Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

University of California, Los Angeles
Professional Services Division
March 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of California, Los Angeles**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple/Single Subject	6	6		
Preliminary Administrative Services w/ Intern	9	9		
Preliminary Pupil Personnel Services: School Social Work, Child Welfare and Attendance	5	5		
Specialist Teaching California Teachers of English Learners (CTEL)	10	10		
Specialist Teaching Bilingual Authorization: Mandarin, Spanish	6	6		
Teacher Induction	6	6		

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 Documentation and Evidence
- 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, Los Angeles**
Dates of Visit: **January 31 - February 3, 2021**
Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 2012	Accreditation with Stipulations
June 2013	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team 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:

Preconditions

All preconditions have been determined to be **aligned**.

Program Standards

All program standards were **met** for the following credential programs:

Preliminary Multiple/Single Subject,
Preliminary Administrative Services w/ Intern,
Preliminary Pupil Personnel Services: Child Welfare and Attendance, School Social Work
Specialist Teaching California Teacher of English Learners (CTEL),
Specialist Teaching Bilingual Authorization (BILA): Mandarin, Spanish
Teacher Induction

Common Standards

All common standards were **met**.

<u>Overall Recommendation</u>

The team completed a thorough review of program documentation, the accreditation website, evidence provided at the site visit, additional information provided by program administration and faculty, as well as interviews with candidates, program completers, faculty, administrators, employers, district-employed supervisors, institutional administration, and other staff. The team unanimously recommends an accreditation status of **Accreditation**.

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- University of California, Los Angeles be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of California, Los Angeles 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.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

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Preliminary Multiple Subject
Preliminary Single Subject
Preliminary Administrative Services w/ Intern
Preliminary Pupil Personnel Services: Child Welfare and Attendance
Preliminary Pupil Personnel Services: School Social Work
Specialist Teaching California Teachers of English Learners (CTEL)
Specialist Teaching Bilingual Authorization: Mandarin
Specialist Teaching Bilingual Authorization: Spanish
Teacher Induction

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Documents Reviewed

Common Standards Submission	Unit and Program Data with Analyses
Program Review Submission	Assessment Materials
Common Standards Addendum	Candidate Handbooks
Program Review Addendum	Survey Results
Course Syllabi and Course of Study	Performance Expectation Materials
Candidate Advisement Materials	Precondition Responses
Accreditation Website	TPA Results and Analyses
Faculty Vitae	Examination Results
Candidate Files	Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	78
Completers	72
Employers	34
Institutional Administration	41
Program Coordinators	8
Faculty	48
TPA Coordinator	3
Field Supervisors – Program	36
Field Supervisors – District	45
Credential Analysts and Staff	4
Advisory Board Members	33
Assessment Committee	3
TOTAL	406

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The University of California, Los Angeles (UCLA) is located in the Westwood area of Los Angeles, California and is firmly rooted in its land-grant mission of education, research, and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration, and staff. First opened in 1919, UC "Southern Branch" offered two-year undergraduate teacher-training programs. The Westwood campus opened ten years later with 5,500 students. Today, approximately 31,500 undergraduate and 14,500 graduate students are enrolled in UCLA's wide ranging degree programs. Of the total graduate enrollment, 32% identify as White, 26% International, 19% as Asian/Pacific Islander, 12% as Hispanic, 3% as Black/African American, less than 1% as American Indian/Alaskan, 4% two or more races, and 4% unknown.

Discovery, creativity, and innovation are hallmarks of UCLA. As one of the world's great research universities, UCLA is committed to ensuring excellence across a wide range of disciplines, professions, and arts while also encouraging investigation across disciplinary boundaries. In so doing, UCLA advances knowledge, addresses pressing societal needs, and creates a university enriched by diverse perspectives where all individuals can flourish.

Education Unit

The UCLA CTC Accredited Professional Educator Programs (UCAP) unit promotes a shared vision across educator preparation programs: advocating for social justice, building an ethic of caring, fostering individual responsibility, and committing to underserved communities. The credential programs in the UCAP unit pursue educational reform with a fundamental commitment to a just and caring society. Accredited preparation programs are housed in the Luskin School of Public Affairs, the Graduate School of Education & Information Studies (GSEIS), and UCLA Extension. There are currently 387 students enrolled across the credential programs. Candidates are supported by 54 full-time faculty and 73 additional lecturers, field supervisors, and instructors.

Center X, within GSEIS, houses two educator preparation programs. The first, the Teacher Education Program (TEP), offers a 1-year cohort model specializing in urban teacher education that prepares candidates to have the commitment, capacity, and resilience to promote social justice, caring, and instructional equity in low income, urban schools. Multiple and Single Subject credential candidates work with student populations traditionally underserved by high quality education programs, especially those students who are racially, culturally, and linguistically diverse. After earning their credential, candidates participate in a second year during which they are full-time teachers in urban schools. Additionally, the Bilingual Authorizations in Spanish and Mandarin can be earned concurrently. Center X's second program, the Principal Leadership Institute (PLI), is a rigorous 14-month program with an intern option that trains and supports a diverse group of individuals committed to the principles of academic excellence, equity, and integrity as a way to maximize achievement and

opportunity for students in urban schools. As an integrated program, candidates earn the Master's degree and Preliminary Administrative Services Credential.

The Department of Social Welfare offers the Pupil Personnel Services credential with specializations in School Social Work and Child Welfare and Attendance. The credential program is part of the Master's in Social Welfare and incorporates foundational knowledge and skills for practice at all intervention levels. The UCLA Extension Teacher Induction program is a two-year, individualized, job-embedded system of mentoring. Fundamental to the induction program is a thorough understanding of how collaboration across roles provides support to the candidate. Also housed in UCLA Extension is the California Teachers of English Learners (CTEL) Specialist Teaching credential. This six-course, fully online program is designed to develop the capacity of teachers to effectively teach K-12 subject matter to English learners in public, charter, and private schools.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple and Single Subject	106	101
Specialist Teaching Bilingual Authorization	74	53
Preliminary Administrative Services w/ Intern	30	36
Specialist Teaching California Teachers of English Learners	61	109
Teacher Induction	6	65
Pupil Personnel Services School Social Work and Child Welfare & Attendance	27	20

The Visit
The visit proceeded in accordance with all normal accreditation protocols. Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS
After review of all relevant preconditions for this institution, all have been determined to be **met**.

PROGRAM REPORTS

Preliminary Administrative Services Credential with Intern

The UCLA Principal Leadership Institute (PLI) is an integrated program offering a Preliminary Administrative Services Credential (PASC) and a Master of Education. The PLI was established in 2000 in response to a mandate from the California legislature to build a corps of leaders prepared to serve in historically underserved schools in the Los Angeles area where the retention rate of principals was at an all-time low. Now, more than twenty years later, the majority of the 700-plus PLI alumni serve in high-needs schools and districts. Its mission is to prepare educators to serve as social justice leaders throughout the Los Angeles basin. The PLI recruits, trains, and supports a diverse group of individuals who are dedicated to the diverse communities they serve. In addition, the PLI intentionally recruits candidates who are committed to the principles of academic excellence and equity as a way to maximize achievement and opportunity for students in high-needs public schools. The program content models a theory-to-practice approach. Each content course is co-taught by a tenured faculty member and a clinical/professional faculty member. Candidates study theoretical frameworks, research, and pedagogy to develop a transformational approach to challenge marginalization and inequity in underserved communities. The program is based on critical race theory, sociocultural learning theory, the culture of care, and democratic leadership theory which are taught throughout the program. This process is the same for both the Preliminary Administrative Services Credential and the intern credential. The intern credential candidate's preparation focuses on the pertinent issues that face a newly assigned administrator and each intern receives four hours (minimum) of individual coaching per month from one of the PASC program's qualified coaches and occurs at the school site.

