

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

**Professional Services Division**

**June 2016**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at University of Riverside. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

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

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

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject, including Intern Program	19	19		
Single Subject: including Intern Program	19	19		
Education Specialist M/M	22	22		
Education Specialist M/S	24	24		
Clear Multiple and Single Subject	6	6		

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Added Authorization: Early Childhood Special Education	4	4		
Career Technical Education: Designated Subjects and Special Subjects	16	16		
CLAD/CTEL	10	10		
Bilingual	6	5	1	
PPS: School Psychology	27	27		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

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

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

**Institution:** University of California, Riverside

**Dates of Visit:** April 24-27, 2016

**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

Team members discussed all documentation, evidence, and information collected from documents and interviews. Following these discussions, the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 1 and Common Standard 2 which were found to be **Met with Concerns**.

Program Standards

Following discussion and review of the evidence, the team considered whether the program standards are met, met with concerns, or not met. The consensus of the team is that all program standards are Met with the exception of the Bilingual Authorization Program: Standard 2 which is Met with Concerns.

Overall Recommendation

Due to the fact that all Program Standards and Common Standards are **Met**, with the exception of the Bilingual program which was found to be Met with Concerns and Common Standard 1 and Common Standard 2 which were found to be Met with Concerns, the team recommends an accreditation decision of **Accreditation with Stipulations**.

### **Recommended Stipulations**

1. Within one year of the visit, the unit provides evidence of unit leadership that systematically provides oversight of all Commission-approved programs.
2. Within one year of the visit, the unit provides evidence of an implemented unit assessment system that consistently collects, analyzes and utilizes data on candidate and program completer performance and unit operations for unit effectiveness.
3. Within one year of the visit, the institution provide evidence that during the bilingual program “all candidates complete fieldwork and are guided and coached on their performance in bilingual instruction using formative assessment processes and verification of candidates’ performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.”

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

**Initial/Teaching Credentials**

Multiple Subject  
Multiple Subject  
Multiple Subject Intern

Single Subject  
Single Subject  
Single Subject Intern

Education Specialist Credentials

Preliminary  
Mild/Moderate Disabilities  
Moderate/Severe Disabilities  
Added Authorization  
Early Childhood Special Education

Designated Subjects: CTE  
Designated Subjects: Special Subjects

**Advanced/Service Credentials**

Multiple Subject  
General Education Clear Multiple Subject

Single Subject  
General Education Clear Single Subject

Pupil Personnel Services  
School Counseling (currently inactive)  
School Psychologist

CTEL  
Bilingual Authorization

Staff recommends that:

- The institution's response to the preconditions be accepted.
- The University of California, Riverside be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The University of California, Riverside continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

<b>Team Leader:</b>	<b>Jo Birdsell</b> National University
<b>Common Standards Cluster:</b>	<b>Nina Potter</b> San Diego State University  <b>Keith Walters</b> California Baptist University
<b>Basic/Teacher Programs Cluster:</b>	<b>Zaida McCall-Perez</b> Holy Names University  <b>Virginia Kennedy</b> California State University, Northridge
<b>Advanced/Services Programs Cluster:</b>	<b>Jacquelyn Allen</b> University of La Verne  <b>Paul Bott</b> California State University, Long Beach (retired)
<b>Staff to the Visit:</b>	<b>Katie Croy</b> <b>Nancy Tseng</b> Commission on Teacher Credentialing

## Documents Reviewed

University Catalog	Fieldwork Handbooks
Assessment Data	District Cooperating Teaching Handbook
Assessment Documents and Tools	Candidate and Intern Handbooks
Biennial Report Feedback	Advisement Documents
Common Standards Report	MOUs
Course Syllabi	Program Assessment Feedback
Candidate Files	Schedule of Classes
Faculty Vitae	Survey Data
UCR Website	TPA Data

### Interviews Conducted

Stakeholders	TOTAL
Candidates	139
Completers	40
Employers	6
Institutional Administration	19
Program Coordinators	12
Faculty	38
TPA Coordinator	1
Advisors	13
Field Supervisors – Program	40
Field Supervisors – District	30
Credential Analysts and Staff	35
Advisory Board Members	22
Others	24
<b>TOTAL</b>	<b>419</b>

### Background Information

The University of California, Riverside (UCR) is one of ten campuses in the University of California system, and the only public research university located in Inland Southern California. The campus was established in 1907 when the California Legislature developed the Citrus Experiment Station in Riverside to conduct research on agriculture issues in Southern California. In 1948, the UC Regents approved the establishment of the College of Letters and Science, and the college opened for classes in February 1954. UCR was declared a general campus by the Regents in 1959, and courses of study were subsequently developed. In 1960, the Graduate Division was established, and graduate and professional programs were added.

As a land grant university, UCR is an institution entrusted with serving the needs of California, the Inland region and society. UCR has a vision of community partnership that is a product of the University of California mission of teaching, research, and public service, and is reflected in the campus Mission Statement and in the Community Engagement section of the *UCR 2020*:

*The Path to Preeminence* strategic action plan. Enrollment at UCR is presently about 18,608 undergraduates and 2,931 graduate students. UCR's academic departments are organized into colleges, divisions, and schools. These include the College of Natural and Agricultural Sciences, College of Humanities, Arts, and Social Sciences, College of Engineering, School of Business Administration, Graduate School of Education, School of Medicine, School of Public Policy, the Division of Agriculture and Natural Resources, Division of Life Sciences, Graduate Division, Division of Physical and Mathematical Sciences, and Division of Undergraduate Education, and the University Extension.

### **Education Unit**

The Graduate School of Education (GSOE) at UCR offers a comprehensive program of educator preparation and graduate studies. Faculty in the areas of Policy Analysis and Leadership; Education Society and Culture; Higher Education Administration and Policy, Educational Psychology, Special Education, and School Psychology conduct research.

The GSOE is committed to educating and training the highest caliber of diverse, sensitive, professional educators through its role in the University of California's research, teaching, and service mission. Their research-based vision is the foundation upon which all work is based—program design; curriculum; instructional practices; assessment of candidate competence; school and community partnerships; production of new knowledge; and continual program assessment and improvement. The GSOE's work is concentrated on continued academic scholarship and professional development by and for faculty; alignment of programs and faculty with changing professional standards; and candidate, program, and unit assessment.

The GSOE believes that it can and should play a significant role in state and regional educational initiatives in partnership with county offices of education and P-12 schools as well as multidisciplinary collaborations with UCR departments. A component of UCR's commitment to serving the needs of California is the responsibility to provide the best education for all of California's diverse student populations. GSOE faculty conduct federally funded intervention and other research that focuses on teaching math and other subjects to English learners, students with reading difficulties, and students with disabilities. Another example of this commitment is the GSOE's participation in the Riverside County Education Collaborative, a collaboration between the Riverside County Office of Education, UCR, two community college districts, and five school districts, formed to leverage resources to increase student access, readiness and success in college, and to embrace a coordinated and collective approach to combating issues in our county that hinder student success.

### **Relationship between Graduate School of Education and UCR Extension Education**

The Graduate School of Education (GSOE) is located on the main UCR campus. UC Riverside Extension is the continuing education and lifelong learning branch of UCR. It is located on the University of California, Riverside campus in close proximity to the Graduate School of Education offices in Sproul Hall.



UCR Extension is the continuing education division of UC Riverside. As a self-supporting organization, Extension primarily serves working professionals seeking advanced certifications and professional development training in a range of disciplines. With the exception of Career Technical Education, Extension Education credential programs are for teachers who have earned at least one credential. Extension develops and delivers academic programs to members of the community in a number of academic fields (e.g. business and management, law, technology, healthcare, education). Extension's Education Department has offered programs for almost 40 years to K-12 teachers and administrators who are seeking professional development, including added authorizations and credential clearing for practicing teachers. All instructors, programs, and courses delivered by Extension are reviewed and approved by UC Riverside ladder faculty Academic Senate committees. Education programs, courses, and instructors must also be approved by the GSOE dean. The Extension dean approves all course, instructor, and program proposals before they are sent to the Academic Senate and GSOE dean for further approval. Development of new Extension Education programs is completed in collaboration with GSOE Teacher Education and the GSOE Dean based on demand, expertise, and capacity to deliver high quality programs.

