**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
University of California, San Diego**

June 2014

Overview of This Report
This agenda report includes the findings of the accreditation visit conducted at the University of California, San Diego. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution. Following is a summary of the Common Standards and Program Standards decisions for the institution:

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject (MS)	19	19		
Single Subject (SS) with Internship	19	19		
Education Specialist; DHH	27	24		3
General Education (MS/SS) Clear	6	6		
Bilingual Authorization	6	6		
California Teachers of English Learners (CTEL)	10	10		
Reading and Literacy Added Authorization (RLAA)	5	5		

The site visit was completed in accordance with the procedures approved by the Committee on

Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **University of California, San Diego**

Dates of Visit: **May 18-21, 2014**

Accreditation Team
Recommendation: **Accreditation with Stipulations**

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, student services staff, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards
The decision of the team regarding the nine Common Standards is that all standards are **Met**.

Program Standards
For five of the programs reviewed, the team found that all program standards were **Met**. For one credential program, the Education Specialist Deaf and Hard-of-Hearing program, 24 standards are **Met**, and three standards are **Not Met**.

Overall Recommendation
The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, student services staff, and other stakeholders. Due to the finding that all Common Standards were met, that for five programs all program standards were met, and that 24 of 27 programs standards were met for one credential program, the team unanimously recommends a decision of **Accreditation with the following stipulations:**

That within one year of this action, the institution submits written documentation to the Commission that the following program changes have been implemented:

- That the Course of Study for the Deaf and Hard of Hearing program include coursework and fieldwork in audiology, listening and spoken language to provide services to California students who are deaf and hard of hearing, including the increasing numbers of students who use today's hearing technologies and those students who learn spoken language(s) through listening.

- That the Course of Study for the Deaf and Hard of Hearing program include coursework and fieldwork to provide candidates *"opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process."*

- That the Course of Study for the Deaf and Hard of Hearing program include coursework and fieldwork to prepare candidates to *"demonstrate knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills."*

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials	**Advanced/Service Credentials**
Multiple Subject	General Education (MS/SS) Clear Credential
Multiple Subject	
Single Subject	CLAD certificate (CTEL Program)
Single Subject	Bilingual Authorization
Single Subject Internships	Reading and Literacy Added Authorization
Education Specialist	
Deaf and Hard-of-Hearing	

Staff recommends that:

- The institution's response to the preconditions be accepted.

- University of California, San Diego be permitted to propose new credential programs for approval by the Committee on Accreditation.

- University of California, San Diego continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:	**Sharon Russell** CalStateTEACH
Common Standards Cluster:	**Barbara Merino** University of California, Davis
	Shireen Pavri California State University, Long Beach
Programs Cluster:	**Bonnie Crawford** California State University, Northridge, Retired
	Maura Martindale California Lutheran University
	Carry Tillery Corona-Norco USD
	Olga Moraga Loyola Marymount University
Staff to the Visit	**Paula Jacobs** California Commission on Teacher Credentialing

Documents Reviewed

University Catalog	Biennial Report
University Website	Biennial Report Feedback
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	College Annual Report
Needs Analysis Results	College Budget Plan
Program Assessment Feedback	TPA Data
Capstone Projects	Candidate Handbooks (MS/SS Clear)
Candidate Handbooks (Preliminary MS/SS)	Site-Based Mentor Handbooks
Candidate Portfolios (MS/SS Clear, Reading and CTEL)	

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	53	93	**146**
Completers	58	90	**148**
Employers	11	32	**43**
Institutional Administration	25	5	**30**
Program Coordinators	31	14	**45**
Faculty	42	42	**84**
TPA Coordinator	12	7	**19**
Advisors	6	10	**16**
Field Supervisors – Program	25	11	**36**
Field Supervisors - District	39	32	**71**
Credential Analysts and Staff	35	6	**41**
Advisory Board Members	7	0	**7**
Other (Librarian /Tech Staff)	7	0	**7**
Total	**351**	**342**	**693**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

The University of California, San Diego (UCSD) is one of ten campuses in the University of California system and is well known for its high quality, innovative programs. UCSD was developed upon the site of a military training ground and a marine research station. In 1959, Congressman Bob Wilson introduced a bill in Congress that would transfer Camp Matthews, adjacent to La Jolla, to the University of California for the planned San Diego campus.

In 1960 the university was established with the Scripps Institution of Oceanography being the nucleus of the campus. The university comprises six undergraduate colleges, namely: Revelle, John Muir, Thurgood Marshall, Earl Warren, Eleanor Roosevelt, and Sixth College. The University of California, San Diego has been recognized as one of the top ten public universities by the U.S. News & World Report 2012. The university is located north of San Diego on the cliffs of La Jolla with beautiful beaches and excellent surfing spots.

UCSD is a student-centered, research-focused, service-oriented public institution that provides opportunities for a diverse body of learners. In 2013, UCSD had an enrollment of 30,310 students and six undergraduate colleges, five academic divisions and five graduate and professional schools.

The campus has a significant history of collaboration and faculty involvement in P-12 educational reform efforts including the Preuss School, a sixth through twelfth grade college preparatory charter school currently in its 13th year of operation. The Preuss School was

authorized by the San Diego Unified School District (SDUSD) in 1998 to provide an intensive college preparatory educational program that would enable students to attend college or university. Selection targets low-income youth who demonstrate motivation to attend college and often are the first generation in their families to graduate from a four-year university. The school is housed on the UC San Diego campus in a facility funded entirely by private support, the school is operated by the University of California, San Diego. The school opened in 1999 with 150 students in grades 6-8 and currently serves approximately 846 students in grades 6-12 who represent a culturally diverse student body with 68 percent Hispanic, 10 percent African American, 19 percent Asian/Indo-Chinese and 3 percent White. Students come from more than 41 zip codes throughout San Diego County. In addition to outreach programs to low-income and first-generation college students, Preuss provides professional development to help bring the latest research to teachers and provides summer residential programs for students.

The campus commitment to academic excellence and public service is reflected in the UCSD mission statement. To foster the best possible working and learning environment, the University strives to maintain a climate of fairness, cooperation, and professionalism, which is embodied in the campus Principles of Community. UC San Diego embraces diversity, equity, and inclusion as essential ingredients of academic excellence in higher education.

Founded in 1986 with the goal of increasing interdisciplinary collaboration, the Division of Social Sciences consists of ten departments, five interdisciplinary degree programs, and numerous minors and research units. It focuses on "doing work that matters, now and for the long term."

In 1972, the Teacher Education Program (TEP) of UCSD began offering an elementary teacher preparation program and an undergraduate education minor. Continuing to grow, TEP added secondary credentials, more undergraduate programming, and advanced degree programs. In 2011, TEP was granted departmental status and became the Education Studies Department. (EDS)

Education Unit
The UCSD Professional Education Programs reside in the Education Studies Department located in the Division of Social Sciences, and in the Education Department housed in the UCSD University Extension (UnEx).

The UCSD Education Studies Department (EDS) is the unit that approves all academic programming for credential programs administered both in EDS and by the Education Department at UnEx. EDS is responsible for reviewing and approving all credential program instructional staff and curriculum. The Director of Education at Extension works closely with the Director of Teacher Education at EDS to provide programming that meets the credentialing needs of constituencies across the State of California.

EDS serves students in a variety of programs from the undergraduate to advanced graduate levels. EDS provides undergraduate minors in Mathematics Education, Science Education, Education Studies and the undergraduate service learning program, Partners at Learning. EDS offers three advanced degree programs for experienced educators: a Master of Arts, an Education

Doctorate in Teaching and Learning, and an Education Doctorate in Educational Leadership. The Doctorate in Educational Leadership is offered in collaboration with California State University, San Marcos.

UnEx is the continuing education and public service arm of the University, enrolling over 30,000 per year. Extension does not receive state funds. The Education Department is part of Extension's Public Service Cluster and serves a growing number of educators statewide, enrolling over 6,500 per year in various programs. The Department emphasizes a contextually grounded experience for all candidates serving an increasingly diverse student population, especially in urban school districts identified as underperforming and/or underserved.

EDS offers the following professional preparation programs approved by the California Commission on Teacher Credentialing (CTC): a Preliminary Multiple Subject Credential program, a Preliminary Single Subject Credential program, with internship, a Preliminary Education Specialist: Deaf and Hard of Hearing Credential program, and a Bilingual Authorization program. The Education Studies Program has eleven ladder faculty (tenure line), six full-time and three part-time lecturers. Ladder faculty members teach foundations courses and follow research agendas in educational studies. Lecturers are experienced practitioners who teach methods, foundations, and practicum courses and supervise student teachers or interns. EDS serves as the academic sponsor for three Commission-approved programs offered through UnEx: the MS/SS Clear Credential program, a CTEL program for the CLAD credential, and the Reading and Literacy Added Authorization (RLAA). UnEx programs have 24 part-time instructors who are expert practitioners in the three credential areas offered.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Location	Number of program completers (2012-13)	Current Candidates Enrolled or Admitted (13-14)	Agency Reviewing Programs
Preliminary Multiple Subject	Initial	EDS	30	42	CTC
Preliminary Single Subject	Initial	EDS	25	7	CTC
Preliminary Single Subject Interns	Initial	EDS	4	8	CTC
Preliminary Education Specialist: DHH	Initial	EDS	3	4	CTC
General Education (MS/SS) Clear	Advanced	UnEx.	243	438	CTC
Bilingual Authorization	Advanced	EDS	14	25	CTC
CTEL	Advanced	UnEx.	159	192	CTC
Reading and Literacy Added Authorization	Advanced	UnEx.	0	21	CTC

The Visit

The Accreditation Site Visit took place Sunday through Wednesday May 18-21, 2014, as is typical for Commission accreditation site visits. A team of seven accreditation team members convened at noon Sunday May 18, 2014 for a team meeting prior to attending a Sunday afternoon reception, orientation, and interviews at the University campus. The team was greeted by the Director of Teacher Education who provided an introduction to the administration and faculty. The EDS Chair provided an introduction to the University and the EDS vision including the university's commitment to collaborative relationships within the department and the university and with the broader K-12 community. The Director of Teacher Education then provided an overview of the EDS teacher preparation programs, their interrelationships and faculty, followed with a parallel overview of Commission-approved programs operated through University Extension provided by the Director of Education at UnEx.

Interviews were held and evidence reviewed on Monday, May 19th. A Mid-visit Report was shared Tuesday morning; interviews and data collection continued through Tuesday evening with team members conferring with one another frequently. A half-day visit to a local elementary school housing a deaf education program provided for on-site interviews with various constituencies of the Education Specialist, DHH program.

