

**Recommendations by the Accreditation Team and
Report of the Accreditation Visit for
San Diego Unified School District**

May 6, 2009

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at San Diego Unified School District. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the attached report, the accreditation recommendation is **Accreditation with Stipulations**.

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

	Met	Met with Concerns	Not Met
Standard 1: Educational Leadership		X	
Standard 2: Unit and Program Assessment and Evaluation	X		
Standard 3: Resources	X		
Standard 4: Faculty	X		
Standard 5: Admissions	X		
Standard 6: Advice and Assistance		X	
Standard 7: Field Experiences and Clinical Practice	X		
Standard 8: Program Sponsor, District Field Experience Supervisors	X		
Standard 9: Assessment of Candidate Competence		X	

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, Multiple Subject w/BCLAD	21	20	1	
Single Subject	21	20	1	
Education Specialist: MM Level I	17	17		
Education Specialist: MM Level II	12	12		
Designated Subjects: Career Technical Education	19	19		

The following activities were completed in accordance with the procedures approved by the Committee on Accreditation:

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

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: San Diego Unified School District Intern Program

Dates of Visit: May 3-6, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

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

Common Standards

The total team reviewed each element of the nine Common Standards and decided as to whether the standard was met, not met, or met with concerns. Six of the Common Standards are "Met," and three common standards were "Met with Concerns." The Designated Subject program did not integrate their common standards into the educational unit Common Standards.

Program Standards

Team members met in groups to review the program standards and made the following determinations.

General Education: One program standard was met with concern

Standard 5b and 5d: There is no evidence in course syllabi of discussion of traditions of major cultural groups in California. In addition, there is no evidence in course syllabi of opportunities to examine gender issues and apply learning to classroom practice.

All program standards for both the Education Specialist and Designated Subjects: Career Technical Education programs were met

Overall Recommendation

The team reached consensus on the recommendation of **Accreditation with Stipulations**. **Following are the proposed stipulations:**

1. That the institution submit evidence of a research-based vision linked to the California adopted standards and curriculum frameworks and that this is articulated across all program documents. (Common Standard 1)
2. That the institution submit evidence of an organizational structure that clearly documents collaboration and the decision making process integrated across all credentialing

programs (General Education, Special Education, Designated Subjects: CTE) and with district entities. (Common Standard 1)

3. The program needs to expand their PACT assessor pool to include non-district PACT calibrated assessors. (Common Standard 9)

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

- Single Subject
- Multiple Subject
- Special Education
- Designated Subjects: Vocational (Career Technical) Education Teaching Credential

Staff recommends that:

- The institution's response to the preconditions be accepted.
- San Diego Unified School District be permitted to propose new credential programs for approval by the Committee on Accreditation.
- San Diego Unified School District be placed on the schedule of accreditation visits for the 2015-2016 academic year subject to the continuation of the present schedule of accreditation visits by the California Commission on Teacher Credentialing.

Accreditation Team

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Staff to the Accreditation Team

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Documents Reviewed

Institutional Self Study	Schedule of Classes
Course Syllabi	Advisement Documents
Candidate Files	Faculty Vitae
Fieldwork Handbooks	PACT Documents
Follow-up Survey Results	Candidate Evaluation Forms
Information Booklets	Cooperating Teacher Evaluation Forms
Field Experience Notebooks	Exit Interviews

Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	TOTAL
Program Faculty	8	6	13	27
Institutional Administration	4	4	6	14
Candidates	4	10	25	39
Graduates	12	2	5	19
Employers of Graduates	4	5	12	21
Supervising Practitioners	8	7	15	30
Advisors	3	4	1	8
School Administrators	4	11	16	31
Credential Analysts and Staff	0	4	2	6
Advisory Committee	12	12	12	49
Totals				244

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

Background information

The Superintendent of the San Diego Unified School District (SDUSD) has oversight authority over all credential programs. The four credential programs, which include Multiple Subject Bilingual Emphasis (MSCP BCLAD), Single Subject (SSCP), Education Specialist Level I and II, and Designated Subjects, are administered by two separate divisions at the SDUSD.

There have been several changes in the internship program in the recent years. Initially the General Internship and the Special Education Internship Programs were housed together in the Teacher Preparation and Student Support Division, but the Special Education Internship Program was removed to another division for a period of years. The MSCP BCLAD and the SSCP English and Music programs did not accept new students and the program will evaluate with Human Resources the need for future students. The MSCP BCLAD program and the SSCP Music Program will be recruiting new students this year.