GSOE and Extension Education programs share a common vision for the preparation programs offered at UC Riverside. Under the joint leadership of the UC Riverside Graduate School of Education and the Education Section of UC Riverside Extension, professional preparation programs are committed to preparing teachers and school psychologists with the professional knowledge, dispositions, and skills to address the learning needs of the growing number of culturally and linguistically diverse students in California's public schools. Prospective teachers, in-service teachers, and school psychology professionals are prepared through a process that provides them with the ethical, philosophical, and theoretical understandings of teaching and learning, a research orientation that develops an analytical, evaluative, and critical lens for understanding teaching and learning, and the tools to be reflective, knowledgeable practitioners and effective advocates for all students.

The vision is based on the assumption that research should and does inform practice, and vice versa; research also influences policies about teaching and learning. The goal of research in preparation programs is for candidates to become oriented to making sound decisions based on theoretical foundation of teaching and learning and research about educational activities and experiences that will best serve students. Candidates must also have experiences in which they see themselves as researchers that inquire into problems of educational practice, including their own practice. To do so, candidates must develop the skills to be sensitive to context, analytic rigor, and thoughtful skepticism. In this way, a bridge, rather than a gap, is created between research and practice.

**Table 1  
Program Review Status**

<b>Credential Program</b>	<b>Delivery Model</b>	<b>Current Enrollment 2015-2016</b>	<b>Completers 2014-2015</b>
Multiple Subject	Traditional	34	37
	Intern	0	0
Single Subject	Traditional	72	51
	Intern	6	1
General Education Clear Multiple and Single Subject	Online	18	20
Education Specialist-Mild/Moderate	Traditional	5	7
	Intern	0	1
Education Specialist-Moderate/Severe	Traditional	5	11
	Intern	0	1
Education Specialist – Added Authorization Early Childhood Special Education	Traditional	5	2
Designated Subjects Career Technical Education	Hybrid	26	1
Designated Subjects Special Subjects	Hybrid	28	1
California Teachers of English Learners (CTEL)	Online	161	104
Bilingual Authorization	Traditional	25	3

<b>Credential Program</b>	<b>Delivery Model</b>	<b>Current Enrollment 2015-2016</b>	<b>Completers 2014-2015</b>
	Online	18	3
PPS School Counseling	Traditional	14	10
PPS School Psychology	Traditional	23	4

### **The Visit**

The Accreditation Site Visit took place Sunday through Wednesday, April 24-27, 2016. Seven accreditation team members met at noon, Sunday, April 24 for lunch and a team meeting prior to attending a Sunday afternoon orientation and interviews at the university campus in Riverside. The team was greeted by the University Provost and Executive Vice Chancellor, Dean of the Graduate School of Education, Dean of the University Extension, Assistant Dean and Director of Teacher Education, and the Director of Education Extension. The administration, the leadership team, faculty and staff provided a warm welcome.

A Mid-Visit Report was presented to both deans, the assistant dean, the Assistant Director of Curriculum and Assessment, and the Director of Education Extension on Tuesday morning. Interviews and data collection continued through Tuesday afternoon with daily lunch and evening meetings. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The exit report summary was presented at the University Extension Center at noon on Wednesday, April 27, 2016. The site visit was completed with no extenuating circumstances.

## Common Standards

### Standard 1: Educational Leadership

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 the requirements.

### Findings

The institution and unit create and articulate a research-based vision for educator preparation. This was evident in their university plan as well as promotional materials. There is a strong commitment to preparing well-qualified teachers who will serve the surrounding areas.

The Common Standards document submitted by the institution for review prior to the visit noted from the onset, the side by side leadership of credential and certificate programs. Their document noted "Under the joint leadership of the UC Riverside Graduate School of Education (GSOE) and the Education Section of UC Riverside Extension, professional preparation programs are committed to preparing teachers and school psychologists with the professional knowledge, dispositions, and skills to address the learning needs of the growing number of culturally and linguistically diverse students in California's public schools." Through interviews with candidates, program directors, and employers, the team found evidence to support this notation.

The document also noted, "While adherence to and consistency across all credential programs to meet Commission Common Standards are a high priority for all leadership and is overseen by GSOE Dean, Thomas Smith, the sub-units above have responsibility for coordinating programs for the credential groups whose students are primarily distinguished by pre-service versus post-service status and full-time, part-time, or full-time graduate degree student status. Student difference and program types require some different university infrastructures and expertise to best meet their credentialing needs."

Interviews with advisory boards, administration, and employers supported the finding that leadership of GSOE and University Extension participate in many joint functions and collaborate in order to meet the needs of the surrounding communities. There was sufficient evidence that faculty, instructional personnel and relevant stakeholders are actively involved in the

organization of all professional programs. In interviews, administrators representing public school districts throughout Riverside County shared about the strength of their collaboration with UCR. The administrators provided examples of issues they brought to the attention of the university, for collaborative problem solving and help, such as a CLAD program for a district, and of questions UCR brought to the districts for their input, such as offering a STEM certificate.

The team found that there were established credential recommendation processes—one for GSOE and one for University Extension. Both ensured that recommended candidates had met all requirements. Evidence indicated through interviews with faculty who serve as program directors and unit administration that the coordination of credential programs is primarily the responsibility of program directors who were recently appointed to their positions. Currently there is no process in place that brings together all credential and certificate programs as a unit to meet the section of Standard 1 that requires responsiveness to California’s adopted standards. During the visit, part of the UCR leadership team met with site team members to share future plans to meet monthly as credential and certificate program leadership in order to stay updated on all programs across both GSOE and University Extension. This information provided evidence that the unit can fulfill the section of Common Standard 1 as it does have 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 unit states, “The unit’s organizational structure ensures ongoing responsiveness to California’s adopted standards and curriculum frameworks. The Graduate School of Education has an interwoven leadership structure that includes an Executive Committee, Faculty (Senate) Committee, Teacher Education Committee, and Administrative Leadership Committee chaired by Dean Smith.”

The team was unable to find how this interwoven leadership structure supports the unit’s responsiveness to California’s adopted standards, specifically Commission standards. There are many individuals who are knowledgeable regarding their specific program standards, but no one group or individual who is responsible for gathering information together to share with or respond to Commission requirements. During the site visit it was revealed that there were two pathways to a single authorization, one of which had not been submitted as a part of the Commission approval process. Each pathway submitted a biennial report, but there was a lack of fieldwork in one of the pathways. This oversight appears to be due to the disconnect of leadership.

The unit’s document noted, “Unit accountability is accomplished through a number of measures which the Teacher Education Program, Extension Education, and School Psychology have determined to address the learning and outcome goals for their respective students. The overall purpose of all measures is to provide feedback to students, faculty, lecturers and other instructors, supervisors and program leadership that leads to improved programs, and improved skills and knowledge of credential candidates. Course evaluations are completed by

students in all credential programs and are reviewed by respective program administrators and faculty/instructors. Problematic teaching evaluations are addressed with instructors by program leadership.” The unit noted that the overall purpose of all measures leads back to programs, but not to unit effectiveness

The team found that many elements of standard one were met. Each professional preparation program involves the active participation of faculty, instructional personnel, and relevant stakeholders. However, the team found a disconnect between programs, unit leadership and Commission standards. The unit leadership did not demonstrate a cohesive vision that responds to California’s adopted (CTC) standards and provides direction for unit accountability.

**Rationale**

The team found a disconnect between programs, unit leadership and Commission standards. The unit leadership did not demonstrate a cohesive vision and practice that is responsive to Commission-adopted standards. In addition, the team did not find evidence of a vision that provides direction for unit accountability for all credential and certificate programs.

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

**Met with Concerns**

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.
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**Findings**

A unit assessment and evaluation system has been outlined in a table included in the institution’s response to Common Standards report. The table outlines the types of data that are collected and analyzed for each Common Standard. The table includes the personnel responsible for the data analysis and the expected outcomes of the data analysis. At the site visit, the team was unable to find evidence to support that the data outlined in the table is consistently collected and analyzed as described.

In interviews with the leadership team, which includes the dean of GSOE and the dean of University Extension, they stated that they review enrollment, retention and completion data for all programs in addition to budget and marketing information. They stated that this information is used to inform recruitment efforts and program development decisions. Assessment data related to candidate qualifications, proficiencies, and competence, as well as program effectiveness is collected and reviewed at the program level. The evidence from interviews with faculty and staff, as well as a review of biennial reports indicates that the

analysis and review of data is happening at the program level, but data is not being shared at the unit level consistently across all programs.