The careful attention to detail in prior planning provided for a smooth visit and multiple opportunities for team members to gather information on the organization and implementation of Commission-approved programs. Team meetings were held during lunch Monday and Tuesday as well as each evening. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held at the UCSD campus at noon. on Wednesday May 21, 2012. Although the San Diego fires and high winds caused great concern for UCSD staff and stakeholders, winds and climate cooperated and the site visit was completed with no unusual circumstances.

Common Standards

Standard 1: Educational Leadership   Met

> The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Professional education programs at UCSD are guided by a mission that is grounded in the university commitments to public service, community engagement, and excellence in teaching and research. They are collectively committed to teaching, scholarship and service that promote: engaging in rigorous inquiry into the most pressing educational issues of the 21st century; training educators to use research to inform practice; supporting equity and diversity in educational institutions; and providing excellent teaching to candidates in their programs.

Stakeholders acknowledge UCSD as a leader in teacher preparation and a valuable and collaborative partner with P-12 schools. The credential programs are housed in the Education Studies Department (EDS), an academic unit of the Division of Social Science and in the Education Department of University Extension (UnEx). The preliminary teaching credential programs are combined with an advanced degree. Preliminary MS/SS candidates earn an M.Ed Degree. Candidates admitted to the two-year Master of Arts in American Sign Language (ASL) earn a Preliminary MS, Preliminary Education Specialist: DHH teaching credential and a Bilingual Authorization in ASL. The Education Department of UnEx offers the General Education (MS/SS) Clear (Clear) credential, the California Teachers of English Learners (CTEL) program leading to the CLAD certificate, and the Reading and Literacy Added Authorization (RLAA).

Interviews with faculty, candidates, completers, and stakeholders provide evidence that the professional education programs are committed to preparing candidates to improve education in public schools located in underserved communities. Most faculty research and development efforts relate to the goal of improving equitable outcomes for students in California schools. Current efforts include the implementation of Common Core State Standards and Next Generation Science Standards, arts education, service learning, assessment, use of technology in teaching and learning, bilingual and English learner education, program evaluation, building leadership capacity, educators' use of data for decision-making, urban education and policy issues affecting equity for underrepresented students in the transition to higher education.

The university administration, the Executive Vice Chancellor, the Dean of the Division of Social Sciences, and the Dean of University Extension, provide strong support for the professional education programs and view them as important contributors in the current university strategic initiatives. Transitioning to a department has been advantageous for both EDS and UCSD, as it

supports EDS' goal of becoming a preeminent center for the linking of theory, research, and practice in education.

The EDS Chair has overall leadership responsibility for the unit, with input from the EDS Director of Teacher Education and the Director of the Education Department at UnEx. These Directors represent faculty and staff as well as other stakeholders including advisory groups in programs they oversee. The UCSD Professional Education Program's Advisory Council, representing multiple stakeholders, provides unit-level feedback and guidance on program data and design through meetings held twice each year.

The Chair represents the EDS within the Division of Social Sciences and at the campus level and has primary responsibility for leadership and oversight of the department, including budget and academic personnel. The Director of Teacher Education assists the Chair in leadership and oversight of CTC-approved programs at UCSD.

EDS faculty are involved in collaborative governance and shared decision making as reported by faculty. The Teaching Committee provides oversight of curriculum, scheduling and staffing, and reviews the resource needs for each program, including financial support for UCSD students through block grants or other funding. The Program Committee advises the Chair about important issues arising in the respective areas each member represents, and provides input into matters to be discussed in general faculty meetings. Program Coordinators coordinate activities and facilitate communication within faculty groups teaching in EDS program areas.

The Director of the Education Department of UnEx assumes leadership and management responsibilities. Full-time program representatives manage courses, professional development, contracts, and credential programs. The Education Department staff convene regularly to discuss programs that recommend candidates to the Commission on Teacher Credentialing.

Interviews, agendas, and minutes demonstrate that Education Department Faculty meetings are called to address topics of general interest, review education and follow-up survey data, discuss content taught in different courses to ensure continuity and minimize repetition, and develop new curriculum when programs are changed. Faculty that support designated programs approved by the Commission meet to discuss course content and issues related to program quality.

The Chair of EDS in his capacity as UCSD Professional Education Programs (UPEP) unit leader has the necessary authority and institutional support to represent the interests of all programs. The Executive Vice Chancellor and the Deans of the Social Science Division and the University Extension support the professional education unit and look to it as a leader in new strategic university initiatives in teaching and learning. To ensure that program needs are met across the unit, the EDS Director of Teacher Education meets on a monthly basis with the Director of the Education Department at UnEx, providing on-going and collaborative oversight in consultation with the Chair of EDS. The curriculum and faculty selection in UnEx are reviewed and approved by the Chair of EDS.

Review of the candidate records, unit processes, and interviews with stakeholders confirmed that the Department of Education has a well-defined and systematic credential recommendation process. The credential recommendation process is managed by trained credential analysts, who

provide guidance and support for candidates. The credential analysts attend trainings and conferences to stay current on all state requirements. Files that include all documentation related to state requirements and all program requirements are maintained.

EDS has a systematic procedure for tracking the progress of candidates using the Teacher Education Integrated Information System (TEIIS), a comprehensive student record database, to monitor aspects of program completion including successful completion of PACT requirements. Currently, the credential analysts utilize a separate comprehensive database to ensure completion of all program requirements. Completing candidates meet with an EDS credential analyst for an exit interview. The EDS Credential Checklist and various supporting documents are reviewed for completion at this time.

Prior to recommending each candidate for a credential or certificate, the Education Department of UnEx Director and program representatives evaluate each candidate to ensure that all criteria have been met. Instructors provide documentation of candidate performance and verification that each candidate has met all requirements for recommendation. Handbooks provided to each candidate at the beginning of the program delineate the procedures to be followed for credential recommendation. Candidates are provided with information about the recommendation process, Request to Recommend forms are available via e-mail or via the Blackboard Learning Management System upon completion of requirements.

Standard 2: Unit and Program Assessment and Evaluation   **Met**

> The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

UCSD has developed and instituted an assessment and evaluation system for ongoing program and unit evaluation and improvement to address CTC program and common standards. This system is informed by a theoretical perspective defined as a "design-based approach" (Anderson & Shattuck, 2012) that is grounded in the co-construction of "deep, meaningful, and equal partnerships" through an "iterative design process" engaging all stakeholders in planning, acting, reflecting and refining in the service of unit and program assessment, evaluation and improvement. Document analysis and candidate assessments reviewed, as well as multiple interviews with program leadership, faculty, staff, credential analysts, employers, candidates, alumni, and advisory board members, have confirmed that this iterative design process is largely functioning as designed across all programs.

The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations in a variety of ways, communicating formative and summative findings among all stakeholders. Program unit evaluation relies on candidate, mentor, alumni and employer surveys to inform the unit and program leadership, faculty and staff on stakeholders' perspectives on areas of strength and challenge seen across the unit's programs. Completer effectiveness in EDS programs, for example, is addressed through surveys of

employers and alumni after completion of the first year of teaching and through input from the advisory boards, faculty research, and program completion rates.

Unit evaluation of candidate competence is addressed through program-level assessments designed as appropriate to each program within EDS and UnEx. These are designed to tap professional knowledge, pedagogical skills and overall competence. Data sources for EDS credential programs include CTC mandated assessments upon admission (e.g. EDS credential candidates CBEST, CSET) and upon completion (RICA, PACT and TPA) as well as GPA, lesson plans and signature assignments. UnEx program faculty and staff under the leadership of the program directors have worked to leverage joint development instrumentation for surveys and evaluations. Mentor and Supervisor observations and evaluations combined with specific "signature assignments or projects" most typically seen in UnEx programs have been designed in collaboration with faculty and staff. EDS began using the Teacher Education Integrated Information System (TEIIS) developed and managed by UC Irvine to systematize common administrative/evaluation needs in January 2012. Common mentor, supervisor and candidate evaluations are collected and archived for more extensive analysis by the leadership, faculty and staff in the unit periodically timed to inform the biennial reports. Unit leadership anticipate the ability to identify larger trends in the future as data are accumulated over multiple years across programs within the unit with the added benefit of potential sharing of data across campuses.

Document review and analysis of some candidate assessments, as well as interviews with faculty and program leadership completed during the accreditation visit, demonstrate that all programs in EDS are implementing the system as outlined. Interviews with faculty for UnEx programs have targeted some signature assignments and these have been discussed with candidates and faculty. Some candidates in the CTEL and Clear programs expressed concerns about understanding the types of data/artifacts needed to complete the summative signature assessments in the portfolios but most reported satisfaction with the approach used in their situation, especially if they took the sequence as prescribed with an orientation course at the beginning.

Assessment data are reviewed with program faculty, staff and administrators on a regular basis for program improvements in both EDS and University Extension. In EDS, the program has been set up so that faculty take the role of methods instructors and supervisors in the field. This arrangement offers multiple opportunities for an ongoing feedback loop from the field to the methods coursework. On a biennial basis, the program directors aggregate data and discuss program trends with faculty with the goal of identifying areas of strength and features to continue implementing. At the same time they identify common areas to work on to address concerns raised through the data analyzed. UnEx holds an annual faculty retreat to discuss program issues, student needs and course revisions. Though no specific examples of changes motivated by these reviews were listed in the program documents for either EDS or UnEx, key ideas are noted informally. Moreover, program faculty and staff interviewed during the visit were able to identify several instances of changes implemented in program design as a result of data review.

For example, EDS secondary faculty interviewed during the visit identified aspects of academic literacy (AL) that have improved in the TPA assessments because of a concerted effort by the faculty to integrate AL early in the foundation courses. This insight developed through

discussions of data over multiple years. This modification in the timing of insertion of AL in the curriculum has improved candidates' understanding of the language demands in key assignments across the disciplines, leading to higher levels of performance over the last few years.

Similarly, UnEx student affairs staff and credential analysts are actively engaged in monitoring candidate concerns through an established system that tracks candidate inquiries to faculty electronically and copies staff automatically. This approach allows staff to intervene to assist candidates and respond to inquiries/concerns about any aspect of the program immediately and note it through the online coursework support system in the unit.

Program leadership in both EDS and UnEx are fully committed to the delivery and exploration of program and unit effectiveness as evidenced by their focus on establishing an effective system of unit data collection and analysis. They meet monthly to address program and unit evaluation and development. They actively collaborate in addressing candidate concerns through regular monthly meetings to address issues raised by candidates, faculty or staff. Collaboration across units in both directions is actively promoted and valued. Multiple examples of lessons learned from UnEx and EDS staff and faculty were cited by credential analysts as staff cope with recent policy changes implemented by the CTC.