In recent years, numerous changes in district and program leadership resulted in challenges for program vitality. Presently, there is optimism at the various levels of program constituency regarding the viability and future of the program.

San Diego Unified School District currently serves more than 135,000 students from preschool through grade 12, and encompasses more than 200 square miles and is the second largest district in California. The mission statement is “All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society.”

**Table 1
Program Review Status**

Program Name	Program Level	Number of program completers (2007-08)	Number of Candidates Enrolled or Admitted	Agency Reviewing Programs
Multiple Subject	Initial	9	10	CTC
Single Subject	Initial	3	6	CTC
Special Ed II	Initial	18	22	CTC
Career Technical Education Level 1	Initial	24	25	CTC
Career Technical Education Level 11	Initial	12	12	CTC

The Visit

The visit began at noon on Sunday, May 3rd when the team gathered at the hotel. The team met with the leadership of the District Intern program and the Career Technical Education Program for an overview of the programs in the document room at the hotel. The CDC had issued an alert for the N1H1 flu outbreak, and on May 1st several of the schools were closed, causing last minute changes in the team’s schedule. The team reviewed the contents of the document room and went to dinner to begin discussing the documents reviewed, the interview schedule and questions that would they would be asking interviewees. The team met at the administrative site at 8:00 a.m. the next morning to begin the schedule of meeting with program participants, graduates, faculty, support providers and advisory groups. Later the SDUSD staff met a team member at the hotel to provide a laptop, printer, and projector for team use. The equipment provided made the visit much easier. The team member reviewing the Designated Subjects (CTE) program went to the CTE administrative office to review documents, conduct interviews and visited several sites. Excellent lunches were provided daily by the Designated Subject culinary art program. Each day at the facility ended with a chance to observe courses being taught at the main facility, including a preservice course. Evenings were spent working on documents, discussing findings and preparing the team report. The exit interview was held at 1:00 on Wednesday, May 6th.

Common Standards

Standard 1: Educational Leadership

Standard Met with Concerns

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

Findings

A review of the documents revealed variations in articulation and focus of research-based mission/vision across programs. The vision of the program is stated to be to improve student achievement by preparing and supporting aspiring teachers is articulated in program documents as well as the Course Syllabi. To achieve the program vision, increased emphasis has been placed upon support provider staff development and training. Instructors serve as support providers as well as PACT reviewers, the responsible party for the exit interviews used in assessing the success of the program.

There is a lack of written documentation outlining district involvement in program design and direction above the Executive Director level. Although the credential programs have met almost all of the appropriate program standards, there has been a lack of coordination between the general education programs (Multiple Subject, Single Subject and Special Education) and the vocational education program. The team did not meet with any institutional leadership who had responsibility for all of the credential programs. This lack of coordination among all programs means that there is no cohesive vision for educator preparation, nor unit leadership with the authority to consider the needs of all programs.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that a research-based vision for the program, linked to the California adopted standards and curriculum frameworks, is not clearly articulated in the response to this standard. For the General Education/Special Education Programs there is a lack of evidence of active involvement of a diverse community in program organization, coordination, and governance.

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

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

Findings

The program has an ongoing evaluation process for candidates. At the conclusion of the preservice field experience, cooperating teachers complete the intern Candidate Practicum/Field Experience Report that serves as a basis to determine whether an internship is the appropriate method for candidates to obtain a teaching credential. Candidates are evaluated each year of their internship. General Education candidates are evaluated twice; Special Education candidates are evaluated three times. Support Providers and candidates discuss feedback provided by the administrators and adjust instruction according to comments. Program completer data is analyzed annually and the attrition rate of 33% was identified as high. The program has initiated the use of the Haberman Star Teacher Selection Interview Process to better identify candidates who are successful who are community based. The Teaching Performance Assessment is completed within the PACT system and staff attend meetings to review data and program progress in the SDUSD. In the CTE Program the data is collected through partner colleges and universities who provide coursework for the program.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that all program (General Education, Special Education, Designated Subjects: CTE) assess and evaluate candidates, program staff (support providers, cooperating teachers, instructors), and the over-all program. Data collected is analyzed and reviewed by a range of stakeholders and used to determine candidate qualifications for credential recommendation and program improvement.