Interviews with program coordinators and directors across all unit programs led to inconsistent findings regarding whether candidate and program completer performance data is regularly aggregated and reviewed for all programs by anyone other than the program director or coordinator. There was no evidence that this data is regularly reviewed at the unit level.

**Rationale**

The evidence reviewed at the site visit, including interviews with faculty and staff and biennial reports indicates that the system is not consistently collecting, analyzing, and utilizing data on candidate and program completer performance and unit operations. All programs have identified assessment data for ensuring that candidates have met the required state standards, but the data is not aggregated and reviewed systematically for all programs or at the unit level.

**Standard 3: Resources**

**Met**

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

**Findings**

The unit appears to have the necessary budget, qualified personnel, adequate facilities, and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Faculty and staff reported in interviews that they had sufficient resources to do their work and to support candidates effectively. Technology is well supported for programs in both the GSOE and Extension. Both the GSOE and the University Extension programs have their own IT personnel and computer labs available to candidates. This was confirmed in interviews with unit administration and candidates. Full-time faculty members in the GSOE have a choice of a laptop or desktop computer and there is a three-year replacement cycle for lab equipment and faculty desks.

The University Provost as well as the Dean of the Graduate School of Education (GSOE) reported that the GSOE is in the process of hiring new faculty. The new faculty lines represent both replacements for faculty who have retired or resigned as well as for program growth.

Sufficient information resources are available to meet the needs of candidates. One of the program coordinators reported that all of the resource requests made to the library were fulfilled. There is a designated librarian for education academic programs.

The GSOE and the University Extension each have their own director of development. Development activities are related to program development, research and scholarship. The University Extension reported that they recently received an endowment for scholarships for candidates in education programs. The unit has been successful in obtaining grants and contracts to enhance programs. The Community Advisory Committee reported that the GSOE received a grant in collaboration with the school of engineering which was used for NASA conference which included local school district personnel.

**Standard 4: Faculty and Instructional Personnel**

**Met**

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

**Findings**

UCR's Graduate School of Education (GSOE) employs three types of faculty and instructional personnel: ladder faculty (tenure track professors assigned to teach theory and methods courses), lecturers/instructors (UCR PhD students and area experts assigned to teach theory and methods courses) and supervisors (area experts assigned to mentor credential candidates). Education Extension only employs lecturers/instructors. A review of representative vita indicates the UCR ladder faculty has relevant P-12 experience, hold advanced degrees, engage in scholarship, and write/secure/manage grants. A representative review of vita for lecturers/Instructors and supervisors signifies that personnel hold appropriate degrees and P-12 experiences.

A review of institutional documents, website, and handbooks as well as interviews with administrators, faculty, and instructional personnel substantiated the unit's use of systematic



hiring processes. The process to hire ladder faculty starts with a nationwide search. For lecturers/instructors and supervisors, the process begins with a job announcement in venues that reach area educators such as Edjoin. Letters of interest and job applications are reviewed for content area expertise and relevant experiences. Paper screening is also used to identify the individuals who will be invited for in-person interviews. Faculty members evaluate the interviewee's application file as well as their interview/presentations and make a recommendation to the dean who selects a candidate to forward to the chancellor's office for final approval.

The GSOE and Education Extension programs are committed to hiring diverse faculty. Oversight of all affirmative action regulations is performed by UCR's Human Resource Office. Interviews with administrators noted that the process has been helped through the inclusion of a prospective employee's written statement regarding diversity within an educational environment. In the Education Extension division, 34% of the faculty comes from minority groups.

Interviews with administrators noted that prior teaching evaluations, personal relationships, as well as the document entitled *Instructor Qualifications and Pools* protocol is used to assign qualified persons to courses and fieldwork cohorts. Interviews with faculty, lecturers/instructors, supervisors, and candidates pointed out that the wide range of lecturers/instructors/supervisors' past and present P-12 experiences assists the programs in maintaining relevance with the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Interviews also noted that monthly supervisor meetings served as a venue to formally and informally discuss trends observed during fieldwork supervision. Quarterly events such as the Regional Engineering Education Learning (REEL) conference support professional development by bringing together a wide cross section of area practitioners, scholars, candidates, and UCR employees to dialog about contemporary issues impacting local school districts. Interviews with administrators and supervisors further highlight a concerted effort to support the professional development of supervisors and candidates through identification and registration for local events such as the California Reading Association and California Association for Bilingual Education annual conferences. Interviews with administrators and ladder faculty noted the availability of money to supplement professional conference registration fees.

Interviews with the Community Advisory Committee (CAC) as well as a review of the 2014-15 CAC agendas suggests a strong commitment to systematically collaborate with colleagues in P-12 settings/college/university units and members of the broader, professional community. Recent endeavors have focused on STEM and Bilingual initiatives. Action items often include grant writing initiatives as well as the creation of conferences, workshops, and Education Extension courses and programs. One representative grant project includes the interdisciplinary work among GSOE, the Bourns College of Engineering, the College of Natural and Agricultural Sciences, Mini-Medical School, Mathematics Engineering Science Achievement, the

Science/Math Initiative, and the California Science Project to improve STEM curriculum and instruction.

GSOE ladder faculty, lecturers/instructors, and supervisors are evaluated in accordance with the personnel review process. The process includes a review of student course evaluations and dean/director observations. Course evaluations, along with a program coordinator review of course activities such as log-on and response rates are used to evaluate Education Extension faculty. GSOE and Education Extension use the annual evaluation to identify instructional excellence. Administrators noted that practices identified as exceptional are often transformed into training materials. Counsel and guidance are provided to faculty who are perceived to have weakness.

**Standard 5: Admission**

**Met**

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

**Findings**

A review of documents as well as interviews with admission staff, program coordinators and candidates confirms that GSOE and Education Extension have each established a well-defined admission process. Application materials for all programs are available on-line. Each program's admission advisor uses a document entitled *Admission Criteria Chart* to systematically and consistently ensure all application materials are submitted. The document is also made available to candidates who want a personal checklist.

Candidate fit for a credential program is initially determined through a common set of data points which include a statement of purpose, a personal history statement, letters of recommendation, a summary of relevant experience, and GPA. Formalized essay prompts are used to bring about consistency. In addition to common data points, Multiple Subjects, Single Subject, and Education Specialist applicants are interviewed. Semi-structured interview questions are used to bring about consistency. Final program admission approval is granted by the director of teacher education. Unique to the Pupil Personnel Services (PPS) program is a GRE requirement. PPS applications are reviewed and approved by the UCR Graduate Division due to the unit's decision to embed the credential into a doctoral program. Education Extension programs do not require additional requirements. Education Extension admission is granted by the relevant program coordinator/director. Across all programs those responsible

for admissions triangulate data as a means of verifying the applicant’s appropriate pre-professional experiences and personal characteristics.

Interviews with administrators, staff, and candidates corroborate the articulated admission criteria and procedures. In all programs, admission staff members carefully monitor the process from inquiry through acceptance into candidate course registration. Admission staff regularly produces reports that allow administration to monitor all aspects of the process. Data generated include items such as acceptance rate, enrollment projections, and demographic information. Verification of the process as well as monitoring that any conditional acceptance requirements are met is regularly performed by the credential analyst.

Several strategies are used to encourage applicants from diverse populations. Practices for GSOE credential programs include lowering the 3.0 teacher education or 3.5 PPS GPA requirement. Amendment to the policy is based on a letter submitted by the candidate that documents past hardships and/or highlights current factors that support a positive change in ability. GSOE Multiple Subjects, Single Subject, and Educational Specialist programs also offer candidates conditional acceptance to individuals who have taken but have yet to pass the CBEST and CSET exams. The Education Extension application process also illustrates the desire to be responsive to diverse candidate populations. Education Extension provides prospective candidates the option to apply to programs online and register for courses over the phone, in-person or through the mail. Finally, recruiting a diverse candidate population includes strategies such as presentations to UCR student clubs, visits to UCR undergraduate courses such as those in the Department of Hispanic Studies, and attendance at community college and area job fairs.

**Standard 6: Advice and Assistance**

**Met**

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

As stated in the institution’s response to Common Standards, “Generally, program staff advises and assists with policies, procedures, and progress monitoring; faculty and instructors provide academic support; and, directors oversee programs and address exceptional questions.” Interviews with faculty and staff who are responsible for supporting candidates reinforced that

they are knowledgeable about program requirements and they reiterated that they meet with candidates regularly.

