

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

University of California, Berkeley Professional Services Division March 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of California, Berkeley (UC Berkeley)**. 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 Multiple Subject and Single Subject	6	6	0	0
Preliminary and Clear Administrative Services	13	13	0	0
Career Technical Education	16	15	1	0
Adult Education	13	12	1	0
Pupil Personnel Services: School Social Work	15	15	0	0
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, Berkeley

Dates of Visit: February 8-11, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>May 2012 Team Report</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 accreditation status of the institution was based upon the following:

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject and Single Subject credential programs were **met**.

All program standards for the Preliminary and Clear Administrative Services credential programs were **met**.

All program standards for the Career Technical Education credential program were **met**, except for Program Standard 5, which was **met with concerns**.

All program standards for the Adult Education credential program were **met**, except for Program Standard 4, which was **met with concerns**.

All program standards for the Pupil Personnel Services School Social Work and Child Welfare and Attendance credential programs were **met**.

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

The California Teachers of English Learners (CTEL) was moved to **inactive** status in March 2020. No candidates have been involved in the CTEL program at UC Berkeley since 2019. The team lead and site visit consultant confirmed with UC Berkeley unit leadership that there is a plan for the program to be withdrawn. Unit leadership understands that if the CTEL program was to be reactivated rather than withdrawn, the program would need to be reviewed in depth given its omission from the site visit.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Given the above findings on preconditions, common standards, and program standards, the review team recommends an accreditation status of **Accreditation**.

In addition, staff recommends that:

- UC Berkeley's response to the preconditions be accepted.
- UC Berkeley be permitted to propose new credential programs for approval by the Committee on Accreditation.
- UC Berkeley 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.

On the basis of this recommendation, University of California, Berkeley (UC Berkeley) is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject and Single Subject
Preliminary and Clear Administrative Services
Career Technical Education
Adult Education
Pupil Personnel Services – School Social Work and Child Welfare and Attendance
Pupil Personnel Services – School Psychology
California Teacher of English Learners (Inactive)

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Common Standards Submission
Program Review Submission
Course Matrices
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty and Adjunct Vitae
Faculty Evaluation Documents
Job Postings and Descriptions

Assessment Materials
Candidate Handbooks
Survey Results
Precondition Responses
Assessment Management System
Recruitment Materials
Performance Assessment Data and Analysis
Supervisor Orientation Materials
Field Instructor Handbooks
Training Materials for Cooperating Teachers
Annual Program Impact Reports

Interviews Conducted

Stakeholders	TOTAL
Candidates	126
Completers	108
Employers	49
Institutional Administration	11
Program Coordinators	17
Faculty	63
TPA / APA Coordinators	4
Field Supervisors – Program	36
Field Supervisors – District	102
Credential Analysts and Staff	13
External Stakeholders	21
TOTAL	550

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The University of California, Berkeley (UC Berkeley) is a public land-grant research university in Berkeley, California. Established in 1868 as the state's first land-grant university, it was the first campus of the University of California system and a founding member of the Association of American Universities. Its 14 colleges and schools offer over 350 degree programs and enroll some 31,000 undergraduate and 12,000 graduate students. For over one hundred years the University Extension has offered non-degree certificate and short-term programs designed to provide students with in-depth skills and learning experiences to advance their academic and professional goals.

Along with the other campuses of the University of California system, UC Berkeley's fundamental missions are teaching, research, and public service. The University's active involvement in public-school partnerships and professional development institutes help strengthen the expertise of teachers and the academic achievement of students in communities throughout California.

Education Unit

The preparation of education professionals constitutes a central component of the Graduate School of Education's mission at the University of California, Berkeley. Their programs, and those sponsored by other units on campus with whom they collaborate, demonstrate their commitment to the preparation of education professionals for California schools, districts and organizations and represent a significant contribution of faculty and staff to the quality of K-12 education.

The Graduate School of Education is home to programs that prepare elementary and secondary school teachers, school and system-level leaders, and school psychologists. The School of Education also works closely with the School of Social Welfare, which prepares school social workers, with the undergraduate CalTeach program in STEM education, and with University Extension, which offers a 7-course, 12-credit preparation program and credentials in Technical Education and Adult Education for over 300 active candidates.

The programs at UC Berkeley actively recruit prospective educators who are academically well prepared, who will view education as a career and not merely a steppingstone to other pursuits, and who will be committed to work in high-need urban schools, school systems and communities. Their cohort model, and the relatively small size of their programs, afford the opportunity to cultivate a sense of community and habits of mutual support. The cohort model has helped the programs to establish an extensive and close-knit network of school and system leaders throughout the region and the state.

UC Berkeley sits amid an extensive array of urban communities and schools, reaching from Richmond to Oakland, San Francisco and Hayward. The programs at UC Berkeley are committed to preparing educators for work in these urban communities and schools, combining

foundational knowledge and professional skill with a strong orientation toward social justice and equity. The programs embrace the aspirations reflected in the Common Core State Standards and Next Generation Science Standards, but also understand that a robust educational experience requires still more – an integration of the arts, a well-honed social and historical sensibility, a relentless focus on equity, and the pursuit of the social, emotional and physical well-being of both children and adults.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple Subject	18	20
Preliminary Single Subject	37	41
Preliminary Administrative Services	16	0*
Clear Administrative Services	43	100
PPS: School Social Work	28	26
PPS: School Psychology	4	25
PPS: Child Welfare and Attendance	1	0
Career Technical Education**	81 (Prelim Issued)	33 (Prelim Issued)
Adult Education**	20 (Prelim Issued)	18 (Prelim Issued)
CTEL	0	0

*Candidates for the Preliminary Administrative Services credential were deferred during the 2020-21 academic year and will begin their program during Summer 2021.

**As of Jan. 1, there are 301 CTE preliminary credentials recommended that had not reached the original expiration date, 36 of which were cleared. For Adult Education, the figures are 47 and 5 respectively.

The Visit

The visit proceeded in accordance with all normal accreditation protocols. Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject

UC Berkeley's postgraduate Preliminary Multiple Subject (MS) and Preliminary Single Subject (SS) credential programs are housed within the Graduate School of Education (GSE) under the common program name Berkeley Educators for Equity and Excellence (BE3). The undergraduate teacher education program, CalTeach, is housed in the College of Letters and Science at UC Berkeley and is also offered in collaboration with UC Merced. The SS program offers specific subject area credentials in English, Math, and Science. Both programs enroll approximately 20-30 candidates per academic year. The dean of the GSE at Berkeley has final responsibility for the credential programs in the GSE. Directly reporting to the dean is the director of teacher education and the professional programs coordinator. These positions are responsible for maintaining ongoing oversight of the programs and the day-to-day activities associated with the basic credential programs. The responsibilities include: 1) representing the GSE at the University of California (UC), Commission on Teacher Credentialing (Commission), California Department of Education (CDE), and other events and activities; 2) coordinating and monitoring the budgets associated with the programs (with assistance from the assistant dean); 3) coordination of coursework that cuts across programs, and 4) monitoring each program's compliance with state law and the guidelines set out by the Commission. All stakeholder groups confirmed there is an embedded presence of social justice, equity, and inclusion throughout all aspects of the program. Additionally, many agreed that the rigorous program is driven by a meaningful purpose statement.

Program Design - BE3

The Multiple and Single Subject credential pathways in BE3 are guided by a shared leadership team. The programs are continually monitored by each program director and program pathway director. Interviews with faculty directors and program co-directors confirm that they hold and participate in weekly leadership and supervisor meetings. Monthly faculty meetings are held with all instructors including graduate student instructors. At the end of each semester a multi-day retreat is held to consider the course sequence and to address the coherence of course work and assessments as well as the integration of the TPE's. Pathway leads host meetings with instructors and supervisors to clarify coursework and fieldwork. These meetings are helpful in identifying how to support candidates in the field with specific instruction. The result is that every candidate in each pathway as well as instructors and mentors across pathways are having the same conversation regardless of pathway. When asked how they understood the guiding theory of the program, the BE3 identity statement, candidates shared that the BE3 identity statement was analyzed in most courses. Further, they stated that many professors reference it in the syllabus and take a critical stance that is aligned with the identity statement.

Candidate feedback is also a part of the review. Candidates and completers stated that they were empowered to question when courses were aligned or not with the BE3 identity statement. This led to program changes including a better integration of social justice in technology. Extensive feedback from candidates, program completers, and employers, led BE3 to eliminate the outdated Teaching Exceptional Pupils course and replace it with a Universal Design for Learning course for all candidates. Additionally, interviews with program co-directors, faculty, cooperating teachers, current candidates, and program completers confirm that extensive feedback from those groups led to the redesign of the coursework scope and sequence to build greater coherence across courses, to more deeply address issues of teaching methods, planning, and practice, and to increasingly center issues of educational equity and race throughout all coursework.

Document review, interviews with employers, school partners, candidates, faculty, and supervisors confirm that the program has processes to ensure input from all stakeholders. Interviews with candidates and program completers confirm that they provide input via individual course evaluations and twice a yearly and final exit surveys. Cooperating teachers participate in twice yearly network days and ongoing mentor training groups. During these meetings program-wide information is shared and cooperating teachers can share emergent concerns, challenges, and highlights. Additionally, cooperating teachers stated in interviews that in their experience with student teaching programs, they have never felt so supported and had such consistent and clear communication. They also provide feedback through surveys, observation forms, and meetings with university supervisors. Cooperating teachers shared that it was easy to give and receive feedback, that they appreciated the regular meeting times and the opportunity to grow their practice.

During interviews principals and district partners stated there was a lot of room and space for them to share, provide input, and identify where they need assistance. As employers they identified that the candidates they hire from BE3 and CalTeach look to engage beyond their classroom. Their strength is teaching Common Core State Standards, they are the most knowledgeable of any new teachers we have hired. In a few districts, program alumni are now mentoring new teachers in the district from the same program.

Interviews with various groups and document review verified the guidelines for identifying and supporting struggling candidates. The Student Support Team (SST) process is about being transparent with candidates around expectations. Review of syllabi and program handbooks confirm that expectations are aligned. To begin the process an instructor, supervisor, and cooperating teacher contact the appropriate pathway leads. There is concurrence all around, as instructors are invited to provide feedback on the process. A student support plan is created for the candidate and shared with the pathway lead, candidate, mentor, and cooperating teacher.

Information regarding preservice teacher placements, graduate employment data, and cooperating teacher data is conveyed through formal meetings of school and district leaders

from partner districts. School and district leaders, university supervisors, cooperating teachers, and program leadership stated that feedback on how the program might be more responsive to the unique needs and strengths of partner districts is solicited formally through network days, via email, site visits, and direct phone or in-person communication. Additionally, principals sit in on admissions interviews. Candidates stated that having external stakeholders sit in on the admissions interview helped them understand the program and community needs.

