

Preconditions for PK-3 Early Childhood Education (ECE) Specialist Instruction

(1) Limitation on Student Teaching Prerequisites.

No college or university shall require candidates to complete more than the equivalent of nine semester units of credential preparation courses prior to allowing candidates to enroll in student teaching in a preschool or elementary classroom. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of effective methods of English Language Skills as required by Program Precondition 2. Reference: Education Code Section 44320 (a).

Appropriate examples of Evidence:

Link to course sequence within a handbook, website, or other authentic program documentation that shows that no more than nine semester units (or twelve with EL instruction) of credential preparation courses are completed before candidates begin student teaching* experiences in a classroom or school.

Clarification of Program Precondition 1

*Student Teaching, for the purposes of this Precondition, is defined as program-coordinated experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

The program requires supervised fieldwork and student teaching across all courses. The university's Clinical Teaching Office will assist students in finding placements for this work.

Guides and responsibilities for these courses are detailed in the [Clinical Teaching Overview](#)

The University of La Verne LaFetra College of Education requires that all candidates complete the following prerequisite courses, or their equivalents, before beginning EDUC 498PK - Advanced Supervised Teaching:

The 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 EDSP). 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

(2) English Language Skills.

In each program of professional preparation, candidates demonstrate knowledge of methods of developing English language skills including those for whom English is a second language, in accordance with the Commission's standards and performance expectations. The program includes the study of effective means of teaching literacy, in accordance with 44259 (b)(4)(A) and (B). Reference: Education Code Section 44259 (b)(4)(A) and (B).

For institutions working on an Initial Institutional Approval (IIA) or Initial Program Review (IPR) program proposal: Information on this precondition will be included in the submission for Program Standard 7 and TPE 7. No further evidence is required.

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.

Pre-requisite: [EDUC 426PK](#) Introductory Teaching Practices

- 1) [EDUC 425PK](#)– Language and Literacy
- 2) [EDUC 497PK](#) & [EDUC 498PK](#) – Student 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 curriculum is as follows:

Last Year of Child Development BS Program	Fall	Spring
EDUC 400PK : Early Development & Inquiry-Based Learning	EDUC 425PK : Development of Early Literacy	EDUC 497PK : Introductory Supervised Teaching
EDUC 401PK : Creating Culturally Responsive Classroom Communities	EDUC 492PK : Math & Science	EDUC 498PK : Advanced Supervised Teaching
EDUC403PK : Self-Care & Professional Effectiveness		

(3) Undergraduate Student Enrollment.

Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education. Reference: Education Code Section 44320 (a).

The University of La Verne LaFetra College of Education ensures that undergraduate students shall be allowed to enroll in any professional preparation course and has a long history of allowing undergraduate student enrollment in teacher credential programs.

(4) 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, for the PK-3 Early Childhood Education Specialist Instruction credential.*
- *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 and notify candidates of that standing*

Appropriate examples of Evidence:

1. Link within a handbook, website, or other authentic program documentation that indicates how candidates are provided with clear and accurate information about both options available to demonstrate subject matter competence. This evidence may be within any current authentic candidate materials where requirements are listed.
2. Evidence of the program’s process for completing the assessment and providing candidates with notification of their standing in relation to meeting the subject matter competence requirement within 60 days of their admission to the program. This notification should include reference to how the candidate has completed the requirement or next steps to completion.

The 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 EDSP). 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:

- (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major.
- (B) 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.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
 &
 EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)
Student Teaching Application Deadline:
 Spring- November 15th
 Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA ≥ 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 <p>Additional EDSP Courses</p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
 &
 EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)
Student Teaching Application Deadline:
 Spring- November 15th
 Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA ≥ 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 <p>Additional EDSP Courses</p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

(5) Demonstration of Subject Matter Competence.

The approved PK-3 Early Childhood Education Specialist Instruction credential preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates may meet the subject matter competence requirement through one of the following two options:

- (A) *Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major*

(B) 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.

Appropriate examples of Evidence:

Link to tracking materials, checklists, or other authentic program documentation that shows how the program assures that each candidate has demonstrated subject matter proficiency before being given daily whole class instructional responsibilities. The evidence should be clear about when in the program demonstration of subject matter occurs.

The 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 EDSP). 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.etc.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.etc.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:

- (A) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major
- (B) 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.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
 &
 EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)
Student Teaching Application Deadline:
 Spring- November 15th
 Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA ≥ 3.0	✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 Additional EDSP Courses ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450	✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
✓ SMR Met* ✓ Completed/Posted BA or BS degree	✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree	✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)	✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)	✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting.

