

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION - ACCREDITATION TEAM REPORT**

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

**Dates of Visit:** April 29 – May 2, 2001

**Accreditation Team  
Recommendation:** ACCREDITATION

**Rationale:**

The team used a consensus model to reach all decisions and recommends Accreditation. The team reached this decision after reviewing the Institutional Self Study Report and additional supporting documents available during the visit; and conducting interviews with administrators, faculty, staff, students, local school personnel and other individuals professionally associated with the unit. The process is described below:

1. Common Standards - The entire team reviewed each standard one-by-one and determined that all of the Common Standards were fully met.
2. Program Standards - The Team Leader was assisted by team members to provide additional clarification as they presented their findings about the program standards. Following their presentation, the team discussed each program area and determined that all program standards were met in all areas.

After the discussion about the standards, the team discussed and reached consensus on the accreditation recommendation.

3. Overall Recommendation - The Team's decision to recommend Accreditation, was in part, based on the fact that all Common Standards were fully met. The team concluded that all credential programs were strong, effective and generally of high quality. Therefore, the team decided that the overall evidence clearly supported the accreditation recommendation.

**Team Leader:** **Athena Waite**, Director  
School of Education  
University of California, Riverside

**Basic Credential Cluster:**

**Greg Kaiser**, Director  
Teacher Education Program  
Azusa Pacific University

**Blanca Gibbons**, Teacher  
Placentia Yorba Linda Unified School District

**Rajendra Prasad**, Deputy Superintendent (Emeritus)  
San Mateo Foster City Unified School District

**Willa Ramsay**, Consultant  
San Diego Unified School District

**Specialist Credential:  
(Experimental DHH)**

**Kathryn Burns-Jepson**, Director  
Special Services-Mission Valley SELPA  
Fremont Unified School District

## DOCUMENTS REVIEWED

University Catalog  
 Institutional Self Study  
 Course Syllabi  
 Candidate Files  
 Fieldwork Handbooks  
 Follow-up Survey Results  
 Needs Analysis Results  
 Field Experience Notebooks  
 Advisement Documents

University Publications  
 Program Flyers  
 Textbooks  
 Advisory Committee Minutes  
 Student Work Samples  
 Grant Applications and Information  
 Information Booklets  
 Schedule of Classes  
 Faculty Vitae

## INTERVIEWS CONDUCTED

	Team Leader	Common Stands.	Basic Cred.	Specialist Cred.			<b>TOTAL</b>
Program Faculty	6		28	3			37
Institutional Administration	5		14	2			21
Candidates	48		131	9			188
Graduates	3		37	2			42
Employers of Graduates	3		19	0			22
Supervising Practitioners	2		39	3			41
Advisors	3		3	3			9
School Administrators	6		4	0			10
Credential Analysts	2		2	2			6
Advisory Committee	11		11	0			22

**TOTAL                    398**

Note: In some cases, individuals or groups were interviewed by more than one team member because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

## **Common Standards Common Standards**

### **Standard 1 Education Leadership**

### **Standard Met**

Chancellor Dynes, Vice Chancellor of Academic Affairs Chandler, Dean Drake of Social Sciences, Dean Attiyeh of the Graduate Division, and Director Souviney all expressed a shared understanding of the vision for Teacher Education Preparation. The vision included a doubling in size, collaboration with the community to meet the need for high quality teachers and the need to support the projected growth with staff and faculty resources.

Director Souviney serves on numerous standing committees across the campus and attends the quarterly planning meetings chaired by Dean Drake. An open-door policy allows for informal and formal meetings among the institution's leaders. Mutual respect and meaningful communication define a team spirit of support for teacher education.

### **Strengths**

The leadership of TEP and the University deserve commendation for the extensive outreach to schools and school districts in the region through CREATE, an undergraduate minor which includes mentoring and tutoring opportunities, and the experimental program in Deaf and Hard of Hearing. Activities take place in public schools with diverse, underrepresented populations.

### **Standard 2 Resources**

### **Standard Met**

In a University where space is limited, Teacher Education Program (TEP) has been given an adequate number of rooms, some of which have been remodeled to meet specific teacher education needs. For example, a large, technologically "smart" classroom with moveable tables and chairs is now available for cooperative work and demonstrating technologically enhanced lessons.

Because TEP is a program, not a school, faculty from mathematics, music, cognitive science and other departments and majors teach critical classes for TEP. Teaching in TEP is considered part of the faculty member's course load.

Resources are provided for clinical faculty to supervise and instruct small cohort groups of students; a twelve to one ratio is maintained. The close association of clinical faculty with small cohort groups of students provides for frequent formative assessment and support of teacher candidates.