Program Design
The PLI is one of two academic programs housed in Center X, which is a department of the UCLA Graduate School of Education and Information Studies (GSEIS). GSEIS policy requires that credential programs are coupled with an academic degree program. According to GSEIS policy, the PLI director must hold a doctorate and have substantial and successful experience as a principal in public K-12 settings. The director also ensures that the program is functioning effectively and in accordance with the standards and regulations of the Commission on Teacher Credentialing (CTC). The PLI director reports to the director of Center X, the Education department chair, and ultimately to the dean of GSEIS. In addition, the PLI is required to have two tenured-track professors serve in the program who have research records in leadership issues facing public school leaders. This team has formal structures in place that sustain a collaborative leadership culture including quarterly meetings organized for reflection on practices and decisions pertaining to the cycles for assessment of students, admission, Master's project, etc. The program's strong emphasis on social justice and diversity align well to the standards and are fully evidenced by the coursework, advising, and supervision. The commitment of the UCLA faculty and students to serve historically underserved communities

in their field internships and subsequent employment was evident in interviews with all stakeholders and in a review of the field placements and sample learning agreements.

All requirements from admissions to program completion for the PASC credential are monitored by the GSEIS Office of Student Services (OSS) in collaboration with the PLI director and PLI program coordinator. The director oversees recruitment, admissions process, selection of candidates, academic progress for the credential and master's programs, completion of the courses and fieldwork assignments, and the successful passing of the California Administrator Performance Assessment (CalAPA). There is a check and balance system between the OSS and the PLI directors to ensure all candidates are successfully completing the program. The PLI program coordinator and the OSS credentialing advisor meet regularly to guarantee candidates are on track, e.g., completing courses, enrollment.

The candidates enter the PLI program as a cohort and begin the 14-month program (five quarters) in June, finishing the following year in July. The signature practice in the PLI is its co-teaching model. Each content course is co-taught by a GSEIS professor and by a clinical/professional faculty member who is a current principal. Many of the assignments become part of the candidate's fieldwork portfolio and/or prepare the candidate to address the CalAPA cycles. The coursework and fieldwork experiences are integrated and connected to the CTC program standards and to the California Administrator Performance Expectations (CAPEs). There is coordination of assignments between instructors to increase coherence across the coursework. During the last two years, there were no major changes to the program content. However, there have been significant changes to the fieldwork component due to the implementation of the CalAPA. The programs have incorporated the CalAPA assessments into the fieldwork as the primary performance assignments.

In order to provide feedback to the program, PLI candidates complete course evaluations and meet one-on-one with the program director twice a year where they are asked to suggest changes that would improve the program. Candidates also give program feedback regularly through fieldwork seminar meetings. The faculty give feedback through quarterly faculty meetings in addition to lecturers/field work supervisors who attend the professional think tanks hosted by CTC. During meetings, site supervisors and faculty discuss how to best support the students at their school sites.

Program completers give feedback annually through a formal program survey. During this site visit, completers discussed that leadership has always been available to accept their input and that the director has established a standard of obtaining feedback that has trickled down throughout the program.

Site supervisors give feedback quarterly through meetings with the UCLA fieldwork supervisors and annually through the end-of-program survey. Site supervisors reported that they have positive relationships with the program and that the program faculty and leadership are open

to feedback and always accessible for questions, especially relating to those around the CAPEs and the CalAPA.

UCLA credential programs meet as a unit at UCAP meetings which occur once a quarter, at a minimum. At these UCAP meetings specific feedback is gathered regarding all UCLA credential programs. Individual PLI advisory board members meet with the PLI director one to two times per year for program input and employment advice/needs. The PLI advisory board members represent program completers and partners who collaborate and/or employ PLI alumni.

Course of Study (Curriculum and Field Experience)
The first quarter of the program lays the foundation for leading through a social justice lens by learning about the historical causes that created and continue to maintain inequitable educational structures and systems. The second quarter is designed to engage candidates in data-informed decision making and learning the practices and routines of improvement science. This is also when initial fieldwork occurs and the first cycle of the CalAPA is completed. Each candidate designs a data-driven leadership project to be implemented at their school/district sites.

The third quarter is dedicated to the pedagogical practices of instructional supervision and leading curriculum and instruction. Fieldwork focuses on coaching teachers and completing the second cycle of the CalAPA. Candidates are implementing their leadership projects and submitting documentation via their fieldwork portfolios. The fourth quarter engages candidates in educational law and democratic leadership and targets the third CalAPA assessment on facilitating teacher professional learning and the candidates complete their fieldwork portfolios. The fifth and last quarter covers school site operations and management.

The program is based on a theory-to-practice approach. The courses are grounded in theory and address the program and assessment standards. Each course assigns projects that are completed at the candidates' school/district employment sites. The primary project is crafted in the fall quarter research courses and is implemented over three quarters. The leadership projects, along with ancillary projects, address all the CAPEs and are monitored through the fieldwork courses that continue throughout the program. Included in the fieldwork course sequence are the three CalAPA assessments. Candidates develop leadership projects based on the CAPEs to encourage disrupting marginalizing policies and practices and to develop a vision of learning that supports students in low-performing, urban schools. This includes focusing on quality education and resources, and access to college admissions information which may not be available equitably for all students.

To address coursework in critical areas of need, PLI candidates engage in the following:

1. During the fall quarter, the candidates attempt to create equitable learning opportunities for all subgroups. In their first quarter, candidates are introduced to structural practices reproduced in schools that contribute to the marginalization of

underrepresented groups. They study anti-racist approaches (challenging institutional and personal bias) and they conduct equity audits to collect data and develop processes to challenge those practices. They are challenged with the task to implement these anti-bias processes at their work sites over the course of the program.

2. Also in the fall quarter, candidates take the courses Improvement Science (Ed448B) and Principal as Researcher (Ed411) where they develop a leadership project to challenge equity gaps and marginalization in schools and implement their plans over three quarters.

3. In the winter quarter, candidates engage in culturally responsive curriculum studies that are appropriate for English learners, standard English learners, and students with special needs.

4. Two sessions for candidates, one at the beginning of the program and one at the end, are centered on school-wide inclusion practices.

Candidates' primary placements are at their worksite, although courses cover both primary and secondary levels. Candidates are required to shadow principals at a school site that is a different level than their own school/district site. Field supervision and coursework are closely tied together. The concepts are developed in the coursework and the implementation is monitored in the fieldwork for the leadership projects, minor projects and the CalAPA. Faculty meet once a quarter to ensure coherence and cohesion among the courses. Fieldwork supervisors meet twice a quarter, at a minimum, to monitor candidate progress and review the connection between the coursework, fieldwork, and the CalAPA.

Each cohort ranges from approximately 30 to 40 candidates. Candidates are assigned to one fieldwork supervisor for the entire program. Each supervisor works with approximately seven to eight candidates. According to UC regulations, each fieldwork course requires 40 hours per month of contact time. During those hours, the PLI fieldwork supervisors ensure the candidates are developing their fieldwork plans. The fieldwork supervisors monitor the implementation of these plans, meeting in-person at their work sites, observing the candidates in the field, giving feedback on those observations, evaluating their work formally once a quarter, and providing support for completing the CalAPA. If candidates are not succeeding, there is an intervention meeting set up to create an individual learning plan for the candidate. Advisement and monitoring are ongoing throughout the program from the PLI program director and the OSS.

Assessment of Candidates
The PLI program has three types of candidate assessments to determine program competencies: CalAPA performance assessments; a performance-based assessment at the end of each quarter and course grades; and a graded fieldwork portfolio assessment process. Candidates learn how they will be assessed through the syllabus from each course and through the fieldwork handbook for their fieldwork experiences. They also receive ongoing assessment for fieldwork in the fieldwork seminar.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with program leadership, stakeholders such as current candidates, graduates, faculty, employers, site supervisors, and advisory group members, the team has determined that all program standards are **met** for the Preliminary Administrative Services Credential Program.

Preliminary Multiple Subject
Preliminary Single Subject
Bilingual Authorization: Mandarin and Spanish

The UCLA Teacher Education Program (TEP) is a master's and credential program with long-standing expertise in preparing outstanding racial and social justice teacher leaders to work in schools that serve predominantly low-income students of color. The TEP is committed to the ethic of partnership and reciprocity with the communities in which their teacher candidates are placed for field work and provides a pathway into teaching for students from the schools with which the program partners. TEP leadership is driven by their passion for serving all children and their deep respect for families, caregivers, and communities. What is evident is the tremendous pride and personal investment that program leadership, faculty, students, and program completers have in the TEP. Program leaders are committed to diversity in all aspects of the program. While they have had a majority of candidates of color for many years, it is only recently that Latinx/Chicanx candidates have increased from approximately 37% of the participants in the program to now just over 60%. A current focus is to attract and support greater numbers of African American/Black applicants and candidates.
This report also addresses the components of the credential program for candidates obtaining the Bilingual Authorization (BILA) in Spanish or Mandarin, who are all concurrently enrolled in the Multiple/Single Subject credential program. Additionally, program standards that are specific to the BILA are met through the three-course bilingual authorization sequence.

