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

## Professional Services Division
## June 2022

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **University of California, Irvine**. 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 | 6 | 6 | 0 | 0 |
| Preliminary Single Subject | 6 | 6 | 0 | 0 |
| Bilingual Authorization: Spanish | 6 | 6 | 0 | 0 |
| Reading and Literacy Added Authorization | 5 | 5 | 0 | 0 |
| Preliminary Administrative Services | 9 | 9 | 0 | 0 |
| Clear Administrative Services | 5 | 5 | 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, Irvine**

**Dates of Visit:**          **May 9-12, 2022**


**Accreditation Team Recommendation: Accreditation**


**Previous History of Accreditation Status**

| Accreditation Reports | Accreditation Status |
|---|---|
| 02/05/2014 | Accreditation |


**Rationale:**

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

Preconditions
All Preconditions have been determined to be aligned.

Program Standards
All Program Standards are Met for the Preliminary Multiple Subject credential program, including with Bilingual Authorization in Spanish, the Preliminary Single Subject credential program, the Reading and Literacy Added Authorization program, and the Preliminary and Clear Administrative Services credential programs.

Common Standards
All Common Standards are Met.

Overall Recommendation
Based on the fact that the team found that all program standards are met for all six of the institution's Commission-approved educator preparation programs and all Common Standards are met, the team recommends Accreditation.

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- University of California, Irvine be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of California, Irvine continues 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, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

<div align="center">

Preliminary Multiple Subject
Preliminary Single Subject
Bilingual Authorization: Spanish
Reading and Literacy Added Authorization
Preliminary Administrative Services
Clear Administrative Services

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## Accreditation Team

**Team Lead:**
James Marshall
San Diego State University

**Common Standards:**
Lori Curci-Reed
California State University, Long Beach

Dennis Eastman
Biola University

**Programs Reviewers:**
Lyn Scott
California State University, East Bay

Nicole Schneider
UMass Global

Glenn Sewell
National University

**Staff to the Visit:**
Erin Sullivan
Commission on Teacher Credentialing

## Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

**Interviews Conducted**

| Stakeholders | TOTAL |
|---|---|
| Candidates | 67 |
| Completers | 38 |
| Employers | 14 |
| Institutional Administration | 6 |
| Program Coordinators | 7 |
| Faculty/Instructors | 58 |
| TPA and APA Coordinators | 2 |
| Support Providers | 24 |
| Field Placement Coordinators | 19 |
| Mentor Teachers/Coaches | 46 |
| Credential Analysts and Staff | 3 |
| Advisory Board Members | 21 |
| Recruitment and Admissions | 16 |
| Unit Assessment Team | 10 |
| **TOTAL** | **331** |

*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**
University of California, Irvine (UC Irvine) was founded in 1965 with a mission to catalyze the community and enhance lives through rigorous academics, cutting edge research, and dedicated public service. Currently, UC Irvine is ranked third for Top Colleges in the West for Diversity by the *Wall Street Journal/Times Higher Education*, fourth on the list of the 30 best colleges for students with learning disabilities and has been named a Hispanic-serving institution and an Asian American and Native American Pacific Islander-serving institution by the U.S. Department of Education. Located in Irvine, a city in Orange County, California, UC Irvine had a total student enrollment of 37,243 in fall 2021. The institution offers 37 bachelor's, 84 master's, and 53 doctorate degrees.

UC Irvine has a stated commitment to excellence through diversity, which is supported by the goal of reflecting diversity in their faculty, student, and staff populations, as well as their teaching, research, and public service endeavors. To that end, the university has an Office of Inclusive Excellence, an Office of Equal Opportunity and Diversity, an Advisory Council on Campus Climate, Culture and Inclusion, faculty and staff diversity and affinity groups, and a variety of campus-wide programs promoting and supporting diversity, equity, and inclusion among faculty, staff, students, and the community.

**Education Unit**
University of California, Irvine (UC Irvine) has six Commission-approved educator preparation programs. The Preliminary Multiple Subject, Preliminary Single Subject, and Bilingual Authorization programs are housed within the School of Education and the Preliminary and Clear Administrative Services and Reading and Literacy Added Authorization programs are housed in the Division of Continuing Education (DCE). The Dean of the School of Education (SOE), as designated by the Senior Vice Provost for Academic Planning, is directly responsible for the oversight of all credential programs sponsored by UC Irvine's SOE and provides oversight and academic leadership for all SOE-sponsored programs. The dean of the SOE and the dean of the DCE have a collaborative relationship, and the SOE and DCE have representation on the advisory boards that guide each school.

There have been several personnel changes in the Preliminary Multiple Subject and Single Subject programs in the past year. There is a new Dean of the School of Education, as of January 2022; and a new Multiple Subject Program Coordinator began in the summer of 2021 as the existing coordinator moved into the role of edTPA Coordinator. In the CalTeach program, a new student services coordinator/credential analyst began in September 2021.

With 224 currently enrolled candidates, the Clear Administrative Services program is the institution's largest credential program. Its newest program, the Bilingual Authorization in Spanish, was just approved in March 2021. Program delivery models at UC Irvine are online, face-to-face, and hybrid. They accommodate a variety of needs for their 450-plus enrolled credential candidates. In fact, the Clear Administrative Services credential (CASC) program had established itself as such a successful online program that they were asked by the Commission on Teacher Credentialing to provide guidance and assistance to other CASC shifting from face-

to-face to fully online delivery. Approximately 71 faculty and instructors are employed across the SOE and DCE, with a number of these individuals wearing multiple hats.

**Table 1: Program Review Status**

| Program Name | Number of Program Completers (2020-21) | Number of Candidates Enrolled (2021-22) |
|---|---|---|
| Preliminary Multiple Subject | 78 | 47 |
| Preliminary Single Subject | 94 | 103 |
| Bilingual Authorization: Spanish | 0 | 16 |
| Reading and Literacy Added Authorization | 15 | 9 |
| Preliminary Administrative Services | 26 | 53 |
| Clear Administrative Services | 163 | 224 |

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

<p style="text-align:center;">**PRECONDITION FINDINGS**</p>

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

<p style="text-align:center;">**PROGRAM REPORTS**</p>

<p style="text-align:center;">**Preliminary Multiple Subject**</p>

<u>Program Design</u>
The Preliminary Multiple Subject credential program at the University of California, Irvine (UC Irvine) is a post-baccalaureate program combined with a Master of Arts in Teaching (MAT MS) that leads to a teaching credential and a master's degree. The MAT MS Program Steering Committee has responsibility for the program and establishes its goals. The membership of the steering committee includes a UC Irvine Senate Faculty Director, the Teaching Program Director, and Multiple Subject Program Coordinator as well as other program directors and coordinators. The MAT MS coordinator is responsible for the day-to-day oversight of fieldwork and student teaching; mentor teacher selection, training, and support; candidate placements, progress, and support; supervisor oversight and support; and collaboration with instructors to align coursework and fieldwork assignments. The Teaching Program Director and the MAT MS program coordinator collaborate closely to manage operations, create course schedules, hire instructors and supervisors, manage data collection, organize orientations and other events, plan and implement faculty meetings, respond to accreditation requirements, and organize advisory council meetings.

The MAT MS Credential Program Advisory Council regularly receives program data and shares their perspective on the program and its initiatives. Advisory council members, including school and district administrators, induction coordinators, and other school partners, meet twice a year. Advisory council members serve as thought partners to the institution as it examines current practices and envisions improvements and enhancements. For example, feedback from partners and candidates guided development of new program course topics focused on Universal Design for Learning and social-emotional learning. This was confirmed in completer, candidate, and instructor interviews.

The program coordinator and instructors meet regularly each quarter to discuss student progress and course alignment, however informal communication occurs to support students, mentors, and supervisors' needs. Instructors spend significant time in local elementary classrooms to keep abreast of local practice and share research-based strategies.