Candidates reported that they received accurate and timely program information. All programs have clear guidelines for tracking candidate progress and ensuring that they have met all the requirements before they are recommended for a credential. Processes are in place to provide candidates regular feedback about their progress in their program. The process and systems are specific for the initial teaching credential programs, the school psychology program and the University Extension programs. Candidates in the initial teaching credential programs receive quarterly reports and have regular meetings with the credential analyst. School Psychology candidates receive annual feedback from faculty advisors regarding their progress throughout the program. Candidates in the University Extension programs have checklists and are in regular contact with their program coordinators and the credential analyst. Across all programs, candidates reported that they felt well supported throughout the program and received accurate and helpful information.

Formative assessments are used to guide candidates as they progress through the program. Interviews with candidates and program directors indicate that candidates who have difficulty on formative assessments are provided individualized support as needed. At the site visit, the process of tracking candidate progress through the initial teaching credential program was described. In addition to flagging candidates' files if they are missing any requirements, periodic reports are sent to GSOE program coordinators so they can work with individual candidates or determine if systematic changes are needed.

The Student Advisory Committee is made up of candidates from each initial teaching credential cohort. Interviews with candidates, program directors, and administrators confirmed that the committee meets monthly with the Director of Teacher Education and Assistant Director, Curriculum and Assessment. Candidates involved in this committee reported that they were able to bring up any concerns they had about the program, and that the director and coordinators were very responsive to their needs.

## Standard 7: Field Experience and Clinical Practice

Met

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

### Findings

The Graduate School of Education Multiple Subjects (MS), Single Subject (SS), Educational Specialist (SPED), and Pupil Personnel Services (PPS) credential programs are designed to systematically move candidates from focused observations to supervised, independent practice. A review of syllabi, confirmed through interviews with ladder faculty, lecturers/instructors, supervisors, and employers note that the sequence assists candidates in learning about, developing, and implementing research-based strategies for improving student learning. MS, SS, and SPED candidates complete approximately 500 hours of student teaching. PPS candidates complete two years of practicum and one year of internship.

GSOE programs (MS, SS, SPED, and PPS) articulate final field-based and/or clinical experiences in *Handbooks*. Interviews with GSOE administrators, supervisors, and candidates highlighted the unit's practice of placing all candidates into cohorts. A GSOE supervisor is assigned to each cohort at the start of the program. The GSOE supervisor typically stays with the assigned cohort during the duration of the program. Supervisors are tasked with transforming their cohorts into supportive, collaborative teams. Supervisors are afforded the opportunity to address the most pressing needs of their cohort through the use of strategies such as making adaptations to their weekly seminar topics based on their field-based candidate observations. Interviewees regularly commented on the benefits of the cohort model. Representative candidate comments included "being in a cohort has been like having a family to support us throughout this program" and "I don't think I could have gotten through this rigorous and intensive program without my cohort."

GSOE (MS, SS, SPED, and PPS) supervisors are also tasked with the responsibility to secure field-based and/or clinical placements. Interviews with supervisors, area principals, and district cooperating teachers (DCT) noted that delegating the placement activities to the supervisors allows for the development of long-term relationships between GSOE and local schools. The relationships allow multiple placements within one site and assignments to classrooms where the district cooperating teacher has been carefully selected. GSOE (MS, SS, SPED, and PPS) program coordinators are responsible for verifying appropriateness of placements as well as

adherence to Memorandum of Understanding Agreements (MOUs). A review of the MOUs and the site verification forms (completed by the principal, collected by the supervisor and submitted to the program coordinators) verifies that systematic steps are being taken to provide candidates with opportunities to address issues of diversity as it relates to school climate, teaching, and learning.

Parallel practices are used in the Education Extension programs that focus on certification and added authorizations. Education Extension fieldwork typically occurs within the candidate's own classroom. Interviews with candidates and district cooperating teachers confirmed that program *Handbooks* appropriately articulate all site and candidate expectation. *Handbooks* are made available on-line using the Moodle/eLearn platform. The Extension Education program coordinators are responsible for collected program specific placement forms and verifying that the candidate's fieldwork site meets Commission requirements. Education Extension's partnership with area induction programs as well as Riverside County of Education provides program coordinators the network necessary to provide candidates struggling to secure extra support for an appropriate placement.

GSOE and Education Extensions programs evaluate candidate skills using rubrics aligned with Commission program standards. Rubrics are independently administered by the supervisor and DCT. Triangulation of the rubric data is used to verify candidate performance abilities. A review of handbooks and course syllabi confirmed that the rubrics for final field-based and/or clinical experiences are performance oriented and tightly coordinated with Commission standards. In addition to the rubrics, MS and SS candidates are required to pass the edTPA.

Interviews with administrators, supervisors, DCTs, and advisory committees noted that the relationships between supervisors and DCTs are a key data source for establishing the appropriateness and effectiveness of the planned sequence of fieldwork and/or clinical experiences. Additional data is secured through candidate feedback using the completion of Likert scale surveys submitted at the end of the program. GSOE and Education Extension also use grant-funded projects, in-service programs, strategic alliances with county offices of education, professional associations, local sponsors, and advisory meetings to gather input related to the relevance of field-based and clinical experiences. An example of a successful partnership would be the PPS program's work with Yucaipa-Calimesa Joint Unified School District. Yucaipa-Calimesa's full scale RTI implementation ensures that PPS candidates have the opportunity to implement the skills being taught in first year core classes during their practicum work.

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

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

**Findings**

A review of handbooks and Memorandums of Understandings (MOUs), verified through interviews with administrators, program coordinators, supervisors, and district cooperating teachers (DCT), confirm that GSOE Multiple Subjects (MS), Single Subject (SS), Educational Specialist (SPED), Pupil Personnel Services (PPS), and Education Extension credential programs have clearly established protocols to secure quality district cooperating teachers (DCTs). MS, SS, and SPED programs have established seven criteria for the DCT position. The criteria include items such as credential held, years of experience, mentoring ability and appropriate classroom demographics. The PPS program requires that DCTs have a minimum of two years of experience as well as a PPS credential and/or are licensed psychologists. Education Extension requires DCT's possess qualifications such as holding an appropriate credential, observation/mentoring accessibility, proven modeling/evaluation skills, and an indication of current research knowledge in relevant content/pedagogy fields.

Interviews with administrators, program coordinators, supervisors, candidates, and DCTs confirm a systematic DCT selection process. The MS, SS, SPED, and PPS process starts with supervisors reaching out to area administrators. MS, SS, and SPED supervisors focus on securing DCT's who understand the importance of mentoring candidates as they work to synthesize local school site contexts with program goals. The PPS supervisor seeks DCTs for their knowledge in data-based decision making, behavioral disorders knowledge, mental-health focus, and ability to mentor advanced PPS students. The Education Extension process was designed to accommodate working professionals and involves the candidate working in collaboration with their building principal to select a DCT. Clear and thorough MOUs enhance consistency across all site locations. The unit asks the building principal to verify DCT qualifications by signing the *Site Mentor Checklist* form. Supervisors collect the forms and submit it to their Program Coordinator.

MS, SS, SPED, and PPS supervisors provide DCT training. Interviews with supervisors and DCTs noted that the training typically occurs during a site visit. Training involves a review of program expectations which includes an overview of the policies and protocols related to the Teacher Education Support and Evaluation system. Information shared during the training is also found in the respective program's *District Mentor and Supervisor Handbook*. Education Extension provides DCTs an online Orientation PowerPoint that includes program guides, detailed information on all required forms and the expected standards to be met in the field experience.

Interviews confirmed that availability of UCR supervisors sufficiently allows for affirmation and/or clarification of mentoring expectations.

DCTs are evaluated through the use of quarterly candidate and supervisor Likert scale surveys. Interviews with administrators, program coordinators, and supervisors confirmed that data which suggests a DCT may be ineffective is duly noted and used during the decision-making process for future school site placements. DCTs are recognized through an end-of-the-year event which includes a dinner and a program.

**Standard 9: Assessment of Candidate Competence**

**Met**

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

All the credential programs have developed a course of study with embedded assessments to ensure that candidates possess and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. This was verified in interviews with program directors, course instructors, and candidates. Employers of graduates from the UCR credential programs indicated that UCR graduates were highly competent and skilled.

Summative assessments are used to ensure candidates have met all standards before they are recommended for their credential. A review of assessment rubrics included in the institution’s response to Common Standards showed that they are aligned with state standards. According to program directors, candidates who do not meet standard on summative assessments are provided support as needed, but are not recommended for their credential until they pass the summative assessments. Interviews with the credential analysts provided additional evidence that they have systems in place to ensure candidates have met all the requirements before they are recommended for a credential.