The requirements are clearly described Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
 &
 EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)
Student Teaching Application Deadline:
 Spring- November 15th
 Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA ≥ 3.0	✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 Additional EDSP Courses ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450	✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
✓ SMR Met* ✓ Completed/Posted BA or BS degree	✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree	✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)	✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)	✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

(6) Completion of Requirements.

A college or university or school district that operates a program for the PK-3 Early Childhood Education Specialist Instruction 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:

- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
- Completion of the subject matter requirement
- Passage of the Reading Instruction Competence Assessment (RICA) or a Commission approved literacy performance assessment for early childhood education.

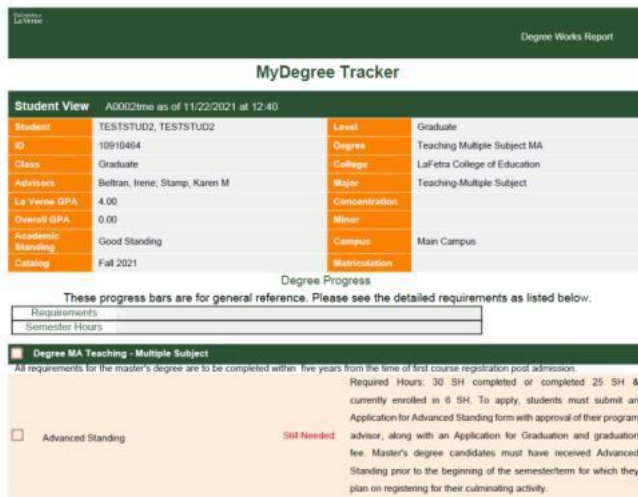
- Completion of a Commission approved preparation program
- Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education.

Appropriate examples of Evidence:

Link to evidence (tracking materials, checklists, or other authentic program documentation) that shows the tracking process followed by the program to assure that each candidate has completed each legal requirement of the credential. If this credential recommendation tracking process is housed in an internal database, screenshots of the process can be provided.

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify that PK-3 program 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.



(7) Professional Preparation Program Equivalency for Clinical Practice.

Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.

PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalency for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalency for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

- (A) *Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.*

(B) Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(1)(1), Article 1, Chapter 1, Division 12, of Title 22.

Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):

- The use of developmentally appropriate teaching strategies for preschool-aged children. The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.
- An ability to communicate effectively with young children and their families/guardians.

Appropriate examples of Evidence:

1. Link to professional preparation program equivalency information within a handbook, website, or other authentic program documentation explaining the equivalency requirement for candidates and prospective candidates. This information should include eligibility requirements, a clear definition of what qualifies as full-time teaching experience, how the program allocates equivalency for candidates who have more than 6 years full-time lead teacher experience in early childhood and a list of acceptable documents.
2. Description of the clearly articulated process the program follows for granting equivalency, including submission, evaluation, verification of equivalency documents, and the individual, by position title, responsible for verifying this requirement is met.

The University of La Verne LaFetra College of Education has developed a system using trained credential analysts to verify the educational experience of PK-3 candidates.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&
EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring- November 15th
Fall- July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 402PK ✓ GPA ≥ 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 <p>Additional EDSP Courses</p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

Preconditions Specific to Interns

(1) Baccalaureate Degree Requirement.

Candidates admitted to intern programs must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.

Appropriate examples of Evidence:

Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates that candidates admitted into the internship program must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.

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](#):

- [Intern Teaching Credential Program Admission Request Form](#)

(2) Demonstration of Subject Matter Competence.

The approved Preliminary PK-3 Early Childhood Specialist Instruction preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting, which may include one of the following two options:

- a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies.*
- b) 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.*

Appropriate examples of Evidence:

Link to admission requirements on program website, admission form/checklist, specific page in handbook, or other authentic program documentation that indicates the options for meeting subject matter and that candidates must have demonstrated the subject matter requirement competence prior to being recommended for the intern credential.

All candidates admitted into the University of La Verne LaFetra College of Education teacher internship programs have passed the appropriate Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach.

The 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 EDSP). 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.etc.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.etc.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:

- a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Education, or a similar major
- b) 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.

If the requirement was not met at time of admission, it is listed in the Student Teaching prerequisites ([Handbook](#) pg 13) and [application](#).