The library subscribes to a full range of on-line journals including those focusing on low-incidence disabilities. ERIC online provides access to full text online reports for 85% of the reports from 1992. UCSD belongs to "The Circuit," a consortium of colleges and universities in the area—USD, CSU San Marcos, San Diego State, Thomas Jefferson Law School. Within 24 hours, requested materials are sent to the member's campus. The UCSD library's home page links to other education sites including E-journal.

The TEP budget provides some funding for staff and faculty members to travel to conferences. Grant monies are also used for professional development opportunities.

**Strength**

TEP is to be commended for offering an optional physical education methods course. This popular four-unit course is offered once or twice a year. Most physical education in the K-6 schools is taught by classroom teachers, but resources are seldom provided to offer a class in which candidates read and reflect on Physical Education research, organize a physical education curriculum, and practice teaching physical education activities.

**Professional comment:**

The program should explore the purchase and use of different application software for faculty use in assessing candidates. Also, candidates need to learn how to implement this software in their future classrooms.

**Standard 3 Faculty**

**Standard Met**

Faculty resumes and interviews provide evidence that faculty is well qualified for their positions. Full time, ladder faculty all hold doctorates; clinical faculty hold masters or doctorates and have teaching experience. Visiting educators provide life-links to current district policies, and practices.

Student surveys and interviews confirm that the majority of students are well supervised in their student and intern teaching. The intern program uses on-site, compensated, district teachers for intern supervision and support, in addition to the University supervisor/instructors.

**Standard 4 Evaluation**

**Standard Met**

The University evaluates its courses and program in a variety of ways. Students evaluate courses at the end of each quarter. Student teachers and supervisors of student teachers are evaluated by district cooperating teachers at the completion of each significant experience. Interns evaluate their program upon completion. Courses are consistently evaluated by students, syllabi reviewed by the director and filed in the TEP office. Community advisory meetings for the program and sub-programs meet twice a year to discuss programmatic issues.

The University also participates in the San Diego County Office of Education evaluation of probationary teachers. This evaluation provides the University with follow-up information on their graduates.

The results of the various evaluations are handled in a consistent manner. The Director of Teacher Education meets with each supervisor individually to discuss supervisor evaluations from students and district cooperating teachers. They also evaluate the courses. Areas of concern are noted and, when appropriate, a plan for change is developed.

The director meets with faculty to discuss more generic comments concerning the program. Changes in course content and structure have occurred in response to evaluations. One faculty member mentioned that surveys prodded three ladder faculty members to review course syllabi to better sequence information, eliminate unnecessary repetition, and to highlight concepts needing to be reinforced.

**Standard 5 Admission**

**Standard Met**

Students entering the credential programs must have a 3.0 GPA, submit a written philosophy statement and letters of support, complete an approved subject matter preparation program or pass a subject matter test authorized by the state of California, and have verified early field experiences.

Recruitment of candidates includes a well-conceived undergraduate minor that has over 120 hours of field experiences, outreach efforts to community college students and teachers on emergency credentials, and extensive community-university partnerships such as CREATE and UniversityLink. UniversityLink offers community college students the opportunity to transfer to UCSD and provides TEP with a forum for outreach efforts. UniversityLink candidates apply to the program in their senior year of high school; early identification of potential transfer students makes early advisement possible and aids in a smooth transition to UCSD, the Education minor and eventually the Teacher Education Program.

An intensive summer program is provided for candidates not completing prerequisite work as part of the undergraduate minor in education. The summer intensive program provides another avenue for students to enter UCSD's Teacher Education Program.

**Strength**

Admission staff is to be commended for detailed, well-organized student files that track students from their undergraduate candidate status to their full induction into the teacher education program. Numerous personal e-mails, records of phone calls and letters to students provide evidence of the "personal" touch.

**Standard 6 Advice and Assistance**

**Standard Met**

Information regarding programs and credential requirements is provided in written form and in credential specific information seminars. Interviewed students frequently lauded the advice and assistance provided by staff before, during, and after admission to the program. The advisors maintain regularly scheduled open office hours. Student files indicated that TEP advisors and staff respond to e-mail and telephone inquiries and send reminders to students of items needed to complete their application process.

Faculty members hold regular office hours. Once in the program, most clinical faculty and instructors form close bonds with students. Home phone numbers and e-mail addresses are routinely available and students contact their supervisor's regularly.

**Professional Comment:** The TEP staff does an exemplary job of advising students. However, as TEP doubles in number, it seems apparent that more staff will be needed

to maintain the current high quality of advisement that supports recruitment and facilitates program completion and recommendations for credentials.

## **Standard 7 School Collaboration**

## **Standard Met**

The faculty and administration in the Teacher Education Program are to be commended for the extent of their collaborative efforts with the region's K-12 school districts and community colleges.