<u>Program Design</u>
The TEP is one of two Center X graduate credential programs and offers teaching credentials in Multiple Subject and Single Subject: Mathematics, Science, English, Music, and Social Science. The GSEIS oversees Center X, a research center committed to transforming public schools to create a more just, equitable, and humane society. Ongoing communications are supported by monthly meetings led by TEP administrators and attended by faculty, tenured faculty, and field supervisors, ensuring that the TEP is apprised of activities within the GSEIS and that program information is similarly available. A strength of the TEP is that most program faculty are full-time, ensuring their ability to fully engage and invest in the program. The TEP leadership also attends Center X and monthly GSEIS meetings.

The majority of TEP candidates complete their preliminary credential program coursework and field experience requirements in their first "novice" year, and their Master's degrees while working full-time in a partner school in their second residency year of study. Exceptions

include joint math, science, and music education programs in which candidates begin credential coursework in their senior years of study and then work full-time as teachers as they complete their Master's degrees.

Cohorts are supported by faculty advisors who teach methods courses and supervise candidates in their field placements. Candidates are additionally supported by guiding teachers, many of whom are graduates of the TEP and who have tremendous insight into the program's philosophy, priorities, and structures, thus enabling them to offer program-specific support.

Bilingual Authorization (BILA): All candidates in the TEP, Multiple Subject or Single Subject, who meet stated program criteria and who pass necessary assessments have the option to obtain their BILA in Spanish or Mandarin by taking three additional courses in the fall, winter, and spring quarters. Alternatively, candidates may take these courses for an authorization in either Spanish or Mandarin, along with practicing teachers, in a summer intensive program. A notable feature of this summer-intensive program is that it includes the opportunity to apply coursework learnings as a teacher for students in grades 3-12 in a summer school setting created specifically in support of the BILA. Summer intensive courses for the Spanish and Mandarin authorizations follow the same syllabi that are used during the fall, winter, and spring quarters. Single Subject candidates teach in two or more grade levels and/or courses in their content area in classrooms serving significant percentages of English learners and students from low-income households. For Multiple Subject candidates, clinical practice follows a gradual release of responsibility. Their first placement in fall and winter quarters is in bilingual classrooms and a second placement in spring is in Los Angeles Unified School District (LAUSD) schools, thus ensuring opportunities to work in partner districts.

In recent years, the TEP has branched out to include a number of curricular and programmatic innovations. For example, in keeping with the program's commitments to community and reciprocity, the literacy and mathematics methods courses were redesigned to engage candidates in cycles of "enactment and investigation" through an ongoing relationship with a single colleague, or "buddy," in a classroom. Drawing from course content, candidates design a learning activity, engage in the activity with their buddy, collect evidence of learning, analyze the evidence, and use new understandings along with new course content to design and engage in a new enactment and investigation cycle. According to faculty, this process also has a positive impact on the learning of partner teachers as they support and work with candidates. Innovations such as these often result from monthly collaborations where TEP faculty collaborate in analysis of candidates' work, often from one of their signature assignments which are designed to support the development of candidates as reflective practitioners.

The program provides a number of means for stakeholder input. Of note is the depth of the relationship with stakeholders from whom the input is obtained. For example, members of the UCAP advisory board, representing the PLI, the Induction program, the Pupil Personnel

Services program, as well as the TEP, meet to discuss priorities across the programs and then work in program stakeholder groups to identify needs and create solutions. In an interview, a stakeholder stated that prior to an advisory board meeting, program leaders solicit input for meeting agendas, engage in groundwork to surface possible issues, suggest what they think may be worthy of discussion and collaboration, and then seek additional stakeholder input on whether they have the right priorities. Another stakeholder emphasized that these collaborations are grounded in social justice and real-world realities and offered appreciation that feedback and input are taken up by program leaders.

Other means for stakeholder input include candidate evaluation of faculty, a Student Action Committee with representatives from each cohort to meet with TEP leadership to provide feedback and to plan activities, end-of-year program surveys, and quarterly meetings with the UCAP advisory board. Faculty input is obtained in the monthly TEP meetings.

Course of Study (Curriculum and Field Experience)
In the first year of study, candidates complete necessary credential coursework, their clinical practice hours, and the edTPA, culminating in earning their preliminary credentials. Coursework in research, theory, and methods emphasizes the development of a deep understanding of the complexities of teaching in schools serving largely low-income students of color, a deep respect for families and caregivers, connecting with communities, development of candidates' identities and interrogation of their positionality as educators, and a racial and social justice-centered pedagogical stance from which to apply research and theory to practice. One program completer commented that while in the program, they had wished for more strategies and less research and theory, but that now as a beginning teacher, they see the wisdom of having a solid foundation from which to make decisions and address the myriad issues that arise daily.

Three signature assignments span this first year of study to ensure candidate success in the program's areas of focus. In the fall, candidates conduct an inquiry into their placement community to deepen their understanding of and value for a range of community assets. In winter, candidates study their positionality in their placement communities. In an interview, a candidate spoke eloquently of her realization that though she was from the same community and had assumed that she would have an easy time connecting with students, families, and community, as a college graduate and now graduate of the TEP, she no longer has a similar life experience with many in the community and that she will need to be intentional to create the meaningful relationships that she seeks. In the spring, candidates create a plan for opening and structuring their first classroom as a democratic community, for engaging with parents, and for how they will integrate and become a true member of the community. It is notable that TEP faculty, as part of their continuous improvement cycle, meet to examine signature project work products, analyze the depth of candidates' understanding, and to consider ways to improve their work as faculty to support greater learning and development.

During the second year (Resident Year), candidates work in paid full-time positions in schools in partner districts. During this year, candidates complete their Master's degree coursework, which includes courses in curriculum design, instructional decision making in support of racially, culturally and linguistically diverse students, and a culminating inquiry project. They continue to receive field support and guidance throughout this year from their TEP faculty advisor as well as their cohort support team, which meets throughout the year. The TEP program leadership monitors the progress of all resident year candidates.

Candidates study inclusive practices, Universal Design for Learning, strategies to support English learners, and differentiation throughout various courses in their first year and apply these learnings in their lesson planning and placements. In the summer, candidates completing their undergraduate degrees take coursework in supporting students with special needs and English learners, Education 425 and 409, providing foundation knowledge they can apply in their pending residency year.

Multiple Subject candidates have two field placements during their first year, and Single Subject candidates teach in two or more grade levels and/or courses in their content area in classrooms serving significant percentages of English learners and students from low-income households. During this year, candidates also enroll in a Novice Seminar series in which they work in cohorts to reflect on their personal and field placement experiences and engage in structured, supported conversations about working as a social justice educator serving in schools and communities with largely low-income students of color. A strong program asset is that these courses are taught by faculty advisors who also support candidates in their placements, ensuring connections, continuity, and affording greater depth of learning. The majority of methods courses are also taught by candidates' faculty advisors, ensuring strong applications of research, theory, and methods in field placements.

For the Bilingual Authorization, the first course in the three-course sequence is the language component, ensuring that candidates are proficient in listening, reading, and writing competencies. Candidates complete multiple language proficiency assessments at the end of this first course. The second course in the sequence is the methods class for primary language instruction; candidates learn about the philosophical, theoretical, and research bases for bilingual education, examination of deficit perspectives of bilingual education, different bilingual instructional models, methods for teaching academic content in the primary language, with an emphasis on real-world and culturally appropriate and culturally sustaining pedagogies. The final course in the sequence provides a foundation in major historical periods and events, the legal foundations of bilingual education in the United States and their effects on bilingual education programs, the impact of federal, state and local policies on measures of educational achievement of students in bilingual programs, migration and immigration, commonalities of the culture in home countries and provides opportunities for candidates to apply research and theory to practice in the design, enactment, and evaluation of learning experiences. Candidates demonstrate their ability to use a variety of methods and assessment strategies in the creation of a bilingual lesson plan designed to support students in bilingual

programs to access grade-level content instruction; this lesson plan is assessed according to the program's bilingual lesson plan rubric, and also includes an analysis of candidates' performance in a video analysis assignment.

