

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

Professional Services Division

August 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at the **University of California, San Diego**. 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, with Intern	6	6	0	0
Preliminary Education Specialist: Deaf and Hard of Hearing	27	24	3	0
Bilingual Authorization: American Sign Language	6	6	0	0
Bilingual Authorization: Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, Vietnamese	6	6	0	0
California Teachers of English Learners	10	10	0	0
Reading and Literacy Added Authorization	5	5	0	0
Teacher Induction	6	6	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, San Diego

Dates of Visit: April 10–13, 2022

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
June 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 general and program preconditions are aligned.

Program Standards

All program standards were **met** for the following programs: Preliminary Multiple Subject; Preliminary Single Subject, with Intern; Bilingual Authorization: ASL; Bilingual Authorization: Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, Vietnamese; California Teachers of English Learners (CTEL); Reading and Literacy Added Authorization (RLAA); and Teacher Induction.

Of the 27 program standards applicable to the Education Specialist: Deaf and Hard of Hearing (DHH) program, all were met except for Standard 7: Transition and Transitional Planning, Standard 11: Typical and Atypical Development, and DHH Standard 9: Managing Student Behavior and Social Interaction Skills which were **met with concerns**.

Common Standards

All common standards are **met**.

Overall Recommendation

Based on the fact that the team found that all program standards have been met except for Education Specialist: Deaf and Hard of Hearing (Standard 7: Transition and Transitional Planning, Standard 11: Typical and Atypical Development, and DHH Standard 9: Managing Student Behavior and Social Interaction Skills), and that all common standards were met, the team recommends **Accreditation**.

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

Preliminary Multiple Subject
Preliminary Single Subject, with Intern
Preliminary Education Specialist: Deaf and Hard of Hearing
Bilingual Authorization: American Sign Language
Bilingual Authorization Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish,
Vietnamese
California Teachers of English Learners
Reading and Literacy Added Authorization
Teacher Induction

In addition, staff recommends that:

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

Accreditation Team

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Documents Reviewed

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

Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard
Mentor Handbooks
Program Completer Surveys
Individual Learning Plan Template
Organization Charts

Interviews Conducted

Stakeholders	TOTAL
Candidates	108
Completers	65
Employers	16
Institutional Administration	7
Program Coordinators	9
Faculty	34
TPA Coordinator	1
Field Supervisors – Program	10
Field Supervisors – District	41
Credential Analysts and Staff	3
Advisory Board Members	10
Design Team Members	6
TOTAL	310

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

Background Information

The University of California, San Diego (UCSD) is one of ten campuses in the University of California system. Situated on the southern coast of California, the land upon which UCSD resides was a military training ground and marine research station until 1959 when a bill was introduced in Congress by Congressman Bob Wilson that would transfer Camp Matthews to the University of California for the planned San Diego campus. A year later, on November 18, 1960 UCSD was officially established

UCSD is located on the cliffs of La Jolla overlooking the Pacific Ocean. According to the UCSD website, “The founders of the University of California, San Diego had one criterion for the campus: it must be distinctive.” To that end, the campus architecture includes many notable buildings especially the Geisel Library, which when designed in 1965 was to “convey to future generations the idea of power and permanency of the knowledge contained inside it.” More recently, the campus has added the North Torrey Pines Living and Learning Neighborhood. This “neighborhood” brings together residential, academic, and administrative space intended to enhance the student experience, cultivate community, and support interdisciplinary research.

UCSD has seven undergraduate colleges: Revelle, John Muir, Thurgood Marshall, Earl Warren, Eleanor Roosevelt, Sixth, and Seventh. Each college is designed to provide world-class research and the feeling of a small college. In addition, UCSD boasts twelve schools and divisions including Arts and Humanities, Biological Studies, Herbert Wertheim School of Public Health, Jacobs School of Engineering, Physical Sciences, Rady School of Management, School of Global Policy and Strategy, School of Medicine, Scripps Institution of Oceanography, Skaggs School of Pharmacy and Pharmaceutical Sciences, Social Sciences, and the Halicioğlu Data Science Institute. Lastly, UCSD has the Department of Education and Community Outreach, Division of Extended Studies. In 2015, UCSD was ranked number one in the nation for the sixth year, according to Washington Monthly. In 2022, US News and Reports ranked UCSD number eight in Top Public Schools.

The Division of Social Sciences is the academic sponsor of the Department of Education Studies (EDS), and they take pride in the high rankings that UCSD has earned. The Division of Social Sciences takes their public mandate seriously and points out that though the university seeks to advance knowledge, the Division of Social Sciences also strives to advance well-being. This approach is represented in their overall theme: “encouraging people to do well and do good.”