UniversityLinks exemplifies collaborative efforts that provide high school and community college students with early advisement and introduces potential teacher candidates to the existence and merits of TEP. The Center for Research in Educational Equity, Assessment and Teaching Excellence (CREATE), offers University students early field experiences and district teachers professional development opportunities. UCSD students act as tutors, mentors, and role models for K-12 students. CREATE forms partnerships with clusters of elementary, middle, and secondary schools. The Preuss School serves underserved students from low-income homes, develops innovative programs and provides the opportunity for UCSD students to engage in school based activities.

The Teacher Preparation Program collaborates with district educators to place teacher candidates in diverse, hard-to-place schools in several districts, thus providing candidates with "real-school" experiences. A variety of student field placements provides candidates with multi-age experiences and the opportunity to view model teachers with differing teaching styles while providing area schools with prepared tutors, mentors, and student teachers

Minutes of community advisory committee meetings and interviews with community committee members attest to formal and informal meetings that provide input and feedback. Members of the committee stated that their ideas and opinions were polled at the beginning of new programs and proposals. Committee members concurred that the committees engaged in program development, not "rubber stamping" TEP presented programs.

## **Standard 8 District Field Supervisors**

All selected school sites reflect the diverse society that is California and the greater San Diego Area. Because of the great demand from several universities in the area for model schools and district cooperating teachers, several cooperating school sites are a fair distance from the University. The University consciously decided that the quality of the student teaching experiences was more important than location nearer the University.

District field supervisors are credentialed and experienced in the same credential area as the intern or student teacher being supervised. The principal selects and the superintendent approves district cooperating teachers. The University reviews the district cooperating teacher's qualifications, interviews the cooperating teacher and assigns the teacher candidate. A district cooperating teacher is not re-selected if student surveys and evaluations indicate that the teacher is not able to provide student

teachers with the appropriate support, guidance, and assessment needed for the candidate's professional growth. District cooperating teachers and district intern supervisors are provided with a University Handbook that partially explains the role of district cooperating teachers; in addition supervisors are to provide an orientation for new district supervisors in order to answer questions and explain the goals and tasks for the quarter. Several district cooperating teachers mentioned that UCSD supervisors usually visited at least once a week and were always available for consultation.

Intern supervisors are selected and supported differently in the three districts that comprise the intern program. In San Diego Unified, two district teachers are released to be full time support providers. In a second district, BTSA support providers are assigned. In the third district, on-site teachers provide intern support and receive a stipend. (All DCTs are provided a stipend as well.) District cooperating teachers and intern support providers are invited members of the Community Advisory Committee.

Fieldwork is well sequenced to provide gradual meaningful induction to the classroom. Fieldwork experiences are related to course work. Teachers in residence and the new program, Teacher on Loan, ensure that fieldwork is related to current classroom practices and district policies.

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

### **Findings on Standards:**

After review of the institutional reports, supporting documentation, the completion of interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for Multiple Subject CLAD/BCLAD with Spanish emphasis program.

### **Strengths:**

- Students from University of California, San Diego reported that they received a high quality of education that prepared them to enter the teaching profession.
- The program design clearly articulates the three essential themes of strong academic preparation, research-based pedagogical knowledge, and an explicit socio-cultural perspective.
- The program's organizational structure provides logically sequenced instructional components, field experiences and student teaching.
- The program provides a well-balanced overall curriculum with strong attention to integrating theory and practice, and ensuring pedagogical content area knowledge for all its candidates.
- Effective coordination between the program and other academic departments was noted.
- School personnel and program candidates commented on the high level of UCSD students commitment and dedication.
- University and school district personnel consistently strive to assure that Multiple Subject credential candidates are placed in fieldwork classrooms with highly competent and appropriately certified cooperating teachers. This reflects the strong collaboration and effective coordination with the local school districts.
- The multicultural study and cross-cultural experiences provided in the pre-professional and professional course work contributes to successfully working with linguistically and culturally diverse students.
- Program graduates reported a high level of readiness to assume teaching responsibilities in classrooms with culturally and linguistically diverse student populations.
- School personnel consistently commended the program candidates' readiness to assume the multiple responsibilities of full-time teaching.

- School personnel commented positively on the high level of professionalism, knowledge, motivation, and enthusiasm of the program's candidates.
- There is a clear and concise admissions process that is systematically and consistently followed.
- Program graduates reported a high level of satisfaction with the quality of services provided by the credential analysts and other support staff.
- The faculty at University of California San Diego is to be commended for their commitment and dedication to ensure success of all students through coursework and into field placement.
- School personnel and program graduates consistently reported that the program is rigorous, especially noting the extensive undergraduate field experience providing effective preparation for the assuming of student teaching responsibilities.

**Concerns:**

- There was a notable inconsistency in the frequency and quality of the supervising visitations for student teachers among some bilingual candidates' interviews.
- Some BCLAD graduates expressed a concern about not having two different grade level placements for their student teaching experience.

