

**Commission on Teacher Credentialing**  
**Initial Program Review:**  
**PRELIMINARY EDUCATION SPECIALIST**  
**EXTENSIVE SUPPORT NEEDS (ESN)**

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

**Reviewer Instructions:**

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

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

**Reviewer Instructions for Common Standards:**

Review teams are not assigned the full Common Standards response, however, reviewers are asked to review one element of Common Standard 1: Institutional Infrastructure to Support Educator Preparation, as indicated below. The Common Standards response is available in the submission link provided above.

**Institution Instructions:**

Use the column labeled *Institution Resubmission Link* to link directly to your institution's response to reviewer feedback. The link must take the reviewer to the exact location of the response on the website and the response must be easily identifiable. If a standard is aligned, no additional information or link is necessary.

**General Comments:**

Program Standard 2 Language: "(b) prepares the candidate for **course-related and other assessments** of their competence with respect to both the Universal TPEs and the Education Specialist TPEs.

With respect to those TPE competencies that cannot be observed in the classroom, reviewer could not find evidence of where the Assessment might be found in coursework. See individual TPEs below. [HERE](#) is document that shows what TPEs are addressed on TPA (observable in fieldwork)

After a close review, a few general comments and acknowledgements:

1. Dyslexia Teacher Training Certificate opportunity is impressive and insightful.
2. Co-teaching lesson requirements warrant praise
3. 425 course that includes social justice, UDL, IEP goals, and AT demonstrate allies are in the field for vulnerable populations.
4. Wonderful thoughts in letters of support.
5. Grammatical edit needed on pg 3 "all legal requirements.." space needed between legal and required
6. Great student teaching form and requirements
7. Non-verbal communication needs is a very important acknowledgement-Thank you

### Common Standards

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
<b>Common Standard 1, Element 1:</b> Provide the unit's research-based vision and description how it is clearly represented in the proposed new educator preparation program. Describe how this vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks	<b>Initial Review:</b> Aligned		Yes

### Part 1: Education Specialist Program Standards

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
1. Program Design and Curriculum	<b>Initial Review:</b> Aligned		Yes
2. Preparing Candidates Toward Mastery of the Teaching Performance Expectations (TPEs) <b>*See Part 2 below</b>	<b>Initial Review:</b> See Below  <b>Second Review:</b> Aligned Well done. Great links, templates, directions, etc...	Updated <a href="#">Matrix</a>  Specific TPEs/updates detailed below	Yes
3. Clinical Practice	<b>Initial Review:</b> Aligned		
a. Organization of Clinical Practice Experiences	<b>Initial Review:</b> Aligned		Yes
b. Preparation of Faculty and/or Site Supervisors and/or Program Directors	Aligned		
c. Criteria for School Placements	<b>Initial Review:</b> Aligned		Yes
d. Criteria for the Selection of District-Employed Supervisors	<b>Initial Review:</b> Aligned		Yes
4. Monitoring, Supporting, Assessing Candidate Progress Towards Meeting the Education Specialist Credential Requirements	<b>Initial Review:</b> Aligned		Yes

Standard	Reviewer Comments	Institution Resubmission Link	Aligned
5. Assessment of Candidate Competency	<p><b>Initial Review:</b> Key Assessments do not have a rubric or scale similar to ESN Observation form or qualtrics survey and/or self-reflection survey  <a href="#">Overview-of-Program-Assessments-ESN-11.2.22.pdf (laverne.edu)</a></p> <p><a href="#">Special-Ed-Key-Assessments-Overview.pdf (laverne.edu)</a></p> <p><b>Second Review:</b> Aligned</p>	<a href="#">Created new Key Assignment sheet with links to rubrics</a>	Yes
6. Induction Individual Development Plan	<p><b>Initial Review:</b> Coursework, cycles of inquiry missing, no general overview of one year (early completion) vs traditional pathways would differ  <a href="#">University-of-La-Verne-Induction-Plan-5-1.pdf (laverne.edu)</a></p> <p><b>Second Review:</b> Aligned Great observation report sheet.</p>	<a href="#">Professional Development Plan</a>	Yes