During the first year of the Multiple/Single Subject program, candidates report that they receive individualized support from their faculty advisor that extends beyond academics. Faculty advisors connect with candidates to support them intellectually and emotionally, making referrals to campus supports when deemed appropriate. One candidate reported that their advisor provides support as they navigate challenges being faced, including the stress of the pandemic, DACA status, and financial struggles, while also pushing and encouraging them toward becoming an effective social justice educator. Faculty advisors and field supervisors provide support and encouragement, discuss emerging practice, and monitor progress toward meeting the Teaching Performance Expectations (TPE), and program requirements.

Candidates are also supported with regular classroom observation visits throughout their student teaching, with two formal visits in the fall and four formal visits in each of the winter and spring quarters. Novices receive tremendous guidance and support from their guiding teacher as well and engage in learning-focused conversations during one-on-one and triad meetings with their faculty advisor or field supervisor and their guiding teacher.

Assessment of Candidates

TEP candidates are assessed with a range of both formative and summative assessments in their coursework and in their student teaching. Course syllabi are aligned to relevant TPEs to ensure that each TPE is adequately introduced, practiced, and assessed. Assessment instruments include both formal and informal teaching observations assessed with the TEP's program-developed rubric that aligns to program philosophy, values, and commitments; a teaching portfolio in which candidates demonstrate their growth as social justice educators with a range of artifacts such as lesson plans, papers, signature project products, work samples, and reflections, evaluations from guiding teachers; and their edTPA.

Candidates receive advice and support about how they will be assessed (and informed of the results of the assessments) at their program orientation. This support continues throughout the year in Novice Seminar (ED 360ABC) taught by their faculty advisors. Candidates receive additional support for edTPA in their methods classes and during specially organized edTPA sessions outside of class time.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and guiding teachers, the team determined that all program standards are **met** for the UCLA Teacher Education Program and Bilingual Authorization.

Teacher Induction

Program Design
The Teacher Induction program leadership team is comprised of UCLA Extension (UNEX) education department administrators, university instructors, university mentors, and site-based mentors who work closely with district representatives and site administrators to provide support to the candidates. They strive to provide an authentic and rigorous program for their participants.

A mentor is assigned to a candidate at the beginning of the school semester and within 30 days of program enrollment. The mentor will continue to work with the candidate for the full two academic years of program enrollment. Mentors provide an average of one hour per week of individualized "just in time" support and mentoring for their candidate. The mentors must meet the minimum requirements set by the program and it is highly recommended that they have knowledge of the California Standards for the Teaching Profession (CSTP) as well as experience with student teachers and/or induction or other research-based mentoring. Program mentors apply through UNEX and are hired after an interview process. Districts/schools can recommend mentors to apply for the mentoring program. Mentors are required to participate in online training throughout the duration of the Induction program. Strategies are based on The Art of Coaching by Elena Aguilar and other research-based coaching resources, and also covers program logistics. Through ongoing training, mentors are well prepared to develop the candidate's Individualized Learning Plan (ILP), can communicate optimally with candidates, and understand the UNEX organizational structure and how it supports their mentor role. The mentors also participate in evaluation of their mentoring practices with program staff to continue to grow in their mentoring skills.

The Teacher Induction program conducts ongoing surveys with candidates, mentors, and site administrators to assess the quality of services. Candidates complete self-assessments of their confidence ratings in the CSTP at the beginning and end of the program to measure growth. The program collects this data to analyze areas of strength and uncover any areas of need. Each quarter, candidates complete instructor and course evaluations to assess quality of services and instruction. Candidates also provide information about the ongoing performance of their mentor. This information is used by program personnel to identify how best to facilitate the mentor teachers' professional growth.

Stakeholder input is requested throughout the year from site administrators, mentors, and candidates. The induction advisory board meets twice per year and includes program staff, site administrators, mentors, and program completers. Induction leaders meet each quarter with UCAP and GSEIS campus credential programs for leadership, guidance, and collaboration. Induction leaders attend regional induction meetings with local districts and IHE induction programs and regularly attend the yearly CTC Induction Conference to ensure they are networking with other induction programs.

There has been much modification of the program over the past two years due to relatively new program leadership and the COVID pandemic. The induction program has updated all requirements to meet the most recent induction standards from the CTC. Candidates have a more individualized and customizable program to meet specific needs. Additional mentor and candidate supports have been put into place to strengthen and streamline the induction process. Faculty is embedding social emotional learning, mental health and wellness, and trauma informed practices into announcements and pathway modules, which are areas of focus across the UCAP unit. Connecting to the larger school community (LSC) has been a focus area for the program. As a result, candidates now choose how they want to connect, provide evidence, and reflect on their own personal growth from the experience. Candidate interviews provided energized and positive examples of how the LSC project impacted their own teaching and learning. The induction program has ramped up their recruiting efforts over the past two years as well. Although enrollment continues to be small, there are indications that these intensified recruitment efforts are beginning to make a difference.

Candidates complete four ILP documents over the two-year program. Each ILP will focus on one or more CSTP as well as CSTP 6: Developing as a Professional Educator. Candidates address all six of the CSTP over the two-year time span. They self-reflect and assess themselves across the CSTP and use that process to look for areas of improvement for the ILP inquiry. Candidates select a "pathway of learning" to focus on; this is a form of professional development and must include qualitative and quantitative data as evidence of growth across the CSTP. This structure provides participants with professional autonomy. As one completer expressed, "I really understand differentiated learning. The data driven model pathway was the first I chose." Mentors and site administrators have the opportunity to give feedback on how the candidate is doing in regard to their inquiry and evidence based on the reflective conversation that the candidate is using in their ILP. A plan, teach, reflect, and apply model is used in the format of the ILP document. Mentors assist their candidates in looking at data and assessments, and act as a collaborator as needed through the ILP process. During our interviews, a candidate noted regarding their mentor, "She doesn't tell me how to do things, she guides me, scaffolds, and models according to my needs. We met at least once a week and our meetings always ran over. We were always circling back to my ILP." Although survey response rates were low, 100% of respondents indicated confidence in understanding the CSTP and were confident or very confident in their mentors' support throughout the program. Interviews with current candidates and completers confirmed this across a larger population. "I felt like I won the lottery of mentor teachers. It has been an honor to have her as my mentor in this journey. I learn so much just by watching her."

Assessment of Candidates
At the end of each quarter, the course instructor and mentor assess whether the candidate has made adequate progress on their ILP goal(s). Candidates reflect on the CSTPs and are assessed based on CSTP Continuum rubrics. The assessment is recorded on the ILP each quarter. There are protocols in place in the event that a candidate is not meeting progress

each quarter. The candidates and/or mentor can schedule a time to meet with program leadership to create a differentiated plan for the candidate to assist them in completing their induction work while hopefully lessening any stresses that they may be carrying with them along the way. The candidates are guided with support by their mentor on their summative capstone experience that is reviewed at the end of their program. A final portfolio presentation of their cumulative inquiry is completed at the end of year two, as well. Interviewed participants addressed the worth of the program as they reflected on their completion. "It's a huge honor to be a part of this program. I've known people who went through other programs and they were surprised at the rigor of this program. I sought out UCLA because I had been out of school for a while and I wanted the rigor, and it was such a privilege but also a lot of work."

The process for UNEX to make a recommendation to the CTC for a clear credential begins as soon as the program coordinator verifies that the candidate has met the induction program course grade and GPA minimum requirements, all course grades have been posted, and all other program requirements and CTC requirements for the clear credential have been met. The credential analyst then makes the recommendation to the CTC for a clear credential for the candidate.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with program leadership, advisory boards, faculty, supervisors, mentors, school district leaders/employers, current candidates, and completers, the team determined that all program standards are **met** for the Teacher Induction program.