Program leadership has committed the unit and the secondary faculty in collaboration with their stakeholders to the exploration of a newly developed candidate assessment (Ed TPA) at the secondary level in science, math and ELA. Because of this change the system faces the challenge of monitoring candidate performance across different cohorts from one year to the next through one cycle. However, through this trial run, faculty have been able to identify challenges in the new system and are now better prepared if they do choose to shift to the Ed TPA. For example, secondary faculty noted that the change of different protocols for rating elements going from four to five levels seems to have elevated ratings. Moreover, the elimination of AL as a separate rubric appears to have reduced candidates' attention to this important element in lesson design and assessment.

In sum, the core elements for sound evaluation unit practices are in place. In some cases, both EDS and UnEx programs are exploring new ways of addressing the TPA and core signature assessments. This strong partnership enables many opportunities for joint evaluation and exploration of new approaches. The insights gained from these experiences can make important contributions to other programs considering changes in instruction and assessment.

Standard 3: Resources   **Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

As documented by review of the professional education programs' budgets and interviews with university administrators, librarians, technology support personnel, and resource managers, the University allocates sufficient resources to enable EDS and the Education Department at UnEx to fulfill their responsibilities to meet program and candidate needs. The Division of Social Sciences allocates an adequate budget to EDS to support the department's instructional activities, coordination, field supervision, student services, and administrative services. The personnel and instruction budget is reviewed yearly and adjustments are made according to university policy. The UC Office of the President allocates funds to all UC Teacher Education Programs for the purpose of providing student support activities, program evaluation, and program improvement through the Education Governor's Teacher Scholar Program (GTSP).

Since UC San Diego Extension is self-supporting, funds from candidate fees provide for programmatic administration and coordination, the admission process, advising, faculty stipends, curriculum, instruction, and field experiences. The Education Department's budget is prepared by the Director of Education, in consultation with the Cluster's lead administrator, the Associate Dean of Extension and the Director of Financial Operations.

The EDS Chair is responsible for the management of the MA/Credential programs, the undergraduate minor, and two doctorate of education programs. The Director of Teacher Education is responsible for the coordination of the multiple subject, single subject and bilingual authorization programs. The Master of Arts in ASL-English Bilingual Education Program is coordinated by a ladder faculty member. Faculty serve as Elementary Credential Coordinator and Secondary Credential Coordinator on a rotating basis. These Coordinators meet with the Director of Teacher Education to assist with program planning and operation. Program coordinators also facilitate small group elementary and secondary faculty meetings.

EDS provides funding for 11 senate faculty members and 6 full-time and 3 part-time lecturers. Lecturers are experienced practitioners who teach methods, foundations, practicum courses and supervise student teachers or interns. The Department currently has 6.5 full-time staff: a management officer, a fiscal specialist, two student affairs officers/credential analysts, one graduate coordinator, one administrative support staff, and one part-time human resource specialist. In addition, regular university funding supports a half-time staff employee (.5 FTE) for the Partners at Learning service-learning program, and four part-time student employees assist the staff.

EDS students have access to a rich variety of resources through the UC San Diego Library which houses over two million monographs and subscribes to over 70,000 serials and 700 licensed

databases. Within this extensive collection, the library has invested significant resources in education-related materials. The education collection is developed to meet the ongoing research and instructional needs of the Department of Education Studies. Currently, the library houses over 36,000 education monographs in electronic or print format, and subscribes to more than 1,200 education serials. The library also subscribes to a number of education-related databases, including the Education Resources Information Center (ERIC), Education Source, Education: A SAGE Full-Text Collection, and Educational Research Abstracts Online.

The Library employs a full-time Librarian for Psychology, Cognitive Science and Education and has created six education related guides (http://ucsd.libguides.com/home) to aid University students in researching and accessing information. Library staff are available to assist University students and faculty in a variety of ways, including customized course presentations and individualized support.

Keck Lab is fully equipped with the latest computing technologies (both hard/software) to provide the most current technological experience for learning and teaching purposes. It houses 43 computing stations along with a fully equipped teaching station. EDS maintains a common area for credential candidates in which a wide spectrum of resource material is kept, including computers, a scanner and a printer. Candidate access to both the Keck Lab and this exterior common area is 24/7. The lab is managed and technically supported by the Academic and Computing Media Services Department on campus. The Social Sciences Computing Facility (SSCF) in the Division of Social Sciences provides computing support for EDS faculty and staff, including tutorials; software downloads, and individualized troubleshooting. UnEx has a well-developed and supported online learning system as evidenced by interviews and demonstration. The design is user-centered with multiple support systems based on professional standards.

Student Affairs staff guide applicants during the admission process and advise them after they are admitted. Each candidate attends an exit orientation with a credential analyst for verification of completion of program. A variety of campus resources are also available for candidate professional and personal advisement, including the Career Services Center, the Student Health Center, and Counseling and Psychological Services.

Faculty positions for professional preparation field-based courses are calculated on a 1:12 (.5 FTE) faculty supervisor-candidate ratio providing the opportunity for candidates to have greater contact with faculty and especially to allow for more frequent supervision visits to student teachers and interns in their classrooms.

As verified by interviews with cooperating teachers and supervisors, and memoranda of understanding, student teachers are placed with cooperating teachers nominated by site administrators or school districts. All cooperating teachers receive a stipend for their services.

Full-time faculty members in Education Studies are assigned private office space. EDS has shared spaces available for part-time lecturer/supervisors. Office space is also provided for visiting faculty or temporary lecturers. Faculty members receive an instructional supply budget to support curriculum development or purchase of professional books or other materials. Faculty may request funding to attend conferences or develop curriculum. Lecturers may also apply for

UCSD's Non-Senate Faculty Professional Development Fund for employees represented by the UC-AFT Unit 18. A Center for Teaching Development is available to UCSD faculty and the campus Academic Computing and Media Services (ACMS) provide a variety of resources for using technology to support curriculum development and instruction.

EDS has access to a variety of classroom spaces in Pepper Canyon Hall where faculty and staff offices are located. EDS courses that are scheduled in other campus classrooms also have a variety of technological resources available with support provided by ACMS.

The Director of Teacher Education oversees data entry and analysis using the TEIIS system, assisted by student affairs staff and a part-time graduate student research assistant. Data reports generated through TEIIS are used collaboratively by the faculty to guide instruction on a regular basis. EDS currently uses part of allocated GTSP funds to support assessment management, including the implementation of the PACT Teaching Performance Assessment and the TEIIS online system.

Processes for determining resource needs in EDS include on-going opportunities for input from faculty and staff through consultation with the Chair and Director of Teacher Eduction, as well as quarterly meetings of the Teaching Committee. At the UnEx Education Department, the Director regularly meets with staff and program coordinators, and consults with faculty on an on-going basis.

The Chair of EDS reviews yearly instructional and personnel budgets with assistance from the management officer and fiscal specialist. At UnEx, the Director of Education prepares the Education Department budget, in consultation with the Cluster's lead administrator, the Associate Dean of Extension and the Director of Financial Operations. In this way, the needs of all programs are represented within EDS and UnEx. In addition, through monthly meetings between the EDS Director of Teacher Education and the Director of the UnEx Education Department, needs across the unit are identified as well as opportunities to leverage resources when possible.

Standard 4: Faculty and Instructional Personnel **Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings
A review of vitae, in addition to interviews with faculty, lecturers, and adjunct instructors indicate that all instructional faculty are well-qualified to teach the courses to which they are assigned.

The EDS faculty is highly qualified and is considered by candidates, completers and stakeholders as a core strength of the department. EDS recruits ladder faculty applicants who can contribute to its mission through research, scholarship, teaching and community engagement. Such faculty (tenured and tenure-track faculty) teach foundation courses and do research. Faculty vitae illustrate the breadth and depth of faculty involvement in a variety of current educational initiatives: the implementation of Common Core State Standards and Next Generation Science Standards, arts education, service learning, assessment, use of technology in teaching and learning, bilingual and English learner education, program evaluation, building leadership capacity, educators' use of data for decision-making, urban education, and policy issues affecting equity for underrepresented students in the transition to higher education.

The integration of research and practice is a central tenet of EDS in its vision and practice. Lecturers and supervisors of clinical practice with strong records of success with linguistically and culturally diverse P-12 students play an important role at EDS. Full-time continuing lecturers are responsible for clinical experience supervision, and methods courses. Currently there are teachers-in-residence from local school districts. Requirements for appointment are; demonstrated expertise in the content to be taught, a record of successful teaching at P-12, appropriate teaching credentials, and a minimum of three years teaching experience.

All participating instructors in the UnEx credential programs possess advanced degrees, have extensive educational experience, demonstrated knowledge of the needs of students from diverse backgrounds, and are involved in ongoing professional activities. Instructors are predominantly part-time faculty from both university and public education K-12 settings. They have outstanding expertise and up-to date knowledge in their specific field in regards to content, pedagogy, policy and practice.

UC San Diego has expressed a commitment to the challenge of changing institutional culture in order to advance faculty equity, diversity and inclusion. UCSD and EDS have a goal of diversity in the applicant pool and the workforce. The EDS faculty includes members of groups that are underrepresented at the university and in the teaching profession. The current faculty includes two African-American females, two Asian-American females, one Latina female, four white males, one deaf white male, and twelve white females. Six faculty members are fluent in Spanish and two are fluent in American Sign Language (ASL). Sixteen percent of the extension faculty belong to underrepresented groups.

Many EDS ladder faculty conduct research on important topics related to diversity and to transforming educational practices and policies so that all P-12 students have access to an excellent and equitable education. All faculty members who teach instructional methods or supervise clinical experiences have substantive experience as P-12 practitioners in settings of linguistic and cultural diversity.

By hiring practicing and/or recently experienced professionals, the Education Department at Extension is able to ensure that faculty members possess knowledge of schools and classrooms, recognize and understand the multifaceted diversity of society, offer current and relevant content, and utilize latest and appropriate instructional techniques and technological equipment. The faculty represents the diversity of the region.

Collaboration with P-12 faculty is systematically integrated in program design. Faculty who teach instructional methods courses participate in local schools providing teacher in-services, placing and supervising student teachers and interns, teaching children, serving on district committees, developing curriculum, and/or conducting research on teaching practice or learning/teaching.

As is the case with the EDS, UnEx instructors are required to work collaboratively with P-12 institutions and to report these activities on an ongoing basis to the Education Department staff for the purposes of employment review, course assignment and contract renewal.

The University and the Departments provide resources for faculty development. Several centers on campus provide opportunities for senate and non-senate faculty assistance and development, such as the Center for Teaching Development and UCSD's Academic Computing and Media Services.

Specific needs for faculty development and available resources across credential education programs are identified on an on-going basis through regular meetings between the EDS Director of Teacher Education and the Director of Education at UnEx. According to the Dean of the Social Sciences Division, EDS supports faculty development in a variety of ways. Faculty are allocated funds for instructional materials or conference travel, and release time is provided for faculty participation in regional conferences, teaching in local schools, and relevant in-service courses.