<u>Course of Study</u>
The 14-month MAT MS program begins in the summer followed by fall, winter, and spring quarters and a final summer session. Throughout the program, candidates are part of a cohort which was deemed highly valuable in candidate and completer interviews. The research-based curriculum of coursework is intentionally designed to connect theory and practice so that the candidates gain strengths in five core commitments (equity, expertise in the content areas, learning to learn from teaching, understanding learning and learners, leadership and agency). Student teaching in local schools includes two placements where candidates build skills,

knowledge, and dispositions for future teaching positions. UC Irvine structures the clinical practice in a co-teaching model with one placement at the primary level and the other in an upper grade. Candidates begin as observers and gradually move towards taking the lead role as confirmed by mentors, supervisors, candidates, and completers. Currently five mentor teachers are participating in a paired-placement, a research-based initiative, where each mentor has two student teachers during the same placement. As part of the MAT MS each candidate completes a three-quarter action research course and inquiry project in which they select a dilemma of practice that they are experiencing in their student teaching, collect data, research and implement an intervention, and draw conclusions.

Candidates, completers, and mentors noted the appropriateness of coursework assignments in the placements. During employer interviews, local school and district administrators expressed satisfaction and high regard of the UC Irvine MS program. Course instructors support candidates in modifying content and preparing standards-based lesson plans which incorporated supports for English learners, differentiated learning, and Universal Design for Learning. University supervisors confirmed that candidates gain knowledge through their coursework which they practice in their placements in alignment with the TPEs. Completers commented that due to the UC Irvine MAT MS Program they have a deeper knowledge of the research base and theories underlying practice which enables them to be teacher leaders in the schools where they are currently employed.

University supervisors provide feedback to candidates after conducting in-person and/or video observations of candidates four times per quarter and complete a summative evaluation form aligned with the TPEs. Mentors, candidates, completers, and the program coordinator confirmed that they provide candidates feedback throughout each week as well as complete a summative evaluation each quarter. Orientation meetings; three-way meetings with mentor, university supervisor, and candidate; and online training modules provide mentors with information, research, and strategies support successful co-teaching practices.

Candidate Competence
Throughout the MAT MS program, candidates complete assignments, fieldwork, student teaching, and coursework aligned with the TPEs and program standards in preparation for formative and summative assessments including the TPA. Program-collected data provides evidence of candidates' growth and progress throughout the program. Interviews with candidates, course instructors, and university supervisors confirmed the process used to evaluate candidates' work and progress in meeting standards and guiding the remediation process as needed. Student teaching evaluations cover instructional planning and design, accommodation of diverse learners, classroom management, delivery of instruction, and professional and reflective practice.

Candidates are informed in the program handbook about how they will be assessed on program competencies. Candidates and completers confirmed that they received ongoing notification and support for assessment requirements via emails, information sessions, class meetings, and course syllabi. In courses and the clinical practice seminar assignments are integrated with

fieldwork and aligned with program competencies. UC Irvine supervisors assess candidates using a TPE-aligned rubric after each observation and share their assessment with candidates during a post-observation debrief. Required forms are accessible to candidates through the learning management system, Canvas. Candidates record their progress in fieldwork on a TPE-tracking sheet after each observation. Candidates and completers confirmed that they participated in feedback conferences with both their mentor teacher and university supervisors at least once per quarter to review their overall progress on program competencies as demonstrated in fieldwork and student teaching. At the culmination of student teaching, candidates create their Individual Development Plan and complete an exit survey to inform their transition to their teacher induction program.

Course instructors provide candidates with rubrics, grading scales, and actionable feedback on completed assignments. The MAT MS program coordinator is the instructor for the clinical practice seminars and also reviews evaluations from mentor teachers and university supervisors. Candidates who are struggling to make sufficient progress on program competencies meet with the coordinator to discuss challenges and set goals. Candidates are also provided information about the expectations of the TPA and RICA exams. Candidates take a course (Curriculum and Methods for Elementary Reading) designed to prepare them for the RICA examination and attend mandatory informational edTPA seminars held by the edTPA coordinator during the program.

Findings on Standards:
After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, course instructors, employers, and university supervisors, and district-employed mentor teachers, the team determined that all program standards for the Preliminary Multiple Subject credential are met.

**Bilingual Authorization: Spanish**

Program Design
The University of California, Irvine (UC Irvine) Bilingual Authorization (BILA) Program: Spanish prepares candidates to successfully teach in dual language immersion classrooms and meet the needs of linguistically diverse students from varied socio-economic, ethnic, and cultural backgrounds. As part of the Master of Arts in Teaching and multiple subject program (MAT MS) in the UC Irvine School of Education, the BILA program prepares candidates to support biliteracy and bilingualism, sociocultural competence, and grade level academic performance for all elementary students. The UC Irvine BILA program is a concurrent program in which candidates receive both their multiple subject credential and bilingual authorization in Spanish at the end of the 14-month program.

The BILA program is a research-based program aligned with the literature and philosophy that multilingualism is an asset and dual language programs bridge the educational inequity that historically marginalized immigrant groups, children of immigrants and U.S. born speakers of Spanish face in California schools. The program provides candidates with a deep understanding

of the socio-cultural and political events that have shaped linguistic and educational policies in California and the United States.

The BILA program is designed to further the MAT MS program's five core commitments (equity, expertise in the content areas, learning to learn from teaching, understanding learning and learners, leadership and agency) with additional emphasis on preparing candidates to teach and promote biliteracy and bilingualism, sociocultural competence, grade level academic performance, and a deep appreciation for and an understanding of the diverse cultures found in their dual immersion classroom. In the program, candidates develop the knowledge and dispositions needed to cultivate future global citizens who are accepting of and able to work with others.

The BILA program leadership includes a collaborative group of faculty and staff in the UC Irvine School of Education (SOE) and the School of Humanities with expertise in teacher preparation and bilingual instruction. SOE faculty and staff are responsible for the oversight of the program including the MAT Director, BILA Coordinator, and Multiple Subject Program Coordinator who organize and implement the BILA curriculum, fieldwork, and student teaching experience. The BILA Program Coordinator maintains a strong connection with bilingual alumni and administrators of local dual immersion schools and carefully selects student teacher placements and identifies collaborators for methods classes and ongoing professional development meetings held at a partner dual immersion school or UC Irvine.

The BILA program advisory board meets quarterly to review student data, support curriculum development, and provide feedback. The advisory board includes the program director of the Spanish Language Program, the UC Irvine Distinguished Professor of Language Sciences, and two additional UC Irvine Senate Faculty members. These members were instrumental in supporting the 2018 launch of the Spanish/English Bilingual Education Minor, a collaborative effort between the School of Education and the School of Humanities' Department of Spanish & Portuguese.

The Spanish/English Bilingual Education Minor is one pathway to the BILA in Spanish within the MAT MS program. The goal of the minor is to better prepare future bilingual teachers. Prior to acceptance into the minor, all candidates take the Spanish placement test administered through the Department of Spanish & Portuguese. The minor provides undergraduate students with foundational knowledge on current issues in bilingual education; hands-on experience as a teacher aide/tutor in a bilingual classroom; and knowledge of linguistic and cultural phenomena associated with the Spanish language and populations from Latin American countries.

The structure of coursework and field experiences in the BILA program follows the cohort model with all BILA candidates placed in the same cohort. BILA candidates are a subset of the Multiple Subject credential cohort and also meet with the BILA coordinator for five additional sessions each quarter during fall, winter, and spring (15 sessions total) in conjunction with their student teaching seminar so that instruction specific to the content in bilingual settings can be offered (BILA standard 4). The workload of the BILA coordinator is significant and the MAT

Director confirmed that the course release for the workload of the BILA coordinator is under review.

Instructors of the BILA candidates meet to collaborate on program goals, cohort advising, instruction, program effectiveness, and improvement. The faculty and program coordinator confirmed that the development, implementation, evaluation of the BILA program are collaborative enterprises between the multiple subject and BILA instructors.

<u>Course of Study</u>
The BILA program offers candidates two concurrent options for completing the BILA in Spanish. These pathway options are listed in the UC Irvine General Catalog, the webpage describing the Bilingual Education Minor, and the webpage describing the MAT multiple subject pathway option. There is no post-credential option available.

In pathway option one, UC Irvine Spanish/English Bilingual Education undergraduate minors complete coursework to waive World Languages (WL) California Subject Examinations for Teachers (CSET) Subtest V: Culture of Emphasis. The minor includes six required courses plus an additional upper division course taught in Spanish in the Department of Spanish & Portuguese. Coursework and clinical practice in the Bilingual Authorization MAT program enables candidates to also waive World Languages CSET Subtest IV: Bilingual Methodology. This group will only need to take World Languages CSET Subtests III to meet BILA Standard 3 (Context for Bilingual Education and Bilingualism) and take the World Language CSETs to meet BILA Standard 6 (Assessment of Candidate Language Competence) to complete the requirements for a BILA.

