

Initial Program Review Common Standard Response

Directions: Using the [Initial Program Review \(IPR\) Common Standards Submission Requirements](#), provide a brief narrative and links to supporting documentation/ evidence responding to the Common Standards elements below as it applies to the proposed program.

Organization Chart

The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart.

Organizational Chart

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- (1.1) *The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. 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**

(1.2) *The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.*

Leadership Structure: The LFCE is led by Dean Dr. MD Haque and Associate Dean, Dr. Donna Redman. The PK-3 Early Childhood Education Specialists Credential will be organized with leadership split between the Child Development B.S. program, led by Dr. Cindy Giaimo-Ballard, for the subject matter courses and the Teacher Education (multiple- and single-subject credential) program lead by Dr. Shana Matamala. The Child Development B.S. program has two full-time faculty members and one faculty at 80% capacity.

The combined program chair and program director collaborate and share oversight of the program along with ensuring quality implementation across all campuses. The PK-3 ECE Specialists Credential will be offered on the main campus in La Verne, and at regional campuses throughout California. Main campus students will have the option of enrolling in 16-week semesters or 8-week Hybrid courses, whereas, regional campus students enroll in 8-week terms. Course content, program policies, and guidelines are consistent for all students, regardless of where the program is delivered.

Means for stakeholder input: The LaFetra College of Education identified a core group of faculty to spearhead the development of the content for the college. This group of faculty then collaborated with key stakeholders from three local districts: Bonita Unified School District, Fallbrook Union Elementary School District, and San Diego Unified School.

Program Design Team & Partners

Name	Title
Cindy Giaimo-Ballard, Ed.D.	Associate Professor of Education, Chair Child Development B.S. Program- ULV
Amy Blanford, M.A.	Assistant Professor of Education, Child Development B.S. Program- ULV
Holly Buckley, M.A.	Instructor, Child Development B.S. Program- ULV

Shana Matamala, Ed.D.	Assistant Professor of Education and Director of Teacher Education Program - ULV
Isabel Oejel, Ed.D.	Assistant Professor of Education, Associate Program Chair of Teacher Education Program - ULV
Donna Redman, Ed.D.	Associate Dean, LaFetra College of Education - ULV
Juli Johnson	Director of Continuous Improvement, LaFetra College of Education - ULV
Brian Morris	Assistant Superintendent of Human Resources, Fallbrook Union Elementary School District Letter of Support
Kevin Lee, Ed.D.	Assistant Superintendent of Human Resources, Bonita Unified School District Letter of Support
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support

Districts with Signed MOUs

[Sample MOU](#)

[List of Districts with Signed MOUs](#)

- (1.3) *The education unit ensures that faculty and instructional personnel 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.

Credentialed TK-12 practitioners and administrators from these districts also serve 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](#)

- (1.4) *The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field-based supervision and clinical experiences.*

No additional information is required during the IPR Common Standards submission.

- (1.5) *The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.*

No additional information is required during the IPR Common Standards submission.

- (1.6) *Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.*

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.

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

(1.7) *The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:*

- a) current knowledge of the content;*
- b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;*
- c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and*
- d) demonstration of effective professional practices in teaching and learning, scholarship, and service.*

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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.

[PK-3 Early Childhood Education Faculty Job Description](#)

(1.8) *The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.*

No additional information is required during the IPR Common Standards

Common Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

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 are described in the Teacher Education [Handbook](#) (pg 6-7):

Education Specialist, Multiple Subject and Single Subject Credential Programs (Including Program in Development: PK-3 Early Childhood Education)

This program is designed for students wishing to earn their PK-3 Early Childhood Education, Multiple Subject, Single Subject, or Education Specialist teaching credentials and culminates in a master's degree. Earning a credential takes several steps. After admittance into the program, students must successfully complete teaching methodology courses and fieldwork. Candidates then must be accepted for student teaching, which includes 15 weeks of in-classroom training and an additional 8 weeks if seeking a Dual credential (MS and EDS). Finally, candidates complete core coursework for the master's degree in an area of specialty of their choice, followed by a culminating project or paper structured to help improve their instructional and leadership abilities. The PK-3 Early Childhood Education, Multiple, Single Subject and Education Specialist credential coursework addresses teaching strategies for all students in California schools. Integrated throughout the program are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. This replaces the program formerly known as the CLAD credential.

Admission Requirements:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child & Adolescent Development, Human Development, Early Childhood Education, Child & Family Studies, Early Childhood Studies, Human Development & Family Science, Child & Adolescent, and Family Studies.
- Statement of Purpose
- 2 letters of recommendation
- Verification of meeting Basic Skills Requirement, BSR
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

PK-3 Early Childhood Education Admission Requirements:

- Application and application fee
- Official transcripts from all institutions attended indicating a BA/BS from a regionally accredited institution with a degree major in the field of Child Development, Child & Adolescent Development, Human Development, Early Childhood Education, Child & Family Studies, Early Childhood Studies, Human Development & Family Science, Child & Adolescent, and Family Studies.
- with a preferred GPA of 2.75 or above in undergraduate work and a cumulative GPA of 3.0 or above in any graduate work.
- Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
- Statement of Purpose
- 2 letters of recommendation
- Resume
- TB clearance (valid for 4 years)
- Granted Certificate of Clearance (<https://www.ctc.ca.gov/credentials/submit-online>) or Current Substitute Teaching Permit
- Internet access