Planning meetings are held with all program instructors prior to the start of an instructional term. These meetings provide an opportunity to develop coherence across the courses and for instructors to share their feedback.

Program Design CalTeach

UC Berkeley's undergraduate Single Subject Math and Science credential program, CalTeach, is housed within the College of Letters and Science within the Math & Physical Sciences (MPS) Division. The faculty director for CalTeach, and along with the Single Subject (SS) program director oversee both long-term and day-to-day program development. The CalTeach faculty director reports directly to the MPS dean, both of whom communicate with the Graduate School of Education (GSE) dean. The program enrolls approximately 20 candidates per year. Multiple stakeholders stated that they feel invited to participate so that the language and practice across the program is consistent, that there is a uniformity in messaging and implicit that rigor matters.

Interviews with program directors, faculty, and CalTeach candidates and completers confirmed that UC Berkeley and UC Merced CalTeach programs work in close collaboration with faculty and program co-directors from the BE3 program. In particular, CalTeach and the BE3 SS science and math pathway share math and science teaching methods courses in which faculty co-design and co-teach course curricula, instituting modifications as needed to serve evolving student teachers' needs and to develop new STEM content and culturally relevant pedagogy. Teacher education directors from CalTeach and BE3 meet regularly to engage in teacher education research and program evaluation, plan for professional development activities such as mentor teacher training, discuss district partnerships, and design common assessments for accreditation purposes.

The UC Berkeley-UC Merced collaboration allows Merced undergraduate students to conduct initial fieldwork in high-needs Central Valley schools, and complete coursework and their teaching credential at Berkeley.

CalTeach Merced is housed within the School of Natural Sciences. The Merced CalTeach program director reports to the dean of the UC Merced School of Natural Sciences. The CalTeach Berkeley leadership team communicates regularly with the UC Merced CalTeach program director to align programmatic work and discuss long-term planning for the UC Berkeley-UC Merced collaboration. CalTeach Berkeley and Merced courses were closely designed after the UTeach model at the University of Texas in Austin, and both campuses

continue to work with UTeach and attend annual meetings as the programs evolve. Syllabi review and interviews with various stakeholders confirms that the coursework across both programs is well-aligned and designed to integrate multiple components of teacher preparation--including inquiry-based instruction, equity in the classroom, multilingual learner support, and early and continuous fieldwork. CalTeach aligns its processes to ensure input from primary stakeholders with those of BE3, as described previously.

Course of Study - BE3

BE3 candidates begin their 15-month Master of Arts (MA) and credential program of study in June. Interviews with current candidates and completers confirmed that they engage in coursework and field experiences in the first summer, followed by two semesters of formal student teaching and coursework. Candidates are recommended for their credential following successful completion of spring semester coursework and student teaching milestones, as well as passage of the edTPA. Candidates complete their MA work in the second summer, finishing by August.

During all three terms of coursework (summer, fall, spring) multiple and single subject BE3 candidates take a combination of methods-oriented and theory-oriented courses. Interviews with program faculty that they attend bi-monthly supervisor meetings in each pathway to think about what is happening in the field and solidify what is happening in the field.

Practicum and methods instructors' meet to deepen alignment. BE3 classes are designed to support candidates in more deeply understanding the interplay between teaching and learning, as well as between theory and practice. As reflected in the ADS program completer data, the program scores 4 and above in all areas related to preparing to teach and assess K-12 students.

Document review and interviews with current candidates and completers confirm that BE3 classes are rigorous and that they require candidates to rehearse specific strategies, to teach focused lessons, or collect targeted data from their student teaching and engage in context-specific and practice-focused inquiry around issues of equity and critical issues. Critical issues are integrated throughout all courses and are given special attention in dedicated classes to ensure that candidates receive appropriately targeted knowledge and instruction. Candidates and program completers verify that course faculty present the underlying theory, while university supervisors and cooperating teachers observe the application in the classroom. Cooperating teachers verified that they learn by learning from the student teachers which helps to improve their own classroom practice.

Elementary and secondary program candidates take a 6-week module course in Teaching Multilingual Learners, where they engage in both broad theoretical issues, as well as learn age and disciplinary-specific strategies for supporting ELLs. Multilingual issues are further explored in subject-specific methods classes, and in the student teaching practicum series. Technology, another critical theme, is covered in a cross-pathway, in-depth 3-unit course, but is also integrated into other classes to allow candidates to deepen their knowledge and practice in

ways that closely align to discipline and age level. ADS data shows that 92% of single subject completers and 81% of multiple subject completers stated they were prepared to teach English learners.

Candidates have two major formal student teaching placements, in the fall and spring semesters, totaling more than 600 hours, with a full-time requirement of 1-week at the end of the fall semester, and 3-weeks at the end of the spring semester. This arrangement means that BE3 candidates experience the full scope of the school year and take on increasing responsibilities and complexity of planning and teaching as they move through their placements. Program leadership collaborate with faculty to align expectations and to support candidates in both multiple and single-subject pathways. All cooperating teachers and supervisors receive coaching and professional development in order to support candidates more deeply, and co-directors.

To better align and be able to respond to changes, BE3 supervision and Cooperative Teacher (CT) training and the CalTeach UC Berkeley and UC Merced University Supervisors participate in the BE3 Supervisor Professional Development meetings, monthly in 2019-20 and twice monthly in 2020-21. CTs receive the same or similar training modules/sessions and are able to join Mentor Study Groups and other CT training with BE3 CTs. Interviews with all stakeholders underscored the value in creating a collaborative approach to coaching and supporting candidates as well as a space to co-create knowledge, share resources, and collaborate on emerging trends.

Course of Study - Cal Teach

The CalTeach integrated undergraduate math and science teaching credential program is a seven-course sequence making up a total of 22 units. CalTeach undergraduates enroll in a sequence of K-12 STEM education courses with embedded classroom experiences of increasing depth and responsibility while they simultaneously are completing the requirements of their 4-year undergraduate degrees in STEM disciplines. Although the undergraduate CalTeach programs and graduate BE3 candidates engage in independent coursework, the overarching goals for coursework are quite similar: there is explicit attention to rigorous STEM content; scientific and mathematical inquiry; equity and access; and cohesion, including integration of math and science, theory and practice, pedagogy and content.

Undergraduates have the option of enrolling during their baccalaureate program, which can be completed within two years simultaneously with undergraduate major coursework. For undergraduates who begin as early as their first year, they may complete one course at a time across seven semesters of their 4-year undergraduate degree. Housed in the College of Letters & Science within the Math & Physical Sciences Division, any UC Berkeley undergraduate may enroll in the lower division introductory course and may complete any of the five upper-division courses that result in the Science & Math Education minor. Candidates who complete the minor and are majoring in a STEM discipline are eligible to apply for the final course of the credential

program during which time formal supervised student teaching takes place. Candidates who are accepted into this course enroll during their final undergraduate semester.

The programs have been designed to integrate STEM disciplinary coursework, education coursework, and simultaneous opportunities for early, and multiple, fieldwork experiences totaling more than 600 hours. The course sequence at CalTeach Berkeley and Merced includes (i) lower-division courses that introduce students to science and math inquiry-driven teaching pedagogy at the elementary and middle school levels, encourage students to explore teaching as a career, and recruit them into the program; (ii) upper division courses that make up an academic minor and focus on such topics as how K-12 students learn math and science, equity in urban education, research methods for scientific and applied mathematics inquiry, history of science and math, and project-based instruction, and (iii) supervised student teaching, which begins after students complete their minor and apply to be accepted into the credential program. During supervised student teaching, candidates also take a final course in math and science teaching methods, and are supported to complete the requirements of the credential.

Like BE3, key educational issues such as supporting multilingual learners and technology-driven inquiry-based STEM curriculum development are integrated across all courses to maximize exposure and provide a strong foundation. Teacher candidates have a minimum of 105 hours of initial fieldwork and clinical practice prior to their final student teaching placement. They complete at least 200 hours of clinical teaching hours during their final student teaching placement.

Interviews with CalTeach and BE3 program directors, faculty, and candidates confirmed that the program director observes in classrooms to evaluate and unify coursework experiences. The program director then provides feedback to the course instructor in a debrief session. Interviews with multiple stakeholders confirmed that cross-curricular discussions take place monthly and changes are implemented in real time.

Assessment of Candidates - BE3 and CalTeach

Assessment of BE3 and CalTeach candidates is similar. Documents reviewed as well as interviews with program co-directors, candidates, completers, cooperating teachers, and university supervisors confirmed that the program tracks candidates throughout the program, collecting a range of data to support the articulation of goals for candidate development, areas of strength and challenge, and overall progress towards meeting the Teaching Performance Expectations (TPEs). Data are collected to support the articulation of goals for candidate development, areas of strength and challenge, and overall progress towards meeting the TPEs. Document review and interviews confirm that the same assessments are used to assess BE3 and CalTeach candidates. These include final grades in all coursework, a common TPE-based evaluation completed by both cooperating teacher and university-based supervisor for each student teaching semester (midpoint and final), a common TPE-based classroom observation protocol for each of at least six observation cycles per semester, and the successful completion of edTPA. Teacher candidates receive weekly evaluation, support and specific feedback about

their progress through the program (including lesson planning and instruction) by instructors, supervisors, and cooperating teachers who work collaboratively to prepare them to be strong beginning teachers.

Multiple stakeholder groups as well as review of syllabi confirmed that reliable assessment of the candidate's status with respect to the TPEs is embedded throughout the coursework. Document review and interviews with candidates, supervisors, and cooperating teachers confirmed a monthly tracking document that shows candidate progress toward TPE goals. Candidates complete a weekly activity form where they reflect on the lesson, their TPE evaluation form, and supervisor debrief. During weekly meetings, the supervisor and candidate review the evidence for meeting or not meeting a goal and create an action objective for the following week.

Current candidates and recent completers agree that they have multiple points in the program to practice, develop, and demonstrate competency in coursework and completion of the edTPA. Syllabi review and interviews with edTPA coordinators, candidates, and completers confirms that specific assignments are aligned throughout courses. Video and video analysis assignments are embedded across the program. Discussions are held across campuses and programs with various stakeholders to discuss candidate portfolios and TPE alignment. Data are solicited through multiple surveys, and faculty assess this data and solicit input during faculty meetings. Program faculty verified that research informed changes. A research project is prevalent across the pathways.

In the fall term, MS & SS candidates for BE3 conduct a trial edTPA. The spring practicum course focuses on the edTPA learning segment. In early spring, candidates are scaffolded towards an April TPA submission date based on the schedule of teaching the learning segment in early March, and writing in March and early April. For CalTeach, a trial edTPA occurs for fall or spring candidates halfway through the semester, followed by edTPA submission in the final weeks of each term. In preparation, the candidate, supervisor, and cooperating teacher participate in a 3-way meeting to help the candidate develop a schedule and to understand lesson planning integration and edTPA. Review of the evidence and interviews with cooperating teachers, candidates and university supervisors confirm that cooperating teachers are appropriately qualified and are prepared to support candidates.