In pathway option two, non-Bilingual Education minors who are admitted into the Bilingual Authorization MAT multiple subject program will be able to waive World Languages CSET Subtest IV through completion of the UC Irvine BILA coursework and fieldwork experiences. This group will need to take World Languages CSET Subtests to meet BILA Standards 3, 5, and 6 to complete the BILA requirements.

| Pathway Option 1 | Pathway Option 2 |
|---|---|
| Candidates **with** UC Irvine Spanish/English Bilingual Education Minor (See below). | Candidates **without** UC Irvine Spanish/English Bilingual Education Minor |
| BILA Standard 3 (The Context for Bilingual Education and Bilingualism): Take and pass CSET WL Test 3 prior to program completion | Take and pass WL Test 3 prior to program completion |
| BILA Standard 4 (Bilingual Methodology): Year-long placement in dual immersion schools and coursework in methodology meets standard; waives CSET WL Test 4. | Year-long placement in dual immersion schools and coursework in methodology meets standard; waives CSET WL Test 4. |
| BILA Standard 5 (Culture of Emphasis): Completing the UC Irvine Education Minor meets standard; waives CSET WL Test 5. | Take and pass WL Test 5 prior to program completion. |
| BILA Standard 6 (Assessment of Candidate Language Competence in Spanish): Take and pass CSET language tests | Take and pass CSET language tests |

BILA Standard 4 is met for all candidates through assignments, readings, and activities that are embedded in the general education MAT MS coursework and field experiences in addition to 15 additional sessions with the BILA coordinator held over the course of the fall, winter, and spring quarters. These sessions are held in conjunction with the student teaching seminar which is taught by the Multiple Subject program coordinator. The content of the 15 additional sessions is provided to candidates through the Canvas learning management system and is not part of a course or syllabus.

Candidates confirmed that they participated in additional sessions, lectures, meetings, and gatherings during the course sequence to focus on pedagogy specific to dual immersion schools, fieldwork experiences, guest lectures, Spanish language proficiency checks, fieldtrip enrichment opportunities (e.g., visiting other dual immersion schools nearby), and attending local biliteracy events.

BILA candidates are placed in dual immersion classrooms for the entire academic year and are guided by both district-employed mentors and university supervisors. The BILA coordinator works closely with district employed mentor teachers, many of them MAT MS alumni, to provide protocols for observing, evaluating, debriefing, and coaching candidates. Bilingual university supervisors confirmed that evaluative assessment tools, checklists, and forms were revised for them to provide feedback that is aligned to bilingual competencies.

Assessment of Candidate Competence

BILA candidates are monitored carefully by the program coordinator, university supervisors, and district-employed mentors. Data is collected at five transition points to provide formative feedback to candidates on their performance and ensure that each candidate completes all program requirements prior to recommendation for a preliminary teaching credential and BILA. These transition points are: 1) admission to the undergraduate minor; 2) completion of the minor; 3) admission to the MAT multiple subject program, then admission to the BILA program; 4) advancement to the second student teaching placement in winter quarter; and, 5) program completion and recommendation for a MS credential and BILA. Instructors, supervisors, and the coordinator confirmed that they monitor candidate progress toward the BILA and provide extra support to candidates who need language or pedagogical support.

BILA mentor teachers confirmed that they complete an evaluation based on the TPEs at the end of fall, winter, and spring quarters on the candidate's ability to promote authentic parental participation, employ a variety of instructional and assessment strategies in a dual immersion classroom, and assess literacy development in two languages. BILA supervisors confirmed that they observe BILA candidates four times each quarter. They also confirmed that they are bilingual with many years of experience as bilingual teachers or administrators of dual language programs in the local area. After observing the lesson in person or virtually, they meet with the candidate in a post-observation conference. At this conference the supervisor and candidate use a protocol to encourage reflection and a focus on next steps.  The supervisor then provides a score for each of the TPEs based on the candidate's ability to demonstrate knowledge of bilingual instructional strategies and assessment practices, ability to evaluate, select and use adopted materials, and ability to assess the suitability and appropriateness of instructional resources.

BILA candidates confirmed that they worked on the TPA during the year and received ongoing support from faculty and the BILA coordinator. Candidates are required to receive a passing score prior to recommendation for a credential.

Findings on Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, faculty, mentors, and supervisors, the team determined that all program standards are met for the Bilingual Authorization Program.

**Preliminary Single Subject**

Program Design

The University of California, Irvine (UC Irvine) offers two options to obtain a single subject teaching credential. One option is the Master of Arts in Teaching single subject (MAT SS) post-baccalaureate pathway, and the other is the CalTeach single subject undergraduate blended program (CalTeach SS). The MAT SS program is a post-baccalaureate program that leads to a teaching credential and a master's degree. The CalTeach SS undergraduate program is a four-year pathway designed to provide undergraduate students the opportunity to complete majors in math, chemistry, biology, physics, or earth sciences while simultaneously earning a

preliminary California teaching credential. The CalTeach program was created to address the shortage of middle and high school math and science teachers.

Both programs are governed by a Credential Program Steering Committee, which is made up of a senate faculty director, senate faculty, program directors and program coordinators. The CalTeach SS program is also overseen by an interdisciplinary steering committee which includes faculty and deans from the science programs. The steering committee meets monthly to discuss the program and any changes from the Commission.  Additionally, the director meets with the program coordinators and instructors quarterly to review syllabi and discuss any questions or concerns that have arisen. The directors and coordinators collaborate to create course schedules, hire part-time instructors and supervisors, manage data collection, organize orientations and other events, plan and implement faculty meetings, respond to accreditation requirements, and organize Credential Program Advisory Council meetings. Program coordinators are responsible for overseeing all tasks associated with field work placements including placing students, assigning supervisors, teaching seminar courses, training mentor teachers, and tracking student teacher progress.

MAT SS instructors meet quarterly; however, they regularly communicate with the program coordinator regarding any concerns or questions that arise. There are also alignment meetings as needed to ensure instructors see the bigger picture of the other courses and align with those teaching the same course. Many of the MAT SS methods instructors are currently teaching in the K-12 system; this was mentioned by multiple groups of interviewees to be a strength to the program.

External stakeholder data is gathered through meetings with the Credential Program Advisory Council, which consists of representatives from numerous district partners and includes induction coordinators and school and district administrators. Meetings occur at least twice a year. Additional information is gathered through surveys that are sent to employers who hire program graduates to see how graduates have impacted the culture and student learning at their schools. Surveys are also used to gather data from candidates and mentor teachers.

Some changes that have been made based on feedback include a new course with a focus on universal design for learning, increased instruction on how to work with families, and expanded instruction on social-emotional learning. As a result of feedback and collaboration with district partners, a math and science residency program was initiated in the Santa Ana Unified School District. In the CalTeach program, changes include increased integration of computer science/computational thinking within courses, use of technology and distance learning strategies, and culturally responsive teaching and restorative practices. There has also been increased support for supervisors and mentor teachers.

Course of Study
The Cal Teach SS pathway is a four-year pathway designed to provide undergraduate students the opportunity to complete majors in math, chemistry, biology, physics, or earth sciences while simultaneously earning a preliminary California teaching credential. During the first two

to three years candidates take courses that focus on their science or math major. They also take introductory courses on teaching science and math with 25 hours of field work in elementary and high school. The fourth year focuses more on teacher education coursework and includes 600 hours of field work experience. While the goal is to have most of the course work for the major complete by senior year, several candidates commented that they still need to take courses while student teaching full-time, which causes challenges with scheduling and time management. Candidates explained that many instructors are willing to work with their tight schedules and advisors help candidates build the optimal schedule for minimal scheduling conflicts.

The MAT SS program is a 14-month program where candidates can earn a credential and a master's degree. Courses are taken over three quarters (fall, winter, spring) and two sessions in the summer. Courses emphasize connections between theory and practice with extensive ongoing fieldwork. Candidates learn and practice inclusive, culturally responsive, and equitable teaching methods, including ways of addressing the needs of English language learners and students with disabilities. Both the MAT SS and the Cal Teach SS pathways engage their candidates in a co-teaching model of clinical practice and stay at the same placement for an entire year. Candidates begin with participating in the classroom two days a week and gradually increase their hours as they move from observer to co-teacher to lead teacher. Candidates are strategically placed in classrooms with a high number of English learners which is supported through all coursework in the program. There are additional requirements to observe special education classes, other grade levels, and different content area classrooms. Additionally, there is a one-year residency program at Santa Ana Unified School District consisting of a 10-student cohort. These candidates engage in co-teaching for approximately 16-20 hours a week from the beginning of the year before increasing to full-time student teaching.

