See Training Slides</p> <p>The Office of Diversity, Equity and Inclusion (https://laverne.edu/diversity/) provides resources and professional development to support both staff and faculty. The office has developed the goals below as part of the 2025 Action Plan:</p> <ul style="list-style-type: none"> • Creating a more inclusive climate and experience by improving education and training, cultural understanding, programming and support for curriculum integration. • Recruiting and retaining more diverse faculty, staff, and student persons. • Cultivating a culture of trust and collaboration where the campus as a whole works together to ensure a holistic diversity and inclusion agenda across the university community. • Encouraging dialogue across identity differences to promote development, understanding, reflection, and respect. • Identifying and removing barriers across programs and services to increase equitable practices. <p>Example of upcoming event:</p>
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Common Standard 1 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
			21-Day Racial Equity Habit Building Challenge We also work with our TE faculty to provide ongoing training. Last year, we held a Coaching for Equity training for our university supervisors. Here is a copy of the PowerPoint.
	1d Third Review:	Select Status	1d Third Resubmission Link

Common Standard 2: Candidate Recruitment and Support

Common Standard 2 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
2a) Provide the admission requirements for the proposed program that are based on clear criteria that include multiple measures of candidate qualifications (e.g., recruitment materials, website, handbook, etc.).	2a First Review: Met.	Aligned	
2b) Describe and provide evidence of how and when candidates will receive programmatic and academic information (progress toward completion, deadlines, etc.).	2b First Review: Provide evidence of how and when candidates will receive programmatic and academic information (progress toward completion, deadlines, etc.), advising materials to be provided to admitted/enrolled candidates.	More Information Needed	2b First Resubmission Link 2b) Resubmission
	2b Second Review: Met.	Aligned	

Common Standard 2 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
2c) Describe how candidates requiring assistance will be identified and receive guidance and support. Provide any supporting documentation.	2c First Review: Provide evidence/documentation of plan to support candidate (Step four).	More Information Needed	2c First Resubmission Link 2c) Resubmission
	2c Second Review: Provide a sample plan for candidates who teach Step Four—although plans are customize by candidate a prior plan is appropriate to provide as an example.	More Information Needed	2c Second Resubmission Link Link to Focus Form
	2c Third Review:	Select Status	2c Third Resubmission Link

Common Standard 3: Fieldwork and Clinical Practice

Common Standard 3 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
3a) Describe how the unit will implement and evaluate the effectiveness of the field experience and clinical practice component of the proposed program.	3a First Review: Describe how the unit will evaluate the effectiveness of the field experience and clinical practice component of the proposed program.	More Information Needed	3a First Resubmission Link 3a) Resubmission
	3a Second Review: Met.	Aligned	3a Second Resubmission Link
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	3b First Review: 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.	More Information Needed	3b First Resubmission Link 3b) Resubmission

<p>experience in California public schools with diverse student populations.</p>	<p>3b Second Review: The documentation provided in the resubmission is specific to the “need for fully credentialed bilingual teachers” – please describe how the candidates in the proposed EdSp: ESN program will have opportunities and experiences to work with diverse student populations and experiences issues of diversity that affect school climate, both through coursework and clinical practice.</p>	<p>More Information Needed</p>	<p>3b Second Resubmission Link</p> <p>Diversity and inclusivity are one of the core values of the university and are part of every course. We received a grant three years ago to partner with Branch Alliance for Educator Diversity (https://www.educatordiversity.org/). We had bi-weekly coaching sessions with BranchEd where we developed goals around equity, inclusion, and program improvement. One of the changes involved incorporating the use of vignettes in half of our courses. These vignettes were developed around issues of equity by collaborating with our local districts to write real world scenarios. Candidates have practice vignettes in the courses which are scaffolded with whole group and partner discussions before completing an individual vignette which is scored with a rubric. We use the rubric scores for program improvement by analyzing them and make course changes. Link to Complexities in the Classroom.</p> <p>In addition, fieldwork placements are chosen so that candidates have the opportunity to work with English Language Learners and students on IEPs or 504 plans. Fieldwork lesson plan and assignments provide candidates opportunities to put theory into practice. EDUC 428 has students designing SDAIE lessons. In EDUC 425, candidates learn about dyslexia and write a structured reading lesson. In EDUC 443, candidates teach a co-teaching lesson. In EDUC 491 and EDUC 492 candidates build on their knowledge of neurodiversity and make adaptations based on funds of knowledge for two students in their fieldwork classrooms. Link to Clinical Teaching Overview.</p>
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Common Standard 3 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
	3b Third Review:	Select Status	3b Third Resubmission Link

Common Standard 4: Continuous Improvement

Common Standard 4 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
<p>4a) Provide a link to the education unit's continuous improvement process. Describe how the proposed program will be incorporated into this process.</p>	<p>4a First Review: Met.</p>	<p>Aligned</p>	
<p>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.</p>	<p>4b First Review: Met.</p>	<p>Aligned</p>	

Common Standard 5: Program Impact

Common Standard 5 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
<p>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.</p>	<p>5a First Review: 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.</p> <p>Although CTC completer surveys were mentioned, it is unclear who reviews this data. Are there other sources of data that will be used to demonstrate and evaluate the positive impact of this program once operational?</p>	<p>More Information Needed</p>	<p>5a First Resubmission Link</p> <p>5a) Resubmission</p>