Education Unit

The UCSD Professional Education Programs reside in the Department of Education Studies (EDS) within the School of Social Sciences, and in the Department of Education and Community Outreach (ECO) within the Division of Extended Studies.

Though there are two departments that administer the eight approved credential programs, leadership from both departments work closely to ensure that programs meet the needs of communities within their communities.

The Department of Education Studies (EDS) serves candidates in myriad programs from undergraduate to graduate levels. The undergraduate programs include five education minors, Partners at Learning, and a recently developed program for a Bachelor of Science (BS) in Education Sciences which builds off of the math and science undergraduate and graduate programs for which UCSD is well known. Masters and credential programs include a Master’s in Education with a Preliminary Multiple or Single Subject Credential (English/Language Arts, Math, Science, and World Language), a Masters in Multiple Subject/Deaf and Hard of Hearing/Bilingual Authorization, and a Bilingual Authorization (Arabic, ASL, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, and Vietnamese). There are two doctoral programs within the EDS including the Doctor of Education (EdD) in Educational Leadership (a joint program with CSU San Marcos) and a Doctor of Philosophy (PhD) in Education.

The Department of Education and Community Outreach (ECO) offers many opportunities to engage in professional development, and serves individuals interested in Gifted and Talented Education, Teaching English to Students of other Languages (TESOL), College Counseling, teaching online, and teaching adult learners. Also in ECO are the Commission-approved programs for Teacher Induction, California Teachers of English Learners (CTEL), and the Reading Literacy Added Authorization (RLLA).

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Multiple Subject	24	39
Single Subject	29	30
Education Specialist: Deaf and Hard of Hearing	1	5
Bilingual Authorization: ASL	1	5
Bilingual Authorization: Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, Vietnamese	20	14
California Teachers of English Learners	416	247
Reading and Literacy Added Authorization	55	42
Teacher Induction	147	225

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.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject Preliminary Single Subject with Intern

Program Design

The University of California, San Diego (UCSD) Preliminary Multiple Subject (MS) and Preliminary Single Subject (SS) with Intern program are housed within the Department of Education Studies (EDS) in the Division of Social Sciences. Under the direction of the chair, oversight for the preliminary programs is provided by the Director of Teacher Education (DTE) and Elementary and Secondary Coordinators provide day to day leadership. The DTE meets weekly with the chair, coordinators, and credential analyst to ensure smooth operation of all programs.

During the interviews, faculty and staff noted that formalized communication occurs during regularly scheduled meetings. As noted in the program summary, communication and collaboration with local schools and districts occurs on an ongoing basis through interaction between university supervisors and school site personnel in the context of initial orientation training for cooperating teachers and regular supervisor observations.

UCSD has historically provided programs that emphasize the diverse needs of learners, and this continues to be the case. During interviews with MS and SS candidates they talked about the importance of learning how to effectively meet the needs of students with unique needs. They highlighted the lesson planning process and how they learn to be intentional about which teaching strategies they would use to effectively differentiate instruction for groups, such as English learners, to meet their educational needs.

The use of cooperating teachers and fieldwork supervisors was also described in detail during interviews with candidates, faculty, and cooperating teachers. Candidates complete fieldwork based on the Teacher Performance Expectations (TPEs). During each observation their fieldwork supervisor provides them with specific feedback on which TPEs of focus they met and which ones they might improve upon. Similarly, the cooperating teachers reported working directly with candidates on their progress on the TPEs.

Course of Study (Curriculum and Field Experience)

Interviews with candidates, program completers, faculty, and staff all coincided with program summary documents noting that all MS and SS candidates complete a sequence of coursework that is aligned to the program requirements for this credential and that also leads to a Master of Education (M.Ed.). Candidates in the MS credential program have the option of a ten- or thirteen-month program depending on whether the candidate completed the undergraduate

minor at UCSD. Coursework begins in either June or August, depending on the length of program, and ends the following July. Candidates in the SS credential program have the option of a twenty-two- or thirteen-month program also depending on completion of the undergraduate minor at UCSD. Single Subject credential candidates on the twenty-two-month program begin in September and end in July twenty-two months later. The thirteen-month program begins in June and ends the following July, just like the MS credential program.