Extension provides faculty development through a general orientation course sponsored by UnEx and an orientation course specifically designed for the clear credential program. According to the Director of the Education Department at UnEx and through faculty interviews, extension faculty have access to professional development opportunities that assist them in curriculum and program improvement. Faculty members receive one complimentary enrollment in Extension courses for every course taught for the Education Department at UCSD Extension.

For EDS untenured faculty, re-appointments and teaching assignments are reviewed on a regular one, two, or three year cycle. Tenured faculty are subject to the University peer review process. The review system for EDS faculty rewards teaching as measured by the faculty member's expertise in content areas, ability to engage students, ability to give meaningful support to teachers in field experience, and ability to train students in the use of specific methods. Research and service to the University and the community are also rewarded.

Non-senate faculty (lecturers and supervisors of teacher education) teaching in EDS credential programs are evaluated based on candidate evaluations of their teaching or supervision as well as on the formal or informal observations of the EDS Chair or Director of Teacher Education. Lecturers or Supervisors with an excellent record may be re-appointed depending upon need.

Copies of evaluations are sent to the respective instructors, and are also retained in personnel files in the Education Department/Extension Office. When it is determined that an instructor's performance is in need of improvement, the Program Representative and/or Director meet

personally with the instructor to discuss ways to improve his/her performance. Only individuals who consistently demonstrate effectiveness are retained.

Outstanding teaching is recognized and rewarded at UCSD Extension. Instructors receive public recognition at Extension-sponsored events; acknowledgement by formal Certificate of Recognition and/or through correspondence by the Director of the Education Department. Faculty at EDS are recognized by the department, the university and professional organizations and associations.

Standard 5: Admission   Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings
UCSD has an effectively designed admissions process with clearly defined criteria and procedures that are highly supportive of applicants to their programs. Programs offered through the Department of Education Studies (EDS) include: a Preliminary MS/SS Credential Program, a Preliminary Education Specialist: Deaf and Hard of Hearing (DHH) Credential Program, and a Bilingual Authorization Program (BLA). The preliminary teaching credential programs are combined with an advanced degree. Preliminary MS/SS candidates earn an M.Ed. degree. Candidates admitted to the two-year MA in American Sign Language (ASL) earn a Preliminary MS, Preliminary Education Specialist: DHH teaching credential and a Bilingual Authorization in ASL. After screening by the faculty in consultation with the Director of Teacher Education and the Chair, admissions decisions are made and submitted to Graduate Studies. All candidates for advanced degrees are admitted by the Dean of Graduate Studies and apply online through the Office of Graduate Studies. The Bilingual Authorization program is delivered concurrently with the preliminary teaching credential programs. Admission requirements are clearly outlined on the EDS website and print materials are also available.

These procedures include printed brochures and handbooks for each program. All materials are also available online. Criteria are specifically outlined for each program, specifying both CTC and UCSD requirements. In EDS, requirements include: a statement of purpose, reference letters, the Graduate Record Exam and a bachelor's degree with a 3.0 GPA. Prospective students are also required to fulfill all CTC required assessments as appropriate to each credential authorization.

For UnEx programs, qualifications include: a BA or BS degree from an accredited institution with a minimum GPA of 3.0. In addition, applicants must submit a completed application form, official transcripts, and documentation of meeting the CTC prerequisites as appropriate for the RLAA, the Clear Credential and the CLAD certificate. Applicants with computed GPAs below the 3.0 requirement may appeal in writing if they also present a detailed plan for how they will maintain a 3.0 GPA in program coursework.

Multiple measures are used in the admissions process to encourage and support applicants from diverse populations. Staff and faculty in both EDS and UnEx reported outreach in multiple venues to target diverse populations. Programs currently offered to UCSD undergraduates such as Partners at Learning and the minor in Education were among the initiatives that have been very productive in enhancing the interest of UCSD credential applicants. Faculty and staff actively pursue scholarships and fellowships for prospective teachers; for example, NSF Noyce Fellowships are available for math and science teachers. Credential staff shared data with the team indicating that EDS is among the most diverse units on campus.

The team observed that all programs are successful in recruiting teacher candidates from diverse backgrounds across programs but most especially in the Bilingual authorization in Spanish and Asian languages. The team also found abundant evidence that the admission and recruitment processes are effectively implemented. All staff are very dedicated to serving applicants in all programs and quick to share effective ideas with each other across programs. Candidates admitted to the program spoke highly of the Directors, the credential analysts and staff coordinators, praising their willingness to offer assistance throughout the admissions process. One challenge the EDS program leadership acknowledged was the GRE requirement for EDS programs. This is an added expense in an already costly application process particularly for applicants to the MS program.

Standard 6: Advice and Assistance   Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

The progress of all applicants, once admitted to a credential program, is monitored by faculty and the program coordinators at the end of each academic quarter. The coordinators and professional staff are available to provide assistance and advice about academic, professional, and personal development issues. Each preliminary credential candidate is assigned a University supervisor who monitors their progress in fieldwork and regularly communicates with the program coordinator and faculty instructors about their progress.

Professional staff advisors are available to candidates via office hours, email, and by phone. Interview data suggested that they communicate effectively with all candidates as they enter each program to explain the criteria for program admission, individual candidate competencies to be demonstrated, and the program requirements for successful completion of the professional teacher preparation program. Evidence indicates that they regularly fielded questions from candidates, and candidates consistently reported that their questions were addressed promptly, fully, and accurately.

The unit provides multiple avenues for current and prospective candidates to access program-

specific information. This information includes: a university catalog, a university website, and information packets. Professional staff conduct program information sessions with prospective students to provide them with information needed prior to program admission.

Evidence indicates that upon admission to the program, students receive detailed information packets and program handbooks. They participate in a program orientation where they learn about the program and its requirements including the course sequence, the required culmination portfolio, and requirements for certification. Students admitted to UnEx programs said they participated in an online orientation that acquainted them with the online learning environment and program expectations. Candidates reported feeling comfortable and prepared to navigate the online learning environment.

Each course in the program comprises a syllabus that is distributed at the start of class, which includes course expectations, required readings, and required assignments. Candidates in the UnEx programs are expected to complete a culminating portfolio. An overview of the portfolio requirements are provided in the Clear Program Candidate Handbook, although some candidates early in the program indicated a lack of clarity regarding items to be included in the portfolio. An accompanying Site-based Mentor Handbook provides clear expectations about the criteria for the selection of site-based mentor for candidates seeking the Clear credential, along with an explanation of the mentor's role and responsibilities.

Each candidate attends an exit orientation with a credential analyst at program completion to verify that they have completed all program requirements. Faculty and professional staff regularly monitor candidates' academic progress.

UCSD offers a variety of services to its EDS preliminary candidates needing academic or personal assistance including Counseling and Psychological Services, Health Services, Career Services, Tutoring, Financial Aid, and Credential advice and assistance.

Preliminary program faculty and supervisors reported that they meet regularly to discuss the ongoing performance and progress of candidates, to develop appropriate supports, and if needed, to develop and implement an intervention plan for the candidate. Data from interviews and documents indicate that faculty work closely with cooperating teachers in monitoring candidate progress in the field and in developing strategies to address any difficulties that arise. Candidates who experience difficulties receive counseling from staff, faculty, coordinators, and administrators, and on occasion are counseled out of the program. Candidates have the right to due process through an appeal process.

Data corroborate that each credential program has been designed and sequenced with checkpoints throughout the specific program, providing evidence to verify candidates' mastery of required competencies at the start, middle, and end of the program. Program changes are made as needed based on trends in candidate performance data.

Standard 7: Field Experience and Clinical Practice **Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

Information gathered through document review and interviews with coordinators, candidates, faculty, and stakeholders, indicates a planned sequence of field-based and clinical experiences across all preliminary programs. The Advisory Board and field supervisors were consulted in developing the fieldwork sequence. Candidates across preliminary programs start as apprentices in a pre-teaching placement where they observe their cooperating teacher and provide individual and small group tutoring. They gradually take on additional responsibilities that culminate in their taking over the class towards the final weeks of their student teaching. These clinical experiences support candidates to develop and demonstrate knowledge and skills consistent with this standard. Field placements are evaluated by candidates, cooperating teachers, and university supervisors at the end of each experience. Cooperating teachers provide ongoing feedback for each candidate directly and through the University Supervisor. Candidates complete course and instructor evaluations.

UnEx candidates earning the Clear credential participate in supervised fieldwork with a site-based mentor. Candidates in the CLAD and RLAA programs currently do not have site-based mentors, although the RLAA program plans to initiate this support in the future. UnEx develops contracts with schools to offer custom programs that meet the needs of the school while also certifying teachers. The unit's Advisory Board Members provide feedback on curriculum, delivery, and clinical practice.

Constituent interviews and a review of documents provide evidence that the unit collaborates with community partners in selecting participating fieldwork sites. Faculty have developed close connections in local schools through fieldwork supervision, research, community service, and teaching. This finding was corroborated through multiple interviews with cooperating teachers, district employers, and candidates. Cooperating teachers and employers confirmed that school sites are selected where teachers display exemplary practices. University supervision in EDS is typically delivered by full-time lecturers who also teach program courses. UnEx candidates reported that they select their own fieldwork sites, typically in schools where they have teaching positions. They also typically identify their own site-based mentors based on the criteria laid out in the program handbook; their choices must then be approved by the program coordinators.

Candidates, cooperating teachers, and site-based mentors confirmed that candidates are required to work in diverse and underserved field experience settings, depending on specific program requirements. Candidates across programs gain familiarity and ease in working with English learners and students with disabilities. Clear credential candidates reported that in rare instances where the field placements did not provide adequate opportunities to work with diverse K-12 students, they completed additional observations and assignments at alternate sites.

Standard 8: **District-Employed Supervisors**   **Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings
Document reviews and interviews with program coordinators, faculty, candidates and cooperating teachers clarified that district-employed supervisors must have at least three years of successful teaching experience and must possess a valid corresponding credential. These requirements are explicitly stated in program handbooks which include additional program-specific criteria.

Currently, all preliminary SS candidates complete their student teaching as interns and are assigned a district support provider and a University Supervisor. District and school site personnel work collaboratively with the EDS to arrange field placements for preliminary candidates. Cooperating teachers are recruited by the school district and by program faculty. Individuals interested in assuming the role of a site supervisor must notify their district or school site leadership. BLA candidates are placed with BLA teachers where students and families speak the language of emphasis. Similarly, Education Specialist candidates are placed with teachers who meet Education Code requirements for special education teaching in DHH classrooms. Interviews indicated that the EDS program has a close network of cooperating teachers, many of whom were program graduates themselves. Graduates reported that they had developed close relationships with the UCSD programs and University supervisors over years of hosting candidates, and that candidates were well-prepared to address academic content standard for their students.