Completers and current candidates indicate that the level of support provided by supervisors, faculty, directors, and cooperating teachers has been invaluable in their preparation. Supervisors confirmed that they have regular standing meetings. Topics range from how to use tools such as GoReact to complete observation cycles to practicing coaching techniques with one another. They troubleshoot candidates' issues and engage in coaching TPE goal-setting in a way to emulate what candidates are experiencing. Interviews with candidates and completers confirm that they feel very prepared for the finish line. ADS data confirms that over 83% of all program completers feel the program was effective in developing the skills or tools they need

to become a teacher. Supervisors expressed appreciation for the leadership team from both programs being intentional about setting up the supervision team to succeed so the candidates can succeed.

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 Preliminary Multiple Subject and Single Subject credential programs.

Preliminary Administrative Services Credential Program

Program Design

The mission of the Principal Leadership Institute (PLI) at UC Berkeley is to prepare, induct, and support a diverse community of equity focused school leaders who will improve education for vulnerable and historically underserved students in California's public schools in support of social justice. All stakeholder groups confirmed there is an embedded presence of social justice, equity, and inclusion throughout all aspects of the program. Since its founding in 2000, PLI has been the premiere program that consistently provides rigorous and effective preparation for school leaders in the San Francisco Bay Area and beyond.

PLI's focus on equity, social justice, and the formation of a leadership identity develops administrators into instructional leaders who are skilled in working collegially with teachers, parents, students, and the community to improve the quality of teaching and learning. PLI candidates develop strong visions of equitable schooling, which was confirmed in interviews with all stakeholder groups. They also understand the change and school reform process and are capable of analyzing challenges and working collaboratively towards solutions. Recent completion data showed that 89% of candidates were very satisfied or satisfied that the PLI program prepared them to implement change strategies based on current issues for school improvement. Many candidates and stakeholders believe that the program is rooted in social justice, equity, and diversity. Over 90% of candidates feel prepared to effectively handle complex interactions with all school systems to promote teaching and learning, per institution survey data.

The principal leadership institute is a 14-month program culminating in both a Master of Arts degree in educational leadership and a preliminary administrative services credential situated within the graduate school of education at UC Berkeley, under the leadership of a faculty director, program director and assistant director. In order to ensure that all PLI candidates meet requisite program milestones and adhere to all state licensure requirements, the PLI works closely with the graduate school of education's credential analyst and student services office to monitor candidate progress and maintain regular communication. In 20 cohorts, PLI has prepared over 600 educational leaders who are 50% candidates of color; 95% of completers are working in public education and 88% are working in the Bay Area.

The PLI maintains contact with its 600+ alumni through a monthly newsletter and an annual update report. This report communicates program updates, ongoing professional development opportunities, and changes in state credentialing requirements. Stakeholder input is leveraged to continually refine the PLI program. Data from an annual alumni survey is used to inform future directions in coursework and program design as well as a means of tracking career trajectories and impact of our alumni in the field. For example, 94% of alumni feel prepared to work with stakeholders to apply the mission and vision of their school. In addition, each year graduates are invited to participate in an alumni advisory panel to provide their reflections on how the PLI program prepared them for their roles as new leaders. This input allows the

program to make real-time modifications to the program design to better serve current and future candidates.

The PLI relies on strong relationships with local Bay Area school districts and maintains active communication with districts to facilitate field experiences, receive feedback on the impact of the program on current district employees who are PLI graduates, and ensure a strong link between university coursework and urban school reality. Annual meetings are held with district superintendents in four partner districts: Berkeley Unified, Oakland Unified, West Contra Costa Unified, and San Francisco Unified. Approximately 50% of PLI candidates work in one of these partner districts.

The PLI includes both conventional coursework and a practicum in the candidate's current school and/or district. Most classes employ a problem-based pedagogical model in which candidates complete group and individual tasks designed to reflect the "real" life of their work in schools. All courses emphasize a theory to practice connection and are taught by instructors from the university and from the field. Often, persons from the field are invited to make presentations and/or provide feedback to candidates when they present. Current candidates confirmed there are guest speakers from around the nation, such as leaders from New Jersey, who come to various occasions to teach, lecture, share experiences, and/or provide professional development.

PLI candidates are assigned a university field supervisor who provides coaching support at their school site. All field supervisors, coaches, confirmed they are former school and district level administrators who have deep knowledge of school leadership and equity issues. Field supervisors monitor candidate fieldwork and assist candidates in reflection and progress towards leadership goals. Candidates meet with their field supervisors for a minimum of three hours per month. Current and past candidates and coaches express that they meet minimally for three hours a month, but most often, it well exceeds this. Field supervisors are required to observe candidates in leadership roles and offer feedback throughout their time in the program. Field supervisors attend formative assessment events in order to evaluate candidate progress and offer additional feedback.

For the 2019-2020 academic year, which was the first operational year of the California Administrator Performance Assessment (CalAPA), 98% of candidates passed. Only one candidate did not pass cycle 2 and is currently being supported by LSP to complete this during her induction program. For the 2020-2021 academic year, due to COVID changes, there are no candidates scheduled to take the CalAPA assessments.

Over the past three years, the PLI has undergone significant program changes in response to the recent addition of the CalAPA. Coursework and content modifications as well as changes in some formative assessments have helped ensure that candidates are prepared to pass the CalAPA in its first operational year, 2019-20. In order to better align with the skills required of a

school leader, the master's thesis requirement was replaced by an oral exam in 2018-19, in which candidates are required to make theoretical connections to the real-world problems of practice that they encounter at their school sites. There was also some recent restructuring done to the order of courses and fieldwork, such as a pre-preparation component being added.

This being said, there are currently zero candidates enrolled in the PLI program, as they are completing their coursework through the pre-preparation program and have deferred enrollment. There are 18 candidates slated to begin the PLI program in the summer of 2021, and interviews for new enrollees will be happening the week of February 15, 2021. The candidates granted admission will be combined with the cohort accepted last year. It is expected that there will be about 30 plus candidates that this applies to.

While in the PLI program, candidates are expected to complete 270 hours of fieldwork: 90 in fall, 90 in spring, and 90 in summer. Candidates are given a coach immediately upon starting the program. Coaches are expected to spend a minimum of 3 hours with each candidate per month, however the actual amount of coaching each candidate receives generally exceeds this minimum as candidates and coaches meet on an ongoing, as needed basis. The coaches attend triangulation meetings, observe the candidates in the core courses and at their school sites during leadership activities, participate in activities, and guide them as necessary.

Course of Study (Curriculum and Field Experience)

The PLI includes both conventional coursework and a practicum in the candidate's current school and/or district. Most classes employ a problem-based pedagogical model in which candidates complete group and individual tasks designed to reflect the "real" life of their work in schools. All courses emphasize a theory to practice connection and are taught by instructors from the university and from practice. Often, persons from practice are invited to make presentations and/or provide feedback to candidates when they present.

The intense PLI program schedule is designed to provide rigorous content and multiple experiences in order to assure solid preparation for the role of administrator. The PLI operates on a cohort model. Candidates, past and present, indicated the cohort model is one of the best attributes of the program, as tight-knit families are created. Candidates enroll continuously in order to remain with their entering cohort. In the first seven-week summer semester, classes meet four days a week and focus primarily on theoretical foundations of education, policy, and practice. In addition, coursework examines the role of race and identity in school leadership and candidates write a vision statement for a socially just school. In fall and spring, classes meet two nights per week and every other weekend. Fall and spring coursework focuses on Data Analysis, School Supervision, Adult Learning and Professional Development, Organizational Systems, School Finance, Educational Law and Personnel Issues.

Throughout both fall and spring semesters, candidates are expected to engage in 90 hours of fieldwork at their school sites, serving in a variety of leadership capacities. Site supervisors sign an agreement to provide leadership opportunities to PLI candidates throughout the school

year. Course assignments are designed to provide candidates with multiple opportunities to analyze and engage in fieldwork at their school sites. For instance, the spring Data Analysis course requires that candidates gain an understanding of formative assessment and grading practices at their school sites by collecting and analyzing actual school-level data. The final semester of PLI occurs during the second summer. Classes meet three to four afternoons per week, for five weeks. During the final semester, candidates engage in a summer internship where they work as summer school administrator in order to gain additional fieldwork experience in a leadership capacity. PLI candidates are then assigned a university field supervisor who provides coaching support at their school site. At the end of the PLI program, field supervisors submit a report on candidate progress towards their leadership goals (PLI Course Matrix; Program Review Document). Based on interviews with coaches and site supervisors, these reports are ongoing and offer continued support through transparent communication.

The PLI program indoctrinates itself with the values of social justice, diversity, and equity, which are clearly evident throughout all the course syllabi, beliefs of stakeholders, and as evidenced through the various documents provided. The core beliefs are as follows, per the syllabi:

“Everything we do as educational leaders should flow from our conceptions of a socially just, democratic school.”

“We cannot create socially just, democratic schools at will.”

Assessment of Candidates

Candidates have both formative and summative assessment throughout the PLI program. Per the PLI Handbook, the formative assessments include: Program Director Check-In Conferences; Instructor feedback on coursework, essays, projects and course participation; Change Management Project feedback; Fall and spring Portfolio submissions; Fall and spring Assessment Centers; Fieldwork Experience (fall, spring, summer II); Mock Interview Feedback; and Community Asset Mapping Presentation Feedback. Summative assessments in the program include: course grades, the Master’s oral exams, the final digital portfolio, and the CalAPA.

Candidates receive both summative and formative feedback from the director, assistant director, course instructors, and field supervisors throughout the program.

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 Preliminary Administrative Services credential program.

Clear Administrative Services Credential Program

Program Design

The University of California, Berkeley, in collaboration with bay area school districts and other partners, offers the professional clear administrative services credential program through the leadership support program (LSP). LSP is a two-year program that provides participants the necessary coaching, mentoring, instruction, and support required to continue their development as effective leaders for urban schools and districts.

Since PLI and LSP work so closely together, there is a substantial number of candidates who complete the PLI program that apply and are admitted into the LSP program. The current cohort (academic years 2019-2021) has 21/57, or 36%, of candidates enrolled in the LSP program who successfully completed the PLI program; whereas the previous cohort (academic years 2018-2020) had 19/25, or 76%, of candidates who completed PLI move into LSP. These numbers vary from year to year due to various circumstances. For example, candidates must be in an administrative role at the time of enrollment. Also, some districts such as San Francisco Unified, have their own required induction programs. It is also possible for candidates who have not completed the PLI program at UC Berkeley to apply and be admitted into the LSP program. While these two programs work closely with one another, each has its own mission, vision, and requirements.