## **Program Reports**

### **Preliminary Multiple Subject and Single Subject Credentials and Multiple Subject and Single Subject Internship Credentials**

#### **Program Design**

The design of the Preliminary Multiple and Single Subjects Credential Programs are cohort models with May admission for both credential candidates and credential/master's candidates. The programs each include a purposeful, interrelated, developmentally-designed sequence of coursework, regular and frequent reflections, and yearlong clinical practice typically including two placements. The majority of candidates enter the multiple or single subject credential programs after completing a bachelor's degree at UCR which prepares them to meet subject matter competency requirements. Most candidates learned of the required teacher competency exams prior to enrolling and have taken and passed them upon admission. A few candidates completed undergraduate degrees elsewhere and made conscientious and deliberate decisions to apply to UCR specifically.

The cohort model enables candidates to learn in a collaborative, experiential format featuring a team of professors and supervisors who coordinate coursework and field experiences to connect theory to practice and provide an enriched, practical program. Candidates move through the program in cohorts. A representative from each cohort participates in a monthly Student Advisory Committee where issues initiated by students are raised and potential resolutions discussed. Candidates are free to raise concerns in a safe environment responsive to their concerns. Candidates are enthusiastic about the support they receive as a result of the cohort model. Examples of candidate remarks include: "Being in a cohort model has been like having a family to support us through the program"; "I don't think I could have gotten through this rigorous and intensive program without my cohort"; and "Our classmates in the cohort are really the only people who can really understand what we are experiencing...not even our spouses can really understand".

The Mock Interview is an example of co-curricular activities that further support the candidates in their preparation for full time career positions. At this event, two teams of employers and two teams of candidates, representing each cohort, engage in mock interviews that are then debriefed by the employers with tips for interviewees. The mock interviews are followed by a Q/A session in which candidate observers are able to ask questions and receive responses from experienced district personnel. Candidates in every cohort interviewed were vocal and grateful to have been able to participate in the mock interview workshop and felt it was hugely beneficial. Examples of candidate remarks include: "I learned so much from the Mock Interview Workshop that now I feel confident about the interviews I am doing in my job search"; and "It was great to have a principal or the HR person tell us 'I wouldn't say that in an interview. Instead I would focus on the TPAs'; and "This was one of the best parts of the program. It was fabulous!"

The Multiple Subject and Single Subject Intern candidates are few in number as the preferred UCR preparation model is the traditional student teaching under the direction of a District Coordinating Teacher (DCT). In interviews with candidates, some concerns were shared about the difficulty of establishing an internship. Specific concerns that were noted were the time needed to work between UCR and a district for the MOU and the timing of one of the courses required to be eligible for an intern credential.

### **Course of Study (Coursework and Field Experience)**

Candidate interviews affirmed a pre-determined intensive program sequence consisting of rigorous courses with high standards and supportive and effective experienced instructors. Candidates reported feeling well supported by faculty and staff during every step of their programs from admission to completion. Candidates expressed, in interviews, that faculty were caring and supportive to their academic and personal needs. Course sequence seems well designed to provide candidates with essential preparation at well-timed intervals that are aligned with the demands of either the program requirements or the clinical practice requirements. Methods courses are provided by instructors experienced in the specific subject areas of the Single Subject candidates and in the multiple subjects of the Multiple Subject candidates.

The Multiple Subject and Single Subject program university supervisors of UCR have close and long existing relationships with local school districts, their school site administrators, and their teachers. Some schools, although not designated specifically as “partner” schools, are sites where several student teachers are placed during the same semester, with several experienced “district cooperating teachers (DCT)”, also known as “Master Teachers”. In at least one instance, at the elementary level, the weekly student teaching seminar is held in a classroom at the school site where several candidates are in placements.

Supervisors, including three who are program coordinators as well as supervisors, are responsible for identifying DCTs and making candidate placement matches with DCTs. Interviews with candidates, as well as the interviews with supervisors, yielded a picture of carefully considered placements that were not only appropriate to credential and in subject matter, but also in geographical location and personality matches. In some cases, a Single Subject candidate match was so productive that the candidate continued with the same DCT into a second semester focusing on different courses within the same specific subject area. Multiple Subject candidates consistently had experiences in primary and also in upper grades. Single Subject candidates typically experienced clinical placements at both middle school and high school. On occasion, when a placement failed to serve the full spectrum of candidate needs, the placement was changed. This program flexibility and responsiveness to candidate needs was characteristic of all aspects of the program.

Candidates reported in interviews that coursework is frontloaded while candidates gradually assume increased classroom instructional responsibilities. As responsibility for classroom instruction increases, required course work units decrease. Supervisor support is provided throughout the three quarters for all student teachers. Candidates interviewed were keenly aware of the benefits of having begun their student teaching experiences early in the program. They were also appreciative of the decrease in coursework as they assumed full responsibility for more days of teaching. Candidates and completers uniformly praised the quality of support and guidance provided during field experiences, and employers confirmed that completers were able to step into their first jobs highly prepared.

### **Assessment of Candidates**

UCR candidates across cohorts reported in interviews that they learned of TPEs and TPAs from day one of the program and “every day thereafter”. One cohort was particularly enthusiastic and appreciative of having been provided with “practice TPAs” that they found very helpful in preparation for the real TPA. In their initial fieldwork and in their final student teaching, candidates are expected to develop and demonstrate pedagogical competence as defined by the Teaching Performance Expectations (TPEs). Candidates are given constructive feedback through lesson observations, mid-semester and final goal setting/assessment meetings, responses to reflective journals, and course competencies throughout all of the student teaching placements. This enables them to practice and refine their teaching performance in preparation for the performance assessments. Candidates gradually move toward this goal through the required sequence of experiences. Candidates and completers uniformly praised the quality of support and guidance provided during field experiences, and employers confirmed that completers were able to step into their first jobs highly prepared.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Multiple and Single Subject Programs.

## **Clear General (MS/SS) Education**

### **Program Design**

All standard alignment was verified by the site visit team through document review and interviews. The program design addresses all competencies and standards through an appropriate series of courses. Each course has activities and assignments that are included in a culminating portfolio.

The Multiple Subject and Single Subject Clear Credential program offered through Extension is designed to address the following:

- 1) Logical, sequential program
- 2) Planned program of study—19 hours of coursework to include assessment, pedagogy, teaching English learners and special needs students, classroom management, using technology and universal access
- 3) To assure candidate competence in alignment with state standards
- 4) Opportunities for candidate to demonstrate effective teaching.

### **Course of Study (Coursework and Field Experience)**

There are 5 courses in the program that address the standards for the Clear Credential. The final course in the series is a culmination portfolio which demonstrates understanding in all courses. Each course has a performance competency rubric completed at the end of the course. Clear Credential candidates also have site support teachers who observe, assess and provide feedback regarding each candidate's performance in the classroom.

Individuals pursuing their Multiple Subject and Single Subject Clear Credential have opportunities through the practicum experiences to design effective instruction through the establishment of goals, objectives, and learning activities. They work directly with their site support teacher at the school site who will provide them support to accommodate their individual needs. Qualified, site support teachers observe, assess and provide feedback regarding each teacher's performance in the classroom. All site support teachers are approved by UC Riverside Extension.

### **Assessment of Candidate Competence**

Throughout the program, candidates receive feedback from instructors and site support teachers regarding their teacher practice in relation to each course's performance competency rubrics. Site support teachers are asked to provide confidential and formative feedback to each candidate before they complete the performance competency rubric. Clear Credential standards are reflected in course competencies.

The Clear Credential program utilizes systematic formative assessment to support and inform candidates as they progress through the program. Candidates are continuously informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them to compile their culmination portfolio. They are provided timely feedback on their performance throughout the program via online course work, instructor participation in online forums and final grades.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the General Education Clear Multiple and Single Subject program.

## **Education Specialist: Mild/Moderate and Moderate/Severe**

### **Program Design**

The Graduate School of Education's Education Specialist preparation program is designed to provide credential candidates with an understanding of the characteristics and educational needs of students with disabilities, knowledge of validated instructional approaches for students with disabilities as they are used in a variety of educational placements, including students with special needs who are being educated in general education settings. Credential candidates gain the ability to effectively implement evidence-based practices that enhance language and academic skills.