Pupil Personnel Services: School Social Work
Pupil Personnel Services: Child Welfare and Attendance

Program Design
The Pupil Personnel Services (PPS): School Social Work (SSW) and Child Welfare and Attendance (CWA) credential program is located within the Luskin School of Public Affairs. It is designed to prepare candidates to perform the duties of a school social worker and child welfare and/or attendance supervisor in K-12 settings in California public schools. The Master's in Social Welfare (MSW) program has earned accreditation through the Council on Social Work Education (CSWE) and all candidates earning their PPS credential are required to also earn an MSW.

The program has a strong emphasis on social justice and diversity both as a requirement of the CSWE standards and as evidenced by the coursework, advising, and supervision. The commitment of the faculty and candidates to serving historically marginalized communities in their field internships and subsequent employment was evident in interviews with all stakeholders and in a review of the field placements and sample learning agreements.

The PPS credential program is offered to candidates who apply either as part of their two-year full-time MSW program or as part of a post-MSW PPS credential program offered to candidates who have completed a CSWE-accredited MSW program. Candidates are enrolled in a specific Area of Concentration (AoC) titled "Children and Family Wellbeing," but can be enrolled in another AoC, as long as they also complete the PPS program course requirements. The enrollment in the PPS program has varied from 20 to 27 completers per year in the past three years.

The program is led by the director of the Department of Social Welfare (DSW), with staff support from the director of the field program and the co-director of the PPS: SSW program. The co-director is responsible for overseeing the school-based field placements, facilitating the SSW caucus, and is the instructor for the field seminar for candidates in school-based field placements and for advanced practice in SSW. The faculty includes leading researchers in the field and experienced social work practitioners and instructors with specialized knowledge in law and various aspects of social, developmental, and community issues central to the professional expertise of school social workers.

The PPS program leadership actively participates in the UCAP unit. Through UCAP, educator preparation programs work together to establish mutual accountability, review each other's programs, and openly share challenges and successes. They have also held successful advisory board meetings in the community and have received direct feedback from stakeholders that is relevant to their specific program, as well as their overall UCAP unit and mission. The faculty within the DSW meet regularly to discuss curriculum and make modifications to meet the changing needs in the community and to address the requirements for the various accrediting bodies to which they must respond. Both field faculty and ladder/senate faculty participate on curriculum committees to make decisions on the curriculum and program requirements.

The PPS: SSW and CWA program is a specialization in the overall, two-year full-time MSW program. Obtaining a PPS credential requires successfully completing nine specific classes between the foundation and specialization requirements (described below). Along with the selection of coursework, the candidate must match with a qualified field experience which includes a field instructor with a PPS credential. The program works closely with candidates, district employees, and field experience coordinators to ensure the requisite 450 hours of SSW experience and 150 hours of CWA experience are structured and met (600 hours total), which is part of the approximately 1100 total hours MSW candidates complete in the program.

The UCLA PPS program is one of the first programs in the state to address the new PPS program standards adopted by the CTC in April 2019. This has required some changes in the curriculum and in the assessments used to evaluate candidates' performance in both courses and field placements. Discussions with the curriculum planning committees within the DSW have helped to alert instructors in the classes associated with the PPS credential for the need to address specific content areas. Collaboration with other preparation programs in the Los Angeles area has also resulted in a shared tool for evaluating candidates on the new

performance expectations in their field placements. In addition to those changes, in the past three years the availability to pursue the PPS credential has expanded to MSW candidates enrolled in other specialized programs such as the Child Welfare training program which meets the growing staffing need of local partner districts.

Stakeholder input includes the direct and ongoing feedback received by the program which occurs throughout each academic year, at the annual University Partner Meetings, the UCAP advisory board meetings, and at the annual SSW roundtable hosted by University of Southern California that includes local school district representatives and universities and has included other partners from across the state and nation. Interviews with the UCAP advisory board indicated that there is a great deal of information sharing and interagency learning in their meetings that help with ongoing development of both the agency's and the university's programs. Interviews with employers and faculty also reaffirmed that these board meetings and other meetings (i.e., SSW Roundtable, annual meetings with large school districts) have led to the development of curriculum and field experiences that better address the growing needs of the community such as the need for trauma informed care.

Field instructors also state that they are able to provide feedback to the PPSC program through their field liaison, their regular meetings with candidates, and through the evaluations of candidate performance in the field. They have been provided with opportunities to receive training through UCLA as well as been invited to provide training to others in their area of expertise.

Course of Study (Curriculum and Field Experience)
All MSW candidates are required to complete first-year foundation courses which fall into the following sequences: social welfare policy and leadership; theories of human behavior and social systems; generalist practice; research and statistics; and field practicum. In their advanced second year, candidates take coursework in the same sequences as above with variation depending on their AoC and the required classes for the PPS program.

SW231E: Advanced Practice in SSW is offered in the final quarter of the program. This course focuses very specifically on the school social worker's role and provides the introduction and assesses the majority of the SSW and CWA performance expectations. Specific clinical and ecological interventions are taught in Psychopathology (DSM Assessment) and Cognitive Behavioral Theory and Methods courses. The Education and the Law course helps the candidates understand and critically analyze laws that impact children and families and the broader school community so that they can better assist and advocate on all levels.

According to the CSWE, field education is the "signature pedagogy" of social work education. UCLA reinforces this focus by requiring all MSW candidates to complete two separate year-long field experiences. The field education team is comprised of six field education faculty (also known as field liaisons), two administrative advisors, and the director of field education who coordinates the field education program for the 200 MSW candidates in the program. The field

education team has a primary role to integrate theory and practice between the university and community. Field education faculty are involved in every facet of the MSW program including curriculum development and instruction of field and core courses throughout the program.

In the first year of their program, candidates are assigned field experiences that are outside of their previous work experience or future interests (including schools) in order to broaden their perspective of social work. Examining the breadth of the profession is further supported through seminars and field modules that expose candidates to some of the many areas where social workers serve. Field placements vary widely, serving all populations and settings throughout Los Angeles and surrounding counties. First-year candidates are supported by field education faculty/liaisons who meet with them in small group seminars throughout the academic year. These field liaisons visit candidates at their agencies at least twice per year to conduct an evaluation of their performance along with the agency field instructor.

Although in the second year MSW candidates select their own field placements, first-year placements are initially determined by the field liaison with the school district field instructors and intern coordinators accepting the candidate as an appropriate participant. With the recent changes and expansion of the program, some first-year MSW candidates are placed in school settings to meet different program needs and, in some situations, candidates who had not considered the PPS credential prior to their first year decide to pursue the credential with the knowledge that they will need to complete additional hours of practice to their first year internship in order to meet the required minimum number of school-based hours. The second-year candidates generally select PPS credential placements based upon geography, training opportunities and activities, and sometimes specific supervisors.

In the process of adding the possibility to complete the PPS credential field hours in the first year, there have been some reported gaps in communication with regards to the various prerequisites (i.e. obtaining the Certificate of Clearance prior to starting field placement). Program leadership is in the process of recalibrating and refining communication to candidates in first-year school-based placement to address those issues.

While Advanced Practice in School Social Work acts as a primary vehicle for the integration of PPS theory and field experience, the program leadership has instituted several additional pieces to reinforce ongoing advising with candidates including information sessions, small group and individual check-ins, working with the candidate-facilitated SSW Caucus to deliver educational presentations, and adding a PPS credential discussion to monthly field education team meetings. In addition to the second-year field evaluation, each field instructor conducts the comprehensive skills PPS credential standards evaluation, the primary tool used to determine that credential competencies have been met.

Current candidates and completers state that their foundation curriculum is very helpful in preparing them for their field placements. They also report that they benefited greatly from their field placements and that the advising and support they received to obtain high quality

field placement was one of the most important parts of their education. Data from completer surveys indicate high rates of satisfaction with the program in all areas.