Candidates described their assignments as practical, stating that their coursework directly applied to their work in their field placements. Furthermore, candidates stated that they felt their coursework prepared them to work with diverse learners and special needs populations. University supervisors confirmed they see a clear connection to the work candidates do in their courses with their field work performance, and report that skills and strategies are aligned to the TPE. Program completers shared that the credential from UC Irvine is highly regarded, and they were all able to find teaching positions upon graduation. They confirmed that the skills and knowledge learned from their credential program more than adequately prepared them for their teaching positions and they often found themselves ahead of other first-year teachers from other programs. According to the survey data viewed on the UC Irvine data dashboard for 2020-2021, 98.8% of survey respondents (single subject credential program completers) said that their teacher preparation program was either effective or very effective in developing the skills and tools needed to become a teacher.

University supervisors conduct in-person and video observations of candidates four times per quarter and provide feedback through post-observation debrief conferences, a qualitative evaluation form aligned with the Teaching Performance Expectations, and a quarterly one-on-one conference. District employed mentor teachers provide ongoing feedback in addition to a

formal evaluation once per quarter. Both university supervisors and mentor teachers communicate questions, concerns, or accolades with the program coordinators.

Candidate Competence
Throughout the program, candidates complete assignments aligned with the Teacher Performance Expectations (TPE) that also prepare them for the EdTPA exam. Students are provided with course syllabi that contain rubrics and grading scales for all assignments completed in methods courses and seminars. Frequent and robust feedback is provided on assignments and candidates can revise and resubmit work until mastery is achieved. Candidates consistently praised their instructors for providing substantial and useful feedback throughout their program. An overall grade of B or higher in each course is required to remain in the MAT SS program and C or higher is required for the CalTeach program.

Unique to the MAT SS program is a comprehensive exam in which candidates are required to submit and present an action research project that demonstrates their ability to apply the research and theory they have learned in the program to the analysis of classroom data. This action research project allows candidates to delve into research that directly applies to their current classroom environment. Both mentor teachers and candidates appreciated the opportunity to individualize this project to address questions in their current classroom.

University supervisors assess candidates four times per quarter (12 times per year) using a TPE aligned rubric with a 1-5 linear scale. After each observation, they share their assessment with candidates during a post-observation debrief. Mentor teachers are often invited to this debrief session and attend when able. Candidates record their progress in fieldwork on a TPE tracking sheet after each observation. Candidates have access to rubrics and TPE tracking sheet in the Clinical Practice Handbook.

Candidates are also evaluated by the mentor teacher three times per year. Candidates participate in triad conferences with the university supervisor and district employed mentor teacher at least once per quarter to discuss overall progress. Supervisors communicate with the coordinator if they are concerned about a candidate's lack of progress. Candidates who are struggling to make sufficient progress on program competencies meet with program coordinators to discuss challenges and set goals. All forms, checklists, and rubrics are accessible to candidates in Canvas.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Single Subject credential program.

## Reading and Literacy Added Authorization
Program Design

The University of California, Irvine (UC Irvine) offers the Reading and Literacy Added Authorization (RLAA) program. This program is designed to equip professional, reflective educators to use current, confirmed literacy research to plan, implement, and refine balanced reading instruction in a variety of contexts to maximize literacy development for all students. Candidates in this program must be credentialed teachers with at least three years of teaching experience. The program consists of six three-credit courses which are offered in the online format. The final course is a practicum course that requires 45 hours of field work.

The RLAA program is offered jointly by the UC Irvine Division of Continuing Education (DCE) and School of Education (SOE). The leadership of the program falls under the Director of Education and Business Programs in DCE. While the program is housed in DCE, leadership explained that they work closely with the SOE when it comes to program improvement and research that may augment their program. A lead advisor, an active experienced credentialed educator, provides guidance for the RLAA program. Program coordinators support students through the program and with the recommendation for the authorization. Interviews revealed that there is consistent and constant communication among leadership throughout the program.

Stakeholder input is collected through the advisory committee consisting of program instructors, former students, and district and county leaders. There have been successful partnerships with local school districts where the program was offered for cohorts of teachers. The committee meets several times during the year to review information, review course syllabi, and assist in further program development. Additionally, site-based mentors provide ongoing feedback through program surveys.

Course of Study
The RLAA program consists of six online courses which integrate theory, methodology, reflection, and practical application, and culminates with a practicum course that includes 45 hours of fieldwork. All courses are designed to promote literacy practices consistent with current theories emerging from landmark research and case studies, both quantitative and qualitative. Courses are complementary in their comprehensive approach to balanced literacy instruction within a culture of literacy, emphasizing the reciprocal relationship between the domains of language. Candidates and program completers shared that the coursework helped them apply current research about assessment and intervention strategies to the small group reading instruction groups they conducted during their practicum. They referred to the course work as practical and hands-on and considered their instructors to be experts in the field of literacy instruction.

The reading practicum is the final, culminating course. Candidates participate in at least 45 hours of documented fieldwork in a selected educational environment that provides candidates with the opportunity to deliver balanced, comprehensive, and reflective reading and language arts instruction. Candidates are expected to find their own site-based mentor for field work and the university must approve the assignment. The mentor teacher must have completed at least five years of focused reading instruction and is also trained by the university. The training is provided through online modules and resources in addition to an orientation offered at the

beginning of the practicum. The site-based mentor and the reading practicum instructor regularly communicate to provide guidance to candidates. In addition to observing the candidate, mentor teachers shared that they meet with the candidates weekly to discuss lesson plans and strategies and provide opportunities for candidates to observe them teaching as well. One mentor teacher stated that the RLAA program is a strong program with no busy-work and that it is tailored to each candidate's teaching placement.

Candidate Competence
Each course contains assignments, tasks, and quizzes aligned to the Commission-adopted Reading and Literacy Added Authorization program standards. Additionally, each course contains a "signature assignment" through which candidates demonstrate some aspect of their ability to strategically design and sequence literacy instruction that is differentiated according to the assessed needs of diverse students. All assignments and rubrics are provided to students ahead of time through the syllabus.

The reading practicum is specifically designed to collect evidence of candidates' ability to integrate theory with practice. Each candidate works with a field-based mentor. Candidates receive systematic feedback from both the instructor and their selected field-based mentor. Mentors observe candidates a minimum of two times and fill out the field-based mentor observation report which assesses the candidate on the RLAA standards with a 1-5 linear scale. The forms are submitted to the program instructors through Canvas. A signature assignment/project is due at the end of the practicum. The signature project provides candidates with the opportunity to substantiate the interrelationship between the program courses and to confirm their skills in the field. Candidates explained that the signature project is essentially a research report where candidates analyze their work with intervention groups, present data and support findings with sufficient research. Candidates utilize multimedia elements to exhibit resulting connections with the detailed final report to present to peers and the practicum instructor.

In addition to coursework and coaching, leadership shared that there are ongoing professional development offerings pertaining to equity, assessment and learning models. Mentor teachers and course instructors offer candidates extra support as needed. Program coordinators, the lead advisor, and the DCE director may also be called upon to provide additional support to candidates who may be struggling in the program.

Program completers and current candidates eagerly shared how the program has prepared them to become literacy leaders at their school and district. Many of the candidates and completers interviewed stated that they have already showcased their literacy skills by offering school-wide professional development, participating in school-wide literacy program planning, and mentoring colleagues and grade-level teams.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers,

faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Reading and Literacy Added Authorization program.

## Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services Credential (PASC) program is offered jointly by the UC Irvine Division of Continuing Education (DCE) and UC Irvine's School of Education (SOE). The PASC program is managed by the DCE's Education and Business Programs under the leadership of the Director of Education and Business Programs.

