

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
University of California, Santa Barbara
Professional Services Division
February 2020**

Overview of this Report

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

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

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

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Education Specialist: Mild/Moderate Disabilities	22	22	0	0
Preliminary Education Specialist: Moderate/Severe Disabilities	24	24	0	0
Preliminary Multiple/Single Subject	6	5	1	0
Preliminary Pupil Personnel Services: School Psychology	27	27	0	0

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

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

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

**Institution: University of California, Santa Barbara
Dates of Visit: January 12-15, 2020
Accreditation Team Recommendation: Accreditation**

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: <u>10/23/2011</u>	<u>Accreditation</u>

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards were **met** for the Preliminary Education Specialist: Mild/Moderate and Moderate/Severe Disabilities credential programs.

All program standards were **met** for the Preliminary Multiple and Single Subject credential program except for Program Standard 3: Clinical Practice which was **met with concerns**.

All program standards were **met** for the Pupil Personnel Services: School Psychology with Intern credential program.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Based on the fact that the team found that all program standards were met with the exception of program standard 3 for the Preliminary Multiple and Single Subject program and that all common standards were met, the team unanimously recommends a decision of **Accreditation**.

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

Preliminary Education Specialist: Mild/Moderate Disabilities
Preliminary Education Specialist: Moderate/Severe Disabilities
Preliminary Pupil Personnel Services: School Psychology with Intern
Preliminary Multiple Subject
Preliminary Single Subject

In addition, staff recommends that:

- The University of California, Santa Barbara response to the preconditions be accepted.
- University of California, Santa Barbara be permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of California, Santa Barbara 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.

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Documents Reviewed

Common Standards Submission
Common Standards Addendum
Course Syllabi and Course of Study
Accreditation Website
Strategic Planning Documents
Candidate Handbook
Survey Results
Preconditions Responses
TPA Results and Analysis
Unit and Program Data with Analyses
Advisory Board Agendas and Minutes
Faculty Recruitment Materials
Field Experience Materials

Program Review Submission
Program Review Addendum
Candidate Advisement Materials
Faculty Vitae
Assessment Materials and Reports
Launch School of Education Magazine
Performance Expectations Materials
District MOUs
Performance Expectation Materials
Program Summaries
Accreditation Data Dashboards

Interviews Conducted

Stakeholders	TOTAL
Candidates	81
Completers	22
Employers	11
Institutional Administration	8
Program Coordinators	10
Faculty	43
TPA Coordinator	1
Field Supervisors – Program	17
Field Supervisors – District	30
Credential Analysts and Staff	4
Advisory Board Members	11
Assessment Team	6
TOTAL	244

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

Background Information

The University of California, Santa Barbara (UCSB) is a leading research institution that also provides a comprehensive liberal arts learning experience. Teaching and research go hand-in-hand at UCSB and students are full participants in an educational journey of discovery that stimulates independent thought, critical reasoning, and creativity. The academic community of faculty, students, and staff is characterized by a culture of interdisciplinary collaboration that is responsive to the needs of a multicultural and global society. UCSB's total enrollment for 2018-19 was 23,070 undergraduate students and 2,906 graduate students. Since 2015, UCSB has been designated as a Hispanic-Serving Institution (HSI) and as an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI). Of the total graduate enrollment, 64% identify as White, 15% as Asian/Pacific Islander, 13% as Chicano/Latino, 4% as Black/African American, 1% as American Indian/Alaskan, and 3% unknown.

Beginning in 1921, Santa Barbara State Teachers College expanded its curriculum toward liberal arts education and to award four-year degrees. In 1944, the college entered the University of California system and ten years later relocated from downtown Santa Barbara to Goleta, where the main campus remains today.

Education Unit

The UC Santa Barbara Gevirtz School is home to the Teacher Education Program (TEP), Department of Education (EDUC), and Department of Counseling, Clinical, and School Psychology (CCSP) with 243 students enrolled. The Gevirtz School is guided by its vision of being a leader in addressing pressing social justice issues through interdisciplinary collaborations grounded in educational and applied psychological research, teaching, and service. There are currently 94 candidates in the preliminary credential programs, which include Preliminary Education Specialist Mild/Moderate and Moderate/Severe Disabilities, Preliminary Multiple and Single Subject, and Pupil Personnel Services: School Psychology. The mission of the Gevirtz School is to conduct scholarly inquiry into education, especially into educational responses to the challenges posed by individual, economic, linguistic, and cultural diversity in our multicultural society; to educate scholar researchers and scholar practitioners to address educational opportunities and challenges arising from diversity; and to develop and maintain exemplary programs that serve as models for teaching, research, and service.

The Teacher Education Program (TEP) is a 12-month, post-baccalaureate program where candidates earn a California teaching credential and have the option to concurrently earn a Master's degree (M.Ed.) in one year. The program is a relationship-centric community of learners who work together to meet the diverse needs of the population. Faculty collaborate across all aspects of teacher preparation, providing a holistic and interdisciplinary learning experience in a cohort model with individualized support and attention. Other support for qualifying candidates includes Noyce scholarships for math and science teachers, and the Local Solutions and classified credentialing grants through Santa Barbara County Office of Education. The Program for Effective Access to College (PEAC) program provides funding support for first generation candidates and a guaranteed job placement in Santa Barbara upon graduation.