LSP's mission statement is "to develop and support a diverse community of school leaders who will improve California's public schools that serve vulnerable and historically underserved students, with a particular focus on issues of equity and social justice." Candidates, both past and present, corroborated that the mission is embedded and demonstrated throughout the different components of the program. According to the data, 100% of candidates agreed that the program does an effective job focusing on equitable access, opportunities, and outcomes for all students. All (100%) candidates surveyed also agreed that the program does a good job preparing them to create their own vision, using multiple methods of data.

As verified by the field supervisors, LSP candidates receive individual coaching throughout the program, as confirmed by candidates. LSP hires and supports its own team of coaches. Coaches are selected for the depth and breadth of leadership experience, as well as their capacity to support novice school leaders. Once hired, coaches receive multi-tiered training and support, beginning with the three-day coaching for social justice and equity institute, through the two-year new coaches support program, and then the ongoing monthly coaching support network.

LSP, through PLI, is partnered with four local Bay Area school districts (Berkeley, Oakland, San Francisco, and West Contra Costa). LSP is also partnered with Center X at UCLA. UCLA in turn is partnered with districts such Los Angeles USD, Lawndale USD, Centinela Valley Union High School District, Santa Monica, Rowland Heights, and Lancaster, as well as numerous charter organizations. In addition to supporting candidates in job-embedded professional development opportunities such as workshops and site visits, these partner districts serve as thought

partners in the development of curriculum and the evaluation of services. Based on data from recent candidates who have completed the program, 100% of them felt strongly that the program engaged them in a collaborative process with other stakeholders and prepared them to do the same as leaders.

Feedback is solicited from candidates and staff. Per candidates' testimony, they provide ongoing and year-end feedback on services and instructors (i.e., Seminar, Coaching, curriculum). LSP is built around UC Berkeley's leadership connection rubric, which is a collection of leadership standards focusing on equity and social justice. Candidates within the program set goals in the rubric and they document their progress on these goals through the individual induction plan (IIP). The IIP consists of their initial self-assessment and benchmark assessment, their goals, their progress, a reflective journal, and additional assignments. A sample IIP was provided, which is consistent with the information given.

In addition to the feedback given, candidates receive support in multiple ways throughout the LSP program. They meet for monthly seminars facilitated by a veteran school leader, where they engage in learning opportunities and activities to support each other. Their individual coaches also support them at every step of the program, from setting their goals, to meeting with their employer/supervisor, through the two inquiry projects in year two of LSP. Candidates, both past and present, substantiated that they were well-supported from start to finish.

All LSP staff (coaches, facilitators, and coordinators) have input relating to the assessment of and targeted support for candidates. Candidates are provided multiple opportunities to demonstrate growth and competency, ranging from individual written reflections to year-long inquiry projects to a summative portfolio and presentation at the end of the program. Once candidates have met all the requirements for LSP, they will receive support from the credential analyst to be recommended for the clear administrative services credential.

Since the program review was submitted in 2019, the LSP has implemented some programmatic shifts, such as transitioning to remote instruction, flexibility with curriculum and deadlines, and changes to time sensitive assessments.

As a response to candidate needs, the LSP program also piloted and implemented a partnership with the academic talent development program (ATDP) to collaborate on projects that benefit both the LSP and graduate school programs. Additionally, this collaboration leveraged LSP's experience and expertise in leadership development and coaching in support of the planning and implementation of the 21st century California leadership academy.

Course of Study (Curriculum and Field Experience)

The LPS program serves those who are already in the field in leadership/administration positions. The 2-year program follows this sequence: induction launch; sustained learning and support in the fall; intersections of professional learning and formative assessment; continued

learning and support in the spring; benchmark assessments; year two launch; sustained learning and support in second year; summative portfolio assessment; and recommendation for the professional clear administrative services credential, as presented in a published white paper from the department.

During the 2018-2020 cohort, there were 35 candidates enrolled, where 32 completed the program. For the previous cohort that ended in 2019, there were 41 candidates enrolled, with 35 completing the program. There were 2 candidates who left the program completely and 6 needing more time to finish. The program takes a supportive and flexible approach with candidates who need additional time, often due to life circumstances. There is support in place for the "pending" candidates, so when they are ready, they can continue the program and complete the requirements.

The course of study takes place over the entire two-year program. During year one of the LSP program, candidates complete the following program requirements: connect with their coach; work on their individualized induction plan (IIP); complete journals; take an initial self-assessment within the assessment program hosted by Chalk and Wire; begin establishing their goals; participate in triangulation meetings between the candidate, coach, and site supervisor; participate in monthly seminars; reflect; complete the benchmark assessments; and actively engage and work with their coaches. At the conclusion of year one, candidates participate in a retreat to prepare them for year two.

During the second year of study, candidates complete the following program requirements: ensure their teaching and preliminary credentials are up-to-date; complete the year 2 self-assessment; develop five goals surrounding a specified performance indicator for the IIP; complete journals; complete the instructional change project; complete the time use change project; complete the formal assessment portfolio; and work diligently with their coaches and site supervisors to complete various assigned tasks.

Similar to the coursework, the fieldwork for LSP takes place over two years. During the first year, candidates are assigned their individual coach before beginning the program, during the kick-off retreat, which takes place in late September. For the remainder of the first academic year, candidates receive 40 hours of coaching. This is an average of about four hours a month, but candidates have some flexibility in working with their coach directly to arrange these hours. According to program directors, coaches, and candidates, midway through the program, coaches check in with the program coordinator about candidates' progress, including progress on meeting coaching hours. At the conclusion of year one, coaches and candidates submit coaching hours log, which documents coaching hours for the year. For the second year of the program, all of the above for year one is repeated, except that coaching can start in August, as candidates are continuing their relationship with their coaches.

Past and present candidates and coaches confirmed that candidates are matched with a specific coach based on many factors, such as coach's experience at similar school level, coach's experience in similar environment or context, and coach's experience with specialized areas. Considerations based on similar or complementary attributes are also considered: life experiences, identities, personalities. A candidate's preferences gathered during the interview process is also taken into consideration.

Assessment of Candidates

Candidates are assessed over the 2-year program in a variety of ways, including formative and summative assessments. Candidates confirm they document their progress and competence in their individual induction plan (IIP), which is hosted in the digital portfolio platform Chalk and Wire. The IIP is built around UC Berkeley's leadership connection rubric, which entails a set of leadership standards with a specific focus on social justice and equity. The IIP is the place where candidates upload their LSP requirements for the duration of the program. These assignments include: goals, artifacts, journals, independent learning assignments, benchmark assessment, instructional change project, and time use change project.

In addition, as a culminating summative assessment, candidates submit a digital portfolio and presentation. Some other types of assessment include year end coach report, portfolio feedback rubric, tracking of goals, and peer feedback.

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 Clear Administrative Services credential program.

Career Technical Education

The designated subjects credential program in Career Technical Education (DSCTE) is administered through UC Berkeley Extension, which serves as the continuing education arm of the University. The Extension offers accessible learning opportunities for adult learners, international students, and other non-matriculated students via professional, certificate, and credentialing pathways. The Extension is led by a dean and is operated separately from the Graduate School of Education (GSE).

Program Design

The Extension credentialing programs are administered through the Education Department under the leadership of an assistant dean and a director, with program coordination and support from staff and a lead instructor.

The director and assistant dean participate in a campus-wide standing committee (CPEP) convened to address issues related to the combined UC Berkeley credentialing programs administered by both the Graduate School of Education and University Extension. Within University Extension, members of the educational policy committee meet periodically to review curricula and credentialing processes. The director is tasked with organizing advisory boards for each of these credentialing programs.

Programming for DSCTE candidates remains parallel in most ways to the Designated Subjects Adult Education program, sharing six of the same courses, but are nonetheless distinctive in a few areas. Both programs emphasize instructional integration of academic and vocational skills, collaboration, and articulation with colleagues in academic departments and in the occupational training system, and effective pedagogical and andragogical strategies for instruction. In both program areas, the University Extension Education department offers a preliminary credential and clear credential. Candidates in the DSCTE program complete a series of seven courses starting with early orientation and continuing with courses covering curriculum design, assessment, foundations, educational technology, instructional strategies, fostering wellness, Specially Designed Academic Instruction in English (SDAIE), and Special Needs.

Candidates have up to 3 years from the issuance of the preliminary credential in which to clear. Candidates can begin taking required courses at any point, and do not need to follow a specific course trajectory. Candidates are expected to begin the program with the orientation course and complete the clear credential courses with the teaching practicum as a capstone. In between the orientation and capstone course, candidates are expected to pass the additional, non-sequenced courses, and a special health course, all offered at various points in the spring, summer, and fall semesters. Candidates must meet other COMMISSION requirements and verify a supervised, evaluated teaching experience before being recommended for the clear credential.

Extension courses are taught either online or in person at the Extension’s Golden Bear Center adjacent to the campus on University Avenue in Berkeley. The DSCTE program worked over the last year to create an online learning format to accelerate finalizing a fully online learning format, in part to address immediate COVID needs. Because of COVID the DSCTE program has switched to an online instruction format. They have also introduced a variety of best practices to candidates and districts for online learning in asynchronous and synchronous instruction.

In September 2019, a new director was hired for the DSCTE and the DSAE programs. During interviews with UC Berkeley staff, instructors, and district partners they all expressed how much the program has changed since the new director came on board. The instructors felt they were getting the support they needed and felt that having the director was a strength for the program. District partners who had expressed frustration over the turnover in the program explained how recent changes have been made based on the direct feedback they gave to the director. Previously, they felt like UC Berkeley had not seen the value of the Designated Subjects programs and how it serves a great need to the community. They felt that with the new director in place this may change.

The director has worked on changing the onboarding process for applications and approvals for credential candidates. He has created a new spreadsheet so that tracking and supporting candidates is more streamlined and he is working on creating advisory board meetings for the DSCTE and DSAE programs. The lead instructor is currently surveying mentors and other school and industry stakeholders to further develop the practicum course and expectations for future mentors. The Extension Education Department has also initiated a new outreach effort to area districts to explore programming better aligned with specific induction and professional development needs.

While there are no formal advisory meetings currently, the director has been holding regular meetings with district partners and instructors. District partners explained in interviews how accessible the director is: “He will block out time to talk with you”, “He took time to train our HR people about the DS credential”, and “He has been very responsive to requests for changes”. The instructors felt they had an open line of communication with the director and the program staff.