Student Teaching Prerequisites Checklist

EDUC 497/497A/ SPED 497/SPED 497E: Introductory Supervised Teaching (7 weeks)
&
EDUC 498/ SPED 498/SPED 498E: Advanced Supervised Teaching (8 weeks)

Student Teaching Application Deadline:

Spring: November 15th
Fall: July 15th

PK-3 Early Childhood Education Requirements	Multiple Subject Requirements Courses	Single Subject Requirements
<ul style="list-style-type: none"> ✓ EDUC 400PK ✓ EDUC 401PK ✓ EDUC 403PK ✓ EDUC 425PK ✓ EDUC 492PK ✓ GPA ≥ 3.0 	<ul style="list-style-type: none"> ✓ EDUC 425 ✓ EDUC 426 ✓ EDUC 440 ✓ EDUC 441 ✓ EDUC 491 ✓ EDUC 492 ✓ GPA ≥ 3.0 <p>Additional EDSP Courses</p> <ul style="list-style-type: none"> ✓ SPED 420 ✓ SPED 421 ✓ SPED 422 ✓ SPED 430 ✓ SPED 450 	<ul style="list-style-type: none"> ✓ EDUC 427 ✓ EDUC 428 ✓ EDUC 442 ✓ EDUC 443 ✓ EDUC 494 ✓ EDUC 495 ✓ GPA ≥ 3.0
Assessments & Exams		
<ul style="list-style-type: none"> ✓ SMR Met* ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree 	<ul style="list-style-type: none"> ✓ BSR Met ✓ SMR Met ✓ Completed/Posted BA or BS degree
Other Prerequisites		
<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult) 	<ul style="list-style-type: none"> ✓ Current Negative TB Results ✓ Current Certificate of Clearance ✓ U.S. Constitution Course or Exam ✓ CTC Approved Health Course or Exam ✓ Speech Course or Certification ✓ Current CPR Certification (Infant, Child & Adult)

* 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.

The University of La Verne LaFetra College of Education verifies that each candidate has met the appropriate the subject matter requirement prior to EDUC 498PK, Advanced Supervised Teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a PK-3 setting or before becoming the teacher of record in a PK-3 setting.

(3) Preservice Requirement.

Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content in the following:

- a) State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with California’s K-3 Student Content Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework in the core curriculum areas for grades PK-3).
- b) General pedagogical strategies for PK-3 children, including classroom management and planning.
- c) Subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.
- d) Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
- e) Instruction in English Language Development for multilingual and English learner students.

Appropriate examples of Evidence:

Link to the minimum 120 clock hour pre-service requirements in program website, specific page in handbook, admission form/ checklist, course descriptions, or other authentic program documentation that provides evidence of the preparation of interns in each of the listed pre-service components (a) – (e).

Each candidate in the University of La Verne LaFetra College of Education teacher internship program must complete 156 clock-hours of pre-service as follows before beginning classroom teaching:

- 1) [Education 425PK](#) – Language and Literacy (45 classroom hours + 20 outside of class hours emphasizing teaching English Language Learners)
- 2) [Education 426PK \(Pre-requisite\)](#) – Introductory Teaching Practices (45 classroom hours + 10 fieldwork hours emphasizing teaching English Language Learners)
- 3) Classroom Management Workshop (3 classroom hours)
- 4) Internship Orientation (3 classroom hours)

These courses provide candidates with training in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners. Intern [requirements](#) and [handbook](#).

(4) Professional Development Plan.

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved PK-3 Early Childhood Education Specialist Instruction program of teacher preparation. The plan shall include all the following:

- a) *Provisions for an annual evaluation of the intern.*
- b) *A description of the courses to be completed by the intern and a plan for the completion of preservice or other clinical training, if any, including student teaching.*
- c) *Additional instruction during the first semester of service, for interns teaching in preschool through third grade inclusive, in teaching methods and in inclusive settings for pupils with mild and moderate disabilities.*
- d) *Instruction, during the first year of service for interns teaching children in bilingual classes, in the methods of teaching multilingual children.*

Appropriate examples of Evidence:

Link to an explanation of Professional Development Plan or blank Professional Development Plan located on program website, specific page in handbook, or other authentic program documentation that includes components (a) – (c), as applicable, to the intern program.

The University of La Verne LaFetra College of Education places its interns only in districts that have developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program and have a signed agreement with the University acknowledging the internship program requirements. They are:

- 1) Biweekly observations by the University Supervisors.
- 2) Two observations by school site support provider
- 3) Completion of induction plan
- 4) Minimum 2 hours conference time verified by school site support provider completion of contact log.
- 5) Weekly or biweekly lesson reflection and analysis by intern in relation to the observed lesson.

Detailed in the University/District [Fieldwork Agreement](#) (PK-3 specific content highlighted in yellow).

- (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 plan for the completion of preservice or other clinical training, if any, including student teaching.*

PK-3 Candidates can become intern eligible after completing two credential courses and 30 hours of fieldwork. These courses prepare them to meet the needs of English Language Learners and in literacy instruction. Interns complete the fieldwork in collaboration with their University Supervisors.