For both programs, candidates are required to complete a sequence of foundational courses in four categories which may be completed during undergraduate education at UCSD or during the summer prior to professional preparation. The four categories are: Introduction to Teaching & Learning, Learning Environments, Language, Culture & Education, and School & Society. The foundations sequence also includes 100 to 120 hours of practicum experience where candidates serve as classroom assistants and/or apprentice teachers. Both the MS and SS credential programs are a cohort model and candidates are in classrooms for the entire year. TPA competencies are integrated throughout all courses, but candidates also take a two-unit course helping to prepare them for the edTPA and. Seminar meetings are held each quarter as part of the clinical practice sequence. All courses were confirmed to meet the Commission-adopted program standards.

During interviews, candidates noted that each course is aligned with specific Teacher Performance Expectations (TPEs) and conveyed how they learned related skills and abilities to effectively instruct students. They also discussed how they learned to differentiate instruction for all students including English learners, deaf and hard of hearing students, and students involved in special education.

In addition, during the interviews candidates and faculty described the preparation process for the edTPA. Candidates begin work on the TPA during their very first quarter, and candidates described how faculty provided them with not only specific instruction on the TPA but also provided strong models and examples for them. Even during the COVID pandemic, students were prepared to complete this important assessment. Additionally, the completer surveys reviewed on the Commission Accreditation Data Dashboard note that 94.1% of students expressed that the program was effective to very effective in developing their skills and abilities to become a teacher.

Assessment of Candidates

Interviews with candidates, faculty, and cooperating teachers confirmed that all candidates receive both formative and summative feedback on coursework throughout the program. Students described the importance of the observational feedback that they receive from their cooperating teachers/mentors. Each supervisor observation includes feedback related to the TPEs. Formative evaluations are conducted by the supervisor and the cooperating teacher/mentor at the end of the full-time student teaching blocks in fall and winter, and summative evaluations aligned to the TPEs are completed at the end of spring quarter.

Candidates are also advised of the overall assessment schedule and procedures during

orientation at the beginning of the program and again throughout the year in the context of courses and student teaching seminars. EDS staff provide information during orientation about the credential recommendation process and requirements, and program handbooks (Administrative Handbook; M.Ed/MS Program Handbook; MA-ASL Program Handbook) serve as an ongoing resource for candidate advisement along with in-person (virtual or face-to-face) or emailed support from program administration, staff, and faculty.

Findings on Standards

After a review of institutional reports, supporting documentation, the completion of interviews with program leadership, candidates, completers, program faculty, instructors, and cooperating teachers, the team determined that all program standards were **met** for the Preliminary Multiple Subject and Single Subject with Intern programs.

Preliminary Education Specialist: Deaf and Hard of Hearing (DHH)

Program Design

Leadership for the Preliminary Education Specialist: Deaf and Hard of Hearing (ES: DHH) program is provided by the Director of the Master of Arts in Teaching & Learning: ASL-English Bilingual Education in collaboration with the Director of Teacher Education (DTE). The ES: DHH program is offered as part of a two-year Master of Arts in Teaching & Learning: ASL-English Bilingual Education program (MA-ASL). In the two-year program, candidates complete requirements for the Preliminary Education Specialist: DHH credential, the Preliminary Multiple Subject credential, a Bilingual Authorization in ASL, and a Master of Arts. The program has developed curriculum that includes emphasis on field-specific areas they believe lead to teaching improvement: authentic assessment of student progress, training the teacher as researcher, mastering instructional (and visual) technology, research reporting correlation between ASL fluency and English literacy, and practices that might be considered “indigenous” (from within deaf families and the deaf community). Review of the syllabi and interviews with faculty, teacher candidates, graduates of the program, and cooperating teachers confirm this information.

The MA-ASL program is a cohort-based graduate-level program that provides multiple points of entry; all courses must be taken sequentially. University of California, San Diego (UCSD) undergraduates, including community college transfer students, may apply to the MA-ASL program after completing an undergraduate degree, foundational coursework, and field experiences through the Bachelor of Science in Education Sciences major, or one of five undergraduate education minor programs. Prospective candidates from outside UCSD, or UCSD graduates who did not complete an EDS major or minor, apply to the MA-ASL program and complete foundations coursework and field practicum during the summer prior to beginning the fall quarter. Candidates complete Preliminary MS and BILA program requirements along with aspects of the Preliminary Education Specialist: DHH program during Year 1 and finish Preliminary Education Specialist preparation during Year 2 along with their MA thesis project.

The program requires 25 weeks of supervised student teaching completed concurrently with methods courses. Student teachers are placed in a variety of placements for their field experiences that include local public school and state residential school classes. In interviews during the site visit, several candidates and employers expressed concern that field placements and curriculum did not provide them with the breadth of experience that they would need to be successful in the profession, particularly concerning teaching students who have other areas of disability and those in settings other than residential-type schools.