Course of Study (Curriculum and Field Experience)

Candidates in the DSCTE program complete a series of seven courses starting with early orientation and continuing with courses covering curriculum design, assessment, foundations, educational technology, instructional strategies, fostering wellness, and Specially Designed Academic Instruction in English (SDAIE) and Special Needs. Candidates are expected to begin the program with the orientation course and complete the clear credential courses with the teaching practicum as a capstone. Candidates can begin taking required courses at any point, and do not need to follow a specific course trajectory. These courses have been offered by a core group of instructors with teaching and work experience in relevant industry sectors and content areas. Several instructors teach across courses and offer advising to candidates in their

employment and teaching pursuits. The instructors are involved in the creation and updating of curriculum. During candidate interviews, several candidates complimented the strong teaching staff in the program. They explained how much they enjoyed the courses and the support from the instructors. Some candidates expressed a concern about consistency with curriculum in courses taught by different instructors.

Fieldwork is not formally coordinated with districts/schools or integrated into the individual extension courses but does play a role in the capstone practicum. The Education office collects mentor teacher forms to track placements. Candidates seeking the clear credential are observed by a supervisor who completes the required teaching evaluation instrument. Candidates are required to complete two years of successful teaching based on the Preliminary CTE Teaching Credential standards in the industry sector(s) listed on the credential. Candidates work closely with self-selected mentors to document activities. Hours of fieldwork vary depending on employment expectations.

Placements are determined by the candidate in conjunction with their employing district or school. Candidates arrange and report their supervisor assignments to the Extension. Each candidate for a clear credential is required to arrange an observation and evaluation from a supervisor using the supervisor teacher form. Over the course of the program, these forms are collected, reviewed, and placed in the candidate's file.

Upon initializing their CTE teaching assignment and identifying a mentor/ supervisor, the mentoring process begins and continues during the time candidates are completing the assignment. During the semester, mentors are asked to meet with their mentee regularly, and formally observe their mentee at least once per semester and complete an observation form. Following the formal observation, the candidate and mentor submit this form to the Extension education office.

District partners and mentors expressed an interest in having access to a list of assignments for candidates as they go through the program so they can coordinate their coaching with the curriculum the candidates are receiving. UC Extension is not actively involved in the selection and training of mentors. These placements are self-reported and ultimately recorded through the observation and evaluation form.

Assessment of Candidates

The capstone course, Teaching Practicum, contains several activities and assessments designed for candidates and their mentors to reflect on the efficacy of the supervisory process. Final observation forms along with culminating comments from the mentor are formally submitted as part of the electronic portfolio requirement for the course with feedback from university instructors.

The DSCTE program implements the following administrative processes, in two rounds, to ensure the appropriate recommendation of candidates for both preliminary and clear

credentials. For documentation purposes, the Commission requires paper-based applications. The Extension Education office duplicates these files to maintain a record of candidate progress.

Preliminary Program

Inquiries and advising take place throughout the calendar year. The extension office arranges phone and in-person advising appointments as appropriate. Candidates are required to join a free, online, self-guided course called the “Student Hub” that serves as a resource hub throughout their credential experience. This Student Hub includes application checklists with information about how candidates document and verify work experience. Requirements differ depending upon whether the candidate is a first-time credential applicant, or already holds a clear single subject, multiple subject, education specialist credential. The education advisor’s office answers questions and provides feedback as necessary throughout the documentation process, referring to the checklists above and connecting candidates to the information system. The office also maintains information on candidate progress through a spreadsheet to review whether a candidate meets all requirements for both the preliminary credential and work requirements for the industry sector for which they are applying. These checklists, database, and spreadsheet also help confirm that the candidate’s application is complete and ready for recommendation. The formal application for the credential is submitted through the education office, goes through a review process, is approved, and is ultimately transferred to the Commission. The Extension alerts the candidate when the application packet has been submitted as a recommendation for a preliminary credential. At that time, candidates are advised of the remaining requirements they must complete prior to applying for the clear credential. Candidates are provided a preliminary verification letter.

Clear Program

Candidates who hold a preliminary credential are eligible to meet requirements for a clear credential. These candidates are encouraged to reference the Student Hub to review requirements and arrange advising appointments as appropriate. When candidates submit documentation of progress, the education department reviews digital and physical records and references against the clear application checklists to make sure all requirements are met.

While reviewing evidence and during interviews with candidates, the process of informing candidates of their progress in the program was inconsistent and a complaint among many candidates. While there is no formal system in place, the director is working on providing the candidates with complete, accurate, and timely feedback including information about their progress, competence and completion requirements in the program.

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 Career Technical Education (CTE) credential program, except for the following:

Program Standard 5: Beginning Teacher Support and Advisement - Met with Concerns

In the CTE credential program, the team found inconsistent evidence that the program provides complete, accurate, and timely feedback to each CTE teacher candidate, including information about their progress toward competence and completion of the requirements for the credential. The CTE program director has begun to implement new processes to strengthen these supports in the past year. The unit should continue to ensure these processes are in place for all candidates; those actively engaged in courses as well as those in various stages of completing the program.

Adult Education

The Designated Subjects Adult Education credential program (DSAE) is administered through UC Berkeley Extension, which serves as the continuing education arm of the University. The Extension offers accessible learning opportunities for adult learners, international students, and other non-matriculated students via professional, certificate, and credentialing pathways. The Extension is led by a dean and is operated separately from the Graduate School of Education (GSE).

Program Design

The Extension credentialing programs are administered through the Education Department under the leadership of an assistant dean and a director. With program coordination and support from staff and a lead instructor.

The director and assistant dean participate in a campus-wide standing committee (CPEP) convened to address issues related to the combined UC Berkeley credentialing programs administered by both the Graduate School of Education and the Extension. Within the University Extension, members of the educational policy committee meet periodically to review curricula and credentialing processes. The director is tasked with organizing advisory boards for each of these credentialing programs.

Programming for DSAE candidates remains parallel in most ways to designated subjects career and technical education candidates (DSCTE), sharing six of the same courses, but is nonetheless distinctive in a few areas. Both programs emphasize instructional integration of academic and vocational skills, collaboration, and articulation with colleagues in academic departments and in the occupational training system, and effective pedagogical and andragogical strategies for instruction. In both program areas, the University Extension Education department offers a preliminary credential and clear credential. Candidates in the DSAE program complete a series of courses covering curriculum design, assessment, foundations, educational technology, instructional strategies, and fostering wellness.

Candidates have up to 3 years from the issuance of the preliminary credential in which to clear. Candidates can begin taking required courses without the need to follow a specific course trajectory. Candidates are expected to begin the program with the orientation course and complete the clear credential courses with the teaching practicum as a capstone. In between the orientation and capstone course, candidates are expected to pass the additional, non-sequenced courses, and a special health course, all offered at various points in the Spring, summer, and fall semesters. Candidates must meet other Commission requirements and verify a supervised, evaluated teaching experience before being recommended for the clear credential.

Extension courses are taught either online or in person at the Extension's Golden Bear Center adjacent to the campus on University Avenue in Berkeley. The DSAE program worked over the

last year to create an online learning format to accelerate finalizing a fully online learning format, in part to address immediate COVID needs. Because of COVID all the DSAE program has only been doing online instruction. They have also introduced a variety of best practices to candidates and districts for online learning in asynchronous and synchronous instruction.

In September 2019, a new director was hired as the new director for the DSCTE and the DSAE programs. During interviews with UC Berkeley staff, instructors, and district partners they all expressed how much the program has changed since the new director came on board. The instructors felt they were getting the support they needed and felt that having the director was a strength for the program. District partners who had expressed frustration over the turnover in the program explained how recent changes have been made based on the direct feedback they gave to the director. They felt like UC Berkeley had not seen the value of the Designated Subjects programs and how it serves a great need to the community, they felt that with the new director in place this may change.

The director has worked on changing the onboarding process for applications and approvals for credential candidates. He has created a new spreadsheet so that tracking and supporting candidates is more streamlined and he is working on creating advisory board meetings for the DSCTE and DSAE programs. The lead instructor is currently surveying mentors and other school and industry stakeholders to further develop the practicum course and expectations for future mentors. The Extension Education Department has also initiated a new outreach effort to area districts to explore programming better aligned with specific induction and professional development needs.

While there are no formal advisory meetings currently, the director has been holding regular meetings with district partners and instructors. District partners explained in interviews how accessible the director is: “He will block out time to talk with you”, “He took time to train our HR people about the DS credential”, and “He has been very responsive to requests for changes”. The instructors felt they had an open line of communication with the director and the program staff.

Course of Study (Curriculum and Field Experience)

Candidates in the DSAE program complete a series of courses starting with early orientation and continuing with courses covering curriculum design, assessment, foundations, educational technology, instructional strategies, and fostering wellness. Candidates are expected to begin the program with the orientation course and complete the clear credential courses with the teaching practicum as a capstone. Candidates can begin taking required courses and do not need to follow a specific course trajectory. These courses have been offered by a core group of instructors with teaching and work experience in relevant industry sectors and content areas. Several instructors teach across courses and offer advising to candidates in their employment and teaching pursuits. The instructors are involved in the creation and updating of curriculum. During candidate interviews, several candidates complimented the strong teaching staff in the program. They explained how much they enjoyed the courses and how they were able to apply

what they learned directly in their classes. Some candidates expressed a concern about consistency with curriculum in courses taught by different instructors.

Fieldwork is not formally coordinated with districts/schools or integrated into the individual extension courses but does play a role in the capstone practicum. The Education office collects Mentor Teacher forms to track placements. Candidates seeking the clear credential are observed by a supervisor who completes the required teaching evaluation instrument.

Candidates are required to complete two years of successful teaching based on the Preliminary Designated Subjects Adult Education Teaching Credential in the subject(s) listed on the credential. This is defined as teaching of a minimum of one course in each of four terms within the three-year period of validity of the preliminary adult education teaching credential. Candidates will work closely with a self-selected mentor to document activities. Hours of fieldwork vary depending on employment expectations.

Placements are determined by the candidate in conjunction with their employer. Candidates arrange and report their supervisor assignments to University Extension. Each candidate for a clear credential is required to arrange an observation and evaluation from a supervisor using the supervisor teacher Form. Over the course of the program, these forms are collected, reviewed, and placed in candidates' files.

Upon initializing their Adult Education or CTE teaching assignment and identifying a mentor/supervisor, the mentoring process begins and continues during the time candidates are completing the assignment. During the semester, mentors are asked to meet with their mentee regularly, and formally observe their mentee at least once per semester and complete an observation form. Following the formal observation, the candidate and mentor submit this form to the University Extension Education office.

The Extension is not actively involved in the selection and training of mentors. These placements are self-reported and ultimately recorded through the observation and evaluation form.

Assessment of Candidates

The capstone course, Teaching Practicum, contains several activities and assessments designed for candidates and their mentors to reflect on the efficacy of the supervisory process. Final observation forms along with culminating comments from the mentor are formally submitted as part of the electronic Portfolio requirement for the course with feedback from university instructors.

The DSAE program implements the following administrative processes, in two rounds, ensuring appropriate recommendation of candidates for both preliminary and clear credentials. For documentation purposes, the Commission requires paper-based applications. The Extension Education office duplicates these files to maintain a record of candidate progress.