## Part 2: Teaching Performance Expectations for Education Specialist Extensive Support Needs

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
1. Engaging and Supporting All Students in Learning	<p><u>Universal:</u> 1.2 could not find evidence of assessment in coursework</p> <p><u>ESN:</u> Aligned</p> <p><b>Second Review:</b> Aligned <u>Universal:</u></p>	<p>U1.2:            SPED 420: <a href="#">I</a> &amp; <a href="#">P Lesson Plan 2</a>            SPED 430: <a href="#">P</a> &amp; <a href="#">A Case Study and Mock IEP</a></p>	Yes
2. Creating and Maintaining Effective Environments for Student Learning	<p><u>Universal:</u>            U2.3 EDUC 425, 440, 491 not linked to Vignettes but to observation form</p>	<p>U2.3 Link accurately to <a href="#">Vignettes</a></p> <p>EX2.1 SPED 430: <a href="#">P</a>, <a href="#">IRIS Module Assistive Technology</a></p>	Yes

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
	<p><u>ESN:</u> EX 2.3, EX 2.6, EX2.7, EX 2.8. EX2.9 &amp; EX 2.10 could not find evidence of assessment in coursework</p> <p>No P for EX2.1,EX2.2,EX2.3</p> <p><b>Second Review:</b> <u>Universal:</u> Aligned</p> <p><u>ESN:</u> Aligned</p>	<p>EX2.2 SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">AAC Notes</a></p> <p>EX2.3 SPED 420: <a href="#">I</a> &amp; <a href="#">P</a>, <a href="#">Communication Rich Environments</a> <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">Inclusive Classroom Toolkit</a></p> <p>EX2.4 SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">IEP Creation</a> EX2.5 SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">IEP Creation</a> EX2.6 SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">IEP Creation</a> EX2.7 SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">IEP Creation</a> EX2.8 SPED 450: <a href="#">P</a>, <a href="#">IRIS Module: FBA</a> &amp; <a href="#">A</a>, <a href="#">Classroom Plan + BIPs</a> EX2.9 SPED 450: <a href="#">P</a>, <a href="#">MDR Flow Chart</a>, <a href="#">IRIS Module: FBA</a>; <a href="#">A</a>, <a href="#">Classroom Plan + BIPs</a></p> <p>EX2.10 SPED 450: <a href="#">A</a>, <a href="#">Plan for Collaboration</a></p>	
3. Understanding and Organizing Subject Matter for Student Learning	<p><u>Universal:</u> U3.4 &amp; U3.7 could not find evidence of assessment in coursework</p> <p><u>ESN:</u> Aligned</p> <p><b>Second Review:</b> <u>Universal:</u> Aligned</p>	<p>U3.4 EDUC 443: <a href="#">A</a>, <a href="#">Co-Teaching Lesson</a></p> <p>U3.7 EDUC 491: <a href="#">A</a>, <a href="#">Classroom resource Project</a> EDUC 492: <a href="#">A</a>, <a href="#">Classroom resource Project</a></p>	Yes
4. Planning Instruction and Designing Learning Experiences for All Students	<p><u>Universal:</u> U4.6 could not find evidence of assessment in coursework</p> <p><u>ESN:</u> Ex4.6 could not find evidence of assessment in coursework</p>	<p>U4.4 EDUC 425: <a href="#">A</a>, <a href="#">Co-Teaching Lesson</a></p> <p>U4.6 EDUC 425: <a href="#">A</a>, <a href="#">Co-Teaching Lesson</a></p> <p>EX4.2 SPED 420: <a href="#">I</a>, <a href="#">BBS ch 6</a>; <a href="#">P</a>, <a href="#">Lesson Plan 1</a>; <a href="#">A</a>, <a href="#">Lesson Plan 2</a></p>	Yes

