

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

## **Professional Services Division**

**June 12, 2001**

### **Overview of this Report**

This report provides background information about University of California, Irvine and its credential programs, information about the COA visit that took place on May 6 - 9, 2001, and the team report and recommendation of the team that conducted the visit on behalf of the Committee on Accreditation. The report of the team presents the findings based upon the Institutional Self-Study Reports, review of supporting documentation, and interviews with representative constituencies of the University programs. On the basis of the team report, and accreditation recommendation is made for the institution.

### **Accreditation Recommendations**

1. The team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for the University of California, Irvine and all its credential programs:  
**ACCREDITATION**

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

- Administrative Services Credentials
    - Preliminary
    - Professional
  - Multiple Subjects Credentials
    - Multiple Subject Internship
    - CLAD/BCLAD Emphasis (Spanish)
  - Single Subject Credential
    - Single Subject Internship
    - Single Subject CLAD Emphasis
2. The staff recommends that:
    - The institution's response to the preconditions be accepted.

- University of California, Irvine to be permitted to propose new credential programs for initial accreditation to the Committee on Accreditation.
- University of California, Irvine be placed on the schedule of accreditation visits for the 2006-2007 academic year for a COA visit.

## **Background**

The University of California, Irvine (UCI) opened in 1965 as part of the UC System which now constitutes nine campuses. In 1965 UCI opened with 116 faculty and 1, 589 students. Since then UCI programs, faculty and graduates have achieved considerable distinction in virtually every discipline and Department which includes the Department of Education with Commission approved programs. Presently UCI ranks prominently with older universities in major grants, research initiatives, teaching excellence, with faculty being recognized with the Nobel Prize and faculty who have received national and international recognition. Students, graduate and undergraduate, have access to a faculty who are at the forefront in their academic discipline and often have the opportunity to participate directly in faculty and student research projects. UCI has provided considerable resources to integrate computer technology throughout the curriculum and campus life.

UCI presently (2000-2001) serves 18,210 students, 14,570 undergraduates, 2,540 graduate and 1,100 health science medical residents. The Schools and Department of the University administer academic programs that have national accreditation from 36 national professional organizations and societies.

The Department of Education serves more than 180 students who are mostly post baccalaureate students. The Department administers a joint Ed.D. in Educational Administration, six credential programs for current and prospective teachers and administrators and a minor in Educational Studies. A focus of the Department's research and instructional programs is educational technology. In addition, the teaching credential programs are enriched by an emphasis on literacy, multicultural prospective and modalities of learning.

## **Plans For The Accreditation Visit**

The COA consultant was assigned to the institution in the Fall of 1999. The consultant conducted a pre-visit to the institution in March of 2000. Dates for the visit were identified, the size of the team and possible assignment of team members was discussed as well as logistics for the visit. A team chair and Common Standards Cluster Leader were identified during the Fall of 2000 and other team members were contacted and assigned in late Fall 2000. A total of seven BIR members were assigned to the team. The Team Leader and COA consultant conducted a further visit in February, 2001 to confirm the interview schedule, determine school site visits, finalize computer and technology needs and review arrangements for the document room.

## **The Accreditation Visit**

The team met first at 1:00 on Sunday May 6. Institutional documents were mailed to team members several weeks prior to the visit. The team chair had contacted each team member and had sent a schedule for the visit for each member and the consultant had sent materials to all team members as well. The team met from 1:00-4:00 on Sunday for an orientation meeting. Interview schedules and assignments were finalized at that time. The UCI Director of Credential Programs, Dr Dennis Evans, met with the team at 3:30, discussed the programs briefly and answered questions for team members. The team members were then transported to a reception at the house of one of the faculty members that involved more than forty faculty, staff and administrators from the university. The team returned to the hotel early Sunday evening and met in the team room until 10:00. Assignments for the visit were confirmed, interview schedules were reviewed and cluster teams reviewed all standards in their respective credential programs. The eight Common Standards were discussed jointly by all team members.