Standard 3: Resources**Standard Met**

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

Findings

In addition to funding full-time personnel to the program, they provide a facility with the classroom, meeting rooms, library, credential requirement assistance and support staff available at one site. Technology is available and much of the PACT program is provided on line. Credential counselors and support staff are available at the facility for participants. The district provides release time for all support providers and involves them in professional development in

the district as well as other local meetings and PACT trainings. There are resources for substitutes to release interns to participate in professional development opportunities where identified. There is an established support provider ratio, and uniform training for support providers.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that the district, within the limitations of the current budget crisis, provides necessary resources for each program’s operation. The CTE program is to be commended for their community partnerships and grant writing skills for obtaining funds from private community as well as public agencies.

Standard 4: Faculty and Instructional Personnel

Standard Met

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

Findings

The faculty are highly qualified with extensive classroom and coaching experience and are an integral part of the program, often participating as support providers. One of the selection criteria for the support providers is based upon expertise in subject area of need as identified by the district. In 2008-2009 the areas of need were identified as math and science and all have experience in working with English learners at the secondary level. All have specialized training in coaching, and many hold advanced degrees and credentials. A screening panel identifies applicants who are experienced in working in a multicultural setting with diverse populations through interview questions that address diversity. Support providers are trained in the cognitive coaching model based on the work of Art Costa and Robert Garmston (2002), including the learning-to-teach continuum, the developmental progression of beginning teachers, and the effectiveness of observed teaching and learning.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that the staff and support providers are committed to the program and to the success of the interns. It is obvious from interviews with interns and site-based administrators that the support providers, as well as program staff, are committed to preparing and retaining outstanding, effective teachers.

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

Findings

The admission requirements to the programs are clearly identified in an application packet, the district intern handbook, and on the district intern program web site. Informational meetings are held monthly and advisors are available to assist them with the application as well as identify unmet requirements as well as required tests. Following an initial interview, teacher candidates must successfully complete a semester-long prerequisite metacognition course, followed by an intensive month-long field experience practicum. All programs use multiple measures to assess academic achievement and professional potential of candidates, as well a passage of required tests. In addition to references and recommendations there is an interview process to assess the candidate's attitude toward teachers as learners; desire to enter the teaching profession; sensitivity to student and community diversity and English learners; openness to learning; and positive attitude toward collaboration and teamwork. In the preservice, candidates begin taking on responsibilities of a classroom teacher, including designing and teaching multiple lessons under the supervision of the cooperating teacher. Support providers, course instructors, and cooperating teachers work collaboratively to make recommendations for candidates' acceptance into the program bases on their observations.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that each credential program has a clearly defined admissions process from recruiting through admission. Initial credential program orientation and advising is provided during the recruiting process to assist in identifying candidates with the pre-professional experiences and personal characteristics that indicate a potential for success both in the program and as a teacher/intern in California's diverse schools.

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

Findings

Advisement begins with the monthly informational meetings where individuals are assisted in completing the application packets and directed to appropriate personnel for assistance. Interviews are held to determine if the person is a good candidate; the district defines their personnel needs; and preservice is provided prior to entrance into the program. Once the intern is accepted into the program, the small size of the intern program allows the program manager, course instructors, support providers and site administrators to meet regularly to discuss candidates' progress and provide opportunities for corrective learning as needed. Advisement continues until the completion of the program when candidates meet with district BTSA and credential personnel to help plan the next steps for clearing their preliminary credential. There are intern candidate files, and employment files, each kept in separate places, with evaluations held in the personnel file. With candidate files kept in two separate locations, there is a lack of coordinated documentation tracking candidates' progression through the program, from initial application through credential recommendation. Since intern records are held in two different locations, Human Resources and Program Office, it is important to define the responsibility of each unit and assure documentation of candidates' growth and progress toward meeting credential requirements.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that there is confusion between assessment for program and evaluation for employment purposes and that there is a lack of documentation informing interns about the collective bargaining agreement issues related to their evaluation for employment purposes.

There is a lack of written documentation provided to interns regarding the intervention and remediation processes. While the program articulates a process for working with interns identified as performing below standard, the only written policy relates to course grades. There is no written procedure related to remediation during fieldwork.

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

Findings

The program has frequent consistent collaboration with local school personnel, often defined in district practices or Memorandums of Understanding. The program participates in several collaborative partnerships to include site administrators and the University of California at San Diego (UCSD), as well as community partners. SDUSD was one of the participants in the development of the PACT and continues to use it as its summative assessment. The assignments and assessment reflect the competencies articulated in the TPEs, providing a variety of instructional strategies. Coursework is developed to follow a logical progression as candidates gain experience, competence, and confidence, and build new learning upon prior learning. At the conclusion of preservice, candidates coursework and field work are evaluated to ensure they are prepared to become the teacher of record, and to determine whether an internship or a traditional student teaching assignment is appropriate. School sites must demonstrate a commitment and willingness to accommodate candidates and to work with program staff to ensure candidates receive a meaningful, productive teaching experience. Support providers observe lessons in the classroom and provide written and verbal feedback regarding the performance in post-observation conferences. Support providers are carefully screened and selected through a competitive application process developed in consultation with the San Diego Education Association.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that there is a planned sequence of field based and clinical experiences which provide candidates with opportunities to develop skills necessary to support all students in diverse school settings.