Candidates in the TEP are supported by thirteen professors, twenty-five part-time lecturers, three supervisors, and one academic coordinator. The CCSP has ten full-time faculty.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Education Specialist, Mild/Moderate Disabilities	0	7
Preliminary Education Specialist, Moderate/Severe Disabilities	4	7
Preliminary Multiple Subject	32	30
Preliminary Single Subject	31	32
Pupil Personnel Services: School Psychology with Intern	4	18

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Education Specialist: Mild/Moderate and Moderate/Severe Disabilities

Program Design

The UCSB Education Specialist Credential (ESC) program is a 12-month, post-graduate program in which candidates can earn both a preliminary teaching credential in Mild/Moderate Disabilities (MMD) or Moderate Severe Disabilities (MSD) and M.Ed. degree. The TEP has worked to create a cohesive, developmentally appropriate sequence of courses and fieldwork activities based on a commitment to a practice-oriented theory of teacher professional development. One of the fundamental assumptions of the TEP is that newcomers to the profession learn to teach through negotiation of their own beliefs, practices and skills with those of more experienced teacher colleagues. While they believe that both coursework and practicum dimensions of the learning to teach process are important, it is the careful integration of these experiences that characterizes excellence in the TEP.

Leadership in the ESC program takes place in a conventional sense with the TEP Director and Dean of the School presiding over the program. The dean is kept informed of the program's needs through the director and the help of both the credential advisory committee and the community advisory board. In regards to the function of the ESC Program as part of the entire TEP, program coordinators participate in the TEP leadership group, meeting bi-monthly to discuss upcoming events and needs of the program. This was verified with interviews with coordinators, instructors, faculty and supervisors, and in the orientation from the dean.

ESC program oversight and coordination occurs through monthly program meetings. The central participants in these meetings are the program coordinators, TEP director, program instructors and fieldwork supervisors. The interviews revealed and confirmed the consistent and cooperative communication about candidate progress, requirements and support as the candidate moves to meeting the credential requirements.

The ESC program admits one cohort of candidates per year and takes them through the entire program before beginning with the next cohort. Candidates stay with their cohort group throughout the program, allowing them to develop professional, collaborative relationships with future colleagues. This helps the program to ensure individualized attention for each candidate

Respite Care is a highlight of the MSD program in which recently enrolled candidates volunteer twenty hours of service with a family of a student with medical and physical needs. Through a

carefully designed and supported process, families invite the new candidates into their homes to assess, support and care for the students. This allows candidates early in their program to discover and build their affinity for working with children and families. At the same time, the relationships that are forged prepare the candidate for their future work with students and families and provide the candidate experiences to support both needs in and outside of the classroom.

Several programmatic changes have been made over the past two years. Based on data from candidate feedback on exit surveys and completers/alumni surveys, the math course, ED 228K, *Including Students with Disabilities in Meaningful Mathematics*, was created to better support candidates' abilities for math content instruction. Another change was made when teaching performance data indicated that candidates needed additional support with planning. To address this, the course ED 229D *Applied Systematic Instruction and Assessment* was revised to introduce the "logic model" for planning. This framework model addresses the disconnect between how candidates are taught to: 1) learn about students, 2) identify areas of need, 3) prioritize the needs, 4) develop goals, and 5) gather ongoing data in their coursework versus what they sometimes see or experience in their placements. Candidates then use the logic model as the foundation for their instructional plans.

Additional data from alumni and employer surveys revealed that completers needed more preparation on leading Individualized Education Program (IEP) meetings. Therefore, the ESC program added a simulated IEP meeting also known as the "IEP mock interview" to the IEP course, ED 228J *Individualized Education Programs, Assessment, and Transitions in Special Education*. The candidates had an opportunity to practice meeting skills (with coaching) that enhance the quality of their IEP meetings and facilitate increased parent participation. This was verified by the coordinator, completers, and district-employed supervisor interviews and was found to be beneficial for candidates' knowledge of the IFSP (Individualized Family Service Plan), IEP, and transition plan process. According to one completer, the simulated IEP helped him significantly to empathize with families/caregivers of students with disabilities at his school site; he cited that simulating the role of the parent in the meeting helped him to understand what parents go through in the process and "how intimidating it can be."

The ESC program continually gathers stakeholder feedback from multiple sources and more formally, through the bi-annual community advisory board meetings and surveys of employers and alumni. Informally, through the day-to-day work in local schools there is frequent collaboration between the ESC program staff and district-employed supervisors and school/district administrators. As verified during interviews with stakeholders (advisory board, principals, K-12 specialists and district personnel such as an Assistant Superintendent), the programs maintain a continual stream of informal means of communication. The program does this via email, ensuring opportunities for site coordinators sharing out, principal drop-ins and participating in and contributing to candidate, district-employed supervisor and university supervisor feedback meetings. Through these means stakeholders are able to share with coordinators the needs of their specific sites and how the candidates and university can better serve P-12 students in their district.