Site-based mentors for candidates in the Clear credential program are selected either by the candidates or by their district administrator. While candidate, completer, and site-based mentor interviews revealed that most site-based mentors are self-selected by the candidates in these programs, the program coordinators review the mentor applications and maintain final control over who is selected. The site-based mentors held the same credential as the candidate, with few exceptions.

As indicated through a review of documents, and verified in interviews with program leadership and district-employed supervisors, cooperating teachers are trained in their role through program handbooks that explicate requirements and expectations, through regular and ongoing meetings with University supervisors who clarify their roles, and through online mentoring clinics and orientations. The San Diego City School District requires a 1-day training for cooperating teachers before a student teacher is assigned to them; most cooperating teachers from the district corroborated that they had participated in this training.
At the completion of each field experience, site supervisors are evaluated by their respective candidates and university supervisors. Cooperating teachers and faculty reported that these results were considered when making future hiring and placement decisions. Similarly, site supervisors complete evaluations of the candidates.

EDS cooperating teachers are provided a small stipend for their service and are recognized through invitations to present in classes and seminars. They may also assist in scoring PACT. As an indication of recognition, cooperating teachers are invited to make guest presentations in courses and recruited to pursue higher education opportunities at UCSD.

UnEx provides a Certificate of Recognition to their site-based mentors who complete all components of the mentoring clinic. All site-based mentors receive a thank you letter upon program completion.

Standard 9: Assessment of Candidate Competence   Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Document reviews and interviews with program coordinators, faculty, candidates and cooperating teachers confirmed that district-employed supervisors must have at least three years of successful teaching experience and must also possess a valid corresponding credential, amongst other explicitly stated program-specific criteria explained in program handbooks. Currently, all preliminary SS candidates complete their student teaching as interns and are assigned a district support provider and a University supervisor.

Program leadership and faculty implement multiple measures integrated within reflective practice as the hallmark of all UCSD Professional Education Programs (UPEP). These assessments are designed to serve as a pathway for guiding learning and program improvement. Ongoing assessments of candidate competence using multiple measures are integrated at key transition points to verify completion of all requirements at the conclusion of each program for both EDS and UnEx programs. Evidence that UPEP graduates have met all competency standards appear in the most recent UCSD Biennial Report.

Department of Education Studies
Throughout the accreditation sessions team members reviewed evidence documenting how stakeholders engaged in a systematic approach for candidate assessment. For Preliminary MS and SS candidates, field based assignments are linked to key coursework to provide ongoing evidence of development of professional practice.

Team members reported that site-based mentors/cooperating teachers work collaboratively with program faculty to provide periodic feedback on formative and summative evaluation of candidates' performance in relationship to Teaching Performance Expectations. Candidates and completers reported how faculty supervisors scaffold the development of responsive instructional practices to develop academic literacy and to refine assessment techniques and analysis. This occurred through class activities and Signature Assignments linked to program standards. Faculty across programs designed these activities to scaffold eventual performance in the high stakes assessments, PACT, and additional Content Area Tasks in literacy, mathematics, history-

social science, and science for MS candidates, PACT for Single Subject candidates and the edTPA pilot for Single Subject Interns.

Team members discussed the findings provided in the biennial report with faculty and program leadership to explore how rubrics were applied to key assessments over time and how feedback was used to facilitate development in candidates. Candidates and completers reported high levels of satisfaction with the programs noting the dedication and exemplary practices of the faculty both in instruction and the close attention they give to effective mentoring in the field. Many reported still relying on their course materials, texts and activities for inspiration in the design of their own teaching practices.

Candidates for the BLA in ASL or Spanish complete requirements through Program Language Assessment. In Spanish, for example, candidates must demonstrate a level of proficiency in the language of emphasis equivalent to the Advanced Level as defined by the American Council on the Teaching of Foreign Languages (ACTFL). This system was set up in collaboration with UCSD faculty in the Spanish language department. Team interviews with candidates documented a process to support the development and use of the target language. The process combines a periodic self-assessment with faculty mentoring on strategies to facilitate further development of the target language integrated with structured classwork and assignments in the field practicum. The process implemented varies with other languages (Mandarin, Tagalog and Korean) depending on the availability of classroom or community placements. Faculty meet with these students as well to mentor periodic self-assessment and provide support for identifying instructional support through a variety of sources. For languages other than Spanish, candidates must take the CSET: LOTE in the target language.

Team members saw evidence that field-based assignments are a part of coursework, the student teaching internship and seminars; these assignments document performance of Teaching Performance Expectations. In interviews, team members; candidates, completers, faculty and staff discussed how key assessments scaffold and are evaluated. University supervisors collaborate with cooperating teachers/site-based mentors to provide periodic feedback through structured observation forms at key points during the year (e.g.. cooperating teacher/supervisor evaluation of candidates).

Team members verified that key candidate assessments including course and field work artifacts are collected at key points throughout the year to monitor progress. Midterm candidate evaluations by the supervisor and mentor serve to provide evidence of field performance aligned to TPEs. Candidates and completers noted strong faculty support in helping them to shape how they addressed strategies for instruction in their field placements. Completers noted that their expertise, gained through the PACT and CAT assessments, have made the demands of the Induction program easy to handle and address in productive ways.

University Extension
UnEx Program candidate assessment includes both formative and summative assessments, which are embedded throughout the program to fulfill the requirements of the clear credential program and CTEL program leading to the CLAD certificate and the RLAA. These programs are offered

online through a structured sequence of courses with signature assessments embedded throughout the program, culminating in the production of a program portfolio.

Team members interviewed candidates, completers and program faculty, as well as staff, to explore how these signature assessments are designed. Candidates reported a high level of success when they adhered to the program sequence of courses, beginning with an orientation session that defined student's use of online features designed to support program assignments. Some candidates, who could not take the orientation course at the beginning, experienced difficulties in understanding the process and the structure of the portfolio submission, the summative assessment required at the end. The majority of the students in the UnEx programs reported a high level of satisfaction with program support provided by the staff, the credential analysts, the faculty, and the leadership of the programs.

Completers in the CTEL and Clear programs noted how their experiences with the development of the portfolio and the portfolio itself continue to shape their practices in their classrooms. In sum, document analysis, mentor and supervisor candidate evaluations, signature assignments and rubrics for assessment of language competence combined with candidate and completer interviews demonstrate that, on the whole, candidate assessments are functioning appropriately in these programs.

**Preliminary Multiple and Single Subject Credential and
Single Subject Internship Credential Programs**

Program Design
The Preliminary Multiple Subject (MS) and Single Subject (SS) credential programs in the Department of Education Studies (EDS) at the University of California, San Diego are grounded in the premise that teachers are the heart of achieving excellence and equity in our public schools. Candidates engage in courses and field experiences in two phases: the pre-requisite educational foundations experience, which begins either during undergraduate or post-graduate education, and the graduate-level professional preparation year. In keeping with the EDS mission of excellence and equity, candidates are placed in high-need schools, and pedagogical strategies to help all students master California academic standards, including English learners, are infused throughout the program. In addition, each candidate completes a specialized course in *Teaching the English Learner.* Currently, EDS offers SS credentials in high-need areas identified by district partners: English, Mathematics, Science and World Languages. EDS SS candidates serve as interns depending upon the availability of positions. During the past two years, a traditional (student teaching) SS option has also been offered for candidates not employed as interns. EDS also offers a Bilingual Authorization program in American Sign Language, Spanish, Asian and Middle-Eastern Languages that candidates may complete concurrently with preliminary teaching credentials.

Leadership for the program is provided by the Director of Teacher Education (DTE), under the direction of the Chair of EDS. Two program coordinators currently assist the DTE with coordination of program activities and facilitate communication among faculty groups. All faculty members who teach MS/SS courses are experienced educators, and the majority of methods course instructors also supervise interns or student teachers in the field. Communication and collaboration with local P-12 schools and districts occurs on an ongoing basis through interaction between University faculty supervisors and school site personnel. Twice each year, the UCSD Professional Education Programs Advisory Council, composed of alumni, cooperating (mentor) teachers, and employers meets to advise EDS on district policy and to inform program design and evaluation. The DTE also maintains regular contact with regional P-12 personnel and serves on several site and district advisory panels. EDS maintains student teaching and intern agreements with local districts and sites across the County where candidates are placed, including the UCSD-affiliated Preuss School. Currently, the San Diego Unified School District and Sweetwater Union High School Districts employ UCSD SS intern teachers.

The MS/SS Credential Programs are designed to prepare candidates who are socially responsive, culturally knowledgeable, and champions for equity. UCSD candidates appear eager to provide the best possible learning environment for their students. Candidates are placed into classrooms early in their program. Classroom experiences are woven throughout courses and are used to connect theory with experience. The programs have strong support of the institution as well as from the leadership of EDS. The faculty report that they enjoy a collegial relationship within the department. Faculty and leadership review and revise courses, exchange ideas and provide peer reviews. New faculty are given a quarter with reduced teaching responsibilities in order to observe fellow faculty and become familiar with the teaching models and instruction.

Candidates report that they attend rigorous courses sequenced in a manner that best supports learning. Each course is designed to build upon prior knowledge and support advanced thinking and learning. Candidates proudly state how hard they worked and how thankful they are for the quality and rigor of the program. Numerous UCSD candidates reported that they felt much more prepared than others in the field. One candidate reflected upon the richness of his experiences. He valued the differences of the faculty, the range of different concepts and finalized by saying, "It's all about the students and your effectiveness." He shared that the very deliberate research-based pedagogy and inquiry provided him with a firm foundation upon which to begin his teaching career. Many reported having a strong foundation in differentiating instruction and how valuable that is in the classroom. Numerous candidates shared that the faculty were "awesome" and responsive. Faculty created safe learning environments in which students freely shared and put themselves "out there."

Site administrators and cooperating teachers indicated that they found UCSD candidates to be well prepared. Specifically, they stated that the candidates were champions of social justice, understood the need to be versed not only in cultural understanding, but connect that understanding to the community. Additionally they shared that they come not only ready to apply knowledge but to also receive input and reflections on how to improve their teaching. They arrive knowing a great deal about best practices, innovative practices and differentiated instruction and easily write complete lesson plans. They are highly organized, grounded in pedagogy, clear on assignments and eager to learn. Administrators find them to use reflection as a natural process.