All candidates complete 100 hours of practicum experience as Classroom Teaching Assistants in elementary classrooms as part of the sequence of foundation courses in four categories equivalent to the Multiple Subjects Education minor. This sequence may be completed during undergraduate education at UCSD or during the summer prior to Year 1. Evidence to verify the program course sequence was established through course syllabi, interviews with faculty, program coordinators, and candidates. Program modifications over the past two years include suspension of admissions to the program for academic year 2020-21 in order to revise the curriculum. They anticipate admitting first-year candidates for 2022-23

Stakeholders provide input through advisory boards. Agendas and notes reviewed by the site visit team indicate modifications to the program curriculum and requirements are discussed in these advisory board meetings, and suggestions are noted, discussed, and implemented accordingly.

Course of Study (Curriculum and Field Experience)

During Year 1, candidates are placed in local elementary DHH classrooms or in inclusive settings with deaf students. Coursework is concentrated at the beginning of each quarter, during which time candidates complete assignments through fieldwork in the placement classroom. Full-time student teaching occurs during a block in the final part of each quarter. Teacher candidates have four courses each quarter. The first quarter includes courses on technology, teaching and learning, equitable educational research practices, innovative instructional practices, teaching the English language learning, and ASL-English bilingual educational practices. Candidates for the Preliminary Education Specialist: DHH credential also take a year-long sequence, ASL-English Bilingual Instructional Practices, in which the competencies for the Education Specialist credential and Bilingual Authorization are developed and practiced in the placement classroom.

During Year 2, candidates continue with coursework developing the Preliminary Education Specialist: DHH competencies and complete another session of full-time clinical practice, typically in a state residential school. Candidates complete a course on research in ASL-English bilingual education and also complete 10 weeks of student teaching in the spring semester.

The university supervisor confers with each cooperating teacher (CT) prior to candidate placement in Year 2 and ensures that the CT understands the California education specialist teaching expectations and the criteria for evaluation. During the placement, the university supervisor visits each classroom (locally and in out-of-state placements alike) and meets with candidates and CTs to provide formative feedback and coaching. The use of technology

such as video conferencing and video recorded lessons assists in the formative feedback process and allows the university supervisor to maintain communication with both CT and the candidate. In interviews during the site visit, program candidates and their colleagues in the multiple subject program expressed concern that the ES: DHH candidates had to do additional work that other candidates did not have to do (for example, transcribing ASL lessons for the edTPA) and that some program requirements and expectations did not consider the impacts of deafness (for example, teaching and assessment of phonics for teacher candidates who are deaf).

The English Language Arts (ELA) methods instructor also provides support for MS candidates in establishing a timeline for coursework in Year 1 that is integrated into the fieldwork experience through the methods courses. ES: DHH teacher candidates take the methods courses for their multiple subject credential and complete their fieldwork experiences in a deaf and hard of hearing classroom in San Diego City Schools. Teacher candidates reported that the methods courses did not completely align with their student teaching placements (for example, the methods courses focused on elementary school, while the teacher candidate was placed in a high school setting).

Assessment of Candidates

Candidates receive both formative and summative feedback on coursework throughout the program. Each supervisor observation includes feedback related to the Teaching Performance Expectations (TPEs). Formative evaluations are conducted during Year 1 by the supervisor and the cooperating teacher at the end of the full-time student teaching blocks in fall and winter, and summative evaluations aligned to the TPEs are completed at the end of the spring quarter. During Year 2, candidates receive formative and summative feedback on the Education Specialist: DHH TPEs through coursework and their final student teaching placement. Because they are completing a Preliminary Multiple Subject credential, candidates complete the edTPA. They are advised during seminars in the winter quarter of recommended due dates to submit the edTPA in order to receive feedback in time to adjust any parts of the assessment that might be necessary. At the end of Year 1, each candidate completes the individual Induction Development Plan (IDP) which is reviewed with and signed by the university supervisor and the CT. Candidates are advised to take the edTPA their first year, however, candidates reported that they did not feel prepared to do so.

As is the case with MS/SS candidates, ES: DHH candidates are advised of the overall assessment schedule and procedures during orientation at the beginning of the program and again throughout the year in the context of courses and student teaching seminars. EDS Student Affairs staff provide information during orientation about the credential recommendation process and requirements, and program Handbooks (Administrative Handbook; M.Ed/MS Program Handbook; MA-ASL Program Handbook) serve as ongoing resources for candidate advisement along with in-person (virtual or face-to-face) or emailed support from program administration, staff, and faculty.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Education Specialist: Deaf and Hard of Hearing Program except for the following:

Standard 7: Transition and Transitional Planning - Met with Concerns

The standard requires programs to provide opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. It is unclear how the program provides for transitions from infant toddler to preschool. Interviews with program completers, employers, and teacher candidates did not confirm that transitions or transitional planning was addressed for infant toddler to preschool transitions.