Course of Study (Curriculum and Field Experience)

Coursework

Faculty and coordinator interviews, along with review of the syllabi, demonstrate coursework that is sequential and relevant. As shown in the program summary, handbook and syllabi, candidates begin coursework in the summer quarter. These first courses are foundational in both theoretical and policy information, and in methods for teaching students with disabilities. Key topics include systematic instruction, working with families of students with disabilities, and teaching communication skills. The summer also includes courses related to the common trunk of teaching, focusing on topics such as development and health of students in schools, math instruction, academic language, and classroom management. Special Education methods courses during fall quarter focus on inclusion, direct instruction, and instructional strategies, while the candidates also take an integrated course on English Language Arts, and English Language Development/Specially Designed Academic Instruction in English. Through winter and spring quarters, the courses focus on more methods, such as behavioral assessment and intervention, and other broader topics such as working with families and other stakeholders, IEPs and assessment, and disability and characteristics of exceptional children. In addition to these courses, each quarter of the academic year, the candidates have a weekly professional issues and practicum-focused course. This course focuses on special topics in the profession as well as the fieldwork requirements related to the Teaching Performance Expectations.

Candidates are enrolled in coursework and fieldwork experiences concurrently. This both challenges and supports candidates to integrate theory/practice tensions and considerations into all of the contexts of their learning. Through the professional issues seminar, the candidates perform and document teaching activities and assignments that fulfill the Teaching Performance Expectations (TPEs) that culminate in the ESC teacher candidate fieldwork portfolio. As verified by interviews of completers, instructors and faculty, candidates are challenged through fieldwork assignments and course assessments to demonstrate their growth. This is manifested specifically in the practicum course.

Interviews of faculty, coordinators and supervisors, and review of the handbook, confirmed that candidates have two placements during their fieldwork experience. Student teaching begins with the start of the K-12 public school year in August, and continues for the entire year, concluding in early June. The fall placement lasts fifteen weeks, and the winter/spring placement lasts twenty weeks. As often as possible, depending on available programs in local districts, a teacher candidate works in one placement that serves students with primarily with moderate disabilities, and another placement serving students with primarily severe disabilities. Similarly, as often as possible (especially with limited options for secondary and transition placements), teacher candidates work in one placement at the elementary level, and another placement at the secondary or transition-aged level. University supervisors are formally observing candidates approximately once per month with immediate feedback and observation data provided to the candidate post observation.

Interviews with district representatives and faculty indicate that master teachers are selected by the district and school sites coordinators with consideration for the needed support. They are invited to trainings and orientations through both the district and university. Additionally, evidence from multiple interviews indicates that ongoing communication between the district and university allows for monitoring and reflecting on this support and training. Once per term candidates, district-employed supervisors and fieldwork instructors meet together in a “three-way” conference meeting to discuss the candidates’ growth and skill development over the term.

Assessment of Candidates

Candidates are evaluated twice a month while in each fieldwork placement concluding with a final evaluation at the end of the placement. They receive formal feedback via written notes and reflective discussion with the fieldwork supervisor after their clinical observations, and at their practicum course with the coordinators and faculty. Their lesson plans are assessed at the end of each placement by way of written documentation, and through observation by the district-employed teacher and university supervisor. At the end of the credential year, a portfolio captures both field and coursework assessment data that is reviewed as part of the final evaluation of candidate performance.

Candidates are introduced to the course and fieldwork arc of study in the handbook, syllabi, and at orientation as verified with candidate and coordinator/faculty interviews. Candidates are assessed with signature assignments, fieldwork observations/evaluations, and coursework deliverables. They are informed of their rubric scores and evaluation results.

In the event that a candidate is struggling to meet expectations anytime during their courses or fieldwork, the candidate is notified with a Problem Identification Form (PIF) and counselled in a support session. Coordinators meet once per month to discuss students who are struggling, their PIFs, and actionable steps to support the candidate. The PIF is completed with clear details and deadlines.

The final summative assessment in the ESC Program is the fieldwork portfolio, which is organized around the TPEs. Candidates are counseled as to their results and this information informs the creation of the ILP (Individual Learning Plan) that they will use for their induction program after leaving the university.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with completers, principals/employers, advisory board members, program coordinators, faculty, district-employed supervisors, assessment coordinators, and credential analyst, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate and Moderate/Severe Disabilities credential programs.

Preliminary Multiple and Single Subject

The Preliminary Multiple Subjects Teaching (MST) and Single Subject Teaching (SST) programs are part of the Teacher Education Program (TEP). The SST program offers specific subject area credentials in Math, Science, English Language Arts, Social Science, Music, World Languages, and Industrial and Technology Education. Both programs enroll between thirty to forty students annually. The MST and SST programs are led by the dean of the GGSE and the interim TEP director. There is regular communication between the director, program coordinators, faculty and staff. Site visit interviews with program faculty, university supervisors, program coordinators, staff, alumni and current candidates produced consistent findings that confirm effective communication and a spirit of shared governance and collaboration amongst all stakeholders.