The team arrived on campus at 8:00 a.m. on Monday morning. Introductions were made and an orientation for all programs was provided in a power point presentation. The team conducted interviews and reviewed documents and electronic portfolios during Monday and met on Monday evening until 10:30 discussing findings for the day as they related to each program standard and to the eight Common Standards. All team members were picked up at the hotel on Tuesday morning at 7:45 to be hosted at two school sites during the morning. The team met at lunch, identified areas needing additional information and then participated in a mid-visit meeting at 1:00 pm. Tuesday afternoon was given to team writing, further interviews, two additional school site visits and reviewing documents. At 6:00 pm the team returned to the hotel.

## **Accreditation Decision Making Activity**

The task of developing one report for an institution is challenging after two days of conducting numerous interviews, reviewing documents, and visiting field sites. Each day at the university and each evening after dinner chart paper was used to record information related to each of the eight Common Standards, the Basic Cluster and Services Cluster. Tuesday evening comments were charted in the following categories:

**Findings** – A summary of all standards less than fully met including a rationale for each decision and data used to reach the decision. Cluster members were asked to review the decision guidelines in the Accreditation Handbook during the activity.

**Strengths** – Clusters may note area(s) of commendation specific to a program.

**Concerns** – Clusters may note area(s) of weakness specific to a program.

**Professional Comments** – Recommendations or observations for consideration that are not binding on the institution.

A time deadline was set to complete individual program charts and then all team members reviewed all other cluster charts in the room, adding comments as necessary or asking questions of cluster members who developed the chart. This activity generated numerous discussions on the contents of the charts, clarifying comments, checking across different program areas for consistency or repetition of information. A representative from each cluster reviewed their charts for the full group and answered

questions about the specific program determinations. The Team Leader and staff consultant facilitated this discussion leading to consensus on the findings for each of the Common Standards and each credential program chart.

### **Accreditation Decision Process**

After the team thoroughly reviewed all the findings on the Common Standards and the various clusters, the accreditation team recommendations options outlined in the Accreditation Handbook were reviewed along with the operational implications of each. The discussion engaged the entire group as suggestions were made and clusters moved toward a unit accreditation decision. After considerable discussion, the team decided on “Accreditation.” The information on the charts was then used to develop the narrative for the report. The decision was reviewed Wednesday morning after all team members had an opportunity to read the final report.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION**

**ACCREDITATION TEAM REPORT**

**Institution:** University of California, Irvine

**Dates of Visit:** May 6-9, 2001

**Accreditation Team  
Recommendation:** ACCREDITATION

**Rationale:**

The unanimous recommendation of the accreditation team for ACCREDITATION was based on a thorough review of the self study documents prepared by the university, and additional documentation provided to the team on request. The team conducted an extensive number of interviews with campus and field based personnel and conducted field visits to eight school sites to conduct interviews with candidates, site administrators, adjunct faculty, graduates, field supervisors and University Associates. The team also reviewed additional information in the form of exhibits, program documents, course evaluation forms and electronic portfolios. The team obtained sufficient and consistent information that led to the high degree of confidence in making overall and programmatic judgment about the UCI Department of Education Credential Programs.

Common Standards:

The team found that all Common Standards were met fully. The educational leadership for the Credential Programs was strong. Resources for the programs were sufficient to support quality programs and the qualifications, scholarship and instruction by the faculty is exceptional. The admissions of, advice and assistance for candidates is more than adequate for the professional programs.

Program Standards:

Candidates who complete the professional credential programs, preliminary and professional administrative, multiple and single subject, CLAD/BCLAD, and Internship Programs, are judged to be well prepared. The team found that, in all program areas, the course offerings are strong, the teaching is effective, course material is current and that the programs address the real world needs of the public schools in the communities served by the university. Research findings are presented in the courses that are "cutting edge." Technology is infused in the course work of all professional credential programs and resources are available to ensure adequate support for the programs. The fieldwork, internship and student teaching experiences are extensive. Graduates of the various credential programs are desired and in many cases preferred for employment in the many districts in the service area of the university.