Standard 8: District-Employed Supervisors

Standard Met

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

Findings

Field supervisors/support providers that serve candidates are carefully screened and selected through a competitive application process using specific program criteria. There are five components for the screening including Human Resource Services Division application screening, program interview, lesson demonstration, instructional observation and discussion of another teacher's instruction, and reference check. They must be recommended by their principal, and selected because of their instructional and pedagogical expertise. Support providers are trained in SDAIE, cognitive coaching (Costa and Garmston) and Collegial Coaching (Reardon). They also receive training in the coaching model based upon the work of Bruce Joyce and Beverly Showers (1981), and the New Teacher Center at the University of California at Santa Cruz including the Learning-to-Teach continuum, the developmental progression of beginning teachers and the effectiveness of observed teaching and learning. Evaluations are ongoing, providing feedback from interns on the support that is provided.

Rationale

Evidence from documents and interviews with program and institutional leadership indicates that District-employed supervisors (support providers) are certificated, experienced teachers who are knowledgeable and supportive of academic content standards. The support providers are oriented to their role, trained in cognitive coaching, and evaluated by their interns. Interns and site-based administrators consistently commend support providers for their support of interns in the field.

Standard 9: Assessment of Candidate Competence

Met with Concerns

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

Findings

The General Education Teacher Intern Program joined the PACT consortium and became part of the pilot during the 2003-04 academic year. Every year since then, staff have attended trainings on how to use the PACT assessment system, training, benchmarks, rubrics and calibration.

Support Providers, who are also instructors, score the PACT. A passing score on PACT is required for credential recommendation and is also used to inform program direction. While PACT Assessors complete specific training in order to be calibrated, their multiple roles with interns (advising, classroom support, and course instructors providing foundations for completing PACT requirements) create the potential for bias.

The Special Education program, where there is not formal TPA, the program uses formative and summative assessment process to determine candidate competency based on ability to demonstrate knowledge and perform skills related to the Program Standards for the education Specialist credential with an authorization in Mild/Moderate Disabilities. Prior to assuming teaching responsibilities, candidates must successfully complete an intensive pre-service on essential themes, concepts, and skills related to the duties of a special education teacher. Formative assessment includes regularly scheduled observations by the support provider and/or practicum supervisor who provides ongoing monitoring of intern performance in the competencies identified on the “Candidate Competency Record.”

Rationale

Although the program is built conceptually meeting standards for an appropriate assessment, the size of the program is not large enough to assure blind assessment. The same person can be the instructor, support provider, and assessor for the PACT. Additionally, there is some confusion between evaluations and assessments, with some participants reporting that they only evaluated once a year because of employment requirements.

Credential Program Reports

Multiple Subject Internship Credential and BCLAD (Spanish) Internship Credential Single Subject Internship Credential

Findings on Standards:

The San Diego Unified School District General Education Teacher Intern Program began in 1992 as an elementary bilingual program. Since then, the program has grown to include a secondary single subject program and university partnerships with the University of California at San Diego, San Diego State University, National University, California State University at San Marcos, and Chapman University.

The program has undergone many changes and revisions since its inception in order to better prepare intern candidates. Major changes include recruitment of potential candidates and more stringent candidate requirements and qualifications. The program has been designed so courses build on each other. The field experience currently includes four semesters of practice teaching with a corresponding seminar component. Lesson design and delivery expectations increase each semester and ultimately include content and language objectives. Initially, the summative assessment for the program included completion of a portfolio and video demonstrating subject specific competence in the California Standards for the Teaching Profession, but now the Performance Assessment for California Teachers (PACT) is being used.

Many stakeholders interviewed commended the Multiple Subject Credential Program with Bilingual Emphasis and the Single Subject Program for their long-term commitment to produce excellent teachers to serve San Diego School District's culturally and linguistically diverse community. Principals consistently praised the teachers produced by the intern program. The candidates themselves praised their preparation and believed that they were extremely well prepared to join the ranks of experienced veteran teachers.