Course of Study
The Preliminary MS/SS Credential Program is embedded in the Master Degree in Education. The coursework taken by MS Candidates includes instruction provided by the University-based Supervisor, who also is their fieldwork/student teaching supervisor. All coursework is taken over three quarters and is taken in concert with the three quarters of student teaching. During the first quarter, candidates take 6 courses; coinciding with methods coursework. They also complete 4 to 6 hours of fieldwork during the first 7 weeks and full-time practicum fieldwork for the final three weeks. During the winter quarter, candidates take three courses; they continue fieldwork in the same classroom as in the fall for 4 to 6 hours per week for the first five weeks followed by full-time daily student teaching for the final five weeks of the quarter. During the spring quarter, candidates take four courses while completing fieldwork. The first assignment of four weeks is 4 to 6 hours a week, while the second assignment entails completing 7 weeks of full-time daily student teaching.

Single subject candidates complete pre-professional foundation requirements as undergraduates or graduate students in the academic year prior to the professional preparation preservice component. Candidates may substitute a service learning practicum course for other courses. All Single Subject Candidates who complete the preservice component are eligible for internships. Those who are not placed in an internship position are placed as student teachers in secondary classrooms for a full academic year.

Assessment of Candidates

During the 2011-2012 Academic Year (AY), EDS began implementation of the Teacher Education Integrated Information System (TEIIS) developed by UC Irvine to manage candidate assessment and program evaluation data. MS/SS candidate assessments in each program are used to monitor candidate progress as verified by instructors, university faculty supervisors and district-employed supervisors, including cooperating (mentor) teachers and support providers. This process ensures that candidates receive necessary support over the course of the program and that each candidate recommended for a credential has met all requirements. In addition, faculty retreats provide a time to review and reflect upon assessment results.

Student Affairs staff inform candidates of all program requirements during mandatory orientations at the beginning of each program. All expectations are detailed in program and administrative handbooks provided at orientation and available on the EDS website. For each clinical placement, the candidate is assigned a university supervisor responsible for meeting with them on an ongoing basis both to ensure understanding of requirements and to review progress and performance. University supervisors conduct individual summative evaluation conferences with candidates assigned to them at the end of the placement. Candidates who require remediation on the Teaching Performance Assessment meet with the DTE, who provides information about areas needing improvement and works with program faculty to plan for remediation. During spring quarter, candidates receive an *Exit Handbook* and each candidate meets with the Credential Analyst for an exit conference. At that time, the EDS Credential Checklist and other supporting documents are reviewed. The individual candidate files contain documentation of the completion of all legal requirements, and are reviewed by the Credential Analyst and DTE prior to recommendation for a credential.

A primary change in the past two years has been participation by SS candidates in the Expanded California edTPA Pilot.

Findings on Standards:
After a review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met** for the Multiple Subject and Single Subject Program.

Preliminary Education Specialist: Deaf and Hard-of-Hearing Credential Program

Program Design
The current Preliminary Education Specialist: Deaf and Hard-of-Hearing (DHH) program is a two-year program of study following the completion of five foundation courses. Upon completion of the program, candidates qualify for the Education Specialist: DHH teaching credential, the Multiple Subject teaching credential, a Bilingual Authorization in ASL, and a Master of Arts degree in Teaching and Learning; ASL-English Deaf Education (MA-ASL). The entire MA-ASL program of study consists of all the required courses for the Multiple Subject credential program, the Bilingual Authorization program, and courses related to the Specialist standards.

During the first year of the program, candidates for the Education Specialist: DHH credential program attend all professional preparation courses for the Multiple Subject credential with the larger MS cohort. Faculty who serve as instructors and student teaching supervisors for the MS and Education Specialist: DHH program work collaboratively to plan and deliver instructional methods and student teaching seminars, ensuring that the full range of delivery options are represented. The EDS Director of Teacher Education provides oversight for all credential programs under the direction of the Chair of the Department, and collaborates with the Coordinator of the MA-ASL Program to ensure alignment across courses and fieldwork experiences.

There is excellent communication within the credential program and the University as reported by relevant faculty, field supervisors, credential candidates, and completers interviewed during the site visit. Formal and informal mechanisms are in place to facilitate frequent and collegial communications for the benefit of candidates. All stakeholders reported that the structure of the coursework and fieldwork is outstanding with a strong connection between ASL course content, readings, activities and readiness for field placements; this was also noted in syllabi and candidate field evaluations. Candidates and completers cited that they were able to implement ASL methods and strategies taught in coursework immediately upon entering the classroom. Site field supervisors consistently used the phrases "ready to teach" and "well-prepared" to describe those candidates. Stakeholders, to a person, remarked that it is one of the best designed ASL-focused teacher preparation program in the nation.

The population of students with hearing loss that would be served by the credential authorization includes a significant number, birth to age 22, who learn spoken language exclusively through listening, and who may not be users of ASL. This is particularly true for those who use current hearing technologies to learn spoken language exclusively. The program design did not include substantive coursework or fieldwork to target this population. Knowledge of service delivery models in general education for this population is not in evidence.

Course of Study
To advance into the professional preparation phase of the program, candidates are required to take five prerequisite foundations courses including a two-quarter pre-professional field experience. Candidates, therefore, enter the professional phase of the program with significant

classroom experience. Prospective candidates may complete the foundational courses either as undergraduates at UCSD or as graduate students during an intensive course of study during summer session. Thus, the program provides points of entry for undergraduates from the local region as well as for graduate students from across the country.

The program requires 25 weeks of supervised student teaching completed concurrently with methods courses. This is designed to give students the time and opportunity to master two sets of practices (multiple subject, bilingual (ASL) and deaf education) as well as to become competent in the use of technology and assessment. In addition, student teaching is required in a variety of classrooms including local public school classes and state residential school classes. This feature of the program ensures extensive field preparation for graduates to the point that many employers have remarked that as first-year teachers, program graduates seem to perform more like second-year teachers.

Due to the numerous and excellent ASL field placements in elementary, middle and high schools throughout the local community and at Schools for the Deaf in other states, all stakeholders agreed that candidates received abundant opportunities to demonstrate effective teaching practices for English learners and ASL students who are deaf and hard-of-hearing. The Program Coordinator communicates frequently and immediately between the program and candidates, site administrators, and field supervisors wherever they are located to assure appropriate implementation of program coursework and fieldwork. Employers and field supervisors independently reported to site reviewers that the Program Coordinator built community partnerships that were long-standing and effective. Program candidates and completers reported that during elementary, middle and high school field placements field supervisors modeled the strategies and instruction taught in program coursework. Candidates and completers also stated that on-site supervision and supports were provided in a positive manner, encouraging them to reflect upon and improve their own teaching over time. The improvement was well-documented in candidate teaching evaluations. Program leaders meet twice a year with an Advisory Council to provide input and collaborate on ways to support candidates.

The credential authorization requires candidates to demonstrate the knowledge and skills to educate students with hearing loss ranging in age from birth to 22 years. Based on a review of documents, coursework and fieldwork and interviews with candidates and completers; no evidence could be found that coursework and fieldwork in parent-infant education (birth to three years) and preschool education (three to five years) are addressed in the program. Reviewers could not find inclusion of transition planning across the lifespan via IFSPs and ITPs.

Candidate Competence
Candidates demonstrate a level of proficiency in American Sign Language equivalent to the Advanced Level defined by the American Council on the Teaching of Foreign Languages (ACTFL) as assessed on the EDS Rubric for Assessment of Language Competence (ASL and Spanish). Applicants submit a DVD/video ASL sample, which provides an entry-level assessment. Candidate language competence in ASL is also assessed using the Rubric in the education specialist methods and MA courses as well as in fieldwork to ensure that each candidate meets expectations for ACTFL advanced level proficiency prior to recommendation

for the Education Specialist: DHH credential and Bilingual Authorization in ASL. Candidate language proficiency is assessed by program faculty and cooperating teachers who are proficient signers, and who provide diagnostic, formative and summative feedback to candidates. Thus, the program ensures that candidates are able to provide instruction that assists students in developing higher-order cognitive and academic linguistic and literacy skills in both ASL and English.

Candidates demonstrate pedagogical skills and professional dispositions during the first year of the program through a variety of assessments as they complete requirements for the Multiple Subject credential, including assignments related to the Performance Assessment for California Teachers (PACT), such as the Content Area Tasks (CATs) embedded in the core instructional methods sequence. They receive formative and summative evaluations of their field performance aligned to the California Teaching Performance Expectations (TPEs). A number of embedded assessments throughout the ASL-English Bilingual Instructional Practices sequence provide opportunities for candidates to learn and demonstrate understanding related to the Program Standards and TPEs (Multiple Subject and Education Specialist) as well as the Bilingual Authorization Program Standards. Examples of these embedded assessments include the Bilingual Content Area Task, the Individual Student Profiles Assignments, and the Assessment and Documentation of IEP Goals Assignment.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that all program standards are met with the exception of Education Specialist Standards 1 and 8, and DHH Standard 7 as follows:

Education Specialist
Standard 1: Program Design, Rationale and Coordination   **Not Met**
While interviews with stakeholders consistently indicated the program provides coordination of ASL practices, all credential holders are expected to be able to provide services to California students who are deaf and hard of hearing, including the increasing numbers of students who use today's hearing technologies and those students who learn spoken language(s) through listening. Reviewers did not find *"a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential",* many of whom are placed in a variety of educational settings.

Standard 8: Participating in IFSP (Individual Family Service Plan)/IEPs and Post-Secondary Transition Planning   **Not Met**
Reviewers found no structured opportunities in the program for candidates to participate in IFSP planning and transitions as required by Standard 8: *"The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the* **IFSP***/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate* **IFSP***/IEP/transition planning goals*

*based on standards and following all legal requirements of the **IFSP**/IEP/transition planning process."*

DHH Specific Standards

Standard 7: Early Childhood Intervention and Education   **Not Met**

Candidates are presented with readings regarding the importance of early language development and caregiver-child interactions during coursework, however, reviewers found no opportunity for the demonstration during coursework or fieldwork of skills regarding early childhood intervention and education as specified in the standard. *"Each candidate demonstrates knowledge, skills, and attitudes necessary for collaborating effectively on a multi-disciplinary educational team to provide assessments, planning, and implementation strategies for an appropriate intervention and education program for children birth to age 5 who are deaf or hard-of-hearing, including those who are deaf-blind and/or those with additional disabilities, and their families, with particular focus on the development of language, cognitive, and social skills."* This is particularly true for opportunities to observe and interact with parents and infants who have been newly diagnosed.

General Education MS/SS Clear Credential Program

Program Design

The UCSD Clear Credential program is the result of a collaborative design effort by administrators and teaching faculty involved in credentialing at UCSD, in partnership with instructors/faculty serving in preliminary credential programs; clear credential program alumni; practicing teachers; and former/current induction supervisors and coordinators. The Director of the UnEx, Education Department (Director) and program representatives/credential analysts, who comprise the Education Department staff, undertake the day to day administration of the UCSD Clear Credential program. Part-time clear credential instructors have been charged with the development, delivery and sequencing of program coursework, in consultation with the Director and staff and a Clear Credential Program Advisory Board. According to documentation and interviews with the Director, instructors and program advisory board members meet regularly to ensure effective and efficient operation of the clear credential program. An example of how the program has been informed by the Advisory Board is the addition of a Longitudinal Signature assignment that showcases the candidate's strengths and interests throughout the program.