Common Standard 5 Element	Reviewers' Feedback	Reviewers' Findings	Institution's Response to Feedback (Resubmission Link)
	<p>5a Second Review: The resubmission notes the Annual Family Learning Conference as a positive impact. What future positive impacts will the institution be able to evaluate and demonstrate the proposed EdSp: ESN program will have once this program is operational?</p> <p>Also, what outcomes will demonstrate to the unit and what process is/will be in place to collect and measure data demonstrating the positive impact the program is having on candidate learning?</p>	More Information Needed	<p>5a Second Resubmission Link</p> <p>In order to assess program impact, we hold an advisory board once a year where we invite cooperating teachers, administrators and university supervisors. Here we analyze the completer surveys and the student teaching final evaluations. We ask for input on program strengths and suggestions for program improvement based on the data and their experience working with ULV candidates. ESN cooperating teachers and university supervisors will be a part of the advisory council. We analyze the data to make program changes. For example, we received feedback that TPE 5 was a needed growth area. We have now added additional assignments on discussions to our courses on rubric design, self-assessments, assessment adaptations and designing re-teaching lessons based off of assessment data. This is a copy of our Advisor Board Powerpoint from Spring 23. We take notes at each advisory meeting. Here are the notes from our 2022 meeting. We also partner with our local districts to collect survey data on program impact in order make programmatic changes. Here is a copy of data we collected from Pomona USD. We used this to analyze the data with the faculty and make changes to our program.</p>
	5a Third Review:	Select Status	5a Third Resubmission Link

Initial Program Review
Specified Common Standard Response
Resubmission #1 – July 2023

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.

1c) Resubmission #1

Credentialed TK-12 practitioners and administrators from local districts also as members of our advisory board, cooperative teachers and adjunct professors within our program, allowing them to provide informed input surrounding the development of this program. [Link to additional information:](#)

[Spring 2023 Advisory Board Meeting](#)

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.

1d) Resubmission #1

These are Institutional and college statements

- [Office of Equity, Diversity and Inclusion](#)
- [Coalition for Diversity](#)
- [Center for Learning Innovation](#)

[Faculty Handbook](#)

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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. This tool can be found at: <http://education.laverne.edu/innovation/wp-content/uploads/sites/21/2022/06/Syllabus-Course-Curriculum-Self-Assessment-Audit-Tool.pdf>.

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.

2b) Resubmission #1

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. [Student Handbook](#).

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. [Fieldwork webpage](#).

Credential analyst/academic advisors provide academic counseling to candidates. [Student Handbook](#). (Advising on pg 18):

Advising

University of La Verne graduate students are advised by the faculty program chair/director or professional advisors for their respective programs. Teacher Education program candidates are assigned a faculty advisor and a credential analyst. Candidates should schedule an appointment and meet with Faculty and Credential analyst regularly throughout their program. It is each candidates' responsibility to track their progress and requirements. Meetings with advisors need to be scheduled with sufficient time prior to registration each semester to ensure that any holds related to requirements are not an issue.

Advisors

Faculty Advisors are program faculty with experience in the field of education, teaching, and are the leads in course work throughout the program. A candidate should meet with a faculty advisor for policy and degree requirements, advice, general career guidance, and review program progress. This is the name that appears in MyDegree Tracker under Advisor.

Credential Analyst specialize in credential and California Board requirements. Candidates should schedule an appointment and meet with a Credential Analyst once per semester. It is essential for candidates to be aware of their progress in the program, so that they may plan ahead and remain on track. Credential requirements include but are not limited to BSR, SMR, speech course, constitution course, TB records, etc., these are listed in MyDegree Tracker following the course outline. (Beginning with CEOL, Speech Verification).

My Degree Tracker, MDT

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.



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.

2c) Resubmission #1

Plan to support candidate is customized based on each candidate need.

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](#)

3a) Resubmission #1

Our Preliminary Education Specialist program reviews evaluations by candidates, University Supervisors, and Site-Supervisors at the end of each semester. Results and suggestions for improvement are discussed with the following stakeholders:

- Program level discussions evaluating survey results.
- Adjuncts and supervisors meetings sharing survey data.
- Present to advisory board.

[Spring 2023 Advisory Board Meeting](#)

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.

3b) Resubmission #1

[Sample of school districts](#)
[Diverse school experiences](#)

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.

5a) Resubmission #1

The LaFetra College of Education has sponsored an annual Family Learning Conference since 2005. This free event invites hundreds of families from our region to participate in educational activities with an objective of supporting TK-12 student success through intentional home-to-school connections. At our last on campus version of this event in [2019](#), just over 800 learners and parents attended. In [2021](#), and [2022](#) we hosted the virtually. [2023](#) was our first year back in person and had over 400 learners and parents in attendance.

While all families with school aged children are welcome, we specifically promote the event to partner districts who serve high need populations. Pomona Unified, a neighboring district with 100% minority enrollment is our largest partner. The district also has a high population of students on IEPs and 504 plans. The event is promoted to all Pomona students, and interested families are also offered free transportation from the district to our university campus.

We also utilize the written feedback from our fieldwork coordinators to measure preparation.

We are entering into our third year partnering with Foothill Knolls in Upland USD. A group of ULV faculty is providing professional development on co-teaching, supporting neurodiverse learners and UDL for the school. Many of the teachers at the site also serve as ULV adjuncts. A partnership is developed where both partners provide ongoing feedback to each other on program effectiveness and impact. The school hosts a large number of fieldwork and student teachers.