Candidates generally complete a one-year program of intensive coursework combined with fieldwork and student teaching. Candidates are formally entered into the program prior to the start of the school year. However, some candidates take prerequisite classes prior to admission, while candidates in the dual Mild/Moderate and Moderate/Severe credential programs may begin the program in the summer prior to the fall courses and finish their coursework the following summer.

The program is coordinated by the director and Assistant Dean of Teacher Education in cooperation with the Assistant Director of Curriculum and Assessment and the program coordinator responsible for the Education Specialist candidates. There is evidence of a cohesive design and evidence-based practices throughout the program. The program's organizational structure forms a logical sequence between the instructional components and fieldwork. The program allows for multiple points of entry. The program collaborates with a number of districts and sites through participation in a Community Advisory Committee and Special Education Advisory group.

### **Course of Study**

Candidates receive individual advisement prior to admission into the program about the course of study that comprises the Education Specialist credentials. Candidates indicated that the advising was extremely helpful, that it occurred during each phase and that faculty members were highly accessible in person or via email. Candidates expressed in interviews that faculty were caring and supportive to their academic and personal needs.

The content and fieldwork of the Education Specialist credential program are aligned with current Commission Standards. A dual credential option (Mild/ Moderate and Moderate/Severe) was made available in 2015 to students who complete a one year/two summer session program of intensive coursework combined with initial fieldwork and full-term student teaching in each credential area.

The Education Specialist preparation program is divided into four groups:

*Foundations and Methods Core Courses:* These courses provide Education Specialist candidates with an understanding of core curriculum content, typical and atypical development, general education approaches and expectations, and evidence-based methods of instruction in reading, language, math, and science. During these courses candidates engage in fieldwork, develop lesson plans, and observe and reflect on instruction. Candidates learn about typical and atypical development and the principles and theories that underline sound educational approaches, including both the commonalities and the exceptionalities among students with disabilities and typical students. They are provided with overviews of the characteristics of students in each of the eligible disability categories. Methods courses required of general education candidates as well as Education Specialist candidates focus on evidence-based instructional practices, and include fieldwork activities that ensure relevance to current school structures. These courses provide candidates with an understanding of the curriculum content and teaching methods being utilized in general education settings, and effective inclusive practices.

*Courses required of all Education Specialist Candidates:* These courses provide candidates with an understanding of the structure of special education, how service delivery continues to evolve, and the philosophy and practices of educating students in inclusive settings. Candidates also learn the processes that are in place to assure parents of their due process rights and protections, services provided by other professionals, and the role of supporting staff members. Courses also build knowledge of assessment and the link between assessment and planning, and how to provide positive behavior support.

*Courses Specific to the Mild/Moderate Disabilities Credential:* Mild/Moderate candidates take an additional course in reading and language methods, specifically designed for students with dyslexia, aphasia and other learning disabilities. They also take a course that addresses state standards and on measuring of progress by standardized tests. Additionally, they take a course on how to modify the level of instruction, adapt the assigned materials, and determine how students with special needs and their teachers meet the challenges posed by California Common Core standards and test scores.

*Courses Specific to the Moderate/Severe Disabilities Credential:* Candidates in the Moderate/Severe credential program take courses with an emphasis on teaching functional skills in natural environments, communication, and developing self-advocacy. They also learn about the specialized health and physical needs of students and the adaptive devices that support student learning.

## **Fieldwork**

The program ensures that candidates have planned experiences with a full range of service delivery systems, the providers of such services, and parents and families, including experiences in general education. The experiences reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services. Placements are carefully made after individual discussions with the candidates and administrators at the placement sites.

Three seminar courses and related student teaching are required, including the initial quarter of Supervised Teaching in Special Education for all student teachers (9 hours per week), one quarter of Supervised Student Teaching in Mild/Moderate disabilities (30 hours per week), and one quarter of Supervised Student Teaching in Moderate/Severe disabilities (30 hours per week).

In these classes the information learned in the previous coursework is discussed in light of the actual classroom services the candidates are observing and/or providing. These courses include a balance of in-class instruction, peer interaction, district cooperating teacher support, and university supervisor direction and support. Candidates and completers uniformly praised the quality of support and guidance provided during field experiences.

### **Assessment of Candidate Competence**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine, on the basis of documented evidence, that each candidate has demonstrated satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. Candidates are recommended for the appropriate credential on the basis of all the relevant information regarding each candidate's competence and performance: satisfactory or better evaluations each quarter from their district cooperating teacher and UCR field supervisor, who also teaches the seminars, "B" or better grades in all graduate courses that are part of the credential program, and verification by the credential analyst that the candidate has met all state and University requirements.

Candidates compile a portfolio throughout their program, including a Classroom Management Plan and other artifacts. Exit interviews are conducted with all candidates at the end of their program, which provides an opportunity for reflection, self-assessment and development of the pre-induction plan. Observation reports and evaluations from the university supervisor and the district cooperating teachers are submitted to an online platform, where candidates' progress on developing competencies can be tracked. In interviews, employers confirmed that completers were able to step into their jobs highly prepared. One completer stated that a highlight of the program was that it really prepared her for her first year of teaching.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Mild/Moderate and Moderate/Severe Programs.

## **Education Specialist: Early Childhood Special Education Added Authorization**

### **Program Design**

The Early Childhood Special Education (ECSE) Added Authorization is designed for teachers who currently possess a Mild/Moderate or Moderate/Severe Education Specialist credential. The program addresses the four instructional areas identified in the Program Standards. Field experience is embedded into each of the courses. Candidates report on their observations, learn and share information about preferred methods for working with young children and their families, and are observed working with children. The program is taught by administrators who oversee Special Education preschool programs and by current ECSE teachers.

The program is offered through UCR Extension. Candidates apply online via the UCR Extension website. Applications are reviewed by the credential analysts who consult with candidates regarding any missing application requirements if necessary. Acceptance letters with program details are signed by the Director of Education Programs and are sent to candidates via mail. All participating instructors and site mentors/support providers have appropriate educational experience with Early Childhood Special Education programs, and hold a valid teaching and/or administrative credential.

### **Course of Study**

The program consists of 3 graduate-level courses, for a total of 16 quarter units, taken in sequence from the fall through the spring quarter. Course content is aligned with Commission Program Standards. The first course addresses characteristics of infants, toddlers and preschoolers with IFSPs and IEPs and the range of typical developmental milestones of these students. The second course examines the role of the family in Early Childhood Special Education, different cultural perspectives, and how to provide resources and support families. The third course addresses Early Childhood Special Education assessment and intervention and instruction strategies for children from birth through pre-kindergarten. Part of the grade in the final course of the sequence is derived from candidates' ability to demonstrate competence in all these areas.

### **Fieldwork**

Candidates complete 10 hours of fieldwork in the first two courses, and 20 hours in the third course. The focus of each fieldwork experience is integrated with the corresponding course content. Since children with special needs are served in a variety of settings, from private preschools that serve typically developing students to special classes and centers designed for students with a specific type of disability, candidates are required to conduct fieldwork in multiple and varied settings. Part of the grade in the final course of the three-course sequence is derived from candidates' ability to demonstrate competence in all these areas during their supervised fieldwork.



### **Assessment of Candidate Competence**

In addition to course assignments and fieldwork activities, candidate competence is assessed in three ways. Candidates write a report about their observations conducted during the first course in settings such as a child development center, Head Start or state preschool. This report uses the format and rubric required by the Series of Structured Observations assignment and addresses the course's Expected Learning Outcomes.

Secondly, after completing their coursework and before they are recommended for the added authorization, candidates must pass a multiple choice and essay exam on content from all the courses, which includes questions on pertinent laws, services and instructional practices. Finally, an exit survey is emailed to all program completers to assess the overall quality of the program from the candidates' perspective, and to examine how well the program prepared them to meet the educational needs of young children with disabilities and their families. This serves as both an informal program evaluation and a candidate self-assessment.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the Early Childhood Special Education Added Authorization Program.