All candidates are required to develop detailed learning agreements with their field instructors that identify how they will address each of the required Performance Expectations (PE). Specific activities and learning goals are associated with each PE and the candidates are aware that they will be evaluated on how well they successfully address them. All candidates are assured to receive at least one hour of weekly individual supervision by a field instructor who has the MSW and credential. Candidates also need to have opportunities to collaborate with teachers and other school personnel to deliver ecological interventions for the school community, and the minimum of 600 hours in two age settings. On the rare occasion where an issue arises that cannot be easily remedied, the field liaison, field instructor, and candidate will develop a Performance Improvement Contract (PIC) to make all parties mutually responsible for getting the candidate back on track. The field-based meetings with candidates were cited by both completers and field instructors as a valuable way to evaluate progress and also as an opportunity to model good social work practice with the candidates.

The PPS credential candidates are required to be evaluated on the attainment of specific PEs in their field placements, complete a self-rating reflecting on their own skills, and have their knowledge and skills of PPS-relevant content evaluated in the classes required for the PPS credential. Candidates receive a grade in-progress for the first two quarters. The recorded field course grade is given after completion of the third quarter of each year in the program.

Assessment of Candidates
All of the classes and the field program in the PPS programs are required to have clear grading policies in their syllabi and candidates are informed as to the minimum grade required to receive credit for the class or field placement.

Field instructors and employers have wide praise for the quality of both the candidates they have overseen and the graduates they have employed. There is wide consensus that UCLA accepts a very diverse, community-oriented, and highly creative and capable group of candidates into their program and that they advise and direct them carefully into appropriate fields of practice. The admissions and advising process is largely credited for sending candidates who are creative, committed to social justice, willing to lead, and ready to work in school settings.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, outcomes data including assessment and survey results, the completion of interviews with candidates, recent completers, field instructors, program leadership, faculty, employers, and field liaisons, the team determined that all program standards are **met** for the Pupil Personnel Services: School Social Work and the Child Welfare and Attendance credentials.

California Teachers of English Learners (CTEL)

<u>Program Design</u>
The California Teacher of English Learners (CTEL) program is located in the University Extension (UNEX) and is designed for those individuals who possess an active and valid California teaching credential and need to add the Crosscultural, Language, and Academic Development (CLAD) authorization. The CTEL program is designed to develop the capacity of teachers to effectively teach K-12 subject matter to English learners (ELs) in public, charter, and private schools. The institution participates in a consortium of three University of California (UC) extension programs [UCLA, UC San Diego, and UC Riverside] in which the institutions have agreed to provide the same exact courses and accept each other's courses in order to provide course equivalency.

Through a review of documentation and interviews of candidates, completers, faculty, program staff, credential analysts, advisory committee members, and employers, the team found that CTEL standards are addressed throughout coursework and optional field experiences as instructors introduce candidates to the concepts, provide candidates opportunities to practice them, and then assess candidates on their ability to apply and integrate their learning. The program's design and research-based coursework emphasize a continuum of knowledge, skills, and abilities (KSAs) focused on English Language Development (ELD) instruction, educational access and diversity, and professional and reflective practice.

The program's leadership team is comprised of UNEX's education department director, the CTEL program manager, program representatives, and university instructors. The leadership team meets quarterly to collaborate, review candidate survey data, highlights, and challenges. The department director and CTEL program manager communicate with the unit's other credential programs and provide ongoing support, assistance, and research knowledge and expertise to instructors and candidates. This occurs through virtual and in-person meetings, emails, and telephone calls.

Stakeholder input provides information and feedback to the program through candidate self-assessment surveys and evaluations of instructors, employer surveys, advisory committee meetings, and collaborative review of data by the CTEL leadership team to plan and implement program modifications. For example, data from the 2019 employers survey indicate that employers have confidence that the CTEL program promotes equity and diversity with two-thirds of respondents indicating this at the highest level of confidence. Data from the 2019 candidate self-assessment survey showed similarly strong confidence in the CTEL program's promotion of equity and diversity.

Over the last two years, the leadership team has focused efforts on the timely collection of data for continuous improvement by generating reminders for candidates and employers to complete surveys. Based upon recommendations, instructors revised course syllabi and lesson

plan templates to provide greater detail regarding all EL course assignments, and program changes were made to strengthen and align all rubrics to course assignments. For example, in response to the COVID-19 pandemic, the program responded by recommending ongoing, research-based professional development webinar sessions, remote instructional strategies, social emotional learning strategies, and support to candidates. In their meetings, the program leader and course instructors review CTC guidelines and recommendations through collaborative discussions in order to address the needs of each candidate. Examples provided included flexible deadlines for candidates, virtual meetings, and sharing of California Department of Education EL resources with instructors regarding equity, technology-access, and family support.

The structure of coursework and field experiences in the CTEL program consists of five courses plus an orientation scheduled by UNEX. Fieldwork is not required by CTC standards however the program provides opportunities and options for candidates to connect fieldwork within their coursework when available.

Course of Study (Curriculum and Field Experience)

The CTEL program comprises six online courses offered during the summer, fall, winter, and spring quarters: CLAD Orientation; Culture and Inclusion; Language and Language Development; Assessment of ELs; Foundations & Methods of ELs; and CLAD Portfolio Review. Candidates must take the orientation course during their first quarter and the portfolio review course in their final quarter; however, the other courses may be taken in any sequence.

In the Culture and Inclusion course candidates examine culture and cultural diversity and their relationship to academic achievement, development, implementation, and evaluation of culturally inclusive instruction. In one task, candidates examine notions of culture and cultural diversity and the relationship of these to the academic achievement of ELs from diverse backgrounds. In the Language and Language Development course, candidates develop a research-based conceptual understanding of language systems, structures, forms, functions, and variations of both aural and written language forms. In the Assessment of ELs course, candidates investigate the principles and design of standards-based assessment and instruction for ELs and their relationship to identifying students' strengths and needs in English language/literacy development and academic achievement. For example, a candidate now teaching English Language Arts in a local high school explained that a course task involving analyzing student writing provided candidates with an opportunity to understand the ELs writing development process at a depth that had not been previously considered in preliminary credential coursework. The Foundations & Methods of ELs course explores current research-based theories of second language acquisition and the differences between first and second language and literacy development. The Portfolio Review course is designed to serve as a cumulative capstone course for the CTEL program as the candidates assemble evidence of KSAs in all domains throughout the program courses. Candidates collaborate individually with instructors from each course to determine the material that should be included in their

portfolio to document their experiences, including organized reflections and evidence of KSAs as noted.

Field experience is not required for the CTEL program as noted previously, however optional opportunities monitored by instructors are embedded in the coursework for candidates in teaching assignments in order to deepen understanding and connect concepts learned to their instruction of ELs. Candidates engage in asynchronous discussions in coursework to process key concepts as they develop as a teacher of ELs. This allows candidates to holistically and practically apply concepts learned in order to showcase their KSAs in a variety of formats within the context of CLAD.

At the end of each course every candidate is requested to complete a self-assessment survey and an instructor evaluation which is reviewed by the instructor and program leadership. As part of the continuous improvement process, the program leadership team reviews candidate success, completion, and perspectives and compares candidate outcomes against the CTEL program standards and the KSAs. Based on this review, CTEL program leadership team members provide recommendations for candidate support and course improvements. The CTEL program leader provides advisement for all candidates in the program.

Assessment of Candidates

Throughout the CTEL program's coursework, candidates' activities and assignments include formative and summative assessments aligned to the CTEL program standards and the KSAs. Candidates may complete coursework, CTEL examinations, or equivalent courses at consortium member institutions. The final portfolio provides an overall summative assessment of candidate competence in the program and the program assesses candidate competence through a summative assessment in each course.

CTEL candidates receive information about how they will be assessed in the UCLA Extension handbook and in each course syllabus. Ongoing support and guidance from instructors throughout each term occurs through the learning management system (LMS) via the discussion board. Additional personal communication and support by instructors and the CTEL program leader and coordinator via emails, telephone, and virtual meetings, are also offered, as needed.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with stakeholders including CTEL candidates, graduates, faculty, employers, advisory committee, credential staff, and administrators the team determined that all program standards are **met** for the California Teachers of English Learners (CTEL) program.