Program Design

The interim TEP director oversees the MST and SST programs. The program coordinators for the MST and SST programs manage the day to day functioning of the programs such as course sequencing, hiring of instructors, student teaching placements, communication with partner sites, and resolving any issues that may arise with candidates. The program coordinators are also faculty who teach in the program. There is a TEP leadership team that meets bi-monthly to discuss program needs and any ongoing issues. This team includes the TEP interim director, program coordinators, and selected members of the faculty and staff. The leadership team meeting has an open agenda that provides an opportunity for team members to bring any concerns to the group. The leadership team meetings also provide an opportunity for faculty to discuss individual candidate needs. It is evident from reviewing data provided by the program such as exit surveys, CTC surveys, and edTPA data, and from speaking with faculty and candidates that programmatic changes are informed by input from a range of stakeholders

Both the MST and SST programs are organized on a 12-month calendar in which candidates can earn both a credential and an M.Ed. degree. The program values having a cohort model where candidates in each program are enrolled in all coursework together. Candidates are enrolled in coursework and fieldwork experiences concurrently, are placed in K-12 schools prior to the first day of school, and continue in a placement until the last day of school. Each school has a UCSB site supervisor who oversees the fieldwork experience and supervises the candidates at that site. There is also a district employed in-house supervisor at each site who works closely with both the university and district-employed supervisors at the site to facilitate communication and provide support to candidates. The MST candidates have two semester-long placements across the year to provide them with experiences in two contexts. The SST Candidates have three placements across the secondary school year. The first two placements are shorter (7-8 weeks) while the third placement is longer (18 weeks). Candidates are typically in the field four days per week in fall and winter quarter placements and five days per week in spring quarter. Over the course of the year, the focus shifts gradually from university coursework to taking on additional responsibility in the K-12 classroom setting.

The MST faculty (including supervisors) meet every two weeks to discuss coursework, key assignments and fieldwork to ensure alignment. The SST faculty meet once a quarter to discuss similar issues. Many of the course instructors also serve as supervisors so this alignment happens in an organic way. Candidates and district-employed supervisors reported in interviews that they were aware of the TPEs and how course assignments provide opportunities to practice the skills embedded in the TPEs. Candidates and alumni described seeing a clear trajectory of TPE development in their coursework and key assignments. Review of documents also showed a clear progression of TPE development across the sequence of coursework.

Many changes have been made over the past two years to ensure the program is meeting program standards and ensure candidate competency on the updated TPEs. Each course in the TEP was reviewed and revised as necessary to address the new TPEs, update language and expectations for all learners, and optimize fieldwork and student teaching experiences. In the MST program, Friday seminars were added to provide additional support to candidates for instructional planning and assessment. The SST program also added a course in instructional planning and assessment based on a review of edTPA data. In reviewing edTPA data, the MST program also recognized that candidates needed additional mathematics methods instruction prior to completing the mathematics edTPA so some of the units from the winter course were shifted to fall quarter so candidates had this additional math instruction. Exit surveys with candidates revealed that additional support was required to meet the new TPEs in the areas of Multi-Tiered System of Support and Universal Design for Learning so the Special Education course was shifted from one quarter to two quarters (fall and spring). Based on exit surveys and student input, the technology course as well as the science and social studies methods courses were also spread out over two quarters to give students multiple opportunities to apply and practice methods learned in these courses in their fieldwork settings.

Additional changes to the program over the past two years include providing a more formal set of professional development opportunities for the MST district-employed supervisors and developing a tracking system to monitor who is participating. Based on interviews with candidates and supervisors as well as CTC survey data, a more formalized approach to providing support for district-employed supervisors and orienting them to the expectations of the program would be beneficial.

Decisions about program design, coursework and fieldwork placements are informed by feedback from stakeholders across the program. Information from student exit surveys, course evaluations, key assignments, and feedback from stakeholders is used to make appropriate adjustments to the program so that candidates can be successful. Both the MST and SST programs have regular meetings to discuss programmatic issues and provide input regarding program improvement and organization. The Student Advisory Council (SAC) also meets quarterly and provides input to the TEP leadership team. Students provide feedback throughout their coursework via exit tickets and course evaluations. The MST program coordinator meets once a month with candidates to solicit feedback and respond to questions. The SST program coordinator meets with students once a quarter to gather feedback and ideas for program improvement.

Course of Study (Curriculum and Field Experience)

An extensive review of course syllabi, followed by interviews with faculty, alumni and current candidates, confirm that coursework is developmentally sequenced and designed to align with fieldwork experiences. Candidates are enrolled in coursework and fieldwork experiences concurrently. Over the course of the year, the balance shifts gradually from university coursework to student teaching. Interviews with alumni and current candidates confirmed that they were given ample opportunities to apply research-based practices in a supported environment. As the responsibility for day-to-day teaching increases in their student teaching sites, candidates teach more in-depth lessons with support from supervisors and coursework instructors.

Students begin coursework in the summer with foundations and child/adolescent development and learning and instructional design courses. Many of the content pedagogy courses span two quarters to allow candidates time to apply and incorporate practices over time. Courses in ELD/SDAIE methods and Language Arts provide in depth content in how to successfully support non-native English speakers. Both the MST and SST programs benefit from having strong special education faculty in the TEP. This was evident in student and faculty interviews that highlighted collaboration between both special education and general education faculty and candidates. Recently several courses have been combined so that both MST and ESC candidates are enrolled in the same class. In addition, MST and MMD candidates are placed at the same student teaching site whenever possible. Completers noted in interviews that they felt well prepared to teach exceptional students in their classes as well as English language learners.

Throughout the year long program candidates also take practicum and seminar courses, which provide time for discussion of issues that are arising in student teaching contexts. These seminars are also an opportunity to make theory to practice links and discuss any challenges that are arising in the fieldwork setting. Interviews with candidates, faculty and supervisors suggest that these seminar courses are a valuable opportunity for candidates to collaborate and share experiences as well. This is another way that coursework and fieldwork are connected and sequenced.

