

Initial Program Review Common Standard Response

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

Organization Chart

Organization Chart Description	Institution Response
The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart.	Organization Chart 2023

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

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

IPR Common Standard 1 Elements	Institution Response
<p>(1.1) The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.</p>	<p>The mission and vision, which will house all proposed credential programs, speaks to our district’s values and is inspired by best practices based on educational research. (See Handbooks)</p> <p>The design of the LVUSD credential programs is based on current theory in education and leadership as exemplified by the work of educational research leaders. The work of Jim Collins, John Hattie, Doug Fisher and Nancy Frey supports our candidates and coaches in employing and examining instructional routines that have the biggest impact on student achievement, making their teaching choices visible, purposeful and meaningful. Similarly, Richard Elmore’s work on Instructional Rounds informed a portion of the program’s professional learning; candidates will participate in a shared process of observing, discussing, and analyzing learning and teaching. With the outcome of creating better learning opportunities for students, instructional rounds serve to provide a tool for enhancing a teacher’s pedagogical skills while developing a culture of collaboration and support. Robert Garmston’s work with Adaptive Schools and Cognitive Coaching in addition to Gary Bloom’s Blended Coaching inform our coaching model, as our coaches/mentors will be using reflective, planning, and problem-solving conversations to support and produce growth in our candidates. Likewise, the work of Michael Fullan, in looking at both human and professional capital and systemic school change, speaks to the critical role of educational leaders.</p> <p>With daily work in schools and districts, strong connections to state and regional educational agencies, and access to quality professional development, the LVUSD Credential Program staff remains current with emerging research and best practices in the field.</p> <p>Coursework for educators in the Credential Programs is designed around the California Standards for the Teaching Profession (CSTP) and the California Standards for Professional Educators (CPSELs), and supports educators in addressing the California content standards and frameworks in their instruction.</p>

IPR Common Standard 1 Elements	Institution Response
(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.	Faculty from all programs meet regularly to discuss student feedback and data to inform programmatic decision making. <ol style="list-style-type: none"> 1. Example of ECE faculty meeting agenda 2. Example of PASC faculty meeting agenda
(1.3) The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	LVUSD Center EdX faculty and instructional personnel regularly collaborate with a variety of stakeholders including K-12 educators, site and district administrators, university professors, and members of the local community to examine our programs and amend when needed. (Advisory Board Minutes example)
(1.4) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field-based supervision and clinical experiences.	No additional information is required during the IPR Common Standards submission.
(1.5) The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	No additional information is required during the IPR Common Standards submission.
(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Las Virgenes Unified School District practices ethical hiring of all employees , recognizes the educational value of a diverse environment and welcomes applicants and employees of all backgrounds. Likewise, faculty, instructors, and field-based supervisors must be qualified individuals who meet the set minimum requirements including but not limited to: <ul style="list-style-type: none"> ● A strong commitment to professional learning, reflection, and collaboration ● A minimum of four years of effective teaching experience in LVUSD (Teacher Induction Programs only) ● A minimum of five years of administrative experience in a site, district or county office setting (Administrative Credential Programs only)

IPR Common Standard 1 Elements	Institution Response
<p>(1.7) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:</p> <ul style="list-style-type: none"> a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. 	<p>Faculty members, field-based supervisors, and coaches apply and are selected by District Administrators in conjunction with our Program Coordinator for all programs that require coaching/ clinical experience/ fieldwork.</p> <p>Job Descriptions</p> <ol style="list-style-type: none"> 1. Instructor Job Description 2. Fieldwork Supervisor Job Description 3. Coach Job Description 4. Instructor Evaluation 5. Coach Growth Plan 6. Clinical Supervisor Job Description
<p>(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>No additional information is required during the IPR Common Standards submission.</p>