INSTITUTION SUMMARY

Educator preparation programs at UCLA are housed in different schools within the university with a team of leaders, staff, and clinical partners as well as distinct funding sources. These separate structures do not impede coherent program operations or focus. The unit-level governance body (UCAP) established a clear and compelling vision for educator preparation focused on justice, effective practice, ethic of caring, and engaged leadership, all rooted in deep community partnerships. This vision is supported by an intentional governance and policy structure in which multiple perspectives are engaged, data is rigorously and continuously analyzed, and traditional silos (Senate faculty/professional faculty, university priorities/community priorities) are dismantled. There is a strong spirit of collaboration across programs and roles, whether on campus or at clinical sites. Stakeholders for all programs communicated a commitment to positively impacting children and families in the Los Angeles region. Moreover, they provided copious examples of the ways in which their programs systematically ensure that candidates and completers implement this social justice commitment. While the programs can celebrate many accomplishments, they also candidly identify areas for growth and confront these challenges reflectively and with a sense of urgency. The unit leadership effectively represents the accomplishments of the educator preparation programs to campus leaders and community leaders. As a result, there is a clear understanding of the positive impact of the programs on pedagogy, curriculum, and scholarship at UCLA as well as on students and families in the region's most under-served communities. This translates into strong institutional support for the educator preparation programs and a willingness to prioritize continued investment in them.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard
In addition to the governance structures associated with the campus as a whole and with each respective school, educator preparation programs at UCLA are oriented by the UCAP. The deans of the GSEIS, the Luskin School of Public Affairs, and UCLA Extension are leading members of UCAP which also includes representatives from program leadership, program faculty, key staff members from each School, and current candidates. It also works with an advisory board that enjoys broad representation from alumni, employers, and community groups. UCAP has been instrumental in bringing the educator preparation programs together to create a research-informed vision for educator preparation at UCLA, to develop a unit assessment plan based on common assessments regularly administered in all educator

preparation programs, and to ensure ongoing communication and strong connections to partners in the field. Interviews with the UCAP deans underscored the collaborative manner in which they exchange information, share resources (e.g., staff expertise, student support), and collectively problem solve in support of continuous improvement and impact. They emphasized that this culture of collaboration has been deliberately cultivated so that UCLA's founding pillars as a land-grant institution dedicated to service, scholarship, and teaching are evident in all UCAP decisions. UCAP has purposefully guided the educator preparation programs so that UCLA becomes, in the words of one interviewee, "the University of California for Los Angeles rather than University of California in Los Angeles."

This strong ethos of collaboration and deep commitment to impactful educator preparation was also evident in other formal decision-making and advisory bodies associated with the UCAP programs. For example, the Committee on Degrees, Admissions, and Standards (CDAS) exemplified this spirit of collaboration and focus on social justice across multiple disciplines and stakeholders. CDAS includes faculty from several disciplines, student representatives, and staff representatives. It performs multiple duties, key among them curriculum review. In this process, they use a systematic protocol to ensure that accreditation standards are addressed and the most current research is incorporated into all curriculum proposals and revisions. CDAS members described an intentional deliberative process in which the expertise of the members is actively engaged and all members work to ensure that UCAP values constitute a "throughline" evident in all course content (from readings to assignments). Through this process, UCAP ensures that the programs offer curricula reflective of current research and relevant to current issues and practices. Review of documents and protocols related to evaluation of faculty performance (tenure-line and professional) and staff performance underscore that the unit employs highly qualified faculty and staff. Interviews with faculty and staff confirm that both have sufficient opportunity for professional learning and development. Moreover, there is regular cross-pollination of expertise across programs with the deliberate intention of using such exchanges to increase the effectiveness of the unit's faculty and staff as a whole.

UCAP programs are deeply embedded in the community they serve. Document review and interviews confirmed that all programs collaborate with long-standing field partners and have robust theory-to-practice connections in courses. The two community schools associated with the UCAP programs highlight the import afforded systematic collaboration with P-12 partners. These schools benefit from a robust presence of faculty, candidates, and alumni. This wrap-around collaboration has increased enrollment in the schools and family satisfaction with student outcomes.

Information collected during the site visit affirmed that the educator preparation programs receive sufficient support to operate effectively. Program leaders and deans communicated astutely their understanding of the university funding structure and identified ways in which they have (over time) situated their programs to ensure sufficient resources. They noted strong resource support from their campus leadership as well as from the University of

California Office of the President for educator preparation programs. That said, program and unit leadership communicated the ongoing need to seek sources of new funding, particularly to support candidates and especially to create an inviting and affirming learning experience for candidates of color, specifically African American participants. Similarly, staff, faculty, and leaders from all of the educator preparation programs stated unequivocal commitment to attracting and retaining diverse candidates in their programs. They pointed to many examples of ongoing successful recruitment strategies (targeting specific high schools, working with faith and community-based organizations, rethinking admissions criteria, etc.) as well as described strategies still in their initial stages. They were candid in their assessment of their strengths in terms of candidate recruitment (e.g., significant increase in Latinx candidates) and the areas where they needed to make improvements (e.g., still small numbers of African American candidates). Similar commitments and practical structures were in place for recruiting and attracting diverse faculty. These strategies have been deployed at the technical level (where outreach occurs, how outreach occurs) as well as at the cultural level (the kind of faculty positions advertised, new professional learning opportunities focused on racial justice, etc.). For candidate and faculty outreach and recruitment, alike, program leadership and faculty had a clear sense of strategies that were operating well as well as specific areas for improvement. This ability to critically evaluate their efforts is rooted in their collective commitment to reflective practice and their systematic assessment practices. As a result, for the areas of improvement, they articulated clear next steps and a sense of urgency to implement them.

Interviews with staff, program, and unit leaders underscored the precision and rigor used in the credential recommendation process. These duties are distributed across several staff with coordination by directors of Student Services Offices. Credential analysts indicated the ways in which they communicate with program leaders and faculty to ensure up-to-date information related to credential requirements. Further, they detailed the structured ways in which they communicate with candidates about meeting progress indicators, from the point of admission to submitting a credential recommendation. Their methods for archiving and tracking data are systematic and secure.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**

Common Standard 2: Candidate Recruitment and Support	Team Finding
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
Following a thorough review of documents and after conducting interviews with administrators, staff, candidates, completers and stakeholders, the accreditation team determined that the UCAP unit has a well-defined candidate recruitment and admissions process in place. UCAP utilizes a variety of recruiting strategies and protocols that include recruitment flyers, information sessions, school district presentations, and events held in targeted communities and school districts primarily in the southern California area. Current candidates, completers, and staff confirm that the admission process is clear and information is made available via the web, email, and printed documents. The average UCAP admittance rate for all eight credential programs was 60.6%, per the CTC Data Dashboard reporting made for the 2019-20 academic year. The admittance rates for individual credential programs ranged from 42% to 100% during that same academic year.

The unit develops aspiring educators to fully embrace the tenets of social justice as they become prepared to teach or provide service in urban settings. They combine a research-based, culturally responsive, and culturally sustaining curricula with a focused effort on recruiting and retaining teachers of color in all programs. A memorandum shared by the unit provides information on how UCLA's Graduate Division addresses how UCAP purposefully recruits and admits candidates to diversify the educator pool in California. A review of the CTC data dashboard indicates 46% of UCAP candidates are from underrepresented minorities. The unit continues to increase the diversity of their graduate student population to more accurately reflect the demographics of Los Angeles communities and the state of California.

All programs in UCAP have a strong, proactive candidate support service structure in place. These services are elaborated in individual program handbooks and support documents. Staff, candidates, and completers expressed that support services offered by the university were varied and tailored towards the individual needs of the candidates. For example, a TEP candidate support team is firmly in place to support candidates that have been struggling academically or socially.

Candidates in all programs in the TEP, PLI, and PPSC programs are assigned faculty program advisors. Advisors check in frequently with their candidates to assess progress and address programmatic questions their candidates may have. Interviews with faculty, staff, candidates, and completers confirm that UCAP provides the support, advice, and assistance necessary for candidates to be successful in their programs.