Preliminary Program

Inquiries and advising take place throughout the calendar year. The extension office arranges phone and in-person advising appointments as appropriate. Candidates are required to join a free, online, self-guided course called the “Student Hub” that serves as a resource hub throughout their credential experience. This Student Hub includes application checklists with information about how candidates document and verify work experience. Requirements differ depending upon whether the candidate is a first-time credential applicant, or already holds a clear single subject, multiple subject, education specialist credential. The education advisor’s office answers questions and provides feedback as necessary throughout the documentation process, referring to the checklists above and connecting candidates to the information system.

The office also maintains information tracking candidate progress through a spreadsheet to review whether a candidate meets all requirements for both the preliminary credential and work requirements for the industry sector for which they are applying. These checklists, database, and spreadsheet also help confirm that the candidate’s application is complete and ready for recommendation. The formal application for the credential is submitted through the Education office, goes through a review process, is approved, and ultimately transferred to the Commission. The Extension alerts the candidate when the application packet has been submitted as a recommendation for a preliminary credential. At that time, candidates are advised of the remaining requirements they must complete prior to applying for the clear credential. Candidates are provided a preliminary verification letter.

Clear Program

Candidates who hold a preliminary credential are eligible to meet requirements for a clear credential. These candidates are encouraged to reference the Student Hub to review requirements and arrange advising appointments as appropriate. When candidates submit documentation of progress, the education department reviews digital and physical records and references against the clear application checklists to make sure all requirements are met.

While reviewing evidence and during interviews with candidates the process of informing candidates of their progress in the program was inconsistent and a complaint among candidates. While there is no formal system in place, the director is working on providing the candidates with complete, accurate, and timely feedback including information about their progress and competence in the program.

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 Adult Education credential program, except for the following:

Program Standard 4: Beginning Teacher Support, Supervision, and Advisement - Met with Concerns

In the Adult Education credential program, the team found inconsistent evidence that the program provides complete, accurate, and timely feedback to each Adult Education teacher candidate, including information about their progress toward competence and completion of the requirements for the credential. The Adult Education program director has begun to implement new processes to strengthen these supports in the past year. The unit should continue to ensure these processes are in place for all candidates; those actively engaged in courses as well as those in various stages of completing the program.

Pupil Personnel Services: School Social Work and Child Welfare and Attendance

Program Design

The UC Berkeley School of Social Welfare (SSW) has developed a rigorous professional preparation program for all social workers that prepares them to work with individuals, families, groups, communities, and service systems across a wide array of needs and types of services. The program advances the central purpose of social work education as defined by the Council on Social Work Education (CSWE) as follows:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.”

UC Berkeley’s Social Welfare School Social Work (SSW) credentials program is administered as a certificate program so specific course and field work are required within the larger Master’s in Social Work (MSW) program. It is clear from the program design and through interviews with administrators and stakeholders that the school social work program is one of the strongest parts of the MSW program. There is direct support from senate faculty with connections to school districts to support school social work research and development; numerous field consultants with experience as school social workers, and the program has a solid connection with surrounding schools districts and agency partners who supervise candidates and subsequently hire many upon graduation. One field instructor and employer stated: “ I work with many programs and UC Berkeley SSW students are always the strongest.” Finally, the deans of education and social welfare have promoted interdisciplinary work across the units, and the hope is to bring candidates together more often to learn from each other for the benefit of the school communities.

During interviews, administrators discussed the transitions in leadership since the previous program coordinator retired, along with other field consultants who also left the program. The new program coordinator was a member of the field education team and was a mentee to the previous coordinator before she stepped into the coordinator role. The program has also hired field consultants who have the Pupil Personnel Services Credential (PPSC) in SSW. In addition, the current program coordinator, with administrative staff support, has developed a more streamlined, codified, and transparent process so that candidates are informed earlier and more efficiently about the steps to obtain the PPSC in SSW. The program director indicated that this effort will help refine the number of candidates that appear in the Accreditation Data Dashboard, so that candidates will be clearly guided and supported to completion. Finally, it should be noted that UC Berkeley are early adopters of the new Commission on Teacher Credentialing Program Standards (PS) and Performance Expectations (SSWPE) for PPSC.

The School has a standing PPSC Committee which includes senate and field faculty with interests in school social work and school-based service delivery. The PPSC Committee is responsible for (a) advising candidates about school social work and credential requirements and (b) recommending curriculum modifications to the MSW Program Committee. The PPSC Program Coordinator is a member of the field faculty who often chairs or co-chairs the PPSC Committee and plays important oversight roles in close coordination with both the Student Services Office and other field program faculty. These oversight roles typically include overseeing and monitoring candidates' pathways into and through the credentials program (e.g., monitoring learning agreements, ensuring school-based placements and supervisors meet credential requirements, overseeing requisite field hour accumulation, and collecting PPSC-specific field competency evaluations). Completer interviews confirmed that the program is very clear early in the first year of the program about the requirements for the PPSC and the academic and field trajectory during the two years in the program. In addition, school leaders consistently remarked that in Memorandum of Understandings (MOU) and in all communications with the program, mutual expectations are clearly outlined for candidates, the district, and the university.

The PPSC preparation program is an advanced specialization program embedded within the Masters of Social Welfare (MSW) program. Within the School of Social Welfare there are three Advanced Specializations – Strengthening Children Youth and Families (SCYF), Advancing Health and Well Being Across the Adult Lifespan, (AHWAL) and Strengthening Organizations and Communities (SOC). Candidates for the PPSC typically will be enrolled in the SCYF specialization, but they are not restricted to that as long as they complete the specific course work and field placements required for the PPSC.

PPSC Candidates must apply to the program during their first year in the MSW program if they wish to pursue the credential concurrent with their MSW program. Acceptance to the program is based on the candidates' statement of interest and on having successfully secured field placements that meet the PPSC in SSW and Child Welfare and Attendance (CWA) requirements defined by the Commission.

All candidates complete an end-of-year survey that includes both scaled and open-ended questions. The survey allows candidates to reflect on their field instructor, field experience, field faculty member, seminar, and their experience of the overall program. The field director examines this data during the summer and makes decisions about whether to continue or discontinue working with specific field instructors and school sites. If a decision is made to discontinue a site, the director obtains the candidate's permission to speak directly with the field instructor or agency coordinator to provide concrete suggestions and assistance to improve. The director also meets with field faculty to discuss candidate feedback and agree upon steps needed to improve performance as needed.

The program coordinator and field director reported that second year candidates have several opportunities to share specific information to potential first year candidates about their specific field experience and field instructor, so that the potential candidates have an opportunity to make informed decisions when selecting their own field experience. This complements information acquired through their internship database which generates a 500-600 page report that is searchable by agency or school site. Completers indicated that a strength of the program is the faculty knowledge and connection to SSW field experiences so that “excellent matches are made.” School leaders corroborated that they appreciate their role in providing specific information about their sites during information sessions, so that candidates are clear about the type of field experience they will receive. On the rare occasion when a positive match is not made, field faculty and the field director are very responsive to concerns from the candidate or field instructor. The program coordinator also reported an instance where a candidate reported a racially charged field experience with a longtime, well-regarded field instructor. After several attempts by university faculty to directly address the issue with no avail, the candidate was removed and replaced to a more affirming field placement. The field instructor accepted that more work was needed on their part, and they participated in an anti-racism workshop for field instructors hosted by UC Berkeley’s field education program.

Candidates expressed how supportive their field instructors have been in light of the pandemic and have adjusted activities for candidates so that they can continue to be active learners. One candidate expressed that their field instructor has provided opportunities to shadow their work and has accompanied the candidate in individual and group sessions completed via telehealth, to ensure there is a transfer of practice in this new platform. One candidate indicated that their field instructor had them focus on parent engagement and this has been very successful in getting the family’s perspective which has strengthened overall student service - and that this school had previously been challenged by connecting with families.

Course of Study (Curriculum and Field Experience)

The PPSC curriculum is considered a sub-specialization within the Strengthening Children, Youth and Families (SCYF) specialization offered in the School of Social Welfare MSW program. Candidates from other specializations would be required to successfully complete the courses required for the credential. SCYF candidates acquire a full range of individual, family, group, and community intervention strategies and practice skills used with and on behalf of children and families. Specialized training provides state-of-the-art knowledge for effective multilevel practice with vulnerable children, adolescents, and families. Full-time MSW candidates typically complete their 54-unit degree plan in four semesters, over two academic years (fall-spring). In addition to the core MSW program, all candidates must successfully complete two specialized classes focused on schools – SW 250T – “Social Work Practice in School Settings”, and SW232 – “Social Work and Education Policy”. All PPSC candidates also must either successfully complete SW 212 – “Child Development from Infancy to Adolescence in its Social Context” or have passed a competency exam indicating that they have the required skills and knowledge in child development.

The UC Berkeley MSW program requires over 1100 hours of supervised field practice and this is typically done concurrently with coursework. PPSC candidates must complete two separate field placements in two years and at least 450 of those field placement hours must be in public school settings at two different levels. School-based placements must be supervised for at least one hour per week by field instructors who possess an MSW and a PPSC. If the candidate seeks the CWA credential, then the PPSC Field Instructor must also hold a CWA credential and ensure CWA field experiences are addressed. The requirements and selection criteria for field instructors are clearly delineated in the Field Instructor Training Manual. In addition, the requirement is that all field instructors attend a day-long training at UC Berkeley SSW prior to providing field instruction for the first time. A full description of the training topics, including Best Practices for Field Instruction, is provided during the training and is available to field instructors on the field education webpage for future reference. In addition, the program offers specific school social work to field instructors and is willing to travel and provide the training in the school district.

Candidates are typically in field placement two days per week in the first year (foundation field), and three days per week in the second year (advanced field). School based, PPSC field placements are typically completed in the second year. If candidates wish to obtain PPSC hours in their first year, they are required to extend their time in field placement by an additional 50 hours (4 weeks). Candidates in the PPSC SSW track represent 20-30 candidates per year, and there are an abundance of qualified field experiences in school districts throughout the area that meet the Commission requirements. The field experience is an essential component of the PPSC SSW program, and the Accreditation Data System (ADS) indicates that over the past two academic years 97.3% of candidates rated their “field experience as a positive and helpful component of my preparation program.”

Each MSW candidate is also assigned a field consultant who is a member of the UC Berkeley SSW faculty and who meets with candidates in bi-weekly seminars and individually at least once per semester. The field consultants ensure that the field placements are addressing the competencies and SSW performance expectations (SSWPE) set forth by both the CSWE and the Commission, respectively. In collaboration with the field instructor, the assigned field consultant meets twice per year with the candidate at their assigned field experience to evaluate their performance.