The team found that the vast majority of the standards are fully met but also found elements of the following standards to be less than fully met. Two standards are met minimally in the Preliminary Administrative Services program and one standard is met minimally in the Preliminary and Professional Administrative Services Program, Standard 6, Program Evaluation and Development. The two Preliminary Standards are Standard 18, Collaboration with Educational Agencies, and Standard 31, Determination of Candidate Competence.

### **Accreditation Team Membership**

**Team Leader:** **Irving G. Hendrick**  
University of California, Riverside

**Common Standards:** **Grace E. Grant, Cluster Leader**  
Dominican University of California

**Basic Credential Cluster:** **Reyes L. Quezada, Cluster Leader**  
University of San Diego

**Mary A. Humphreys**  
Buena Park School District

**Cameron M. McCune**  
Walnut Valley Unified School District

**Services Cluster:** **Mary K. McCullough, Cluster Leader**  
(Preliminary and  
Professional  
Administration)

**Douglas D. Smith**  
Grossmont Union High School District

## DOCUMENTS REVIEWED

University Catalog Institutional Self Study Course Syllabi Candidate Files Fieldwork Handbooks Follow-up Survey Results Needs Analysis Results Information Booklets Field Experience Notebooks Schedule of Classes Advisement Documents Faculty Vitae Governance Document Induction Plans EdD Program Brochures Faculty Publication and Faculty Research Papers	Intern Handbook UCI Intern Council Minutes Internship Forms and Newsletter Evaluation Profiles - Professional Development Schools Student Ethnicity Data Student Portfolios Program End Surveys Textbooks Intern, PDS, UA Dialogue Meetings Mentoring Agreements Credentials Issued 97, 98-98, 99-99, 2000 Minutes of Faculty Meetings Student Handbooks Comprehensive Exams Administrative Candidate Papers
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## INTERVIEWS CONDUCTED

	Team Leader	Common Standard Cluster	Basic Cred. Cluster	Services Cred. I Cluster	Services Cred. II Cluster	TOTAL
Program Faculty	9	14	31	7	7	68
Institutional Admin.	3	8	5	8	8	32
Candidates	4		34	3	4	45
Graduates	8	1	31	2	3	45
Employers of Graduates	3	2	12	2	1	20
Supervising Practitioners	8		28			36
Advisors	2	9	12			23
School Admins.	5	2	12	5	3	27
Credential Analyst	1	3	2			6
Advisory Committee		3	5			8
Employers of Interns		2	3			5
						<b>TOTAL</b>
						<b>315</b>

## COMMON STANDARDS

### **STANDARD 1: Education Leadership**

### **Standard Met**

The Department of Education's vision for its credential programs reflects the system wide University of California commitment to its vital role in the recruitment, preparation, and continuing professional development of California's teachers and administrators. This preparation is consonant with the University's mission of teaching, research, and public service. High quality teacher preparation programs manifest that mission through understanding of connections between theory and practice and through a professional service to others. This mission is articulated in written program materials, in the admissions process, and in the curriculum.

### **Strengths**

Campus support for these programs is stronger than at any time in recent history and reflects a strong commitment to this mission. Through the leadership of the Chair, the Department of Education has established a loose affiliation with the School of Social Sciences. While still a semi-autonomous academic unit, this affiliation has provided additional upper level advocacy for expanding the Department's programs through the persuasion and support of the Dean. It is currently searching for three new tenure-track faculty members and has requested approval for an additional five tenure-track faculty positions. At least half of the workload for each of these positions will be in at least one of the credential programs. These new positions reflect the priority on growth in all of its credential programs. These notable efforts for expansion exemplify interest in and support for teacher and administrator preparation at the highest levels of university academic affairs.

The faculty has embarked upon an ambitious vision for the role of credential programs, a vision that is changed and is changing. It is beginning a new Master of Arts in Teaching program that will link reflective practice and teacher leadership to the teaching credential program; it has created links between the professional administrative credential programs and the educational doctorate. It has provided extraordinary leadership in technology integration into both teaching and administrative credential programs.