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
	<p>EX4.2 – No I, P linked EX4.6 -No P linked</p> <p><b>Second Review:</b> <u>Universal:</u> : Aligned</p> <p><u>ESN:</u> : Aligned</p>	<p>EX4.6 SPED 420: <a href="#">P</a>, <a href="#">TBI Videos</a> SPED 450: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">IEP Creation</a></p>	
<p>5. <b>Assessing Student Learning</b></p>	<p><u>Universal:</u> U5.4, U5.6, &amp; U5.7 could not find evidence of assessment in coursework</p> <p><u>ESN:</u> Ex5.6 could not find evidence of assessment in coursework</p> <p>EX5.7 No I</p> <p><b>Second Review:</b> <u>Universal:</u> : Aligned</p> <p><u>ESN:</u> : Aligned</p>	<p>U5.4 SPED 420: <a href="#">J</a>, <a href="#">Geist &amp; Erickson</a>; <a href="#">P</a>, <a href="#">Lesson Plan 1</a> U5.5 SPED 430: <a href="#">P</a> &amp; <a href="#">A</a>, <a href="#">Case Study</a></p> <p>U5.6 SPED 430: <a href="#">J</a>, <a href="#">P</a>, <a href="#">A</a>, <a href="#">Case Study</a> EDUC 426: <a href="#">P</a>, <a href="#">A</a>, <a href="#">SADAIE lesson</a></p> <p>U5.7 EDUC 426: <a href="#">P</a>, <a href="#">SADAIE lesson</a> EDUC 492: <a href="#">A</a>, <a href="#">Assessment Project</a></p> <p>EX5.1,5.2, 5.3 SPED 430: <a href="#">J</a>, <a href="#">P</a>, <a href="#">A</a>, <a href="#">Case Study</a></p> <p>EX5.4 SPED 450: <a href="#">P</a>, <a href="#">Observations of Meetings</a>; <a href="#">A</a>, <a href="#">IEP Creation</a></p> <p>EX5.6 SPED 420: <a href="#">P</a>, <a href="#">IRIS Module – Dual Language Learners with Disabilities</a> EDUC 426: <a href="#">P</a>, <a href="#">A</a>, <a href="#">SADAIE lesson</a></p> <p>EX5.7</p>	<p>Yes</p>

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
		SPED 420: <a href="#">J, AAC Notes</a> SPED 430: <a href="#">J, P, A, Case Study</a> SPED 421: <a href="#">P, A, Literacy profile</a> SPED 422: <a href="#">P, A, Literacy profile</a>	
6. <b>Developing as a Professional Educator</b>	<p><u>Universal:</u>            U6.2, U6.3, U6.4, U6.6 &amp; U6.7 could not find evidence of assessment in coursework</p> <p>U6.2, No I are linked and the vignettes in EDUC 425, 440, 491 are linked to observation forms            U6.5 I is linked to syllabus but no assignment            U6.7 no I, P linked</p> <p><u>ESN:</u>            Ex 6.3, EX6.4, EX6.5, EX 6.6, EX6.7 could not find evidence of assessment in coursework</p> <p>EX6.4, EX6.5, EX6.6, EX6.7 no P linked</p> <p><b>Second Review:</b>  <u>Universal:</u> : Aligned</p> <p><u>ESN:</u> : Aligned</p>	<p>U6.2 Make correct links to <a href="#">vignettes</a>.            EDUC 426: <a href="#">J, P, Vignettes</a>            EDUC 440: <a href="#">P, A, Vignettes</a>            EDUC 491: <a href="#">P, A, Vignettes</a></p> <p>U6.3            SPED 430: <a href="#">P, A, Co-teaching lesson plan</a>            EDUC 443: <a href="#">P, A, Co-teaching lesson plan</a></p> <p>U6.4            EDUC 426: <a href="#">P, A, Vignettes</a>            EDUC 440: <a href="#">A, Vignettes</a>            EDUC 491: <a href="#">A, Vignettes</a></p> <p>U6.5            SPED 430: <a href="#">J, IRIS Module Assistive Technology</a>            EDUC 425: <a href="#">A, Management plan</a>            EDUC 440: <a href="#">A, Classroom Management plan</a></p> <p>U6.6            EDUC 491: <a href="#">J, P, Self Assessment Reflection</a>            EDUC 492: <a href="#">A, Classroom resource Project</a></p> <p>U6.7            SPED 420: <a href="#">J, BBS Ch 5, BBS ch 6</a>            SPED 450: <a href="#">P, A, Analysis of a Legal Case</a></p> <p>EX6.3            SPED 430: <a href="#">J, P, A, Mock IEP</a>            SPED 450: <a href="#">P, A, Plan for Collaboration</a></p> <p>EX6.4</p>	Yes