Candidate’s readiness for the profession is assessed by their course instructors and in cooperation with their field instructors. It is the intention of the PPSC program that the coursework informs field practice and, conversely, that experiences in the field inform the program’s coursework. The program works extensively with field instructors to develop tools to assess the performance of candidates in the field. This integration reinforces the performance expectations in both the classroom and field settings and enhances the likelihood that their graduates will develop into highly effective practitioners.

Instructor interviews presented a comprehensive and well-sequenced set of required courses that reinforce an ecological perspective. Each course integrates current theories, practice, and research, and focuses on applicability to the school community. There is an intentional focus on racial and social justice, disproportionality, and how some laws and discipline methods harm marginalized communities. While a few candidates expressed interest in having the required school social work courses aligned with their field experience in schools if they are in schools in their first year, faculty were clear that the curriculum is impacted in the first year. Furthermore, completers reflected that the sequencing of courses in the program followed a logical path that helped them while they were serving in schools. Completers pointed out specific course assignments, such as policy briefs and creating professional development training, which gave them templates for how they practiced in schools during their field experience, and how they carry these practices into their current work.

In the interview with candidates, it was evident that they value the seminar experience for the mutual support they experience from peers and when faculty members provide case consultation and skill development which integrates course and field work. The pandemic clearly has interrupted the seminar experience for the second year candidates who appeared to connect with the field consultants and each other in the first year of the program and are now meeting via zoom and less frequently. Completers expressed how pivotal their assigned field consultant and seminar leader were to their success while in the program, and how they currently practice as professionals. The faculty provided modeling through role-plays in seminars, and through their interactions in evaluation meetings with field instructors. The program's design and integration of coursework and field experience support candidates toward meeting the SSWPEs and program standards, and this includes the CWA which is well integrated into required courses. A candidate provided a wise perspective on the integration of coursework and field work: "...I see this as planting seeds, learning how to think on my feet and adapt to challenges...did we cover everything? No way, it's not possible. I still have a lot to learn and I'm good with that."

Assessment of Candidates

All candidates for the PPSC in SSW and CWA must successfully complete all of the requirements for a CSWE accredited MSW program. The UC Berkeley SSW is accredited by CSWE and must establish criteria that all of the MSW candidates have achieved the required competencies set forth by the CSWE prior to graduation. In addition to those requirements, all PPSC candidates must successfully complete the required PPSC specific coursework, complete the required field hours and tasks as documented on their Field Evaluations by a PPSC supervisor, and complete the required Commission's Certificate of Clearance and basic skills requirement. Candidates for the PPSC are recommended to the Commission only after the program coordinator verifies that they have completed all of the requirements and the University has conferred their MSW degree.

The UC Berkeley SSW utilizes a learning agreement to structure the field placement experiences for all candidates in Field Placement. The candidate works with the field instructor from the

agency or school district to develop a list of activities and responsibilities specific to their site and the student's learning needs, and candidates are required to list the activities that pertain to SSWPE in their learning agreement. The program has developed a PPSC candidate tracking tool to verify that candidates have met all requirements for the program prior to recommending them to the Commission. The PPSC program has a specific PPSC Field Evaluation that PPSC field instructors utilize to assess PPSC candidates according to the SSW program standards and SSWPE. The program coordinator remarked that the school social work advisory committee devoted a significant number of hours in small groups and as a whole to provide feedback and revise the school social work evaluation. Field instructors expressed pride in being invited to provide input on the SSW-PEs on multiple occasions, and they provided feedback on the revised SSW field evaluation in April 2020. These activities are a reflection of the continuous collaborative approach of the program.

Interviews with field consultants, field instructors, and completers confirmed that the learning agreement and specific SSW activities provide a baseline to set mutual expectations for all parties. University field faculty visit candidates at their school sites in the first semester and check-in with them and their field instructors at least twice per year. Through field instructor training and on-site visits, field instructors are encouraged to provide critical feedback about candidate performance so that any issues can be addressed early and the candidate can succeed. Interviews with field consultants, field instructors, and completers all confirmed the importance of the learning agreement with establishing a baseline of mutual expectations.

Candidates are assessed at the end of each semester, and field instructors and completers noted the importance of the first semester mid-point evaluation as an essential marker of their performance. Field instructors work in tandem with field consultants to provide critical feedback that is in one completer's words, "it's more than 'you're doing a good job'...it was important to get specific feedback even if it's hard to hear, I knew what I needed to focus on and I appreciated it." The PPSC field evaluation is completed at the end of the academic year and is the culminating document utilized for a recommendation for the PPSC. Field instructors value the opportunity to train and evaluate candidates and experience this assessment process as a collaborative endeavor. The determination of candidate competence is a process that is clear and carried out throughout the year, with the recommendation to the Commission by the program director as the final step.

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 School Social Work and Child Welfare and Attendance credential programs.

Pupil Personnel Services: School Psychology

Program Design

The UC Berkeley School Psychology Credential Program includes a program of study that also leads to a doctoral degree. However, all candidates complete a Master's degree prior to completing their credential requirements. There is a full-time program director who oversees the program and reports to the dean for the School of Education (SOE). There is also a full-time program coordinator that works with the program director and manages all the practicum and fieldwork arrangements. The program includes three part time faculty and one full time faculty member. Faculty meet once a month for program design and implementation update purposes, and faculty report feeling "integral" to program development and implementation. Additionally, the program has an advisory committee that meets twice each semester and provides input on program changes in addition to other factors that are program relevant. The advisory committee includes candidate and faculty representation, and committee members stated that they feel the program takes their input "seriously." For example, the advisory committee members indicated that the program would benefit from candidates having feedback from their faculty supervisor prior to meeting in person for their annual candidate review meeting. The program responded by making a change to the process so that candidates would have written evaluations prior to the review meeting. Faculty and candidates reported that the result provided a more "transparent process" and focused on support rather than possible deficits.

The program has a sequential series of coursework and practicum/fieldwork experiences. Candidates start their practicum and coursework at the same time and continue their coursework into their fourth year. Candidates continue their fieldwork into their fourth and fifth year. The structure of the PPS School Psychology doctoral program ensures that all candidates complete their Master's degree equivalent, including 96 units, prior to completing the requirements for the PPS School Psychology credential. Along with the APA accredited doctoral status, the program is approved by the National Association of School Psychologists (NASP). Candidates in the program and recent completers indicated that "the uniqueness of this comprehensive course of study allows us to enter schools better prepared than our peers." This was substantiated by employers in the field that looked to the UC Berkeley candidates as "well prepared to take on the many challenges School Psychologists face."

The program makes changes based on feedback from faculty, candidates, and community input. In the past several years, program changes included processes for evaluation and a focus on social/emotional support and interventions. The program is also incorporating a direct observation component to provide more content specific feedback.

Course of Study (Curriculum and Field Experience)

In the first year, candidates take courses and start practicum concurrently. The first-year practicum primarily includes observing students and interacting with teachers and other school psychologists. Candidates receive weekly group supervision on campus for all practicum and internship experiences, in the form of a 1 hour per week (1 unit) course. Faculty supervisors ensure candidates understand the expectations of each placement provide support and clinical guidance and ensure connections with course content.

In the second year, candidates take courses that align with practicum focused on assessments, again with accompanying supervision courses. They conduct psychological assessments, practice consultation, and learn to give interventions. In their third year, candidates conduct an assessment through the University's Psychology Clinic, and they are expected to complete most of their required coursework by the end of the year. The fourth year of the program is focused on research, and candidates participate in a community-based internship. Candidates typically complete a year long (800 hours) School Psychology internship in their fifth year.

During the second year practicum and the fourth and fifth year internships, field supervisors who are credentialed school psychologists oversee the candidates' work. Additionally, fieldwork supervisors provide formal, written evaluations at the end of each semester. Throughout the experience, candidates also receive weekly supervision/consultation from a faculty member. Completers and field supervisors stated that "candidates from the Berkeley program are able to participate in many more School Psychology activities in their internship without assistance, compared to that of their peers," with one supervisor indicating the typical UC Berkeley intern has to be "cautioned" to not do too much.

Assessment of Candidates

Candidates' competencies are assessed in a continuous manner over the course of their program and evaluations take place in a variety of ways. In addition to course grades, professional competencies are assessed throughout the program-by-program faculty, field supervisors, and candidates. Competencies are assessed by written evaluations, direct observations, and analysis of audio or video tape recordings. During the internship years, field supervisors provide formal, written evaluations of candidate competencies at the end of each semester.

In the event that deficiencies are reported, a remediation plan is developed and additional supports and clinical experiences are provided as needed. Field supervisors and administrators indicated that "the University responded quickly to the rare occurrence that a difficulty arose." Another manner of candidate evaluation occurs at the end of each year in a review meeting with the school psychology faculty. In preparation for the review meeting, candidates evaluate their own competencies, and faculty evaluate each candidate's competencies. According to the members of the advisory committee, this process was changed recently due to their suggestion that candidates and faculty review each evaluation prior to meeting, so that the meeting is better able to "focus on supporting the candidates' growth." Current candidates indicated that this process was beneficial to their academic growth with one candidate indicating that "I was less nervous because I knew what I was walking into."

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 School Psychology credential program.

INSTITUTION SUMMARY

The site visit at the University of California, Berkeley was conducted virtually due to the Covid-19 pandemic. While the team could not experience the physical beauty of the Berkeley campus, the team still witnessed the commitment of the UC Berkeley faculty, staff, and candidates to working towards educational equity and promoting social justice.

The fundamental missions of UC Berkeley are teaching, research and public service. University personnel are actively involved in public-school partnerships. Professional development institutes help strengthen the expertise of teachers and the academic achievement of candidates in communities throughout California. Service is a key component to the responsibilities of faculty in the Graduate School of Education. However, service goes beyond the usual service to the profession or university. Faculty are expected to perform service which impacts the community. Thus, one of the hallmarks of the Education programs at UC Berkeley is collaborative projects with school districts and private organizations. School personnel, who collaborate regularly with the UC Berkeley credential programs, stated that they benefit from a partnership where everyone is unapologetic to their desire to ensure that all individuals (especially those who have often been less represented in education settings) are able to succeed to the best of their abilities. Together, partners and UC Berkeley faculty, staff, and candidates, form a community of practice who learn from each other.

The influence and impact of the UC Berkeley programs is felt beyond the Berkeley community. The credential programs are geared towards preparing educators to work successfully in urban communities such as Richmond, Oakland, and San Francisco by combining foundational knowledge and professional skill with a strong orientation toward social justice and equity. Educators are prepared to be advocates for a robust educational experience for PK-12 students which include an integration of the arts, a well-honed social and historical sensibility, a relentless focus on equity, and the pursuit of the social, emotional and physical well-being of both children and adults.

The programs at UC Berkeley make a concerted effort to recruit candidates who reflect the diverse urban communities in which the University serves. Partnerships with various organizations allows many candidates to complete a fully funded program. Thus, the programs attracts prospective educators who are academically well prepared, are committed to working in high-need urban schools, school systems and communities because of the relatively small size of the programs, candidates have the opportunity to cultivate a sense of community and habits of mutual support.