Program documents and interviews establish that the program coordinators interact with potential and current candidates regarding program admission, course registration, and other program advising. Interviews with instructors, employers, and candidates indicate the Program Director is experienced and provides guidance for the PASC program. Through various constituent interviews, it was made clear that the program coordinators are responsible for the development of all guidelines and materials needed for the program, meeting with program instructors, and the recruitment of new instructors to serve in the program. The program coordinators also meet with local school district administrators to promote the UC Irvine program and address school district administrator needs. The program coordinators received high praise for their program leadership and for promoting the program as well as effectively and actively supporting program faculty and candidates.

Program documentation describes UC Irvine's School of Education as responsible for the final approval of all courses and instructors. Through interviews with the program coordinators and instructors, the team learned that instructors are current or recently retired former school administrators who know the field of school administration and can impart the curriculum and their experiences in support of candidate success. A credential analyst from the SOE assists candidates in applying for the PASC once they have successfully completed all the program requirements. The credential analyst received many compliments from program candidates for providing a variety of support to candidates during the time they are in the program.

Through interviews with the program coordinators, instructors, and candidates, it is clear that there is excellent communication at all levels of the program. Instructors and candidates communicate with the program coordinators, the credentials analyst, and the technology department for support, as needed, and any issues are addressed quickly and efficiently. Program instructors indicated they have regular communication with the program coordinators for course curricular questions/revisions as well as support for addressing candidate questions/concerns. Through instructor interviews, it was confirmed that scheduled meetings with instructors occur as a "team" for collaboration to improve courses and instruction. Instructors also indicated they have input into course curriculum as well as provide suggestions for curricular improvements. The program is responsive to the suggestions and instructors indicate they feel valued by the program leadership.

The fieldwork supervisor/instructor confirmed in interviews that they work closely with program coordinators regarding candidate fieldwork placements. If the fieldwork supervisor is unable to address candidate concerns/issues, support is quickly available from the program coordinators.

Program documents show the PASC program consists of 10 quarter classes totaling 36 units. Course syllabi and course mapping indicate program courses provide the scaffolding of the related California Administrator Content Expectations (CAPEs) and require students to practice and demonstrate mastery of the CAPEs through course assignments and a culminating signature project in each course. The fieldwork sequence, EDUC X397A & B, is an eight (8) unit requirement. Interviews with the fieldwork course instructor confirmed that candidates enrolled in Supervised Administrative Fieldwork will be expected to complete the performance and submission of California Administrator Performance Assessment (CalAPA) Plan/Act evidence for the cycle being supported in their course during that quarter. These activities count toward the required 80 hours of fieldwork aligned to the related CAPE competencies areas. Candidates also perform additional field activities to fulfill mastery of the CAPEs. Program candidates select a fieldwork mentor to guide them during the fieldwork courses at the candidate's site. In interviews with field-based mentors and the field supervisor, they described a website that is provided for mentors for training in their mentor responsibilities and accessing candidate fieldwork assessments. Mentors described in interviews how they provide feedback to the program through a feedback survey as candidates complete their fieldwork activities. Based on the mentor feedback evaluation data, from 2017-2020, ratings were 3.5-4.6 on a 5.0 rating scale. Site based mentors appear satisfied with the UC Irvine program for their support of candidates in their field experience courses. Program candidates also rate their course mentors through a site-based mentor evaluation survey form. Based on the site-based mentor evaluation data, candidate ratings range from a 4.25 - 5.0 on a 5.0 scale. Based on this data, candidates seem very satisfied with the support they have from their site mentors at their fieldwork sites.

Program documents and interviews with instructors indicate over the past two years course content has been reviewed and updated to provide candidates with the most current resources to support their mastery of the CAPEs and successful completion of the three cycles of the CalAPA. Based on the Commission's accreditation dashboard data for 2020-21, the university candidate pass rate on the first attempt for Cycle 1 is 96.8%, Cycle 2 is 100%, and Cycle 3 is 96.2%. The program director provided an example of this as three courses have been revised to provide candidates a more relevant and rigorous scaffolded experience to support their completion of the three CalAPA Cycles. In addition, the two fieldwork courses have also been updated to provide candidates with additional support in completing the CalAPA requirements.

Program documents, various constituent interviews, and the review team confirm the DCE and SOE instructors and personnel collaborate with school and district personnel who attend the program's advisory committee. The Advisory Committee consists of program instructors, former students, district and county leaders and UC Irvine instructors that review candidate

performance data, course syllabi and curriculum, and assessments, and assist in further program development.

Course of Study

Program documents confirm that PASC candidates are accepted into the program at the beginning of each academic quarter. The PASC program consists of ten courses, eight content and two academic field work, for a total of thirty-six units. The program is designed to be completed in four academic quarters, but this is not a requirement. Interviews with the program director indicate candidates are strongly counseled to finish in four quarters and are required to complete the program within five years of enrolling. Due to a variety of personal and health issues, some program candidates indicate they can take longer to complete the program and the program provides flexibility as needed to meet their personal or professional needs. Program documents and interviews confirm two fieldwork courses (EDUC X397A and EDUC X397B) occur over two quarters for a total of 80 hours of fieldwork. Interviews with the university supervisor/instructor and field-based mentors confirmed that candidates develop and complete a comprehensive plan of activities based on the CAPEs. Interviews with the university instructors, the fieldwork supervisor/instructor, and site mentors reveal a strong working relationship with the Program Director for guiding program candidates in the selection of fieldwork opportunities that provide the candidate the opportunity to directly apply their content knowledge from their courses and demonstrate their understanding of the California Administrator Performance Expectations.

Candidate Competence

Through interviews with instructors and candidates, it was clear that course instructors provide timely, ongoing, and useful feedback on assessments of student performance on signature projects. According to instructors and candidates, signature projects provide candidates the opportunity to gain deeper experience, understanding, and demonstration of their ability to apply the related course content to the performance expectations of a school administrator. Program candidates and completers all agree the course syllabi provide a guide for organizing assignments and due dates so candidates know what to expect throughout their time in courses. The PASC candidate handbook, which is provided to candidates, describes the program requirements. To successfully complete the program and qualify to receive the Preliminary Administrative Services credential, candidates must receive a rubric score of 3 or higher on course signature projects and all coursework and fieldwork must be completed with a grade of 'B' or better. They must also receive passing scores on all three CalAPA Cycles and submit the evidence for the completed cycles to the program's online course site.

Program documents and interviews with program candidates and instructors indicate there are three program courses that provide candidates with orientation to the 3 cycles of the CalAPA. The two fieldwork courses provide additional time for candidates to continue working toward completing the CalAPA for submission. Additionally, program candidates shared through interviews that there is additional support through a CalAPA support website where candidates may solicit support from the program director and/or an instructor with CalAPA expertise. Candidates appreciate the support the instructor provides them.

The program candidate handbook indicates candidates not making sufficient progress are notified officially by the Education Programs Department and provided with an opportunity to discuss options for assistance and to respond to department decisions. Once the candidate has successfully completed all program assessment requirements, they may submit an application packet to process their Preliminary Administrative Service credential or Certificate of Eligibility.

Through candidate interviews it was clear that there is great respect for the instructors, the curriculum, the coursework, and the support candidates receive from the program in preparing them for success as school administrators. Over three years of candidate satisfaction survey data, ratings are between 4.0 and 5 consistently. Exit survey data ratings are consistently in the 4.3-4.7 range out of a 5.0 scale. Candidate interviews and the rating scale data are in alignment showing candidates value the UC Irvine PASC program in preparing them for successful careers as school administrators.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, 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**

<u>Program Design</u>
As with the Preliminary Administrative Services credential program, the Clear Administrative Services Credential (CASC) program is offered jointly by the UC Irvine Division of Continuing Education (DCE) and UC Irvine's School of Education and managed by the DCE's Education and Business Programs under the leadership of the Director of Education and Business Programs. UC Irvine's School of Education (SOE) is responsible for the final approval of all courses and instructors.

The program summary indicates the program has two active and experienced program coordinators who provide guidance for the CASC program. The program summary and interviews confirm program coordinators are responsible for the development of all guidelines and materials needed for the program, meeting with program instructors, and recruiting new instructors to serve in the program. Program documents and interviews with candidates indicate a Credential Analyst from the SOE assists candidates in applying for the CASC once they have successfully completed all the program requirements. In interviews with program candidates, they positively recognized the competence and support they received from the program coordinators of student services.