The program provides candidates with numerous professional development opportunities and occasions for planning, teaching and reflecting, to work effectively within the PK-12 school environment. The program's structure features a uniquely sequenced set of seven courses (24 quarter units) complemented by an Individualized Planned Course of Study (IPCS) assignment (longitudinal, Capstone project) which candidates report starting in their early coursework and adding pieces in each additional course. The Capstone Project focuses on candidates' preferred area of interest and requires a research component. Multiple examples of the candidates' Capstone Projects reviewed by the team demonstrated a wide range of interest and indicated that the program was exceptionally responsive to candidates' preferences.

Field work assignments offer a contextually grounded experience for candidates and feature mentoring from a site-based colleague who is usually selected by the candidate. Candidates report that their mentors typically teach at the same grade level and in the same content area, but this is not true in all cases. Some mentors are site administrators and others teach at schools other than that of the candidate. Occasionally site based mentors teach in other content areas or have totally different assignments, i.e., one candidate was supported by a librarian.

Systematic formative assessment components are embedded in the program, as evidenced by candidates who reported having the opportunity to review the California Standards for the Teaching Profession with their mentor and reflect on each standard as it relates to their individual practice. In consultation with university and site-based mentors and instructors, every candidate in the program must develop a portfolio of artifacts that demonstrate the requisite knowledge, skills and abilities required to ensure candidate competence in the clear credential program. Artifacts from each class are included in the Portfolio, as well as the Capstone Project. Some candidates asked for more clarification at the beginning of the program, concerning the requirements of the artifacts to be included in the Portfolio. However, documentation in the initial orientation included a sample list of artifacts that could be part of the portfolio. At present, all instructors do tell candidates to "keep everything," as they will be putting together a portfolio to demonstrate candidate competence.

The Director and program instructors work in collaboration with the University, school districts, local education agencies, and state agencies, frequently serving on committees and advisory boards. According to the Director and program representatives/credential analysts, anecdotal conversations with Education Department staff and instructors take place at school sites, as well as at the University. These critical conversations provide uniquely tailored programs, designed in collaboration, to meet the needs of each constituent group served by UnEx. Many candidates and completers reported the ease in which they entered the program and worked through each course, commenting on the outstanding advisement and monitoring of their program needs, by the Director and Program Representatives.

Course of Study
The Clear Credential Program at UnEx consists of seven courses totaling 24 quarter units[1]. The course of study and required sequence of coursework focuses on the Clear Credential Program Standards, which highlight pedagogy, working with diverse populations and equity and inclusion for all students. Candidates reported that the Special Populations and English Learner courses were the highlight of the program, one completer commented that the English Learner course was the "Crown Jewel" of the program. Embedded in the coursework is the focus on candidate self-assessment using the California Standards for the Teaching Profession. Former State Academic Content Standards are currently being replaced with the new Common Core State Standards, per conversations with the Director, site-based mentors and candidates. The instructors reported that they are embedding Common Core State Standards in the coursework, while the candidates reported that they are designing and implementing lesson plans based on Common Core.

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[1] Certain candidates may have to complete additional requirements per the terms of their preliminary credentials (such as CPR; Reading Process; US Constitution; among others).

The coursework is intended to be taken sequentially, as specified in the Course of Study. However, the institution works with candidates if they are experiencing hardships and will allow them to delay taking a course, if necessary, as reported by candidates and the Director of UnEx. As designed, candidates should be able to complete the clear credential program in one academic year.

The Clear Credential Program is online and cohort driven to provide a sense of cohesion and support as candidates progress through the program. The cohort model provides candidates with opportunities to engage in ongoing discourse around teaching and learning as well as opportunities for peer-to-peer sharing and networking. Many candidates reported that the online model was highly preferable because it fit into their teaching schedule. They also reported that the cohort model was helpful because they were able to respond to each other on content specific topics provided by the instructor. They expressed that the cohort provided emotional support so that they felt, "they were not the only one" experiencing an issue in their classroom.

Site-based mentors complete several observations in the candidates' classrooms and provide helpful feedback. Candidates specified, overall, that their site mentor was extremely helpful in providing feedback and sharing effective strategies for improved instruction in their classroom. Mentors work with candidates to access resources and cultivate collaboration at the school site and, perhaps most importantly, demonstrate excellence in teaching practice using a variety of methods and tools. Almost all mentors reported modeling instruction for candidates, as well as providing multiple opportunities for collaborating and coaching. The pairing between most site-based mentors and candidates proved to be highly effective. However, if there was a mismatch between the mentor and the candidate, the Director or the program representatives reported reassigning the candidate to a new mentor.

Candidate Competence

Prior to recommending each candidate for the Clear Credential, the Director and program representatives evaluate each candidate to ensure that s/he has met all criteria for the clear credential. Documentation of candidate performance and verification that each candidate has met all requirements for recommendation is provided by instructors, the credential analysts, and administrative staff responsible for assessing candidate performance. Candidates are assessed using formative and summative assessments that are embedded throughout the coursework.

At the orientation session, candidates are informed of the expectations of the program. During each consecutive course, candidates reported receiving a high degree of support from the instructors as they completed formative assessment tasks that prepared them for the capstone and portfolio projects. Throughout the academic year, candidates reported saving all artifacts. This collection of work from each course, the fieldwork, and the program provided candidates a choice in what to include in their portfolio. These artifacts, when presented in the context of a holistic portfolio, served as documentable evidence of knowledge, skills and abilities acquired during the clear credential program.

Through the guidance and coaching of their peers, University- and site-based mentor, instructors and the Program Director, candidates had multiple ways of receiving feedback on their work as

they progressed through the clear credential program. The capstone project and the portfolio, as reported by all constituents, provided candidates with the opportunity to map their progress; to showcase accomplishments; and to reflect upon what they learned and experienced during their engagement in the program.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all Program Standards for the General Education MS/SS Clear Credential Program are **Met.**

Bilingual Authorization Program
(Spanish, Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Vietnamese and ASL)

Program Design
The Bilingual Authorization (BLA) Program at UCSD, housed in the Department of Education Studies (EDS), is designed to prepare teachers to foster biliteracy and bilingualism for the many English learners of varied socio-economic, ethnic and cultural backgrounds in San Diego County, as well as bilingualism in ASL and English for deaf and hard of hearing students. Candidates learn to provide rigorous, engaging instruction in the language of emphasis and English that promotes development of 21st century skills for P-12 students as a foundation for their full participation in post-secondary education and a range of life opportunities. The program also prepares BLA candidates to offer instruction in a second language to English-speaking students within dual language or foreign-language immersion programs. Across all of these settings, building teacher capacity to promote cross-cultural and intercultural knowledge and understanding, as well as P-12 students' skills and dispositions to negotiate multiple languages and cultures, serves the goals of social justice and development of an educated citizenry. Site administrators reported that candidates are very well prepared, grounded in culture and community, and quick to immerse in the culture and school community in which they are assigned. Cooperating teachers spoke highly of the commitment of the candidates. Site administrators further stated that they place a high priority on interviewing UCSD candidates for openings at their schools.

EDS has extensive experience in the preparation of bilingual teachers, having offered a bilingual-cross-cultural program emphasis in Spanish for over thirty years and an Experimental Credential Program in ASL-English BLA approved by CCTC in 1996. The current UCSD BLA Program in Spanish, Asian and Middle-Eastern Languages (Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin and Vietnamese) began implementation during the 2011-12 academic year. A Bilingual Authorization in American Sign Language (ASL) was approved by CCTC in January 2012, and UCSD began implementation of the BLA-ASL in AY 2012-13.

The EDS Director of Teacher Education (DTE) provides oversight of all Preliminary Credential/M.Ed. Programs as well as the BLA Program under the direction of the Chair of the Department of Education Studies. The DTE collaborates with the EDS Graduate Coordinator and

the Coordinator of the Master of Arts in ASL-English BLA Program (MA-ASL) to provide leadership for the program. The DTE also works closely with the Student Affairs Manager and Credential Analyst to ensure effective implementation of the BLA program.

The EDS has long-standing partnerships with local school districts serving large numbers of English learners, as well as with regional, state and national programs serving deaf and hard of hearing students. In addition to the collaborative relationships developed within these networks, stakeholder input is provided through the UCSD Education Programs Advisory Board, which includes superintendents, principals, human resource officers and cooperating teachers who have experience with UCSD BLA candidates and graduates, as well as alumni of the previous UCSD BCLAD programs.   Site administrators indicated that they found the EDS Director and program leadership as well as faculty highly invested in the local school sites and education of the children. Candidates from UCSD are sought for openings at local school sites. Student teaching supervisors are frequent visitors to school sites offering their support.

The program is delivered in a concurrent model in which candidates complete BLA requirements in the Context of Bilingual Education and Bilingualism (Program Standard 3), Bilingual Methodology (Program Standard 4) and elements of Culture of Emphasis (Program Standard 5) while completing requirements for Preliminary Teaching Credentials and advanced degrees (MEd or MA). Candidates for the BLA in Spanish, Asian & Middle-Eastern Languages concurrently complete requirements for a Preliminary MS or SS credential with an M.Ed. degree. Candidates for the BLA-ASL complete requirements for a Preliminary MS credential during the first year of the two-year credential/MA program in ASL-English Bilingual Education (MA-ASL) in which they also complete requirements for a Preliminary Education Specialist: Deaf and Hard-of-Hearing (DHH) credential during year two.   The first Filipino BLA candidate is near completion of his program. He reported a very rich experience within his program at UCSD. He reflected upon the high quality of the faculty and the high expectations of the programs. He felt supported and informed at each step of his program.

BLA candidates in Spanish, Asian and Middle-Eastern Languages may combine coursework and the CSET: LOTE V exam to complete requirements for competence in the Culture of Emphasis (Program Standard 5). Candidates for the BLA in American Sign Language complete requirements for Program Standard 5 through completion of the MA-ASL Course of Study. Candidates for the BLA in ASL or Spanish may complete requirements for Language Competence through Program Language Assessment. Candidates in Asian and Middle-Eastern Languages complete Language Competence requirements through passing the appropriate CSET: LOTE Exam II or III.