The committees within the Department's governance structure function smoothly and allow for shared governance within programs. The leadership of the Department and faculty are commended for the extensive outreach into the undergraduate program, through the Education minor, and to schools and school districts through professional development schools, University Associates program, and many other partnerships and collaborative projects.

### **Concerns**

Limited participation by tenure-track faculty in credential programs limits faculty collegiality and shared governance within the Department.

**STANDARD 2: Resources****Standard Met**

Because educator preparation is a priority at both the campus and system wide levels, the University has increased the resources provided to these programs by 100% in the past six years and has committed continuing increases of 2% per year to these programs, dependent upon growth.

**Strengths**

The Department's space and facilities provide an exemplary environment for learning and working. From the equipping and staffing of two technology labs and classrooms for education students to the furnishing of offices and classrooms, the University has provided the resources needed to support these programs in their current size; enrollment growth is just now beginning to place demands on facilities. Resource rooms for students are attractively furnished and well provisioned. Full-time faculty members receive support for their professional development.

Effective professional staff members advise students, provide technology support, and are available for any clerical and computational work requested by a faculty member. Students have access to all University resources to support them in being successful in these programs. Intern teachers have the addition of district resources to support their work.

**Concerns**

None noted.

**STANDARD 3: Faculty****Standard Met**

Interviews and review of documents reveal a highly qualified faculty teaching in the Multiple Subject, Single Subject, CLAD/BCLAD, and Internship Credential programs and in both levels of the administrative services credential programs. The 22 full-time faculty members hold doctorate or masters degrees or possess special qualification and experience related to their appointment. These same qualifications characterize the 18 part-time faculty members. They demonstrate strong personal commitment in their sensitivity to the ethics of diversity and the efforts to address related issues.

**Strengths**

Strong faculty involvement in community and university outreach activities strengthened their ability to prepare students for the education profession. They bring strong subject matter background and pedagogy through leadership in the UCI Writing Project, the UCI/Orange County BTSA Project, UCI Foreign Language Project, the California Learning Exchange, the UCI/Orange County Regional California Reading and literature Project, UCI Schools Attuned Training Site, and the PT3 Technology Grant. Many also provide leadership in regional and local professional development workshops through the University Associate program and Professional Development Schools network. Funds for professional development are regularly available to all full-time faculty members and are available to part-time faculty on demand.

Each program combines faculty members drawn from practicing educators and full-time university faculty, providing all programs with research-oriented practitioners and

practice-oriented researchers and strength and credibility in course content. Further, full-time faculty teach in more than one program, bringing a developmental perspective to the content. For example, the same faculty member teaches language arts methods in the Multiple and Single Subject Programs; the same faculty member teaches an introductory course in the Multiple and Single Subject Programs and a capstone fieldwork course in the Preliminary Administrative Services Program.

The Department uses a comprehensive evaluation system for all levels of faculty, full-time and part-time, and students' instructional evaluations are gathered through the course evaluations that are administered at the end of each course each semester. The Director reviews a summary of these evaluations with each faculty member. Faculty members whose course evaluations do not meet program standards are not reassigned to teach credential courses.

### **Concerns**

The faculty in the Multiple Subject, Single Subject, Internship, and Administrative Services Credential Programs are committed to issues of diversity; however, they do not reflect the diversity represented in the student population.

### **STANDARD 4: Evaluation**

### **Standard Met**

The Department's credential programs provide meaningful opportunities for practitioner involvements. They regularly involve program participants, graduates, employers, and local practitioners in the evaluation of the quality of credential programs and their improvements. They gather course evaluations at the end of each course each semester; these data are summarized in the aggregate and are discussed by program faculty at the end of each year, in order to recommend curriculum improvements for the next year. The Multiple Subject, Single Subject, and Internship Credential Programs collect evidence systemically across programs with regularity and consistency. They seek feedback from candidates and graduates through the year-end program evaluation survey and a mailed survey of graduates. The BTSA Confidence Survey administered at the beginning and ending of the first year of teaching, is used to corroborate perceptions of credential completers. They seek feedback from field supervisors and employers through the twice-yearly PDS meetings and the quarterly UA dialogue meetings. The Administrative Services Programs gather information about programs in informal meetings and conversations (questions on the comprehensive exam, data gathered at CSLA Orange County meetings or regional ASCA meetings).