TPE Domain	Reviewer Comments	Institution Submission Link	Aligned
		<p>SPED 450: <a href="#">P, A, Analysis of a Legal Case</a></p> <p>EX6.5 SPED 420: <a href="#">P, A, Family &amp; Culture Plan, Individual Health Care Plan</a></p> <p>EX6.6 SPED 420: <a href="#">P, A, Family &amp; Culture Plan</a></p> <p>EX6.7 SPED 430: <a href="#">P, A, Case Study</a> SPED 450: <a href="#">P, A, IEP Creation</a></p>	

### Part 3 – Subject-Specific Teaching Performance Expectations and Literacy Competencies

Subject-Specific TPEs	Reviewer Comments	Institution Submission Link	Aligned
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	<p>Do credential candidates have the opportunity to complete a deeper diving into the subject specific pedagogy in a similar fashion as single subject candidates? How does including subjects together in a semester provide candidates the subject specific pedagogy?</p> <p><a href="#">Masters of Art in Teaching Inclusive Education University of La Verne</a></p> <p>Where is ELA included in the courses provided?</p>	<p>Candidates address the pedagogy of ELA in <a href="#">EDUC 425</a> and <a href="#">EDUC 440</a>. Each of these courses was revised in 2022-2023 to include updated topics submitted with the Literacy Standards section of our proposal. Examples are here: <a href="#">EDUC 425 Updated Topics</a>, <a href="#">EDUC 440 Updated Topics</a>. EDSP candidates further explore intensive assessment and intervention of ELA pedagogy in <a href="#">SPED 421</a> and <a href="#">SPED 422</a> Literacy Practicums.</p> <p>Candidates address subject specific pedagogy in <a href="#">EDUC 443</a> our first single subject pedagogy course where they create 5 lesson plans and a cohesive ELA integrated <a href="#">EDUC 443 Unit Plan</a> in a subject (math, science, PE, ELA, etc.), utilizing the</p>	Yes



Subject-Specific TPEs	Reviewer Comments	Institution Submission Link	Aligned
	<p>Does this take place in EDUC 443?</p> <p><b>Second Review:</b> Very thorough update. Thank you for the clarification and samples.</p>	<p>respective content area standards. Here is a <a href="#">443 Unit Sample for Math</a>. Here is a <a href="#">443 Unit Sample for ELA</a>. Candidates further dive deeply into subject specific content standards, lesson design and delivery in <a href="#">EDUC 491 History, Social Sciences, PE, Visual and Performing Arts</a> and in <a href="#">EDUC 492 Math and Science</a>.</p>	
English Language Development in Relation to Subject-Specific Pedagogy	<p>Cannot access Taskstream, Digication, or Blackboard examples. Exemplars would be supportive</p> <p>Class experience appears rushed, not enough time in the course on UDL, AT, and MTSS (one week is minimal for this population especially-candidates need a richer and fuller experience especially with AT and UDL)</p> <p><a href="#">4-EDUC-426-Intro-Teaching-English-Learners-A.pdf (laverne.edu)</a></p> <p><b>Second Review:</b> Continually reinforcing UDL and MTSS for all students is important. Good to see a strong focus on EL students.</p>	<p>Our candidates focus on English Language Development in <a href="#">EDUC 426/428</a>. This full semester course requires candidates to develop two specific lessons, a SADAIE Lesson and an ELD Lesson focusing on Universal Design for Learning with supports for EL. These competencies, including MTSS and UDL, are then continually reinforced in all other courses where we use the same program wide <a href="#">lesson plan template</a>. Here is an exemplar for a 443 <a href="#">Unit Organizer ELA ELD UDL</a>. This is evidence that our candidates include ELA and ELD standards, as well as indications for UDL, long after the EL focused course.</p>	Yes

Subject-Specific TPEs	Reviewer Comments	Institution Submission Link	Aligned
<a href="#">Literacy TPE</a> Language for <b><i>All Teacher Candidates</i></b> <a href="#">Literacy TPE</a> for <b><i>Multiple Subject</i></b> and <b><i>Education Specialist Candidates</i></b>	<p>All new programs will be required to address and align to the 2022 Literacy standard and TPEs prior to program approval. This will require a separate review.</p> <p>Narrative: <a href="#">Standard-7-Literacy-Evidence</a> (submitted March 2023)  Matrix: <a href="#">ESN MMSN Matrix Standard 7</a> (submitted March 2023)</p>		