It is evident from interviews with district-employed supervisors, principals, and completers that candidates who graduate from the program begin their first year of teaching feeling well prepared and confident. Data from the CTC completer surveys verify that 81% of MST completers and 68% of SST completers say that the program was “very effective” in developing the skills needed to become a teacher. Many of the instructors in the program are also university supervisors. This provides natural opportunities for coursework to align with fieldwork. For example, faculty described assigning specific assignments in coursework that would be completed in fieldwork settings, which provided opportunities for supervisors to observe the application of content in the classroom. Faculty described frequent collaboration on assignments and coursework in order to address concerns that might be observed in fieldwork settings. Candidates are in their student teaching placements in the mornings and attend classes on campus in the afternoons. In the fall and winter quarters, candidates are in their student teaching placements 4 days a week and 5 days a week in the spring quarters.

Candidates and alumni described receiving frequent, timely and valuable feedback from university supervisors. Data is collected for each student teacher that aligns with the TPEs and allows supervisors to provide targeted feedback to candidates. University and district-employed supervisors work closely with site administrators to build relationships and strong lines of communication between the TEP and partner sites. In addition to university supervisors, each partner site has in-house supervisor who serves as a liaison between the TEP and the site. This individual is the point person for communication about placements and any issues that arise for student teachers at the site. The SST also has content supervisors who observe candidates several times during the quarter to provide support in content specific instructional approaches. Although there is frequent and ongoing communication between the TEP program coordinators and university and district-employed supervisors, interviews with candidates and current district-employed supervisors revealed that additional support and professional development has the potential to improve the mentoring experience for candidates and clarify expectations for the supervisors, especially in the SST program.

Assessment of Candidates

Candidates receive information about program expectations and requirements at the beginning of the program and throughout the year. Current candidates reported receiving frequent updates and feedback on their progress from faculty and supervisors. Candidates are assessed throughout their fieldwork and coursework with increasingly complex assignments and expectations building throughout the year. Candidates are assessed on their student teaching using an evaluation tool that aligns with the TPEs. Interviews confirmed that candidates are observed and assessed on their student teaching at least four times per quarter. There is frequent communication between course instructors and field supervisors to discuss student progress and identify any students who are struggling so that supports can be implemented. In addition, the credential analyst tracks student progress over the course of the program and provides candidates with quarterly updates on their progress toward meeting credential requirements. It is clear from interviews with university and district-employed supervisors, completers, current students and program coordinators that there is a structure and process in place to support students who may be struggling in the program. Interviews with the program coordinators and district-employed supervisors made clear that this process is designed to capture struggling students early and provide proactive supports to students who needs additional help.

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 Preliminary Multiple Subject and Single Subject credential programs except for the following:

Standard 3: Clinical Practice, (D: Criteria for the Selection of District-Employed Supervisors) – Met with Concerns

In the multiple and single subject program, the team was unable to find evidence of a minimum of required ten hours of initial orientation to the program curriculum and expectations, and effective supervision approaches as required by the standard.

Pupil Personnel Services: School Psychology with Intern

Program Design

UCSB's Pupil Personnel Services School Psychology (PPS SP) credential program is housed in the Department of Counseling, Clinical, and School Psychology (CCSP) in the Gevirtz Graduate School of Education and is designed to prepare candidates to perform the duties of a school psychologist in a K-12 setting in California public schools. The program is a comprehensive, combined full-time Ph.D. degree program in Counseling, Clinical, and School Psychology with the PPS credential for School Psychology candidates. The program has also earned accreditation by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). All students apply for admission to graduate student standing in the Doctoral program. Admitted students take courses toward their Ph.D. in Counseling, Clinical, and School Psychology. The Credential is a central part of this doctoral training for the school psychology emphasis.

The program is served by a program coordinator who reports to the department chair. There are four full-time, tenured faculty members in the credential program. The department hires adjunct faculty who are practicing school psychologists from the local school districts. The school psychology program follows a cohort-model, which begins each fall term and admits only four candidates per cohort. The combined program with the Ph.D. takes five years to complete. There is no option to complete the PPS SP credential only. There are currently 18 candidates enrolled across all cohorts.

The PPS-SP program holds monthly program meetings in addition to the CCSP department meetings. The Credential Advisory Committee, comprised of representatives from all credential programs and the Credential Analyst, meets annually in non-site visit years and monthly in preparation for site visits and documentation submission. Additional communications occur electronically and via a shared cloud-based service. Program faculty also meet frequently with practicum and fieldwork supervisors and school district representatives. Representatives from local school districts are invited to meetings twice per year with program faculty. The program coordinator for the PPS SP program also participates in the annual Credential Advisory meetings led by the dean.

Over the last three (3) years, the program faculty have revised the program curriculum based on school district, community stakeholders, candidate feedback, and requirements of NASP and APA. Specifically, the practicum and fieldwork sequences and required documentation to meet Commission, NASP, and APA standards were revised. Current candidates reported that program requirements, handbooks, and milestones have been clarified and are now easily accessible online.