In program leadership interviews it was revealed that the program coordinators wear many hats in this small program. Therefore, regular communication with program/college administration happens frequently on an informal basis, and regularly on a more formal basis, for developing collaborative communication avenues for ongoing program/curricular improvements.

The program report and coordinator interviews confirm the program leadership has revised programmatic development opportunities to be responsive to current trends in the education community. Through interviews with program coordinators, and in reviewing program documents, it was illustrated how the IIP plan format for setting candidate programmatic goals has been revised and updated based on input from university instructors, site-based mentors/coaches, and candidates. Interviews with coaches confirm directions, including video directions, have been added to the coach's website for additional support. Interviews with coaches confirm the value, relevance, and support provided to them through the coaches' website.

Program documents and interviews demonstrated that the DCE and SOE instructors and personnel collaborate around program dynamics with school and district personnel who attend the program's advisory committee. The advisory committee consists of program instructors, former students, school district and county office of education leaders who meet with the UC Irvine CASC instructors several times during the year to review candidate and course data, review course syllabi, and collaborate to assist in further program development. Program documents and review team interviews indicate that, at various times throughout the year, the program invites school district leaders to attend informational and discussion-based meetings

with the goal of building partnerships, educating school district officials on the most current elements of the CASC program, and gaining their input for program improvement.

Course of Study

Program document information and interviews with instructors and candidates confirm the CASC program is primarily a coaching-based program that includes an Individual Induction Plan (IIP), professional learning opportunities, and ongoing assessment of candidate performance, based on their IIP and California Professional Standards for Educator Leaders (CPSELs) over the two years of the program. Candidates especially appreciated the effectiveness of "reflections" as part of their program assignments, as well as peer feedback sessions on candidate work. The program handbook describes the courses and content candidates will cover during the two-year program. Candidate interviews confirm the sequence provides an effective induction program experience. Through interviews, candidates shared that coursework and activities are relevant and tailored to meet their specific administrative needs and promotes their growth as school administrators. Instructor and candidate interviews confirm the course assessments are challenging and relevant to the needs of today's administrators. Candidates also confirm their instructors are readily available to support them with coursework and assignments. Instructor feedback is prompt, useful, and supportive of candidate growth. Finally, interviews with program candidates established they appreciate the technology support readily available to them. Technology issues are rectified quickly and efficiently.

Program documents and candidate interviews confirm the assignment of a university coach/instructor to candidates immediately upon the start of their initial course. In interviews with candidates, they reflected positively on the interaction with the university coach/instructor synchronously and asynchronously through the online course site. In addition to interacting with the university coach/instructor, candidates say they are able to select a supporting mentor/coach (site-based coach) from their school district to interact with throughout the two-year program. Interviews with site-based coaches indicated they are current site or district office administrators who are experienced and develop a professional and collegial mentor-mentee relationship with program candidates. Site-based coach interviews confirmed they go through an approval process and must meet the program mentor/coach qualifications. Mentor/coaches are also approved by the university coach/instructor. Site-based coaches indicate they typically work with one candidate per course. They also feel prepared for the site-based coaching role by attending an orientation and training, through online modules, on the program's website. Site based coaches also say they receive additional support from the university coach/instructor. The university coach/instructor attends monthly meetings with the program coordinators and participates in required quarterly coaching training.

Interviews with the university coach/instructor confirmed that they oversee candidates' professional learning and assess the benchmark and summative assessments. Interviews with program staff indicated the program assessments are continually evaluated to improve the program. At the conclusion of the program, the program administers a survey to both the candidates and their site-based mentors/coaches to obtain feedback on their program

experience. Program candidates' assessment of course quality, shown on the Candidate Program Evaluation survey data, indicate a range of responses from 4.4-4.7 on a 5.0 scale. Three years of candidate exit survey data show a range of 4.7-4.9 on a 5.0 scale. It is clear from candidate survey data they appreciate the coursework in the program as well as their appreciation of the overall program in their development as school administrators.

Candidate Competence
In interviews, the university coach/instructor described their role in overseeing and assessing candidates' professional learning based on the benchmark and summative assessments. The Program Director and program staff interviews indicate they continually review the program assessments to evaluate and improve the program. At the conclusion of each course and end of program, the program administers a survey to both the candidates and their site-based mentors/coaches to obtain feedback on their program experience.

Program documents and interviews with instructors and candidates confirm the program implements a multi-layered approach of assessment throughout the program. After the candidates use their baseline assessments to develop the Individual Induction Plan (IIP) collaboratively with the site-based coach, the IIP is ultimately assessed by the university coach/instructor. Interviews with site-based coaches indicate they provide feedback on and rate the level of growth on the IIP at various assigned points throughout the program. The university coach/instructor also reviews and assesses the candidate's overall growth throughout the IIP process. Instructors and candidates confirm at the end of each class the candidate will complete a benchmark (Induction) and summative (Final Evaluation) assessment in which the candidate discusses the role of an administrative leader in meeting the criteria of Standards 1-3 and 4-6, respectively, by identifying the personal and/or professional areas of growth and challenges they faced while working through the standards. Interviews with instructors and candidates confirm candidates are made aware of how they will be assessed in the program and how they are informed of the results of their work on those assessments.

According to program documents related to the CASC Credential Recommendation Process, program candidates are recommended for the credential only if they have completed both courses [EDUC X399A (Induction) and EDUC X399B (Final Evaluation)] with a grade of B or better reflecting successful completion of required components of the IIPs with appropriate levels of coach mentoring and feedback, 40-60 hours of professional development, and the benchmark and summative assessments. Program documents also reveal the use of a Candidate Progress Monitoring Document to closely document each candidate's progress by the course instructors, site-based coaches, and program coordinators. The candidate handbook indicates candidates not making sufficient progress are notified officially by the Education Programs Department and provided with an opportunity to discuss options for assistance and to respond to Department decisions. Once the candidate has successfully completed all program assessment requirements, they may submit an application packet to process their Clear Administrative Services credential.

Data on each candidate's performance is centrally located and monitored to ensure that they are demonstrating a thorough understanding and personal growth on the six CPSELs as well as demonstrated content mastery throughout the program. The program coordinators maintain an online candidate database (EPOLA), ensuring all candidates meet and maintain admission requirements throughout the program. Finally, after successful completion of all academic requirements, candidates submit an application packet (with required supporting documentation) to the Credential Analyst at the SOE who processes the credential recommendation with the Commission on Teacher Credentialing.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and coaches, the team determined that all program standards are met for the Clear Administrative Services credential program.

**INSTITUTION SUMMARY**

The strength of University of California, Irvine's (UC Irvine) educator preparation programs lies at the intersection of research and practice. Through expert and experienced faculty and field supervision personnel and bolstered by deep partnerships with school districts across the region, prospective educators who prepare through UC Irvine programs exit their programs with demonstrated understanding of relevant research *and* its successful application—whether in the classroom or at the school and district level. The institution supports faculty in scholarly pursuits and diverse partnerships which has resulted in $120 million dollars in active grants at the time of this review. Research expenditures have also increased considerably, from $10 million in 2018 to $18 million in 2021 (fiscal years). The School of Education (SOE) has achieved the highest research grants per capita across the full university. These funded projects include those which rely on collaboration among the educator preparation programs, as well as among local education agencies, community colleges, and any number of partner organizations.

Collaboration is a recurring theme across each reviewed educator preparation program. The SOE leadership has made fruitful investments in any number of partnerships that include the following three examples:

- The Center for Educational Partnerships—Promoting engagement with Orange County K-12 districts and community colleges
- The Teacher Academy—with over $1 million in funding for teacher education from SchoolsFirst Federal Credit Union, the Teacher Academy professional development programs are connecting researchers and practitioners to drive innovation.
- OCEAN (Orange County Educational Advancement Network) a network of partnerships between K-12 schools, non-profit organizations, and the UC Irvine School of Education where education faculty and doctoral students work in partnership with teachers and administrators to improve outcomes for young students in local underserved communities

Collaboration is also key to the daily operation of education preparation programs. During interviews, faculty and program staff shared how they provide candidates with the necessary supports to allow them to thrive during what can only be considered the most intensive of studies. Access to subject matter support (tutors), strategic planning of course sequences, and continuous monitoring of both student progress and the student "experience" during the program allow leaders to continuously improve programs and hasten the most optimal outcomes for candidates.