### **Strengths**

These collaborative conversations with school administrators and teachers have resulted in substantive changes in the credential programs. Examples of changes in the Multiple Subject and Single Subject Credential Programs include: the addition of a course on assessment, the University Associate program, greater participation expectations for UAs ("expected to" changed to "required to"), a change in the calendar to begin in August rather than in late September with the University calendar, the focus on literacy, the requirement of the CLAD emphasis, and the restructuring of the methods courses during student teaching. Examples of changes in the Administrative Credential Programs include: changes in the school law course, the addition of

professional development expertise, a changed schedule to deliver course work for part-time students, and initial recruitment efforts.

### **Concerns**

While there is evidence of student evaluation at the end of most courses in both administrative services credential programs, there is little evidence of systematic, on-going input into program improvement from practitioners and little summative evaluation from participants.

### **STANDARD 5: Admission**

### **Standard Met**

The Department of Education has well-defined criteria and procedures for admission to all of its credential programs and maintains high academic standards. Students entering the basic credential programs have an undergraduate GPA of 3.3, placing them at or above the campus median for other graduate level programs. Candidates in the Preliminary Administrative Services Credential Program have an undergraduate GPA of 3.4, placing them well above the campus mean for other graduate programs. Employers of interns and student teachers report that candidates are well screened and strongly prepared in content pedagogy.

All credential programs use multiple measures to identify those applicants who bring needed academic standards and personal experiences. Applicants to the Multiple Subject, Single Subject, and Internship Programs all provide prior professional experiences. Candidates to the Professional Administrative Services Program are admitted into the program in a timely fashion following employment. The Director interviews three-fourths of all credential applicants. In the intern program, candidate admission is the shared responsibility of the district and the program.

### **Strengths**

The department faculty and staff support many efforts to recruit candidates from under-represented groups and to attract candidates committed to working with all students. They promote careers in teaching through affiliation with or support for a variety of university endeavors: the Education minor, the Center for Educational Partners, Teachers of Tomorrow club, the Humanities Out There (HOTs) project, and the undergraduate peer advising program. The admissions staff emails all UCI juniors each winter to encourage their consideration of teaching. The Director writes to all University Associates and administrators of the UCI Professional Development Schools to encourage their nomination of candidates for the administrative services program. Further, representatives from under-represented groups who express interest in teaching are eligible for special support through the application process and for specialized advising during the program.

### **Concerns**

None noted.

**STANDARD 6: Advice and Assistance****Standard Met**

The Department provides information regarding programs, credential requirements, and financial assistance in written formats. The credential analysts and admissions office conduct monthly information sessions for teacher credential programs; in addition to four full-time staff members, peer advisors are available 15 hours a week to meet with undergraduates interested in teaching. Each program produces regular newsletters for current students to inform them on program opportunities and credential requirements. Further, faculty and program coordinators know their students and are readily available through phone, email, and drop-in conferences. Many students praised the accessibility of faculty as well as faculty and department responsiveness to student concerns.

The teacher credential programs assist candidates through the job search by inviting district personnel administrators to offer workshops on application and interviewing and through co-sponsoring with a neighboring university a teaching job fair this spring. In addition, the strong school links between the teacher credential program coordinators, University Associates, and PDS administrators serves to match candidates with positions. In the preliminary administrative credential program, faculty assist candidates to individualize their field work assignments in line with their career objectives in order to prepare them for employment as an administrator.