Local school districts and community stakeholders are invited to campus for twice-yearly meetings with program faculty to discuss school and community needs, and to ensure their needs along with program needs are being met. Feedback is also received quarterly from practicum and fieldwork supervisors on candidate progress and to identify areas of missing course content. Program faculty described this feedback as “invaluable... as many times they help us to see local needs,” and described a collaborative problem-solving process.

Course of Study (Curriculum and Field Experience)

The school psychology program is a 197-unit program (of which 108 units plus the culminating clinical experience are focused on the PPS SP credential standards), five-year program culminating in a Ph.D. and PPS SP credential. Document review and interviews with the program coordinator, employers, practicum and fieldwork/internship site supervisors, completers, and candidates confirm the overall quality and effectiveness of the design of the program. The program is student-centered with an emphasis on service to local school districts and preparing professionals to apply evidenced-based best practices.

The course of study for the Ph.D. degree and PPS SP credential moves from an initial theoretical base of courses (year one) to practical application (practicum/fieldwork years two, three, and four, and internship year five) and follows a traditional school psychology course of study. Candidates complete 450 hours of practicum/fieldwork in year two for CTC PPS SP requirements. Practicum/fieldwork in years three and four are to meet APA requirements. Culminating fieldwork experience/Internship requirements must meet the requirements of the PPS SP standards and doctoral program. Candidates are encouraged to apply to APPIC APA-approved internships (Association of Psychology Postdoctoral Internship Centers, American Psychological Association). They also have the option of completing a school-based internship that meets standard requirements.

Courses and course sequence have been developed to meet the requirements of the CTC, NASP, and APA. Some courses have recently been adjusted at the recommendation of practicum and fieldwork site supervisors, faculty, and students. These courses have been expanded to ensure more student experiences in the area of assessment. Current candidates in practicum and fieldwork, completers, and practicum and fieldwork site supervisors reported diverse clinical experiences, including learning disabilities, diagnosis and case management, offering bilingual services, and trauma.

As evidenced by a review of syllabi, handbooks, and discussion with candidates, completers, practicum and fieldwork supervisors, and employers, it is clear that courses are designed to be relevant, interrelated, and sequenced in a way that leads to candidate success.

A 450-hour practicum is begun in the first term of year two of the program. Candidates participate in 12-15 hours per week on a K-12 school site and complete these hours by the end of second year. Candidates start their 1500-hour internship in their fifth year of the program, of which 800 hours must be completed in a school setting. Practicum and fieldwork/internship experiences are supervised jointly by credentialed school psychologists representing the

university and school districts/internship sites. During the school-based practicum and field experiences, candidates participate in activities such as prevention activities, completing comprehensive assessments, IEP meetings, action-based research activities, and report writing. Candidates also work with multidisciplinary personnel on and off campus, such as counselors or social workers. The primary objective of the practicum and field experiences is to assure preparedness of candidates by providing a variety of experiences and opportunities to demonstrate professional preparedness. Faculty, university supervisors, and site-based supervisors verified their participation in the process and described and explained the supervisory training they received in order to assure candidates are fairly and adequately supervised.

Document review and interviews with the program coordinator, faculty, employers, site-based supervisors, and candidates confirm the overall quality and effectiveness of the design of the program. During interviews with site-based supervisors and employers, current students and graduates were praised for their level of competency and were mentioned as being "...excellent writers." Another commented, "They are high quality students in a competitive program."

Assessment of Candidates

Assessment of candidate competence starts at program application. From the initial pool of applicants, twenty-five are invited to virtual interviews with two to three faculty members. Based on the faculty review of these interview results, ten applicants are invited to campus for a full day of interviews, skills assessment, and campus tours. Faculty again review these interview results and invite four applicants into the program. The application review process is holistic, with an emphasis on school psychology and wanting to work with children in a school setting.

In 2006, the school psychology program began an initiative to prepare at least twenty school psychologists by the year 2020, of which 50% would be from historically underrepresented and/or marginalized groups. This goal was well surpassed, with 75% of the graduates coming from a diverse background.

Through a series of interviews with faculty, candidates, and alumni, it was confirmed that candidate competencies are evaluated through the following procedures: 1) end of course ratings by instructors; 2) site-based supervisor ratings of practicum and fieldwork/internship performance; 3) university supervisor ratings of practicum and fieldwork/internship performance; 4) annual candidate review by program faculty, which includes a document review and face-to-face meeting with each candidate and one to two program faculty; 5) portfolio reviews at the end of years one and two, and quarterly during fieldwork/internship; 6) completion of action research, and dissertation; and, 7) PRAXIS score of 147 or higher (the minimum score accepted for a pass by NASP).

Current candidates describe they are each assigned a program advisor who they meet with face-to-face every two weeks, or virtually if they are not local during their culminating fieldwork experience/internship year. In these advising sessions, candidates are provided feedback on

assessments and evaluations, while also reviewing progress toward program milestones and professional goals and objectives. Results of candidate progress are also shared at practicum and fieldwork/internship sites school site meetings with supervisors, and as part of the annual candidate review.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, alumni, faculty, employers, site-based supervisors, and staff, the team determined that all program standards are **met** for the Pupil Personnel Services: School Psychology with Intern credential program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.	Inconsistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard:

Based on document review and interviews with UCSB's Gevirtz School of Education's (GGSE) dean, faculty, staff, and students, and with the university's Executive Vice Chancellor, the team finds that the GGSE has the infrastructure in place to operate effective educator preparation programs. This includes a research-based vision for teaching and learning, a strong tradition of shared governance, active partnerships with local districts and schools, varying levels of resources, an effective leadership structure, recruitment of quality and diverse personnel, and a reliable process for recommending completers.