**Single Subject, Single Subject CLAD Emphasis  
Credential Programs, Including Internship**

**Findings on Standards**

After a review of the institutional report and supporting documentation and completion of interviews of UCSD administrators, TEP faculty, TEP affiliated faculty, TEP visiting lecturers, TEP administrative staff, program graduates, cooperating teachers, area school administrators, current students, and the TEP Community Advisory Committee, the team determined that all program standards are met.

**Strengths**

- In the judgement of the visiting team, the Single Subject Credential Program is well designed with strong rationale and intellectual depth.
- The program provides knowledge and skills to practitioners to become analytical and to develop discrimination in their thinking. These skills assist them in determining whether a certain program, teaching practice or instructional material has the potential to enhance equity and to improve the learning experiences of students.

- The graduates acquire a critical perspective to assess curriculum alternatives, reform efforts, grouping practices and other discussions of the teaching/learning process. They understand learning styles are set through social settings, rather than characteristics of a certain group.
- The program provides the candidates opportunities to think and reflect as well as develop professional perspectives.
- The graduates expressed confidently that they are well prepared to enter classrooms and to assume full teaching responsibilities. The cooperating teachers, intern advisors, and district administrators concurred.
- Graduates of the Teacher Education Program interviewed during this visit affirmed unanimously that they received full support, help and advice from the TEP faculty at all times, and in a timely manner. They received personalized attention and emotional support when needed.
- The graduates were prepared and trained for job interviews and received appropriate guidance. They were referred to prospective school districts for employment.

### **Concerns**

None noted

### **Experimental Programs**

The following collaboratively developed formative evaluation report was prepared by a member of the team.

### **An Experimental Professional Preparation Program for Bilingual Culture, Language and Academic Development and Education Specialist: Deaf and Hard of Hearing with the Masters of Arts in Teaching and Learning: Bilingual Education (ASL-English)**

The faculty in the Teacher Education Program (TEP) met with Kathryn Burns Jepson, Director of Special Services-Mission Valley SELPA-Fremont, to discuss the research and evaluation element of the experimental credential program. Interviews were held with 3 faculty, 2 institutional administrators, 9 candidates, 2 graduates, and 3 cooperating teachers, a visit to an elementary school site was conducted and documents were reviewed.

The following findings reflect the reviewer's analysis of the experimental program:

The innovative integration of the BCLAD framework with Education Specialist: Deaf and Hard of Hearing credential program standards has graduated competent practitioners with a literacy/language/cultural foundation that will impact Deaf Education.

Upon review of the graduates theses and subsequent interviews with them, it was apparent that they have a solid, research based understanding of the bilingual, bicultural philosophy.

The positive and enthusiastic endorsements from the faculty, visiting lecturers and district cooperating teachers demonstrates the excellent collaborative focus of the program. The cooperating teachers stated that the program training of "research, application, and reflection" employs the dynamic process of ongoing critical thinking versus the static teaching of basic instruction.

Candidates of the program were articulate in describing the variety of teaching strategies for diverse learners that were embedded across the methods classes. Their view of students' as "capable language learners" versus disabled focuses their instruction to the core curriculum standards and to heightened expectations of student achievement.

The Deaf and Hard of Hearing Experimental program has continuously evaluated and responded to program/candidate needs these past two years. Extending the student teaching time, restructuring the course work of the initial year and guiding students' skills to ensure greater ASL fluency are some examples of the program's ongoing flexibility and commitment to a standard of excellence.

The grant award from the Linguistic Minority Research Institute provides resources for ensuring understanding of cooperating teachers on the use of authentic assessment via the Learning Record Portfolio. Implementation of this promising practice extends the collaborative work of the university with districts.

The exceptional academic advisement was noted during the interviews with the candidates. The handbooks provided to the candidates and cooperating teachers have clear and succinct information and timelines. Additionally the early notification of the RICA assessment and faculty support has ensured the 100% student pass rate on the initial examination.

### **Professional Considerations:**

For the Experimental ASL Bilingual Program, the “Teaching English Language Learner” (TEP 151) syllabi may need to be reviewed so as to incorporate explicit instruction on transferring appropriate grammar usage within the writing process. The overall language arts area may need examination as it relates to the writing process as well.

As part of the Inclusive Education Practices (TEP 182) encourage participation of an administrator with Special Education experience to serve as one of the guest lecturers to specifically address the federal and state legal requirements and the potential IEP/IEP due process liability issues. Additionally, consider including a panel of advocates who represent both sides of the legal issues as part of this course.

**Summary:**

The program’s strong vision and philosophy and the university’s rigorous admission standards provide an opportunity for creating a new direction for teachers of the Deaf and Hard of Hearing. The faculty’s extensive knowledge and dedication to the program allows for ongoing growth and success for all who participate.