**Strengths**

Graduates and current students praised the availability and effectiveness of the advising staff and faculty throughout their UCI experience, who make easy a complicated, technical process. Further, these processes serve to assist students who need special assistance and to retain only those candidates suited for entry into the profession and/or advancement in the profession. This occurs informally within the teaching credential programs; in the intern program, advising and support of the interns is the shared responsibility of the district and the program. The preliminary administrative credential program addresses these concerns thorough course assignments specifically designed to help candidates compare their strengths against standards for administrative performance and leadership. Candidates in the professional administrative credential program receive mentoring from an experienced administrator.

**Concern**

Some teacher credentialing students are asking for more assistance in the job search process.

**STANDARD 7: School Collaboration****Standard Met**

The faculty and administration in the Department of Education are to be commended for the extent of their collaborative efforts with the region's school districts. Consonant with the Department's mission, faculty are meeting critical regional needs through collaborative efforts in the internship program, the Professional Development Schools program, and the University Associates program. The Department also collaborates to provide support to beginning teachers through the UCI/Orange County BTSA

program. It collaborates in the professional development of experienced teachers through its numerous subject matter projects and other research on applied professional issues.

The K12/University Intern Council guides the intern program and provides dialogue on program strengths and improvements. All of the policies outlined in the Intern Handbook have been derived and are revised collaboratively by the Council, including roles and responsibilities for the Director of Credential Programs, the Intern Coordinator, Intern Program University Associates, Intern Teachers, and for Participating School Districts. The handbook outlines four different models that districts may adopt.

### **Strengths**

Graduates and employers praised the effectiveness of the Professional Development Schools program as clinical sites for Multiple Subject and Single Subject student teachers. They also praised the credential programs' responsiveness to suggestions for improvement and, as a result, praise the strength of this collaborative effort. Since its very inception, the PDS program has been developed collaboratively and cooperatively. The 55 schools in 11 partner districts are selected for their diverse student population, for their flexible and highly qualified faculty and administration, and for their intact collaborative school planning structures. Their roles and responsibilities are well defined and clearly communicated to all partners in this collaboration. Representatives from all 55 schools meet as the PDS twice each year to provide feedback and design program improvements.

### **Concerns**

While the Administrative Services Program appears to have an informal process in place, the team found inconsistent evidence of collaboration with school personnel on the selection of appropriate field experiences, the identification of effective clinical personnel, and the evaluation of field experiences.

### **STANDARD 8: District Field Supervisors**

### **Standard Met**

The Department is to be commended for its University Associate (UA) program as a highly innovative and exemplary model of supervision for multiple subject and single subject student teacher and intern teacher candidates. Developed collaboratively with the 11 participating PDS districts, this program provides effective selection, training, and orientation to this important supervisory role. UAs selected to supervise intern teachers are matched for their location at the same site and for their experience at the intern's assignment. Each program maintains a database on all UA participants, including their areas of certification and expertise, their participation in required training and dialogue meetings. Each program has developed a comprehensive handbook available to students and UAs; and the PDS program has posted its descriptors on an extensive web site.

In many interviews PDS administrators and UAs expressed appreciation for the contribution that training in cognitive coaching has contributed to their professional development; UAs value the relationships they have established with UCI Program Coordinators and faculty members.

**Strengths**

UAs are evaluated, recognized, and rewarded by each program. UAs are recognized through a stipend and access to privileges on the UCI campus: UCI Library privileges, UCI Bookstore discounts, faculty/staff discount rate for UCI School of Arts events, discounts at the “Whale of a Tale” Bookstore, and advance notice about the UCI Writing project Conferences for Teachers. UAs and Program Coordinators have co-presented this model at professional conferences. In the rare occasion when difficulties are reported, program coordinators confer with students, gather information from site administrators and make site visits to observe UAs. UAs who do not attend the annual training sessions are not invited to participate the next year. UAs who do not participate in a UA dialogue meeting are encouraged to participate in the next; non-participants are not invited to participate the next year.

**Concerns**

None noted.