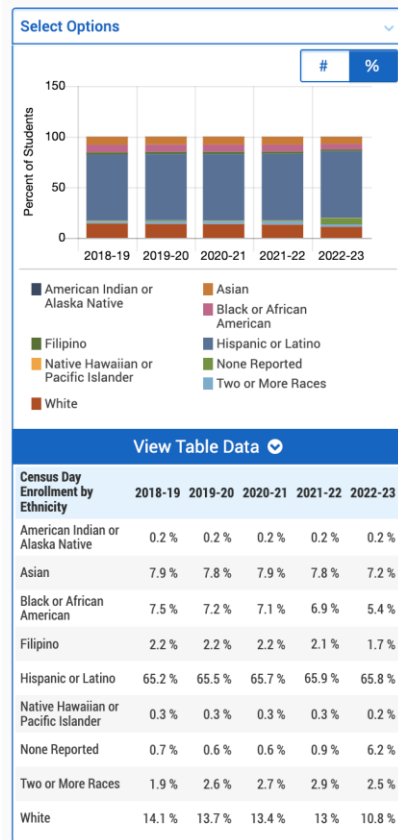
Candidates meet with faculty members to verify subject matter competence during the admission process and advise them of their options including candidates may submit transcripts and course descriptions for an evaluation under AB 130 to see if their courses match the subject matter domains.

(2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

The LaFetra College of Education at the University of La Verne is located in the eastern portion of Los Angeles County with regional campuses located in Bakersfield, Ventura, Victor Valley, and San Fernando. The locations and students served are ethnically diverse. For the [2022-2023 school year, Los Angeles county:](#)

Census Day Enrollment by Ethnicity

Los Angeles
CDS Code 19-00000-0000000



Through our partnerships and conversations with our local districts both faculty and administrators we regularly recruit students from diverse backgrounds to meet their needs for future educators. The following is the LFCE student ethnicity summary for the 2022- 2023 year:

2022-2023 LFCE Student Registration by Ethnicity	
American Indian/Native Alaskan	0.17%
Asian	4.07%
Black/African American	5.78%
Foreign/International	0.50%
Hawaiian/Pacific Islander	0.22%
Hispanic or Latino	61.78%
2 or more	2.37%
White	23.46%
Unknown	1.65%

(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

- 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. [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](#).

(2.4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.

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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.

The image displays two screenshots of the MyDegree Tracker (MDT) interface. The left screenshot shows a student's profile with the following information:

Field	Value
Student ID	TEST11021, TEST11022
Level	Graduate
Degree	Teaching Multiple Subject MA
College	LaFetra College of Education
Major	Teaching Multiple Subject
Concentration	
Minor	
Campus	Main Campus
Registration	

The right screenshot shows a list of degree requirements with checkboxes for completion status. The requirements include:

- CEOL (1) (The most complete of the following 1 or 2)
- CEOL (2) (The most complete of the following 1 or 2)
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The LaFetra College of Education PK-3 program has a system for identifying candidates who are struggling academically and/ or emotionally. Program Chairs reach out to all their instructors and advisors monthly to inquire about students. Student Referrals of struggling students are sent to the Program Chairs.

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

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

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

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

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

Support Links:

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

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

Common Standard 3: Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

(3.1) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

No additional information is required during the IPR Common Standards submission.

(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.

No additional information is required during the IPR Common Standards submission

(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.

No additional information is required during the IPR Common Standards submission

(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

No additional information is required during the IPR Common Standards submission

(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.

No additional information is required during the IPR Common Standards submission

(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.

As indicated in our [Clinical Teaching Overview](#), each course involves fieldwork related to the course content. All school sites are required to be comprised of a diverse student population with at least 25% English language learners. Our program includes 200 pre-clinical fieldwork hours within the Child Development B.S. program and the pedagogy courses. The range of Clinical Practice experiences provided includes supervised early field experiences, Introductory Directed Teaching course ([EDUC 497PK](#)), and an Advanced Directed Teaching ([EDUC 498PK](#)) course for a total of 400 hours. Clinical practice experiences include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Candidates are placed in PK – 3 multiple subject classrooms that represent the demographic diversity of California. In these settings our candidates observe teaching and gradually practice small group and whole group instruction with support from a master teacher and a university supervisor. In the culminating semester, our candidates take an Introductory Directed Teaching course ([EDUC 497PK](#)), and an Advanced Directed Teaching ([EDUC 498PK](#)) course for a total of 400 hours. With early fieldwork and the final directed teaching experiences our candidates experience 600 hours of fieldwork.

Additionally, this standard is met via Program Standard 4: [Equity, Inclusion, and Diversity](#)

Common Standard 4: Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

(4.1) The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

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](#)

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. 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.

- 1) We require a culminating TPE Portfolio in which candidates document their proficiency of the Universal and PK-3 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.
- 3) All PK-3 completers are required to successfully complete and pass the CalTPA Cycle 1 and Cycle 2 (until there is a PK-3 ECE TPA).

The CalTPA 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 CalTPA support, including assessment tasks for Cycle 1 and Cycle 2 and passing score standards is provided in EDUC 497PK and EDUC 498PK. 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.

- (4.2) The continuous improvement process includes multiple sources of data including
 - a. the extent to which candidates are prepared to enter professional practice; and
 - b. feedback from key constituents such as employers and community partners about the quality of the preparation.

No additional information is required during the IPR Common Standards Submission.

Common Standard 5: Program Impact

(5.1) 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.

No additional information is required during the IPR Common Standards Submission

(5.2) The unit and its programs evaluate and demonstrate that they 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.