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.	Consistently
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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

The mission in the Graduate School of Education at the University of California, Berkeley is to transform education: improve its quality, deepen and expand its reach, and re-imagine its institutional contexts. The design and content of the educator preparation programs draws on research and theory from the learning sciences, educational policy and practice, sociocultural approaches to learning, and critical theory. Interviews with various stakeholders confirmed that the theme of promoting social justice and educational equity is an integral part of all aspects of the program including hiring of instructional personnel, recruitment of candidates, and the development of coursework. External stakeholders confirmed that completers of the UC Berkeley program show a commitment to working in the community and a strong foundation for promoting equity and racial justice. All applicants for teaching positions in the professional programs are asked to submit a statement on “Contributions to Advancing Diversity, Equity, and Inclusion equity”. Faculty and administrators who were interviewed stated there is a clear process for supporting tenure line and part-time faculty. The Personnel Committee implements a procedure where faculty are evaluated on a regular basis.

There is evidence of the involvement of various stakeholders in the educator preparation programs. The University convenes various committees including the Committee for Professional Education Program (CPEP) and the Oakland Unified School District – UC Berkeley Research Practice Partnership (RPP). Stakeholders who were interviewed stated the programs at UC Berkeley are responsive to the needs of school districts. Committees such as CPEP and RPP provide the venue for faculty of UC Berkeley to collaborate with colleagues in P-12 settings. For example, the RPP allows personnel from Oakland Unified School District to participate in research regarding effective strategies for the recruitment of teachers of color. These discussions have impacted the recruitment practices of the UC Berkeley programs. Faculty stated that the majority of candidates in the Teacher Education programs are candidates of color. Through the Professional Development Program (PDP), various units at UC Berkeley (such as the Bay Area Writing Project, the Lawrence Hall of Science, and College and Career and Support Network) collaborate with the credential program directors to provide educational experiences for candidates. The dean of the GSE serves as the unit head responsible for all the credential programs. The GSE dean collaborates with other deans through the CPEP in addition to regular deans meetings. Resources are allocated in an

equitable manner to support the unit. Program administrators who were interviewed stated that there are funds made available for professional development of faculty and scholarship for candidates in the programs. Faculty and administrators partner with organizations such as Google to provide scholarships for candidates. The TRUE (Targeted Recruitment for Urban Educators) grant provides funds for teaching credential candidates from groups who are less represented in the teaching profession. A process is in place to ensure that program directors and other relevant personnel are involved in the budget process before it is approved at the University level.

There are three credential analysts housed in the Graduate School of Education, The School of Social Work, and the Extension program. The credential analysts monitor and track candidate progress toward completion, and maintain documentation of all requirements. Electronic files are kept in a secure server maintained by the University. Programs have their own web sites which contain information on credential requirements. All program requirements are verified by program directors. Prior to credential recommendation, the credential analyst completes a final review to ensure that all requirements have been met. The credential analysts attend regular professional development activities sponsored by the Commission on Teacher Credentialing or the University of California system. Despite being assigned to different schools/colleges of the University, the three credential analysts serve as a resource to one another.

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.	Inconsistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Data and evidence reviewed at the site visit confirmed that UC Berkeley is able to recruit highly qualified and academically capable candidates. The programs have excellent retention and completion rates and support candidates towards success in their educator preparation programs. Candidates who enter programs in cohorts reported receiving information on program requirements from their first contact with the university to admission, through to program completion and credential recommendation. The programs articulate a mission that is equity focused with a deliberate emphasis on preparing reflective educators. The basic credential programs have a STEM focus and have developed an additional authorization in computer science and recruit candidates from a partnership program with UC Merced.

Program advisors described admissions processes that used multiple measures of candidate qualifications for admission purposes. Program faculty and advisors described how recruitment takes place and how candidates are supported in various phases of the programs. For example, candidates who needed writing assistance were provided with this support. Individual credential programs have specific recruitment strategies and outreach opportunities with research to practice partnerships across program areas.

The unit has designated program advisors to guide and support candidates in each program. There was evidence of use of program and semester academic plans and program handbooks. Candidates receive strong support to successfully complete required examinations. The programs have advising systems in place to assess attainment of candidate competencies and guide overall candidate progress in meeting all program requirements. Clearly defined processes are in place to identify and support struggling candidates. Professional development networks and research to practice partnerships provide additional opportunities for candidates to develop their professional skills. In the Career Technical Education and Adult Education Programs there was inconsistent evidence that there is appropriate information and personnel to guide each candidate's attainment of program requirements in all phases of the program.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
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

UC Berkeley has designed a planned sequence of coursework and clinical experiences for each credential program. This sequence is established in programs of study and in program and cooperating teacher handbooks. The preliminary credential programs have an urban education focus and use a site-based approach to placing multiple candidates for the clinical practice component. The placement process for other programs is managed by faculty and advisors. Interviews with cooperating teachers, program mentors, faculty, and candidates confirmed that

the educator preparation programs provide candidates with integrated coursework, field experiences, and clinical practice. Programs are designed to provide candidates with sequential experiences to support their professional development and demonstration of the knowledge and skills to educate and provide services to P-12 students.

Interviews with school district human resources directors and school administrators confirmed that the unit collaborates with partners in the selection of school sites and site-based supervisors. Cooperating teachers, clinical supervisors, and school site administrators indicated that candidates are provided with opportunities to experience issues of diversity at school sites and are able to participate in school-based programs designed to promote equity and inclusion. University supervisors and mentor teachers noted that candidates implement research-based strategies into their teaching. Interviews with school principals and university supervisors provided evidence that site-based supervisors are certified and experienced in teaching the specified content in the clinical practice phase of the program and provide effective and knowledgeable support. For the Multiple Subject and Single Subject credential programs, a description of how district employed supervisors are oriented to their roles and supported in their supervision was provided and how both cooperating teachers and supervisors use videos to coach student teachers.

All programs have a system in place to evaluate fieldwork and clinical practice. Multiple Subject and Single Subject credential programs include the California content standards and frameworks in the program of study. Candidates and completers reported confidence in their knowledge of, and ability to teach to, the California state standards.

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 as well as data reflecting the effectiveness of unit operations to improve programs and their services.	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

The continuous improvement process is demonstrated through multiple measures and means with the primary responsibility for data collection at the program level. An equity lens and a social justice focus guides the continuous improvement process throughout all programs. A shared commitment to equity and social justice was noted specifically during interviews with multiple stakeholder groups including unit deans, program directors, superintendents, community-based and district-based research project leads, and program completers. Continuous improvement is a collaborative and integrative process at UC Berkeley where numerous stakeholder groups convene routinely to discuss, analyze, and use data to improve program effectiveness. For example, the Committee for Professional Educator Programs (CPEP), a group made up of individual program leadership, unit leadership, student services, and credential analyst, meets monthly to make data-based decisions about candidate needs and to explore opportunities for cross-program collaborations such as co-taught methods courses between the school psychology program and the Principal Leadership Institute (PLI). The programs also participate in a regular review process through the Office of the Vice Provost for Academic Planning. Data findings and proposed actions are shared with deans from Education, Social Welfare, and Extension in order to guide program and unit level decision-making.

Multiple sources of data are collected and analyzed both on a semester and an annual basis to reflect the effectiveness of unit operations and to improve programs and their services. Major sources of data across the unit that are collected and reviewed include program performance data such as edTPA, clinical practice evaluations, exit surveys, program completer surveys, alumni surveys, employer surveys, course/instructor evaluations, and candidate focus group data. Ongoing feedback from mixed stakeholder groups is sought through cross-categorical stakeholder committees and multiple research to practice partnership leaders meetings with local district leaders and administrators such as the College and Career Academy Support Network (CCASN). Interviews with unit and program leads, external stakeholder groups, and program faculty confirmed the unit and programs engage in reflective and recursive reviews of learning goals and that findings from data collected through the aforementioned methods are used to improve unit and program operations.

Recent program modifications based on data findings have been made to improve candidate experiences. For example, in 2019-20 feedback from candidates led to a complete restructuring of the credential advising process for the CTE and Adult Education programs, with new onboarding procedures and forms, as well as procedures for evaluating standards and clearing the preliminary credential. To strengthen the clinical practice experience for multiple and single subject candidates, the BE3 program has made an effort toward “placement hubs” where candidates are placed together at intentionally selected partner sites where administrators and cooperating teachers model equitable and socially just teaching practices. Finally, based on data analyzed from completer surveys, the CalTeach program is currently working to strengthen single subject coursework related to meeting the instructional needs of English learners and

identifying and addressing special learning needs. In sum, the unit and programs are engaged in a highly collaborative and equity-focused continuous improvement cycle.

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.

UC Berkeley ensures candidates in all programs are well-prepared to educate and support all students with a focus on equity. For example, data obtained from the ADS indicate recent pass rates of the 2018-2019 edTPA for the multiple and single subject programs is at 100%. Similarly, in 2018-2019, 81% of the administrative clear credential reported they were “very well prepared” to be educational leaders and a combined 100% of the PPS credential completers reporting they either “agreed” or “strongly agreed” that their preparation program allowed them to develop skills and tools to be effective in their professional work. Applied clinical experiences are embedded throughout coursework across programs. For example, in the single subject program a methods course is co-taught in K-12 schools and candidates in the multiple subject program have organized and ran a three-week long Arts and Academic Language, Science-focused summer enrichment program serving children in local districts. During interviews, program completers remarked on the strong content expertise of the instructors as well as having a strong foundation in equity and social justice.

Collaborative and well-established partnerships with districts, non-profits, and research to practice groups are a prominent feature of all UC Berkeley programs, which demonstrates how the unit and its programs are having a positive impact on teaching and learning in the local community and the greater Bay Area. Remarks from interviews with external stakeholders such as superintendents, assistant superintendents, program administrators, human resources directors, and research project directors indicated that many program graduates remain connected to the programs by serving as course instructors, cooperating teachers, research partners, and/or mentors. Another way the programs demonstrate an impact is through their responsiveness to the needs of schools in the local community. Collaborations with the

programs and local districts has led to the provision of online tutoring to K-12 students by multiple and single subject candidates as well as the provision of professional development such as a CSET workshop for current teachers interested in pursuing a single subject credential in math. Finally, multiple ongoing grant and research projects involving UC Berkeley program leaders and faculty are aimed at transformative leadership development and positively impacting California schools in underserved and rural areas. Examples include the Oakland Unified School District-UC Berkeley Research to Practice Partnership, the Oakland Unified School District Teacher Residency collaboration, multiple projects of the CCASN, the NAF Future Ready Scholars Summer Bridge Program, and the Berkeley Unified School District (BUSD) Leaders of Color Network.