## **Designated Subjects: Career and Technical Education and Special Subjects**

### **Program Design**

The Designated Subjects (DS) Career and Technical Education (CTE) and the Designated Subjects Special Subjects (SS) programs are offered through the Education Department at UCR Extension at the University of California Riverside (UCR). The CTE and the SS programs are offered as one program at UCR with no differentiation in program requirements. The UCR program consists of 160 hours (16 Quarter Units) of instruction organized into multiple courses. In addition to the 160 hours of instruction, the program includes a developmental and supervised instructional teaching assignment that incorporates a system of candidate observation and feedback. The program is grounded in a rationale based on sound theory of adolescent and adult teaching and learning. The theoretical basis is evident in the design and delivery of the program's coursework. The program is aligned to the California Standards of the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE). There is evidence (meeting minutes and interviews) that employing school districts partner with UCR Extension to provide support for each candidate to ensure he or she is meeting the program standards, the CSTPs and the TPEs through program coursework, teaching assignments, and observation feedback. The program's design includes processes for the comprehensive assessment of individual CTE and SS teachers on all competencies addressed in the program through the use of program support personnel and supervisors at the candidate's place of employment (local school district). The

program coursework incorporates a variety of effective teaching strategies and teacher behaviors, including the use of technology, for professional instruction.

The school district employers, supervisors and advisory board members who were interviewed indicated that they had been included in the program's design, and were able to positively influence program design and implementation. In addition, all expressed the belief that the program was beneficial for the candidates and for the school districts and students. The Advisory Board meets formally twice a year, and board members stated (and minutes corroborated) that when they suggested program improvements, the program regularly acted on their suggestions.

### **Course of Study and Fieldwork**

The 160 hour, 16 quarter unit program is offered through a combination of late afternoon or early evening courses. Candidates must also complete a US Constitution course or examination and a separate health education unit prior to clearing the credential, so the total number of units in the program may be 19 for some candidates. The entire program, if courses are taken sequentially, can be completed in 18 months. Two of the program completers who were interviewed completed all requirements in a little more than one calendar year, an accomplishment that program advisors indicated was quite common among the more motivated candidates. Program completers and current candidates were unanimous in their comments about the quality and value of the instruction they received in the program.

One program course is offered wholly online, and instruction in the other courses is supplemented by an online component, so students meet face-to-face with the instructors for two hours per week and receive the rest of the instruction online. Coursework is integrated directly and immediately with fieldwork, as all candidates – from the time of their admission to the program – are employed as teachers by local school districts.

DSCTE and SS teacher candidates are provided instruction, guidance, and assistance by program faculty and school site support providers who are employed by their employing district. Support providers are oriented to the process and trained by the program staff to provide support and guidance to the new teacher. The school site support persons who were interviewed indicated that such observation and support was either part of their regular job as the immediate supervisor, or that they were a department colleague of the candidate. Observation rubrics developed by the DSCTE program are used by support providers to report progress in achieving competency in the required areas indicated in the program standards. The employing school district supervisor/mentor provides assessment of CTE/SS teachers using rubrics specially created for each set of competencies. The completed assessments are included in the candidate's Culmination Portfolio.

Completed and current candidates stated in interviews that the coursework provided them with skills and knowledge that were immediately applicable to their role in the classroom.

School site support personnel/supervisors corroborated candidate comments and stated that the candidates (new teachers) often approached them with questions or comments regarding topics covered in the coursework or about specific assignments. A review of Culmination Portfolios also provided evidence of candidate skill growth and attitudinal change from beginning to end of the program of preparation.

### **Assessment of Candidates**

Candidates are assessed and informed about their progress throughout the program in their course work by faculty and the program staff, and in the field by local school district support personnel. Assessors use a variety of formative and summative assessments such as field observations, course work, products, homework assignments, and tests and quizzes. Course evaluation criteria are identified in each course syllabus and are aligned to the course objectives and program standards. A culminating portfolio forms the basis for a comprehensive summative assessment for the entire program. The Culminating Portfolio contains verifiable evidence as to the candidate's competence in all program criteria areas including evidence of competence in the form of the observation rubrics. Upon program completion, each candidate's file is reviewed by a credential analyst who consults with the program coordinator. Each required element is reviewed prior to recommendation for a clear credential.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the CTE and Special Subjects Programs.

## **Specialist Credentials and Certificates California Teachers of English Learners (CTEL) Program**

### **Program Design**

The CLAD through CTETL program is offered through University Extension. It is offered online in a distance learning format (Moodle/eLearn) to meet the needs of the participants, including non-local candidates within the state of California and prospective enrollment from other states. This has opened the door for candidate classroom research and other work to be reviewed and shared, especially in the Culture and Inclusion course of study. There is an option available to candidates to complete the requirements of the state EL Authorization through the use of university coursework blended with the passage of CTETL exams through the guidelines of Assembly Bill 1871. Each course includes readings and activities derived from the ELA/ELD Framework to ensure that candidates receive the necessary training and tools to meet the linguistic and academic needs of all students.

The design of the program has been very successful as evidenced by the numbers in the program. Candidates, completers and employers expressed satisfaction with the advice and assistance provided. In one instance, a school district contracted with University Extension to offer the program to those teachers who had not completed their EL Authorization.

### **Course of Study and Fieldwork**

The orientation sessions, available each quarter, are presented by the coordinator and required for all candidates prior to their first course in the program. It is during this course presentation that the candidates learn about the requirements for the program, inclusive of the weekly assignments and how they will be assessed. The orientation also covers the main topics, or competencies, for each of the four courses. It advises the candidates to save their major written assignments for compilation into a program portfolio to be submitted at the close of the final course.

Candidates are directed to take the first three courses: Culture and Inclusion, Language and Language Development, and Assessment of English Learners prior to the fourth course, Foundations and Methods of English Language Development (ELD) and Content Area Instruction. The first three courses have embedded spiraling of concepts so that candidates may take either of these courses in any order; however, the fourth course provides a culmination presentation of concepts over a six-week period, offering a summary of concepts and opportunities for individual reflection for incorporating the newly learned pedagogies into their current teaching practice. This Foundations course is required as the last of the 4 core courses in the program, which must be completed prior to enrolling in the final course, CTCL Portfolio.

Fieldwork is built into the courses as the candidates practice and use the strategies presented and instructors use these teaching experiences as springboards for discussion through the weekly Discussion Forum assignments. Through fieldwork the candidates present their ELD or SDAIE Lesson Plan. A reflection assignment, asks candidates to make necessary adjustments to lessons in order to facilitate the lesson in a more comprehensive manner. The CTCL Portfolio course is the final evaluative tool designed to serve as a cumulative capstone.

Candidates who were interviewed noted that they were not happy to have to take the program as they had either been teaching for a long time without EL Authorization, thought their out of state preparation was sufficient, or their own bilingual background made them knowledgeable in the area. However, in interviews, candidates shared specific ways instruction in the program had impacted their classroom practice for more effective student learning and were glad they had earned the certification.

### **Assessment of Candidate Competence**

Multiple measures of assessment are included throughout the program. Assessments include, but are not limited to, analyzing student work, planning differentiated lesson plans, using a

variety of scaffolding strategies to meet language needs, reviewing current educational research and websites, and participation in discussion forums. Assignments are based on program competency topics as outlined in each of the course syllabi. Assignments are assessed weekly with feedback given and points earned recorded online for candidates to view and respond to.

A Final Project is also a requirement for each course. It is the goal of the Education Department at UC Riverside Extension to make assignments meaningful to the candidates, with the outcome of creating actual tools to assist teachers in their practice. Therefore, the Final Project is designed to ensure that the topic is related to the CLAD competencies and adheres to established research - based methods for improved instruction for English learners.

At the end of the program, candidates submit an electronic portfolio. The contents of the portfolio are evidence of achievement of the goals of the program and knowledge, skills and abilities in each of the seven domains. Each candidate's portfolio is read and scored by the approved instructor, who completes a rubric that serves as the scoring guide.

Completers shared that although sometimes people who completed programs disposed of the work in those programs, they were holding on to the portfolios for future reference.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the CTCL Program.

## **Specialist Credentials and Certificates Bilingual Authorization Program**

### **Program Design**

There are two different program designs for bilingual authorization offered. The Bilingual Authorization offered through Graduate School of Education has two paths to completion: by course work or by examination. An additional Bilingual Authorization program is offered through University Extension.

The course work path to completion builds upon the courses required for the SB 2042 Multiple Subject Credential, and is divided into Foundational Courses and Bilingual Authorization Courses. The requirements are the same for those who are student teachers, interns, those enrolled in the M.Ed. General Teaching Emphasis program, and those enrolled in the credential-only program.

The Bilingual Authorization may also be completed by examination by taking the California Subject Examinations for Teachers (CSET) in Languages Other Than English (LOTE) series that includes subtests III (language), IV (bilingual methodology), and V (culture). The University Extension offers a post credential option of coursework and examinations.

