

**University of La Verne**  
**LaFetra College of Education**



**Dance and Theatre Credential Narrative**

**July 1, 2023**

**Updated: January 2024**

## 1. Program Information

- a. Institution: University of La Verne
- b. Contact: Shana Matamala, [smatamala@laverne.edu](mailto:smatamala@laverne.edu), 909-214-5971
- c. New Content Areas: Dance and Theatre
- d. Proposed Date for New Content: January 2024

## 2. Narrative

- a. Course of Study and Course Sequence for the program: The preliminary teacher education program, which includes either a multiple or single subject credential, consists of 33 units. These units can be finished over a two-year period. The Dance and Theatre credentials will be available in the Single Subject Pathway.

### Course Sequence and Fieldwork Hours

Fall start	Fall	Spring	Fall	Spring
Course sequence	EDUC 427 EDUC 428	EDUC 442 EDUC 443	EDUC 494 EDUC 495	EDUC 497 EDUC 498
Units	8 units	8 units	6 units	12 units
Field experiences & student teaching	30 hours	30 hours	20 units	15 weeks (600 hours total)
Assessments	<a href="#">Key Assessment 1</a>	<a href="#">Key Assessment 2</a>	<a href="#">Key Assessment 3</a>	

- b. Description of how the new content area will be covered in the program: The teacher education program is scaffolded and carefully designed to introduce, practice and assess critical skills including how to teach English learners and neurodiverse students in candidate's content areas. In the first semester, EDUC 428 for single subject credential deals specifically with teaching Els, Neurodiversity, including special education, autism and dyslexia. EDUC 427 centers on literacy in the content areas and creating a positive classroom environment. In the second semester, EDUC 443 prepares candidates in the areas of assessment and lesson planning using cooperative and inquiry approaches. EDUC 442 centers on UDL, equity, and diversity. In the third semester, EDUC 495 focuses on philosophical, historical, social, political, and cultural foundations of education in the United States.

Also in the third semester, candidates take EDUC 494: Single Subject Specific Pedagogy. In this course, candidates are in subject specific courses with content experts as instructors. Subject specific [Dance](#) and [Theatre](#) pedagogy are covered in detail in these

course sections. Students gain insight into the methods of teaching single-subject content in grades 7-12 including selection, organization, presentation and assessment of content in accordance with State and National Standards all within a culturally responsive teaching context. Students complete 10 hours of fieldwork through participation in in-person observations in an assigned classroom in their content area. Candidates teach one of their two assigned lesson plans in their assigned classroom.

- [Dance Single Subject Content Area Pedagogies Course Matrix](#)
- [Theatre Single Subject Content Area Pedagogies Course Matrix](#)

c. Key Assessments: A key assessment is administered in the first three semesters of the program. Key assessments are aligned with the Teacher Performance Expectations and the Teacher Performance Assessment.

- **[Semester 1: Lesson Plan Key Assessment](#)**: Candidates write a SDAIE lesson plan and are evaluated on the elements listed below.

Essential Question: How does the candidate's proposed learning goal(s) connect with students' prior knowledge? How do proposed learning activities, instructional strategies, and grouping strategies support, engage, and challenge all students to meet the learning goal(s)?

TPE Elements: TPE 1, Elements 1, 4; TPE 2, Element 2; TPE 3, Elements 1, 2, 3, 5; TPE 4, Elements 1, 4, 7; TPE 6, Element 5

- **[Semester 2: Learning Segment Key Assessment](#)**: Candidates write three lessons, including assessments, within a unit and are evaluated on the elements below.

Essential Question: Essential Question: How does the candidate's learning segment plan provide appropriate content-specific learning goal(s) and, if appropriate, ELD goal(s), assessments, and rubrics that offer multiple ways for all students to demonstrate knowledge and affirm and validate students' assets, including strengths, experiences, and backgrounds?

TPE Elements: TPE and Elements: TPE 1, Elements 1, 4; TPE 3, Elements 1, 2, 6; TPE 4, Elements 4, 7, 8; TPE 6, Element 5

- **[Semester 3: Assessment Project Rubric](#)**: Candidates analyze student assessment data and create a re-teach lesson. They are evaluated on the elements below.

Essential Question: How does the candidate use the analysis of results from informal assessment, student self-assessment, and formal assessment to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence? TPE

Elements: TPE 5, Elements 2, 3, 8; TPE 6, Element 1

**d. Faculty Vitae's**

Sierra DiSchiavi, M.Ed.

Adjunct

[EDUC 494 VAPA Spring 2023 Syllabus \(Dance\)](#)

[EDUC 494 VAPA Spring 2023 Syllabus \(Theatre\)](#)

Shana Matamala Ed.D.

Tenure Track

Associate Professor

[EDUC 497 Introductory Supervised Teaching](#)

[EDUC 498 Advanced Supervised Teaching](#)

Isabel Orejel Ed.D.

Tenure Track

Assistant Professor

[EDUC 497 Introductory Supervised Teaching](#)

[EDUC 498 Advanced Supervised Teaching](#)