In the past year district budget constraints have eliminated positions that were held by interns. The Program Manager and Support Providers worked to find a student teaching experience so that credential candidates could continue towards earning a Preliminary Credential. In some cases, the interns were reassigned to another position.

The multiple subject students felt vulnerable and uncomfortable during the period when their intern positions were being eliminated. Some left the district because of the uncertainty of their future with the district. Interviewed students believe that, despite the difficulties, this is still an excellent credential program.

Based on candidate, faculty, employer and field supervisory interviews, document review, and interviews with graduates of these two programs, the team determines that 20 of the standards are fully **Met** and one is **Met with Concerns**.

Following is the Rationale for the Standard that is Met with Concerns:

Standard 5b and 5d: There is no evidence in course syllabi of discussion of traditions of major cultural groups in California. In addition, there is no evidence in course syllabi of opportunities to examine gender issues and apply learning to classroom practice.

Education Specialist Credential Programs

Mild/Moderate Level I and Level II with Internship

Findings on Standards:

The San Diego Unified School District Special Education Intern Credential Program (DSEICP) was developed to meet the district's critical need for credentialed special education teachers. The program is committed to providing a teacher preparation program which is grounded in evidence-based educational practices and focuses on the recruitment, preparation, and retention of highly qualified candidates who are committed to working with students with disabilities.

The Education Specialist Mild/Moderate District Intern Program has several areas of strength. Site administrators stated that the program recruits such excellent candidates that it would be hard for them not to be successful, and that the support they receive ensures it. The interns state that their support providers were extremely valuable in making them successful in the program. The interns also commented that they realize how fortunate they are to come out of the program as well prepared as they are.

Site administrators, support providers and interns all commented on the disjointedness of the program during the recent program manager changes. All felt the program suffered from it, but that it seems to be moving in the correct direction now. Some site administrators state that they have not been involved in the process of candidate assessment. The program document states that site administrators participate in the interview process for support providers. Some site administrators state they have not been involved in the process. Administrators need to be involved in these processes. There is commitment on the part of the program to increase the inclusion of administrators in these processes.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are met for the Education Specialist programs.

Career Technical Education Credential Program

Findings on Standards:

The Career Technical Education Credential Program for San Diego Unified School District is a unique and exciting program with outstanding leadership. The program leadership has managed to convey their vision, and that of their predecessors, to their overall staff, parents, and students in the Career Technical program. As a result the vast majority of the participants in the program, including staff and students, are highly committed and supportive of the mission of the program. While they are linked with the General Education Intern program, they are a separate and self-contained division.

Entrepreneurship, customer service, and creativity are highly valued and encouraged in the program. Relevant just-in-time learning is facilitated through project based learning and projects are based on real needs and real problems which are highly motivating to staff and students. Successes of participants are celebrated and shared on a regular basis.

The connection between community needs and current instruction is constantly checked for alignment. Advisory members, related to the specific areas such as (Agriscience, Food Science, E-Commerce, etc.) meet regularly with staff to advise and mentor regarding "their" programs. Curriculum is reinvented annually based on this input. While none of the staff are tenured, and

the constant notification of potential ending of their employment is an irritant, staff generally believes that the lack of tenure itself is not a problem and in fact keeps the program dynamic and relevant. Many staff members are still involved in their fields of expertise and work in that field resulting in cutting edge projects for students.

College, Career & Technical Education is a redesign initiative that facilitates students in making a successful transition from secondary education to college and career. The overriding vision is to incorporate 21st century skills that truly prepare students to succeed in post-secondary education, the workplace and community life, keeping America internationally competitive. Its mission is to prepare our future workforce to be viable in the global market. The San Diego Unified School District Career and Technical Education Program leads the District's efforts to improve student achievement by enhancing the educational experience through integrating core academic subjects with relevant and challenging technical and occupational knowledge.

The current focus is the development of small learning communities (SLCs) based on a variety of academic themes founded on academic rigor, relevant content and meaningful student-to-student/student-to-adult relationships in an innovative environment. These academic themed communities provide a personalized learning experience that accelerates students' achievements and leads to creativity, imagination and innovation. The SLCs blend with the Regional Occupational Programs (ROP) to create a learning environment where auditory, kinesthetic and visual methodologies synergize into a powerful learning experience that changes the traditional student to knowledge seeker. The curriculum is pertinent to the changing global context.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, and supervising practitioners, the team determined that all program standards are met for the Career and Technical Education program.