UC Irvine educator preparation programs are dedicated to engaging candidates who reflect the diverse urban communities served by the university across the Orange County region. This is particularly evident in the teacher education programs where 40-45% of MAT candidates and 73% of CalTeach candidates are first generation college students. In addition, the CalTeach program currently includes 39% low-income students, with overall enrollments reflecting the University's Hispanic- and Asian American and Native American Pacific Islander-Serving Institution designations (2021-2022 cohort comprised of 47% Asian and 40% Latinx).

Finally, the strength of the programs, specific to effectiveness, is supported by interviews with multiple stakeholders—including completers and their employers. Additionally, completer survey responses coupled with consistently positive reviews from employers (notwithstanding very low response rates of 3, 2, and 6 for the past three survey cycle years), suggest that candidates are consistently well-prepared by UC Irvine programs for the work and realities of the positions they assume.

**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: | *No response needed* |
| 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** |

| Common Standard 1: Institutional Infrastructure to Support Educator Preparation | Team Finding |
|---|---|
| The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | **Consistently** |
| The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. | **Consistently** |

**Finding on Common Standard 1**:  **Met**

**Summary of information applicable to the standard**
The University of California, Irvine (UC Irvine) School of Education's (SOE) vision is to improve educational opportunities in the university, community, and public schools. School and program personnel have dedicated themselves to producing innovative research and cultivating the next generation of educators and leaders who will contribute to a transformational shift in education, ensuring that all students are adequately prepared as successful and productive participants in a democratic society. The work is grounded in research-based principles that attend to the multiple dimensions of teaching and learning. These foundational elements were evident in discussions with program leadership and faculty, observed in course and program artifacts, and reflected in interviews with current candidates and program completers. Employers suggested that UC Irvine candidates not only "know the research but can also readily explain the 'why' behind their teaching practice."

The Dean of the SOE, as designated by the Senior Vice Provost for Academic Planning, is responsible for the oversight of all credential programs sponsored by the school. Within that leadership context, statements in interviews conducted throughout the site visit, with audiences that included school and program leadership (including Deans from both the School of Education and the UC Irvine Division of Continuing Education, or DCE), faculty, students, and employer-partners, emphasized a collaborative and inclusive approach to decision making. This includes the formal interface between the SOE and DCE in support of the PASC, CASC, and RLAA programs which are overseen by DCE, while leveraging the expertise and commitment of School of educational personnel. Likewise, the SOE has program oversight authority while collaborating with the School of Biological Sciences and the School of Physical Science to operate the CalTEACH program.

With the allocation of sufficient resources to the varied UC Irvine units, stakeholders apply their collective discernment to develop, advance, and maintain the Commission-approved programs. Time-certain meetings and reviews that include program faculty and staff—which in some cases come from across the university (e.g., CalTEACH faculty) - as well as Steering Committees that draw from leadership across diverse districts from the region further inform programmatic decisions. Collaboration, when described by program participants and stakeholders, was consistently referenced as a culture-related expectation. It focuses on, and attends to, programmatic elements that include curriculum, admission, program design, program assessment, and state requirements. Additionally, program-provided artifacts set forth expectations for program faculty specific to collaboration with PK-12 partners in the region. From Induction Boards to Candidate Supervisor Conferences, Advisory Boards, and an Equity Workgroup, program leaders and faculty engage with those who will eventually employ the candidates the program produces. Stakeholders are engaged and their input informs program-specific decisions in support of continuous improvement.

Leaders across SOE and DCE confirmed and described resources provided by the institution and larger community that support the educator preparation programs under review. This included most recently two new faculty lines with the SOE—one hired, one search in progress—that signal investments in the programs' continued expansions. Recruitment and faculty development efforts were demonstrated to support hiring and retention of faculty who represent and support diversity and excellence, while also possessing the necessary qualifications to support each credentialed program (including dimensions of knowledge and practice, subject matter expertise, and diversity). A review of search criteria and resulting job postings specifically highlighted the organization's commitment to diversity. For example, search plans specifically attend to diversity, including the racial and ability dimensions of diversity in particular. It is remarkable to note that, over the past 5 years, underrepresented minority faculty within the School of Education has grown from 3% to 19%. Ongoing faculty development is conducted, and evidence reflects a commitment to professional development that targets multiple elements of diversity and related best practices (e.g., restorative justice, program-specific sharing of equity and social justice foci). Additionally, both an Equity Workgroup and the SOE's Climate Council examine issues of equity in relation to program curriculum and structures.

Program directors, coordinators, counselors, and credential analysts within the unit work collaboratively to monitor the progress of all candidates through the credential and certificate programs. All of these individuals are part of the unit's Credentialing Committee that meets once a month to coordinate policies and processes related to credentialing, including monitoring candidate progress toward credentialing. The team also regularly reviews Commission guidance to ensure precondition and credentialing requirements remain current. Each program maintains digital tracking spreadsheets to track candidate progress on credentialing requirements as well as student databases.

| Common Standard 2: Candidate Recruitment and Support | Team Finding |
|---|---|
| Candidates are recruited and supported in all educator preparation programs to ensure their success. | *No response needed* |
| The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | **Consistently** |
| The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | **Consistently** |
| Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. | **Consistently** |
| 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**
UC Irvine has both campus-wide and college-related support in place to both recruit and guide educator preparation programs incorporating elements focused on diverse populations thereby resulting in a diverse and highly qualified educator preparation program. Diversity is targeted toward underrepresented minorities (URM) across educator preparation programs through geo-markets, community organizations, and early academic outreach programs. In addition, scholarship support is focused for bilingual candidates and incentivized enrollment for black and other URM candidates. Interviews with program leadership, staff, faculty, and students show a strong commitment to working through a holistic approach that incorporates consistent and available communication throughout the recruitment, support, and retention of credential and added authorization candidates. Both the School of Education (SOE) and Division of Continuing Education (DCE) are actively involved with the Center for Educational Partnerships and Orange County Educational Advancement Network (OCEAN) focused on supporting underserved youth populations. The Teacher Academy is marketed to program candidates, site-based mentors, and partnership district personnel as an added means of projecting an image as a source for educational research and support. Transparency of expectations is at the forefront of communication, and partnerships with language programs and school clubs at the campus are encouraged. The value of recruiting, admitting, and guiding the diverse group of candidates was expressed by unit and program leadership and staff, and evident during candidate interviews and review of survey and statistical data, as well as related to key activities and

measurable outcomes. The team noted a focus on outreach directly with district partners in supporting this process with increased diversity of staff, faculty, and student recruitment and outreach more closely mirroring the California communities served. Outreach connections highlight many links to alumni as well as national and international communication with infused mentorship.

There is evidence through interviews and documentation of ongoing research utilized to support both innovation and reinforcement of expected outcomes and highlighting equity, strategic support for diverse learners, and guidance to the highest levels of professionalism, while also targeting content as a catalyst to inspire those interested in the teaching profession. Admission processes to the credential and added authorization programs are clear, fair, and utilize multiple measures of eligibility prioritizing personal connections and clear understandings of dispositions through the application, review, and interview processes. Advisement and guided feedback are given throughout the program through a defined team approach which is focused on aligned support of expected performance expectations. This is evident in course and clinical practice assignments as well as assessment completion. Leadership and staff recognize that those programs on a growth trajectory require ongoing adjustment and review for staff support needs, given that increased interest and opportunities for student admission will require added support to sustain the established and effective high levels of connection between themselves, students, and district partners. Program handbooks, web-based supports, and consistent contact with program staff and faculty, guide candidates throughout their respective programs. There is strong collaboration between the SOE and the DCE where crossover exists in both curriculum and candidate expectations.

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
|---|---|
| The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. | **Consistently** |
| The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. | **Consistently** |
| The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program. | **Consistently** |

| Common Standard 3: Fieldwork and Clinical Practice | Team Finding |
|---|---|
| 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**
A review of UC Irvine SOE advising documents, candidate handbooks, and program websites depicts a planned and clearly defined sequence of coursework and clinical experiences. Interviews with program administration, staff, candidates, and faculty confirms the programs are designed to systematically coordinate coursework with a variety of fieldwork experiences that address the range of students, curriculum standards, and/or services identified in the program standards.  Syllabi and the fieldwork handbooks emphasize the programs' research-based themes in preparing candidates committed and able to implement practices rooted in diversity and equity. Site-based work is integrated throughout the teaching and learning experience based on the expected credential or added authorization outcomes and consistently exceeds clinical practice expectations. Candidates are guided by specific and designated program staff as well as certified and highly qualified site-based and program appropriate supervisors chosen for their expertise. In addition to programmatic handbooks, regular meetings and professional development experiences are held to guide training and feedback for all those supporting candidates. Leadership is strongly connected to the outreach, placement, assessment, and ongoing support of those in a supervisory role through electronic and in person communication.

