

Report of the Follow-Up Interviews to the University of LaVerne April 2020

Overview of this Report

This agenda item presents a report of the interviews that the team lead and staff consultant conducted with both candidates and completers from two of the University of LaVerne educator preparation programs: Education Specialist Early Childhood Special Education Added Authorization and the Preliminary Administrative Services program.

Staff Recommendation

The team recommends that Stipulations 4 and 5 be removed and the accreditation decision remain ***Accreditation with Major Stipulations***.

Committee on Accreditation Direction

At its March 26, 2020 meeting, the Committee adopted the team's recommendations that interviews of candidates and completers for the two identified programs must take place within 45 days of the Committee's action. The full team report can be accessed here: [2020 ULV Accreditation Team Report](#). The short timeline was designed to ensure that findings on these program standards would be made prior to the conclusion of the grading period and recommendation of any of these candidates for a credential.

4. That the institution schedule and ensure that Education Specialist Early Childhood Special Education Added Authorization candidates and completers participate in technology enabled interviews within 45 calendar days of the Committee on Accreditation's action to allow team members to assess the effectiveness of the implementation of the program and report back to Committee on Accreditation at the next regularly scheduled meeting.
5. That the institution schedule and ensure that Preliminary Administrative Services candidates and completers participate in technology enabled interviews within 45 calendar days of the Committee on Accreditation's action to allow team members to assess the effectiveness of the implementation of the program and report back to Committee on Accreditation at the next regularly scheduled meeting.

Background

The University of LaVerne offers the following Commission-approved educator preparation programs:

Preliminary Multiple Subject
Preliminary Single Subject
Preliminary Education Specialist Mild to Moderate Disabilities
Education Specialist Added Authorization: Early Childhood Special Education
Preliminary Administrative Services

Clear Administrative Services Induction
PPS School Counseling
PPS School Psychology

An accreditation site visit was held February 9-11, 2020. At the conclusion of the site visit, the team recommended that the Committee grant **Accreditation with Major Stipulations** for the University of LaVerne and its credential programs. For two of the Commission-approved educator preparation programs, the number of interviews completed with candidates and completers were insufficient for the team to determine that the adopted program standards were met. The review of the documentation that was submitted allowed the team to conclude that the design of the programs was in alignment with the Commission's program standards.

The team recommended that within 45 days of the action by the Committee, that additional interviews be scheduled with both candidates and completers so that decisions could be made regarding the standards. The COA accepted the team's accreditation recommendation during its March 2020 meeting, approved the stipulations, and required the institution to prepare for follow-up Interviews within 45 days of the date of Committee action.

Education Specialist Early Childhood Special Education Added Authorization Program

The accreditation team drafted the rationale below for the ECSE AA program

The team reviewed this program with the understanding that there were no candidates enrolled in the program. The **design of the program as shared by faculty and described in course syllabi seems to meet the Commission's standards**. However, the team learned on the last night of the visit that there were, in fact, seven candidates in this program. Having not known about these candidates in time to interview them, the team was unable to find the standards to be met so all program standards are met with concerns.

Preliminary Administrative Services Program

The accreditation team drafted the rationale below for the Preliminary Administrative Services program

The **design of the program as shared by faculty and described in course syllabi seems to meet the Commission's standards** but with only two candidates and no completer interviews the team was unable to find the standards to be met so all program standards are met with concerns.

Planning for the Follow-up Interviews

The University of LaVerne contacted candidates and completers in the two identified programs and scheduled interviews from April 21 – 30, 2020. The interviews were conducted through technology.

The team lead and staff consultant worked with the team members who had primary responsibility for the two programs to develop questions for the interviews. The questions asked both candidates and completers to talk about the program’s coursework, how clinical practice was integrated with the coursework, the type of feedback that candidates received from faculty and supervisors, and if the candidate or completer would recommend the program to a friend and why. Candidates in the Preliminary Administrative Services program were also asked to share their preparation and support from the program for the California Administrator Performance Assessment (CalAPA).

Interviews Conducted

Stakeholders	Education Specialist Early Childhood Added Authorization	Preliminary Administrative Services
Number of Candidates Currently Enrolled in the Program	7	11
Number of Completers over past 3 years	3	11
Number of Candidates Interviewed	3	8
Number of Completers Interviewed	2	4
TOTAL	5	12

Interview Findings

Education Specialist Early Childhood Special Education Added Authorization Program

Candidates stated that they were learning teaching strategies that were applicable to an Inclusion setting. For example, they learned how to integrate students with special needs in group activities. The Universal Design for Learning (UDL) framework is emphasized in the coursework. Candidates also learned how to interact with parents and build relationships with families. Candidates noted that their program faculty provided support that was above and beyond what they expected. One candidate stated that she has a learning disability and her faculty model how to teach to various modalities. Thus, she is doing very well in the program. Candidate and Completers confirmed that the coursework for the program was relevant to their experience in early childhood settings. Completers stated they learned that assessments for early childhood settings are different from assessments in K-12 settings. Completers confirmed they participated in relevant field experiences during the program. They received appropriate feedback and support from their faculty.

Findings on Standards:

Candidates and completers confirmed that the design of the program as shared by faculty and described in course syllabi has been effectively implemented. Thus, the standards for the

Education Specialist Early Childhood Special Education Added Authorization program are found to be met.

Preliminary Administrative Services Program

Candidates who were interviewed were in various stages of the program (beginning, middle, end). They reported that there was an integration between fieldwork and what they were learning in their courses. For example, a candidate stated that they learned how to lead a Professional Learning Community (PLC) in class and was asked to actually lead a PLC at her school site. Candidates also reported they had theoretical and practical experiences on how to collect, analyze, and use data. Candidates also learned how to coach teachers, the importance of school law, and working collaboratively with teachers and parents. Candidates stated that they appreciated the Social Justice lens through which their program is taught. Candidates who have completed the CalAPA stated they received adequate support from their faculty as they were completing the CalAPA. Candidates commended their faculty for providing various levels of support that were tailored to their individual needs. The program prepared these candidates to become teacher and instructional leaders. One candidate stated that the knowledge she gained in the program allowed her to make her administrators more accountable since she had knowledge of the duties of an administrator.

Completers confirmed that courses were applicable to their employment as administrators. They received tangible knowledge that prepared them to address the needs of students and teachers in a public school. Completers who were interviewed talked about the relevance of courses related to Human Resources, Finance, and School Law. One individual noted that the program really prepared completers to resolve conflicts and be good managers. Completers were especially complimentary of their faculty because they had real-world experience which helped make assigned readings and lectures more relevant. Faculty provided personal feedback throughout the program. Completers stated they would recommend the program to others.

Findings on Standards:

Candidates and completers confirmed that the design of the program as shared by faculty and described in course syllabi meet the Commission's standards. Thus, the standards for the Preliminary Administrative Services program are found to be met.

Conclusion

Through the interviews and the fact that the program standards for both the Education Specialist Early Childhood Special Education Added Authorization program and the Preliminary Administrative Services program are found to be met, the team finds that the University of LaVerne has complied with Stipulations 4 and 5 from the March 2020 Committee on Accreditation meeting. Since these standards were found to be met, the University of LaVerne should continue to be allowed to submit recommendations for these two educator preparation programs. The team recommends that Stipulations 4 and 5 be removed.