Course of Study
Once admitted to a Preliminary Teaching Credential Program with advanced degree, candidates enter programs that are built on a cohort approach: All MS candidates, including those pursuing the concurrent BLA and those in the two-year MA-ASL program, attend methods, student teaching seminars, and other credential coursework, as a single cohort group. SS candidates form a cohort for foundations, field seminars and credential coursework, with separate methods

course sections by content areas. Thus, the BLA programs are integrated as a pathway within the foundations and credential coursework. BLA candidates take additional methods courses during the professional preparation sequence in which they focus on bilingual pedagogy and the languages and cultures of emphasis: *ASL-English Bilingual Education Practices* for ASL, which also includes competencies for the Education Specialist: DHH credential; or *Bilingual Instructional Practices* for Spanish, Asian and Middle-Eastern Languages. Because the BLA requirements are integrated within Preliminary MS/SS and Education Specialist: DHH professional preparation, some courses required for the preliminary teaching credential also provide knowledge, skills and abilities for the BLA, including *Equitable Educational Research and Practices* Core foundation courses for the Bilingual Authorization include *Language, Culture and Education* and *History, Politics and Theory of Bilingual Education* Both of these foundational courses may be taken prior to admission to the MS and SS/MEd or MA-ASL credential programs.

All candidates complete co-requisite field experiences with English learners concurrently with BLA professional preparation coursework. Whenever possible, they have placements in bilingual program classrooms or in settings where students or families speak the language of emphasis. Candidates interviewed reported a close community within the students, with high support of each other and relationships with faculty that promoted success and confidence. Repeatedly, candidates reported that they felt well prepared while also sharing about the rigor of the program. Candidates reflect considerable investment in the success of their students. Additionally they embrace the cultures found at the school sites and the local community around the school.

Assessment of Candidates
Candidate competence in the *Context of Bilingual Education, Bilingualism,* and *Bilingual Methodology,* as well as elements of the *Culture of Language of Emphasis*, is assessed throughout program coursework and signature assignments aligned to the BLA Program Standards. Candidates for the BLA in ASL or Spanish may complete requirements for language competence through program language assessment, coursework and signature assignments.

Candidates learn about options for completing BLA requirements for bilingual methodology and the culture and language of emphasis when applying to an EDS Preliminary Teaching Credential Program and then meet with Student Affairs Staff for individual advising during program orientations. They receive feedback from course instructors and fieldwork supervisors on coursework and Signature Assignments aligned to Program Standards during the program. The DTE oversees the summative verification of candidate competence for all credential programs as well as for the Bilingual Authorization, with the assistance of the Credential Analyst. The leadership of EDS reported in interviews that if a candidate enters the program with fluency that is not quite at the level expected, the candidate must raise the level of fluency while completing the program. Those who do not meet the expected fluency are not recommended for the BLA.

BLA candidates meet for an Exit Conference with the Credential Analyst. Any candidates who are missing any part of the BLA requirements upon completion of the preliminary teaching credential program have the option to a) pass the appropriate CSET: LOTE exam(s) in lieu of coursework and program assessment; or b) re-take the appropriate CSET: LOTE exam(s) not passed prior to or during the program. All BLA requirements must be completed within five

years of recommendation for a Preliminary MS, SS or Education Specialist: DHH credential through the UCSD Education Studies Department.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met.**

Crosscultural Language and Academic Development (CLAD) Certificate
California Teachers of English Learners (CTEL) Program

Program Design
The UCSD CTEL program for candidates seeking a CLAD certificate is offered fully online by the Education Department at UCSD UnEx; the program is dedicated to preparing PK-12 educators to address the diverse linguistic and cultural needs of English Learners in California. Candidates are provided with in-depth knowledge of current research and proven practice in the specialized instruction of English language development (ELD). Moreover, the CTEL program enables candidates to undertake specially designed academic instruction in English (SDAIE) in addition to other strategies designed to assist English learners in achieving the objectives in the California Reading/Language Arts Standards and Content Area Frameworks.

Day to day administration of the program is undertaken by the Director of the Education Department at UnEx (Director) and program representatives/credential analysts who comprise the department staff at UnEx. Part-time clear credential instructors have been charged with development, delivery and sequencing of program coursework, in consultation with the Director and staff and a CTEL Program Advisory Board. Interviews with the Director and program representatives clearly demonstrated that the UnEx staff assists candidates from the application process through the recommendation process. Each program representative is also a credential analyst and is prepared to assist, advise, and support students with issues in regards to the program as well as the recommendation process.

The program, its instructors and component coursework are approved by the Department's campus sponsor, the UCSD Education Studies Department. The Education Department and Student Services Department at UnEx manage and maintain all candidate records.

The six-course program covers the three domains of CTEL and was developed in collaboration with education departments at UCLA Extension and UC Riverside Extension to enable candidates to transfer work between the three institutions. The online curriculum is sequenced in a manner that offers candidates the opportunity to master basic concepts and to move forward to more advanced areas of study. Fieldwork is embedded within each course. Interviews with candidates and completers showed that field experiences embedded within the courses matched course content and was relevant in the field. Candidates and completers expressed satisfaction at the flexibility of course assignments to match their grade level, and/or content area in order to make the assignment more relevant to their teaching.

The Department staff and instructors meet in person yearly at a summer faculty meeting to ensure effective and efficient operation of the CTEL program. Throughout the school year, the department staff and instructors communicate with each other regularly to ensure continuity within the program.

The program provides opportunities for stakeholder input, including participation in the program's advisory board, anecdotal conversations with Education Department staff and instructors, interaction with Department and school site personnel; and findings from a formal evaluation of the courses.

The current CTEL program was approved by the Commission in 2007. No significant changes to the program have occurred since the date of approval.

Course of Study
The CTEL Program at UC San Diego Extension consists of six courses totaling 18 quarter units. Candidates and completers reported being highly satisfied with the course content. Many expressed that their knowledge in regards to the teaching of English learners was deepened due to the knowledge acquired in the program courses. Candidates and completers were highly satisfied with the rigor of the courses, in addition, they stated that the course content was relevant in their teaching contexts and that they were able to implement strategies in their own classrooms immediately. Along with learning from their instructors, candidates and completers stated that they learned from their peers as well via the discussion board threads.

Candidate Competence
The CTEL Program employs a process for the assessment of candidates during coursework and following candidates' recommendation to the Commission. Candidates are assessed through the use of both formative and summative assessments embedded throughout the program. Candidates and completers expressed satisfaction with the feedback they received from instructors in relation to their progress toward meeting the learning outcomes for each course.

The CTEL portfolio is the culminating project in the program. Candidates collect exemplary work from each course. These artifacts, when presented in the context of a holistic portfolio, serve as documentable evidence of knowledge, skills and abilities acquired during the CTEL program. The culminating portfolio provides candidates with a unique opportunity to map their progress, to showcase accomplishments, and to reflect upon what they have learned and experienced during their tenure in the program. Although some candidates and completers expressed a lack of information in regards to the requirements of the portfolio from the onset of the program, the majority of candidates and completers reported that the portfolio allowed them the opportunity to reflect on their learning across courses.

Prior to recommending each candidate for the CLAD Certificate, the Director and program representatives evaluate each candidate to ensure that s/he has met all criteria for the CLAD Certificate. Documentation of candidate performance, and verification that each candidate has

met all requirements for recommendation, is provided by all instructors, program coordinators, and administrative staff responsible for assessing candidate performance.

Employers, candidates and completers reported that the process of recommendation was quick and smooth commending the UnEx staff for being very responsive and knowledgeable in processing the recommendation.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met.**

Reading and Literacy (Added Authorization Program)

Program Design
The UC San Diego Reading and Literacy Added Authorization (RLAA) Program is the end result of a collaborative redesign effort by administrators and teaching faculty involved in credentialing at UCSD, in partnership with instructors/faculty serving in preliminary credential programs; certificate program alumni; practicing reading teachers; and former/current reading instructors, candidates and certificate holders. Approved initially via a transition plan in 2012, the program is offered online to provide broader opportunities for participation, including candidates from remote and impacted areas. The program offers an appropriate level of academic rigor while appreciating the dynamic complexity of the teaching endeavor in California, integrating best practices to address program standards.

Day-to-day administration of the program is undertaken by the Director of the Education Department at Extension (UnEx) and program representatives/credential analysts who comprise the Education Department staff at UnEx. The RLAA program, its instructors and component coursework are approved by the Department's academic sponsor, the UCSD Education Studies Department. The Education Department and Student Services Department at UnEx manage and assure the security of all candidate records.

The Department staff and instructors meet in person yearly at a summer faculty meeting to ensure effective and efficient operation of the program. The program budget is determined and allocated collaboratively by the Director and senior administrators at UnEx based on data collected throughout the year.

The UnEx RLAA program consists of six online courses totaling 21 quarter units and offered multiple times throughout the academic year. The program is purposefully designed to provide candidates with multiple occasions to engage in a structured and increasingly sophisticated ongoing discourse around literacy including reflective practice, continuing opportunities for peer-to-peer learning and sharing, networking, and an increasing sense of cohesion and support as they progress through the program. Candidates should be able to complete the RLAA in one academic year.

The program provides opportunities for stakeholder input and feedback including participation in the program's advisory board, anecdotal conversations with Education Department staff and instructors, and interaction with Department and school site personnel. Program evaluation includes findings from a formal evaluation of the program and its courses. Interviews with course instructors confirmed that instructors are actively involved with course development.

Because this program was initially approved via transition plan in 2012, modifications have not occurred.

Course of Study
The RLAA program at UnEx consists of six online courses totaling 21 quarter units offered multiple times throughout the academic year. Candidates expressed satisfaction with course sequence and course content stating the course content was research-based and rigorous. Candidates shared that course content was applicable to their day-to-day teaching indicating a strong relationship of theory to practice. Overall candidates were satisfied with the program and course of study. Candidates expressed a high correlation of coursework with fieldwork, however it was also noted that completing fieldwork in the summer months was challenging as schools are typically out of session.

Candidates and completers reported that instructors were highly knowledgeable of their course content and were readily available to answer questions in a timely manner. Candidates and completers also supported the online format of the program stating that they appreciated feedback from the instructor and their peers via the discussion board threads.

Candidate Competence
The program employs a systematic process for the assessment of candidates during coursework and prior to their recommendation to the California Commission on Teacher Credentialing.

Candidates receive ongoing feedback on progress from multiple sources, including peers, teaching faculty, program staff, credential counselors and the Director. Candidates reported receiving timely and effective feedback from instructors across courses. The culminating portfolio provides candidates with a unique mechanism to showcase accomplishments and to synergistically reflect upon what they have learned and experienced during their tenure in the program. Although the majority of candidates stated that the culminating portfolio allowed them to reflect on their learning, some reported that the objective and requirements of the portfolio were not clear from the onset of the program.

Prior to recommending each candidate for the RLAA, the Department Director and Program Directors evaluate each candidate to ensure that s/he has met all criteria for the authorization. Documentation of candidate performance and verification that each candidate has met all requirements for recommendation is provided to and reviewed by all instructors, the program coordinators, and administrative staff responsible for assessing candidate performance.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.