UCLA TEP conducts two, three-day faculty retreats each academic year to share candidate data, program data, and discuss potential curricular changes. There is a balance of full-time and part-time faculty who teach in UCAP programs. They are assigned appropriate roles and academic courses to enable them to serve and teach in their areas of expertise. TEP holds monthly day-long meetings for faculty, which includes tenured faculty, professional faculty, and field supervisors, who come together to maintain program currency, discuss problems of practice, and are provided opportunities to share research.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
All programs effectively implement and evaluate fieldwork and clinical practice.	**Consistently**
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard
Across all credential programs in UCAP, there is a high-quality course of study focused on the knowledge and skills expected of educators and grounded in current research on effective practice. Review of the unit documents, as well as input from interview participants (faculty, student advising staff, site supervisors, candidates, completers, and employers) affirm that UCAP programs demonstrate cohesive alignments between coursework and field experiences. As such, all interviewed stakeholder groups mentioned the connection from theory to practice in their programs. The unit's programs actively seek to engage all participants to develop conceptual knowledge and core professional competencies based on the state standards and expectations. UCAP has well-established connections with numerous school districts in southern California and an especially strong connection with LAUSD.

This integration between coursework and fieldwork is viewed as an overall strength of all educator preparation programs. Fieldwork in the TEP program includes an Observation and Participation class taken by cohort members in the fall. The purpose of this course (ED 330A) is to assist candidates in making a gradual and successful transition to student teaching. The success of UCAP's fieldwork/clinical practice programs was affirmed by many of the stakeholders who were interviewed. As an example, during one of the interview sessions conducted, an employer remarked, "I'd rather hire a brand-new UCLA TEP graduate than a five-year veteran teacher who had completed their credential from another program."

UCAP carefully selects site-based supervisors using established criteria that reflect proper qualifications and certification requirements, relevant experience, and pertinent expertise in specific content as well as the ability to coach and mentor adult learners. Field and site supervisors are recruited and screened using an established protocol of meeting essential requirements, which includes an application process, interview, and assessment of their overall qualifications and readiness to undertake a supervisory role when working with candidates during their clinical experiences.

The unit systematically provides ongoing training to both field and site-based supervisors through workshops, monthly meetings, and retreats. Site-based supervisors are provided with training in supervision and an orientation to their supervisory responsibilities; they are provided with relevant handbooks, online video links, and modules to ensure their candidates are mentored and supported at the highest level. Other workshops are available to field supervisors to orient them on the use of rubrics, assessment of candidates in the field, co-teaching skills, culturally responsive pedagogy, instructional lesson planning and delivery, and other key components of performance in the field.

Based on the review of the program documents, interviews of supervisors, mentors, candidates, administrators, and advising staff, the unit has managed to form a collaborative community of professionals to ensure the development of a system of support for candidates completing their fieldwork and clinical experiences. In addition, the unit has established an effective communication system with those who are directly engaged in implementing respective programs, fieldwork, and clinical experiences. Candidates across all credential programs are provided with significant experiences in school and clinical settings where the curriculum aligns with California's adopted content standards. The clinical practice placement settings reflect the diversity of California's students, while providing opportunities to work with the range of students identified in each of the program standards.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
A thorough and iterative document review, followed by interviews conducted during the site visit, provided clear evidence of a continuous improvement process—across the UCAP unit and

within each program. One leader described the team as being a committed "community of learners around how to do better and achieve our goals."

The use of data to inform program efforts and outcomes was a shared and common practice across program stakeholders, from faculty and program directors to advisory board members and field supervisors. All stakeholders are involved in evaluation, particularly in reviewing data summaries and offering input to inform improvement efforts. Interviews with employers and community partners provided evidence that program leadership creates regular opportunities to provide feedback about the quality of candidate preparation across all programs, as well as react to and make recommendations for program improvements, based on diverse data sources.

Within each program, candidate performance data are gathered at defined points as evidenced in course syllabi (signature assignments) and assessment examples. The unit also collects common data across all programs for purposes of having comparable evidence of key, shared program outcomes. These cross-program measures, collected using the UCAP Unit Assessment and Evaluation System (UAES), offer insight about graduate experiences specific to the quality, relevance, and comprehensiveness of their preparation to enter the field. Throughout program review and the site visit process the team reviewed examples of each type of data, including formative assessments and checklists, portfolio rubrics, program-specific supervisor evaluation data, UAES metrics, and licensure exam passage rates (i.e., EdTPA, CalAPA). This constellation of data informs the continuous improvement of coursework which is regularly pursued and acted upon. Of particular note, the UAES data provides the grist for meaningful conversations among diverse program leaders, specific to program quality and response trends over time. UAES informs unit level discussions and decisions, while also strengthening unit cohesion.

Documents produced, coupled with interviews, provided the review team with evidence of improvements made in each of the individual programs. These improvements typically resulted from, and were informed by, candidate performance and program effectiveness data. Data attended to multiple dimensions of candidate preparation and included measures of candidate performance, candidate and completer survey data, and feedback from external stakeholders. During interviews, program leaders and faculty shared examples of actions taken based on data and stakeholder input. Discussion and deliberation typically led to course and program refocusing to better meet candidate and community needs. Another example of data collection to inform continuous improvement was a qualitative analysis of learning interactions that occurred within unit courses using the Canvas learning management system. This inquiry helped leadership and instructors understand the quality and depth of learning interaction between faculty and candidates and focus resources on optimization over time. Candidate feedback surveys, done midway through each course, allow for mid-course adjustments and are another way data is used to inform and optimize instruction.

Likewise, across UCAP, evidence included actionable data and resulting recent improvements in shared needs across all reviewed programs. In each case, stakeholders described an assessment process that is being used regularly and consistently to support program improvement. These unit- and program-level continuous improvement efforts are also reflected in an advisory board meeting format that mirrors the multi-layered data engagement at the program level: Meetings begin with a review of unit-wide data, continue with program-specific data review breakout sessions, and finish with a unit-wide review of findings and recommendations. Advisory board members described tangible actions taken by the programs in direct response to the board member input.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard.
Plans elaborated in shared documents, and comments offered during interviews with faculty, field supervisors, current candidates, and program completers, indicate that credential candidates are assessed against the CTC-adopted requirements and program standards. Interviews with candidates established that both formative and summative feedback is offered during coursework and fieldwork experiences to guide and hone, and ultimately confirm, their standards-based competency. They observed this is accomplished with a "growth-focused approach," where candidates receive individualized support based on their regularly assessed needs. Faculty, university supervisors, and site-based supervisors collaborate regularly to assess and ensure candidate competency, and then leverage various multi-tiered support systems. This collaboration is facilitated by strong partnerships with the schools and districts UCLA engages. Further, deliberate feedback mechanisms that include predetermined, time-specific check-ins among leadership, program personnel, school district partners, and candidates underlie candidate growth and competency attainment.

Reviewed programs are having a positive impact on the schools, leaders, teachers, students, and community members that intersect with UCLA programs. UCLA systematically collects and reviews data to demonstrate each program's impact. Surveys from completers and fieldwork

supervisors supplement program-specific data and are used, together, to determine the efficacy of candidates and completers in the schools.

During interviews, employers differentiated UCLA completers from their peers. They typified those UCLA-trained educators as highly "reflective practitioners," with abilities to assess their strengths and opportunities for growth, while doing the same for the students and/or adults they support. Employers credit the UCLA team for helping candidates develop and/or extend a "social justice orientation and passion" which often manifests "with an urgency we don't see in people from other programs."

Community is central to this social justice work and requisite to impact. UCLA program leadership is committed to addressing community needs, which again reflects the aspiration to be a University of California *for,* rather than simply *in,* Los Angeles. This commitment is realized in multiple ways, including through deliberate program recruitment which has diversified candidate demographics to proportions that more closely reflect the demographics of the region. Community is reflected in the actions of program completers who can be seen in their neighborhoods knocking on the front doors of their students' homes. Engaging families and becoming trusted contributors in the communities where they serve is illustrative of the UCAP programs' shared outcomes and tangible program impacts. In the words of one program completer, "If we only know the 'in-classroom' student, our impact is limited. Getting out of the school and into our students' lives is how we have a real impact."

These example actions illustrate the passion that drives the work of UCLA-trained educators, as well as UCAP's commitment to understanding each candidate's needs to foster continuous growth-during credential programs, and long after through ties to program completers that transcend program boundaries. The historical and longitudinal program impact is further evidenced by students of UCLA teachers coming to UCLA over a decade later to become teachers. Likewise, UCLA credentialed teachers frequently return to join PLI. In these ways, UCAP programs are having positive impacts on candidates, and on teaching and learning in California's schools.