## **Program Standards**

### **Multiple Subject, Single Subject, CLAD/BCLAD Emphasis (Spanish), Credential Programs, Including Internship**

#### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews of candidates, graduates, interns, faculty, staff, employers, and university associates, the team determined that all program standards are fully met for the Multiple Subject, Single Subject CLAD/BCLAD Emphasis (Spanish), Credential, including Internship Programs.

#### **Strengths**

The institution and the department are to be commended for creating a program that combines the resources of a large university with the personal attention that is more often found in smaller programs. From admissions through placement and supervision of fieldwork and the student teaching experiences, candidates and graduates validated the personal attention and support they had received towards successful completion of the credential program.

Candidates in all programs praised the instruction and practice that they received in lesson design, instructional models, and the requirement on addressing the needs of ethnically and linguistic diverse students within the CLAD competencies and regular credential program courses and teaching process. As one candidate reflected, "it must be ingrained into the whole process of teaching."

Candidates praised the contribution of the Methods Advisors in their instructional and supervisory role in supporting them throughout their education program at UCI.

The program staff empower both experienced and beginning University Associates with training opportunities for collaboration, leading to UA feelings of being respected for their professionalism, expertise, and appreciation at being involved as presenters and participants at university seminars in their areas of expertise. University Associates felt a true partnership existed between themselves and UCI because of the benefits of library access, seminar participation, e-mail notification, dialogues, and inclusion in university functions.

University Associates and administrators praised the level of preparation evidenced by student teachers, interns and pre-observation candidates assigned to their schools. They demonstrate professionalism, are knowledgeable of content, willing to take risks, focused and skilled in directing lessons to reach their goals.

The technology expertise of candidates is exemplary. The University Associates continually lauded the student teachers for their level of technology expertise and their willingness to share their knowledge.

Effective and clear collaboration, planning, and coordination are consistent across curricular areas among faculty as evidence by modeling, assignment matrices, and

syllabi construction. Students report that it decreased their anxieties and they were able to produce quality course assignments and products.

Candidates and graduates with the CLAD emphasis program praised faculty with regards to the superb training received. They feel confident in the competencies acquired that prepared them to effectively work with linguistic and culturally diverse populations. They also expressed their satisfaction about the fact that competencies they learned in the CLAD courses carried over into other coursework.

### **Concerns**

None noted.

## **Preliminary Administrative Services Credential Professional Administrative Services Credential**

### **Findings on Standards:**

After the review of the university report, supporting documentation, and the completion of interviews with candidates, graduates, employers, and faculty, the visiting team determined that all program standards are met with the following exceptions:

#### **Standard 6 is met minimally with qualitative concerns.**

#### **Standard 6, Program Evaluation and Development, in both the Preliminary and Professional Administrative Services Credential**

*The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in the program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.*

While the system of course evaluation is ongoing in most courses, the university has not developed a consistent and systematic process for program evaluation and development that involves diverse community representation and local practitioners, leading to substantive improvements in the program.

#### **Standard 18 is met minimally with qualitative concerns.**

#### **Standard 18, Collaboration with Educational Agencies, in the Preliminary Administrative Services Credential**

*The institution secures collaboration with educational agencies in the selection of effective supervising administrators, in the placement of candidates in appropriate field settings, and in the planning and evaluation of field experiences.*

The visiting team found the collaboration with educational agencies happens on an informal level; however, there is inconsistent implementation of collaboration with

candidates, school district personnel, and university personnel in the planning and evaluation of field experiences.

**Standard 31 is met minimally with quantitative concerns.**

**Standard 31, Determination of Candidate Competence, in the Preliminary Administrative Services Credential**

*Prior to recommending each candidate for a Preliminary Administrative Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each standard in Category V.*

The visiting team found that university personnel participated in a documented process of determining candidate competency through the comprehensive exam; however, this does not include input from the field. The university does not obtain thorough, written verification of candidate competency from at least one district supervisor.

**Strengths**

The visiting committee found the preparation of educational leaders to be the strength of both the Preliminary and Professional Administrative Services Credential Programs. The program provides a rigorous curriculum with an integrated approach to linking theoretical concepts with practical application.