- EDUC 426PK – Introductory Teaching Practices (Prerequisite)
- EDUC 425PK - Language and Literacy

Once students are intern eligible, they complete three more courses in the credential program, along with 535 hours of University Supervisor supported fieldwork.

- 492PK Subject Specific Pedagogy- Math and Science (10 hours of fieldwork)
- 497PK Introductory Student Teaching (245 hours of student teaching)
- 498PK Advanced Supervised Teaching (280 hours of student teaching)

Interns are registered in the intern class ([EDUC 467](#)) 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 (student teaching) in their final semester. In this course, interns are observed 10 times by their University Supervisor and 3 times by their site-supervisor. Candidates attend TPA seminars and office hour support for both TPA cycles. Candidates write an induction plan and receive mentoring on the plan from their University Supervisor.

(c) 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/rs/>

(d) 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.

In all intern programs, the participating institution in partnership with the employing districts shall do the following prior to the intern teacher assuming daily teaching responsibilities:

- a) *Complete a signed Memorandum of Understanding between the Commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided.*
- b) *Identify a mentor for the intern teacher who possesses a valid, corresponding life or clear teaching credential and a minimum of 3 years of successful teaching experience.*

Additionally,

- c) *In all intern 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 for candidates without a valid English learner authorization.*
- d) *The intern program ensures that its partner employing district identifies an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children’s language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed.*
- e) *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.*

Appropriate examples of Evidence:

- 1) Link to specific page of handbook, program website, or other authentic program documentation that explains components (b) – (e).
- 2) Link to the tracking sheet, program checklist, or other authentic program documentation used to verify the 144 hours, and additional 45 hours, of annual support and supervision of interns. If this information is housed in an internal database, screenshots can be provided.
- 3) For the purposes of Initial Program Review, provide a template of a planned Memorandum of Understanding (MOU), that details components (b) – (e). For currently Commission-approved PK-3 ECE

credential programs in Years 1 and 4 of the accreditation cycle, provided a signed MOU that details components (b) – (e).

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		Support provided by district employed supervisor or employing district
	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		Support provided by university supervisor or university
	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		Support specific to the needs of English Language Learners
	0.0	0.0	0.0		Code # 13: Observe SDAE/ 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		* You may add your own description of support if it is not found below (secure from your University Supervisor)
	0.0	0.0	0.0		
	0.0	0.0	0.0		
	0.0	0.0	0.0		Semester total overall support (Codes 1-12):
	0.0	0.0	0.0		Semester total EL support (Codes 13-16):
	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.

The program understands and communicates to the intern the scope of the authorization for the PK-3 ECE Specialist Instruction intern credential. The institution stipulates that the intern’s services meet the instructional or service needs of the participating districts.

- Appropriate examples of Evidence:**
1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the scope of the authorization of the credential.
 2. Copy of signed MOU/MOU template used with district that states that the interns’ services meet the instructional or service needs of the participating district(s).

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

Appropriate examples of Evidence:

Provide a list of the school districts or county offices of education in which interns serve

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

(8) Length of Validity of the Intern Certificate.

Programs must communicate to interns that each PK-3 ECE Specialist Instruction intern certificate will be valid for a period of two years.

Appropriate examples of Evidence:

1. Link to specific page of handbook, program website, or other authentic program documentation that explains to interns the length of validity of the intern certificate.
2. Copy of MOU(s) with partnering district(s) that includes length of validity of the intern certificate

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.

(9) Non-Displacement of Certificated Employees.

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

Appropriate examples of Evidence:

1. Link to specific page of handbook, program website, or other authentic program documentation that states that interns may not displace certificated employees.
2. Copy of MOU with district(s) that certifies that interns may not displace certificated employees.

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

(10) Justification of Intern Program.

When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern program 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.

Appropriate examples of Evidence:

Letters of support from partnering district(s) regarding the availability of qualified certificated persons holding the credential in their districts that justify the intern program.

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.

Sample letters of support:

Brian Morris	Assistant Superintendent of Human Resources, Fallbrook Union Elementary School District Letter of Support
Stephanie Ceminsky, Ed.D.	Director of Early Learning Programs, San Diego Unified School District Letter of Support

(11) 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).

This precondition is applicable only for programs that have been approved to offer a Bilingual Authorization program. Programs not approved to offer a Bilingual Authorization program may not place candidates in bilingual settings.

Appropriate examples of Evidence:

1. Link to program website or candidate handbook with program requirements indicating that language competence must be met prior to being recommended for the intern credential for candidates who are dually enrolled in a bilingual authorization and intern program.
2. Program checklist or equivalent that demonstrates how and when the program verifies the candidate has met the language competence requirement.

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.