In 2018, under the dean's leadership, the GGSE began a strategic planning process that led to unit-wide discussions around priorities and goals for the school. As part of this process, the GGSE's mission and vision were updated to reflect the faculty's commitment to preparing education leaders through a practice-oriented theory of teacher professional development. This is embedded in foundation courses and integrated through fieldwork and student teaching as these become opportunities to practice and inform what is taught in coursework.

Meeting and communication structures include all members of the unit, and decision-making processes such as strategic planning are inclusive. Candidates shared that their feedback is sought and implemented, and that they feel heard. The team heard a similar perspective from the advisory board, whose members described collaborative processes for program improvement.

The infrastructure for collaboration and partnership with P-12 schools is long-standing and actively maintained. In each credential program, faculty and coordinators are engaged in schools through supervision and content coaching in fieldwork placements, and are situating their research in the needs of the community. Program completers serve as district-employed supervisors, and they are actively recruited, when eligible, as course instructors.

While resources from the university are sufficient in some areas, the team heard from several stakeholders that the cost of preparing teachers is not fully recognized by the institution. A large part of this has to do with the organizational structure of the GGSE, which has two departments and one program. The departments – Education (EDUC) and Counseling Clinical & School Psychology (CCSP) – are home for senate faculty and teaching professors with permanent assignments and teaching loads that accommodate research and service. The Teacher Education Program (TEP), on the other hand, is staffed by several faculty and program coordinators without security of employment, whose workloads do not include research, creating a real and perceived divide. While several of the EDUC faculty teach in the TEP, the dean is interested in continuing to “blur the lines” between the department and the program in useful ways. For example, a search is underway for a senior professor in EDUC with a scholarly agenda focused on teacher education who would also teach in TEP. In addition to the organizational structure, there are differences in how instructional costs are allocated by types of faculty lines. Resourcing for other areas were generally described by faculty and staff as

sufficient, although concerns were raised regarding low levels of compensation to district-employed supervisors, the lack of technology for university supervisors, and the need for more funding for faculty professional development and conference travel. Technology has recently been centralized, and support is becoming more consistent. The GGSE’s building is fairly new (10 years), providing ample space for classrooms and offices.

The GGSE leadership has the authority and the support to address the needs of all programs in the unit. The team heard in interviews with the dean and program coordinators that they work well together to improve and develop programs including plans for a new undergraduate degree in Education Studies and Applied Psychology (working title) that would attract the students currently enrolled in the three education minors (over 500 students) and bring more funding to the school.

Recruitment documents reviewed by the team show that the GGSE seeks faculty and employees who will uphold excellence in all aspects of the work, and represent and support diversity. For example, the position announcement for the new senior faculty member requires a diversity statement, and stipulates that candidates must have a clear and strong commitment to issues of equity and diversity in teacher education. Recruitment documents for faculty and other personnel clearly describe qualifications for instructors and field supervisors, which include currency in the field and experience as teachers or instructors. Site supervisors are evaluated each quarter by the candidates, and the program coordinators review these surveys to help them retain and support the most qualified employees.

Finally, interviews with the credential analyst and program coordinators provided sufficient evidence of a systematic process for reviewing and recommending candidates upon completion, for tracking those admitted provisionally, and for “pausing” the small number of candidates who must clear their requirements before proceeding with student teaching. The credential analyst has been with the school for several years, and has developed effective systems and databases for collecting candidate data and supporting their completion through advising.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently

bilingual authorization program, efforts to bring back the Master’s level PPS credential program, and a new undergraduate degree in education that would feed into the current advanced preparation programs.

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Through a review of documentation and interviews held with faculty, candidates, supervisors and administrators, there is ample evidence the unit offers robust and rigorous clinical programs in the TEP and the Pupil Personnel Services: School Psychology (PPS SP) program. Programs are grounded in theory to practice approaches where candidates connect content learned in courses to practices in fieldwork placements. Interviews with advisory boards, TEP and PPS SP leadership groups, and site-based supervisors substantiate ongoing collaboration with school site and community-based partners to design content and pedagogy to meet the needs of the communities where candidates fulfill fieldwork requirements.

The TEP course of study is aligned to California's adopted content standards and frameworks. Course sequences for TEP candidates are based on socio-cultural learning theory, relevant research and pedagogical practices highlighting a whole-child approach. Course content and fieldwork assignments supporting the needs and inclusion of diverse student populations are reflected throughout the curriculum (e.g., how to serve students with special needs and the academic needs of English Learners). Issues of increasing candidate diversity to reflect the communities served is a priority expressed by TEP leadership. To further this goal, candidates, supervisors, and faculty express the need for the development of a Bilingual Authorization pathway. The addition of a Preliminary Mild/Moderate Disabilities Education Specialist credential in fall 2019 was highly praised by all stakeholders.