Common Standard 2: Candidate Recruitment and Support

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

IPR Common Standard 2 Elements	Institution Response
<p>(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>Our credential analyst ensures that all applicants for our educator preparation programs are accepted based on clear criteria that include multiple measures of candidate qualifications.</p> <ol style="list-style-type: none"> 1. Teacher Induction Program 2. Preliminary Administrative Services Credential Program 3. Clear Administrative Services Credential Program 4. Mild Moderate Support Needs

IPR Common Standard 2 Elements	Institution Response
<p>(2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</p>	<p>LVUSD’s credential programs work closely with partnering institutes of higher education and other local districts to identify qualified candidates who contribute to our diverse educator pool. We highly value and seek out diversity in our educator pool; in an effort to identify and address biases, we want our educators to represent California’s racial, ethnic, and linguistic cultures so they enhance students’ academic achievement by building upon their prior knowledge and experiences. Multiple measures are required for entry into our credential programs as outlined in the minimum requirements for the appropriate service credential by the Commission on Teacher Credentialing. These are listed on our website for each respective program and on the applications for each respective program:</p> <ol style="list-style-type: none"> 1. Teacher Induction Program 2. Preliminary Administrative Services Credential Program 3. Clear Administrative Services Credential Program 4. Mild Moderate Support Needs <p>Candidates must meet all employment requirements as detailed in their employment applications. In addition, candidates must possess a valid preliminary California teaching credential or equivalent to be recommended for a Clear Credential. Mild Moderate Support Needs candidates need to meet basic admission requirements.</p> <p>Due to the all virtual nature of our programs, we are able to attract and recruit candidates from across the state, providing access to programs for rural areas and areas which may not have access to teacher preparation programs.</p>

IPR Common Standard 2 Elements	Institution Response
(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<p>LVUSD’s Center for Educational Excellence maintains a comprehensive website that candidates can log into to retrieve program information, requirements, forms and documents, and links to their online learning management system.</p> <p>In addition to support from the Program Director, Program Coordinator, and their own coaches, candidates can also access the district’s Credential Analyst and the support staff within our Educational Services Department for advisement.</p>
(2.4) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<p>All programs have embedded formative assessment deadlines throughout the year to ensure that candidates are on track to complete the program. Drop-In Support Sessions are available to candidates who seek further advisement or need additional support in meeting program requirements. The learning management system also provides a comprehensive help desk, including a question/answer forum and tutorial videos, so candidates can receive support virtually as well.</p>

Common Standard 3: Fieldwork and Clinical Practice

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

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

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

IPR Common Standard 3 Elements	Institution Response
(3.1) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Through site-based work and clinical experiences, our programs would ensure that candidates have opportunities to observe and support learners with varying learning needs. Sites considered for clinical placement would need to be able to provide opportunities for candidates to observe in a variety of classrooms and settings to reflect the full continuum of grades/ages, federal disability categories, continuum of special education services and placements, and students from diverse family and language backgrounds. Sites selected should demonstrate a commitment to developmentally and culturally responsive practices as well as partnerships with families.
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	No additional information is required during the IPR Common Standards submission.
(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	No additional information is required during the IPR Common Standards submission.
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	No additional information is required during the IPR Common Standards submission.
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	No additional information is required during the IPR Common Standards submission.
(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	Provide response here.

Common Standard 4: Continuous Improvement

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

IPR Common Standard 4 Elements	Institution Response
(4.1) The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Provide response here.

IPR Common Standard 4 Elements	Institution Response
<p>(4.2) The continuous improvement process includes multiple sources of data including</p> <ul style="list-style-type: none"> a. the extent to which candidates are prepared to enter professional practice; and b. feedback from key constituents such as employers and community partners about the quality of the preparation. 	<p>No additional information is required during the IPR Common Standards Submission.</p>

Common Standard 5: Program Impact

IPR Common Standard 5 Elements	Institution Response
<p>(5.1) Describe how the unit will include the proposed program in its evaluation and demonstration that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.</p>	<p>No additional information is required during the IPR Common Standards Submission.</p>
<p>(5.2) The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.</p>	<p>Provide response here.</p>