### **Course of Study (Coursework and Field Experience)**

There are three courses offered in the GSOE that build upon 15 courses offered through other departments. These undergraduate courses include Spanish, linguistics, and ethnic studies. The courses offered in GSOE provide candidates with a focus on specific areas that bilingual teachers will need, including Language Development in Content Areas.

Coursework offered through University Extension is built upon the KSAs (Knowledge, Skills and Abilities) of the CSET exam LOTE. Each candidate is advised on the sequence of study that is appropriate for them.

In the GSOE program there is a series of student teaching experiences that includes teaching in English and in Spanish. Supervisors in this program have bilingual expertise and/or possess bilingual authorization. Observations are conducted of lessons in both English and Spanish.

Interviews with the program coordinator, candidates, and supervisors confirmed that unlike the GSOE program there is no fieldwork or clinical practice in the Bilingual program offered through the University Extension.

### **Assessment of Candidate Competence**

Interviews confirmed that key assessments are used to determine candidate competence. In the bilingual authorization program offered through GSOE, candidates are assessed in each course through defined assignments, as well as PACT scores and observations in their dual language student teaching placements.

In the BILA program offered through Extension, all candidates are required to submit passing scores from the CSET LOTE, Subtest III, as evidence of their Spanish language proficiency. Each course requires a key assessment that serves as an indicator of competency. These findings were confirmed at the site visit through interviews with program coordinators, faculty, and candidates.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty employers, and supervising practitioners, the team determined that all program standards are **Met** for the Bilingual Authorization Program except for the following which is **Met with Concerns**.

**Rationale:****Program Standard 2: Met with Concerns**

The concerns stem from the fact that in the program offered through University Extension, interviews confirmed there is no fieldwork completed by candidates. The Bilingual authorization is offered in two pathways. The team found that all standards in the combined MS/SS Bilingual Program were met. In the post credential Bilingual authorization pathway interviews and review of program documents revealed that during the program candidates are not “guided and coached on their performance in bilingual instruction using formative assessment processes and verification of candidates’ performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.”

**Services Credentials: School Counseling**

The School Counseling Program will be taught out in December 2016. Candidates interviewed expressed satisfaction with their program. Through interviews with the Director of Education Programs of the University Extension Center, the Credential Analyst and Student Academic Advisor, site supervisor, and four candidates, it was determined that the requirements, timelines for practicum, and deadline for completing all course and field work were announced over a year ago and certified letters were mailed to all candidates. The candidates welcomed the timelines for the completion of the program and all verified that they were adequately informed of their responsibilities to complete all CCTC requirements to qualify for the PPS credential in school counseling.

**Findings on Standards**

No findings on standards were made because the program is inactive and on a teach-out schedule. The plan is to complete all candidates by December 2016. The plan for teach-out was reviewed and found to be appropriate for completing the school counseling program. Candidates indicated they were well served and confirmed an awareness of the process and timeline for completion.

**Services Credentials: School Psychology****Program Design**

The Pupil Personnel Services (PPS) Credential Program in School Psychology is offered in the Graduate School of Education (GSOE) at the University of California Riverside. Program oversight is provided by a program director. The director is responsible for ensuring that the program adheres to Commission standards and for communicating with the Commission concerning any items related to PPS School Psychology program. Currently the program coordinator is acting both as interim director and program coordinator. The responsibilities of

the program coordinator include practicum design, structure, and implementation; providing training, coordination, and communication with school site supervisors; and facilitating the program Advisory Board. A search is currently underway for a program director. The PPS coordinator and other faculty serve as advisors to the program. As the PPS candidates progress through the program, faculty members serve as their mentors, role models, and advocates.

The UC Riverside School Psychology Program prepares school psychologists to work in school settings (K through 12<sup>th</sup> grade). Candidates of the School Psychology Credential (specialist level) Program are part of the 5-year doctoral program. Candidates complete coursework during their first two years and field work (Internship) during the final year of the doctoral program (5<sup>th</sup> year) in school-based direct and indirect services.

The primary goal of the program is to develop professional psychologists whose activities increase the educational and psychological well-being of children and youth. These activities include research, training, and practice. The credential level school psychologist is expected to have competence in each of these roles. Within this context, the School Psychology Program at UCR embraces a decidedly behavioral philosophy (both applied behavior analytic and social learning theory) with concentration on the scientist-scholar-practitioner model of training. The integration of scientist, scholar, and practitioner roles provides a basis for graduates to assume leadership roles in research and practice within the field of school psychology.

After reviewing program documents, the biennial report, and interviewing candidates, completers, employers, and faculty, it is still difficult to decouple the School Psychology credential program from the doctoral program.

### **Course of Study**

The UCR School Psychology Credential Program is designed to meet the content requirements of the California Commission on Teacher Credentialing and the National Association of School Psychologists. Candidates complete approximately 95 quarter units during two years of course work and a third year of field work (internship), which are organized under the following areas: Psychological Foundations of School Psychology (12 hours); Psychological Consultation and Intervention (16 hours); Psychological and Behavioral Assessment (12 hours); and Research Design and Methodology (28 hours), and Educational Foundations of School Psychology (30 hours).

Program Assessment feedback asked site visit reviewers to review Program Standard 2- Growth and Development. After interviews with faculty and examination of the syllabi in EDUC 255A Principles of Social Behavior Intervention, EDUC 276, a new course 245G Opportunity Achievement Gap, and EDUC 211B Social Affective Development, it is evident that these parts of the standard are now clear and align with program standards.



Candidates and faculty confirm the breadth and depth of the course of study as appropriate training for the school psychologist credential and employment as a school psychologist. One graduate commented: “If I did my part, the institution made it easy for me to complete all the requirements.”

### **Field Work/Clinical Practice**

The *UCR School Psychology Program Practicum & Internship Handbook* outlines the guidelines, procedures, and evaluation of Practicum and Internship field experience.

Candidates complete a sequenced Practicum course work with a minimum of 600 Practicum hours, 500 hours of which must be completed in at least three of four school settings: Preschool, Elementary, Middle/Jr. High, and High School during their first two years in the program. During the third or fourth year of study candidates complete clinical practicum hours in a program-approved community or clinic setting (part of the doctoral program).

In the fifth and final year candidates complete a full time internship with a minimum of 1,500 hours. In response to the Program Assessment feedback regarding Standard 26 Culminating Field Experience, interviews with the program director and faculty confirmed that candidates use logs to record the required 800 hours of field experience in a K-12 school setting providing direct and indirect services to pupils.

In regard to the Program Assessment feedback concerning Standard 25 Practica, interviews with faculty and the interim program director confirmed that supervision is provided by experienced professionals (with a minimum two years of experience) who possess background, training, and credentials appropriate to the practicum experience as required in the standard.

Supervisors and employers commended the preparation of the school psychology candidates. One field supervisor, mentoring candidates for over 30 years and supervisor with the UCR school psychology program for the last 4 years, said about the quality of the candidates: “excellent, very professional, and all ready to begin practice”. Candidates reported satisfaction with assistance with securing internship positions, availability of options, and assistance from both university and field work (internship) supervisors.

### **Assessment of Candidate Competency**

Candidates have university-based supervisors throughout their credential program, and they participate in group seminars from the start of the school year until they graduate from the program. Candidates receive on-going oral feedback and written evaluations from faculty and their site-based supervisors. Evaluation procedures and forms are present in the *School Psychology Program Practicum & Internship Handbook*. Assignments completed during fieldwork and seminars are cumulative, providing experience in all domains of competency. For example, candidates are required to apply knowledge from core classes to cases and experiences in their field-based placements.

Assessment of candidates includes CBEST passage, annual student progress reports completed by candidate, faculty advisor, and field site supervisor, and reviewed annually by the Director of School Psychology Program and the GSOE Graduate Office. Course grades are routinely reviewed by the GSOE Graduate Advisor, School Psychology Program Director, and faculty advisors. All school psychology credential candidates complete a master's thesis read by all school psychology faculty to determine ability to synthesize introductory course information with current research and conduct a review of the literature that adheres to APA guidelines and professional standards. The national school psychology Praxis Exam is completed by all students at the end of the 4<sup>th</sup> year or during their internship. On site supervisors reported that students were "very competent, assertive, open to learning and growing, ambitious, and demonstrated high intellect."

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **Met** for the School Psychology Program.