The dedicated faculty, who provide leadership and experience in connecting theory to practice, is a strength in the program. The faculty creates a constructivist learning climate in which students are challenged to think critically, develop individual areas of interest, and reflect on practice.

The program leadership is passionate about the success of the program and provides ongoing candidate advisement and assistance. The program leadership has designed a program that integrates the expertise and experience of both practitioners and full-time university faculty.

The Department of Education enjoys a reputation in the field for producing candidates who are well-prepared for leadership positions. The University and the Department of Education provide the necessary resources to support a doctoral program in Educational Leadership, which includes the integration of the Professional Administrative Services Credential when appropriate. The University also provides resources needed to maintain small class size, to promote professional development of faculty, and to provide financial assistance for students.

**Concerns**

During interviews with faculty members the following concerns were raised: the need for appropriate classroom space for teaching, and the desire for additional faculty collaboration on program development and design.

In the Professional Administrative Services Credential Program the option of including Education 397DEF, University Field Work, as a means of fulfilling the program requirements outlined in Standard 17, Inclusion of Non-University Activities, Standard

18, The Nature of Non-University Activities, and cited in Standard 14, Curriculum Individualization, is not congruent with the intent of the standards on non-university professional development.

### **Professional Comments**

*(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)*

#### **Common Standards**

Since inception of the Office of Teacher Education at UCI 35 years ago, responsibility for the leadership and conduct of teaching credential programs has been the work of faculty whose appointments have been outside the professorial series. Even as the campus administration later created a Department of Education and added a small number of professorial faculty, the early pattern of leadership and responsibility for teacher education has continued. The high dedication and high quality of work by lecturers and others with academic appointments outside the professorial series is broadly recognized and is much appreciated by teachers and school administrators of the region. In the coming few years academic planners at UCI will be making decisions about the direction of Education on the campus. Apparently not at issue is the commitment of campus officials to the continuance of credential programs. Rather, decisions will be made concerning whether to expand or contract ladder faculty appointments, add graduate degrees, and move toward a School (or Graduate School) of Education. Professorial faculty leadership within the Department of Education will have an impact on those decisions. Given the University of California's renewed commitment to the preparation of teachers and professional leaders in education, the team believes that the expanded engagement and leadership of the professorial faculty in teacher education will serve the Department's best interest. This will be difficult because the campus faculty culture has not been accustomed to professional school standards and expectations. Much good will, mutual respect, and leadership will be required. That said, we believe that with proper leadership from inside and outside of Education, the environment at UCI is now hospitable to considering the expansion of Education programs.

#### **Multiple/Single Subject CLAD/BCLAD Emphasis (Spanish), Including Internship Programs**

Candidates felt that although they were prepared to work effectively with linguistic and culturally diverse populations they needed more curricular strategies and information in working with Special Education students who are being mainstreamed into regular classrooms.

Candidates are grateful and proud of their e-portfolios, but felt that too much time was spent in creating them. They felt that their time could have been better used in

preparing for their curriculum courses. The high level of technology expertise is appreciated by district personnel.

Some Candidates expressed an interest in having the opportunity to explore career employment preparation and opportunities within the student teaching seminar to include resume writing, career placement, and interviewing techniques.

Continue to explore and develop the role of the University Associates that will lead to collaborative observations in all cases resulting in improved evaluation.

**B/CLAD Emphasis:**

It is highly recommended that the Department of Education and the School of Humanities-Department of Spanish and Portuguese collaborate in providing optional routes for the certification of BCLAD students besides the current State examinations for Domains 4, 5, and 6. A possible route is to submit an addendum to CTC in order to meet the target culture, oral language and written proficiency domains. This can be achieved through a Subject Matter Preparation Program, a series of courses, or through assessment of an entry and exit language proficiency of domains five and six.

**Preliminary Administrative Services**

The development of a handbook to accompany the field experience portion of the Preliminary Administrative Credential could assist in the collaborative planning and evaluation with the candidate, university, and district supervisors.