Course assignments and initial fieldwork experiences provide candidates opportunities to learn and practice competencies with formative feedback, while culminating "signature" assignments, formalized assessment tools, and transportable Individual Development Plans (IDP) synthesize long-range learning as a demonstration of credential competencies. Clinical practice expectations are directly linked to coursework expectations with measurable outcomes integrated into the curriculum. Ongoing logging of data for documentation related to hours and experiences completed is infused throughout the programs both on an individual course and systemic level. A review of fieldwork evaluation materials and interviews with supervisors, faculty, candidates, and advisory committees confirm that CTC program standards and proficiency expectations are used to verify each candidate's ability to educate and support P-12 students.

A review of documentation and interviews with program personnel confirmed that the unit employs MOUs to standardize criteria and selection of clinical personnel, site-based supervisors, and site selection including clearly stated expectations for classroom diversity, required candidate experiences, and class settings that align with California's adopted content standards and frameworks. While program-specific requirements lend to placement based on employment, there is a thorough vetting process in place to determine each placement is not only appropriate for desired programmatic outcomes, but also meets or exceeds the requirements for diversity opportunities for each candidate. Initial and ongoing training and support is given to site-based supervisors. District partnerships are purposeful and based on meeting set criteria of support available and understood by all parties involved. Program staff is highly involved in all placements for clinical practice and regular ongoing professional development opportunities are made available for district-employed supervisors as a component of the partnerships established. Survey data is taken from all involved in the clinical practice experience and reviewed with staff, faculty, and advisory committees to make appropriate adjustments for future practice in conjunction with current research findings.

| 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** |

| Common Standard 4: Continuous Improvement | Team Finding |
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| 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 team confirmed in interviews with faculty, program coordinators and administrators that the implementation of UC Irvine's comprehensive program improvement process provides program personnel multiple and sufficient data sources needed to determine candidate proficiency and program effectiveness. All data sources are linked to program specific student learning outcomes and relevant program expectations. The program data is collected, analyzed, and informs program changes and improvement at a number of different points and through both qualitative and quantitative systems. Comprehensive program and unit data are collected and analyzed annually (state or entire program level), and then presented to all program leaders at an annual data sharing meeting. Additional targeted program data is collected and analyzed monthly or quarterly as confirmed both by interviews and supporting documents. The more anecdotal and contextual data, such as "immediate course concerns or field placement issues with Mentor Teachers, site supervisors, or student related issues" comes from feedback from instructors, supervisors, students, and school sites and often requires directors, coordinators and the steering committee members to respond in a timely manner.

Data for all programs are reviewed annually by stakeholders in all educator preparation programs to inform improvement efforts. Data is collected throughout the year in relation to program quality and candidate competence and is aggregated and analyzed by the School of Education program director during the summer months. Program data are aggregated and comparative percentages are also provided by the Commission accreditation Data Dashboard on Teacher Credentialing. In the fall, the program coordinators and directors meet to review the data and identify program strengths and areas for potential growth. Improvement criteria is subjected to "…a triangulation process to identify if the area being considered for improvement appears in related data." Data is then shared with unit steering committees, advisory councils, instructors, and supervisors, who provide feedback on opportunities for growth/improvement. In an annual winter data sharing meeting, which includes all unit leadership, programs share strengths and areas for potential growth, as well as proposals for improvement. In the spring and summer, improvement initiatives are either implemented or a plan is developed to make changes in the next academic year. In addition to program data, the meetings and groups noted above share and analyze data on a regular basis from formal and informal sources. These data include student perception data, course level instructor data, and feedback from supervisors and mentor teachers. These data are used to make both short-term changes, and plan for long term improvements. A few examples actions taken related to data analysis include:

"For the TEP program, connecting and communicating with parents/guardians/caretakers was identified as a need for student teachers by course instructors and field-based mentor teachers. Based on this need, program coordinators and directors worked to develop a range of approaches including phone calls home and postcards with positive notes to facilitate student teachers' engagement with and learning from communicating with parents/guardians/caretakers."

"Feedback obtained one quarter from a candidate and site-based mentor from the RLAA program's practicum experience prompted program coordinators and the RLAA Lead Advisor to work with all of the RLAA program instructors to provide a list of all resources used throughout each course in the program and relisting those resources in the practicum course, assisting candidates and site-based mentors to have a master list of resources during the practicum experience."

"Due to the impacts of COVID and general societal discussions regarding equity, CASC instructors and advisory board members suggested updating the topics for some of the program's professional learning assignments. Thus, the professional learning assignment on Technology was removed and assignments addressing Social and Emotional Learning and Equity were implemented."

"Several program instructors collaborated and created the new assignments introducing course material directly related to the role of leadership in creating and supporting an equitable comprehensive school environment. These materials were reviewed by the Program Director, Program Coordinators, and the CASC instructors and advisory board before final implementation."

Data provided on the Commission's Accreditation Data Dashboard is compared against state means. A review of each program's recent assessment reports shows most candidates consistently performing at or above established performance criteria.

Interviews with faculty, alumni, supervisors, and employers highlight strong relationships between the university and district partners. During interviews with these individuals, repeated comments highlighted the manner in which the organic conversations provided programs feedback related to program effectiveness.

| Common Standard 5: Program Impact | Team Finding |
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| 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** |

| Common Standard 5: Program Impact | Team Finding |
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| 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.**
The team confirmed in interviews with administrators, program coordinators, and district partners of UC Irvine that detailed data ensure that all candidates being recommended for a credential meet the Commission adopted competency requirements as specified by the program.

Additionally, interviews and documentation provided evidence that each of the educator preparation programs collected feedback from graduates after they have been out in the field for a year. This one-year out survey asks graduates to reflect on how their training impacted their classrooms and schools. Evidence from the 2017-18 and 2018-2019 MAT MS and SS cohorts demonstrated graduates were able to successfully engage students in problem solving, set up effective cooperative groups, use effective instructional strategies within particular disciplines, use assessment data to set goals, and advocate for equity.

Interviews with the Credential Programs Advisory Board, employers, and mentor teachers also affirmed newly credentialed individuals were not only ready for the rigors of employment but also are ready to assume leadership roles in areas related to equity and inclusion. As further evidence of the desire to have UC Irvine prepared teachers in their classrooms, employers stated, "when our school has an opening, the first program I contact is UC Irvine."

Interviews and survey data results confirmed that 93% of the graduates from the undergraduate SS CalTeach program who earned their credential in 2012 are currently teaching and over 70% of those graduates are serving in low income, high need communities. Survey results from graduates from the Preliminary and Clear Administrative Services credential programs (2017-2020 CASC alumni surveys) demonstrated candidates believe they have effectively developed their understanding and applications of the California Professional Standards for Educator Leaders (CPSELs).

In an effort to proactively address needs within districts in the surrounding region of UC Irvine, the MAT SS program has partnered with Santa Ana Unified School District on a residency program in the critical shortage areas of math and science. Additionally, the Undergraduate SS CalTeach program - through a Department of Education Hispanic Serving Institution Title V grant - provides a number of student teachers at school sites and also  provides additional layers of mentoring support to mentor teachers. These efforts include lead teachers at each partner site that provide on-site support, as well as extensive professional development and leadership opportunities for mentor teachers through the CalTeach program.

The Credential Advisory Board and mentor teachers within partner districts cited that the UC Irvine Teacher Academy offers a host of opportunities for continued education and professional development (MAT, CalTeach, RLLA, and Administrative Services Credential Programs) which are useful for providing research-based practices both to alumni from UC Irvine and educators in general. One such example of professional development occurred in 2020-2021, in which the School of Education sought to amplify the voices of those who could speak from experience about anti-racism and equity and invited teachers and administrators to attend various featured speaker events. The UC Irvine Division of Continuing Education also informs its enrolled and alumni candidates of current professional learning resources through its Facebook page.