TEP candidates complete field experiences in school settings supervised by university supervisors, district-employed and content supervisors. There are regularly scheduled visits by each of the supervisors and periodically, the site supervisor, district-employed supervisor and the TEP candidate meet to review progress and design next steps. In interview discussions, it was noted that many of the district-employed supervisors and course instructors are alumni of the TEP. While there is some evidence that the supervisors learn about program requirements and expectations, there is currently no system in place to ensure that district-employed supervisors are receiving the required ten hours of initial orientation in the Preliminary Multiple/Single Subject programs. The majority of district-employed supervisors have long-standing relationships with many of the site supervisors. TEP faculty and district and school administration confirmed there is a collaborative effort to select and match site-supervisors with candidates. TEP site supervisors are evaluated by candidates on a quarterly basis.

Candidates in the PPS SP are actively engaged in action research in their practicum and fieldwork/internship experiences with program faculty and site-based supervisors to address local student and community needs. Examples of these research topics to improve educational access and experiences for all students include investigating parenting styles, student behavior, and classroom management; Triple P Positive Parenting; dual immersion school programs; improving norms and diagnostic accuracy for cultural sensitivity; improving sensitivity in responding to vulnerable and at-risk populations; and, issues of diversity and social justice to ensure educational access for all.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Based on thorough document review and verified by interviews with program leadership, coordinators, faculty, candidates, advisory board partners and supervisors, it was apparent that the TEP programs at UCSB and the PPS: School Psychology program use multiple forms of assessment to engage in a continuous cycle of program improvement. Strong evidence was available for the collection, analysis, and use of data obtained from faculty, university and district-employed supervisors, candidates, and completers. Input from candidates is sought through the Student Advisory Council meetings and self-reflection via program portfolios. Data are regularly analyzed and discussed by credential faculty at meetings and retreats, the TEP leadership team, and shared with the director. Modifications are made using these data to better serve candidates. For instance, the scheduling of program course was changed to better allow candidates to focus on completing the edTPA in the winter quarter.

All programs within the unit collect signature assignment data and portfolios, licensure test data (e.g., EdTPA, PRAXIS), university and district-employed supervisor survey data, and exit and completer survey data from graduates. Multiple examples of data use were readily provided such as revision of the behavior management sequence in TEP as a result of student and faculty feedback, and the use of maker spaces to enhance science instruction. The Credential Advisory Committee meets annually to make unit level programmatic decisions. For instance, based on data gathered the unit decided to drop the 13th month of study and GRE requirement for candidates.

Interviews with external stakeholders (i.e., employers and advisory board members) indicated they were regularly consulted regarding candidate preparation, and their input was used in making program revisions such as the addition of the MMD, and in identifying potentially new

programs to meet community needs such as bilingual authorization programs or a special education residency program.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

In discussions with advisory board members, school site administrators and superintendents about the impact that UCSB program completers have on the educational community, these stakeholders stated their preference to hire TEP and PPS SP alumni above graduates from all other programs. They stated the UCSB alumni are better prepared to meet the challenges of the community schools than graduates of other programs. Alumni of the program are adept at building relationships with all stakeholders, collaborating and planning with their colleagues, receiving feedback with a positive and growth mind-set attitude, and demonstrating the capacity to self-assess and reflect on their practices. The UCSB alumni demonstrate superior writing and research skills. The partner stakeholders were particularly impressed with the quality and expertise of the alumni qualified to teach students with disabilities. Many of them stated they would want TEP alumni to be teachers of their own children.

The TEP and PPS SP alumni consistently receive many awards and accolades, such as, teacher of the year, distinguished new educator, Fulbright scholar, and Grape Commission education award. In LAUNCH, the Gevirtz Graduate School of Education Magazine, candidates in the PPS SP were highlighted for contributions to the field. In 2006, the school psychology program began an initiative to prepare at least 20 school psychologists of which 50% would be from historically underrepresented and/or marginalized groups by the year 2020. This goal was surpassed, with 75% of the graduates coming from a diverse background. These alumni have gone on to have an impact, either as IHE faculty, in the preparation of future school psychologists, or as district employees providing direct services to students.

Many of the faculty, program coordinators, site supervisors and school site administrators commented on the high level of expertise that UCSB alumni teachers possess which makes them ideally suited to serve as district-employed supervisors and lecturers for the TEP candidates.

INSTITUTION SUMMARY

The Gevirtz Graduate School of Education at UCSB is a community of educators deeply committed to preparing education leaders for the region. The impact of the programs is clear, as candidates feel well prepared by their faculty and programs, and the majority of them are hired by local districts. Graduates of the PPS credential and doctoral program go on to be professors at universities across the country.

The faculty and staff value collegial conversations in small groups to share ideas and strategies - an approach that ensures shared governance. The programs' values and theoretical framework are articulated across coursework and fieldwork as theory and practice are blended throughout candidates' experiences. The programs use data individually and collectively to improve their practice, and incorporate feedback from candidates and stakeholders to keep programs relevant and current. The structure of the GGSE fosters a notable collaboration between general education and special education.

Through the Strategic Planning process, the GGSE is building connectivity and revenue streams that will benefit each of the programs, and is investing in research on teacher preparation that will bring visibility to this field and help alleviate a structural divide. Faculty in each program value diversity among candidates and among faculty, and are exploring ways of increasing access to credential programs for candidates from underrepresented groups. The GGSE embodies a clear vision for serving the local community and supporting candidates in each of the credential programs.