Standard 11: Typical and Atypical Development - Met with Concerns

Candidates are able to demonstrate a comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning as required by this standard. Candidates develop a comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. The DHH program provides candidates with content that addresses typical and atypical development in terms of language acquisition and provides content that addresses individuals who are deaf-blind; however, it was not evident that content that addresses other areas of the developmental domains (cognition, physical development, social and emotional development and functional (self-help skills) was embedded in the program curriculum. Constituents interviewed confirmed that preparation in this area was scant. Employers stated this was an area of concern and some teacher candidates stated that some of this information was gained through their fieldwork placements. Program completers who were interviewed work in residential programs and they did not have students with multiple disabilities.

DHH Standard 9: Managing Student Behavior and Social Interaction Skills - Met with Concerns

The evidence is unclear that candidates demonstrate the ability to foster appropriate student behavior patterns, social interaction skills, and self-advocacy skills. Specifically, evidence is limited on how candidates are introduced to, implement, and are assessed on classroom management skills, Functional Behavior Assessment (FBA), Behavior Support Plan (BSP), Behavior Intervention Plan (BIP). Employers, program completers, and current teacher candidates stated that they did not feel prepared in this area.

Bilingual Authorization: American Sign Language (ASL)

Program Design

Leadership for the Bilingual Authorization (BILA) program is provided by the Director of the Master of Arts in Teaching & Learning: ASL-English Bilingual Education in collaboration with the Director of Teacher Education (DTE).

The UCSD Education Studies Department has long-standing partnerships with local school districts serving large numbers of English learners, as well as with regional, state, and national programs serving deaf and hard of hearing students. In addition to the collaborative relationships developed within these networks, stakeholder input is provided through the UCSD Education Programs Advisory Board, which includes superintendents, principals, human resource officers, and cooperating teachers who have experience with Bilingual Authorization candidates and graduates, as well as alumni of BILA and previous BCLAD programs. Modifications over the past two years include suspension of admissions to the first year of the Master of Arts in ASL-English Bilingual Education (MA-ASL) program for academic year 2020-21 in order to revise the MA-ASL program curriculum.

Course of Study (Curriculum and Field Experience)

The UCSD BILA program is delivered in a concurrent model. Candidates for the BILA in Spanish, Asian, and Middle Eastern languages concurrently complete requirements for a Preliminary Multiple Subject (MS) or Single Subject credential with a Master of Education (M.Ed.) degree while taking additional BILA coursework. Candidates for the BILA-ASL complete requirements for a Preliminary MS credential and begin Education Specialist: DHH preparation during the first year of the two-year credential/Master's program in Teaching & Learning: ASL-English Bilingual Education (MA-ASL). MA-ASL candidates complete the remaining coursework and clinical practice for the Education Specialist credential during the second year.

All BILA candidates are required to take a foundational course in bilingual education. The course is offered at UCSD every quarter as well as during the summer and may be taken prior to admission or concurrently with the Master's/credential program.

All M.Ed./Preliminary MS credential candidates attend methods courses, student teaching seminars, and complete other credential coursework as a single cohort group and are placed as student teachers in elementary classrooms. M.Ed./Preliminary SS candidates form a cohort for foundations, field seminars, and credential coursework, with separate methods course sections by content areas. Selected competencies for the Bilingual Authorization are embedded within the professional preparation program coursework and field experiences for all candidates. In addition, M.Ed./Preliminary MS and SS candidates also take a sequence of BILA-specific methods courses and complete fieldwork experiences. Thus, the BILA programs are integrated as a pathway within the credential coursework. Preparation for the Bilingual Authorization: ASL is integrated within the two-year program. During the first year, MA-ASL candidates complete all Preliminary MS coursework as part of the larger cohort and complete Preliminary MS

requirements and the Bilingual Authorization. BILA competencies are included within select courses.

All BILA: ASL candidates are placed in DHH classrooms where ASL is used during instruction. Candidates have two fieldwork placements over the two-year credential program. Candidates are placed in a public-school setting for Year 1 and a residential school for the deaf placement for Year 2 during their last semester. Coursework is coordinated with fieldwork through the course sequence which includes a fieldwork placement for each quarter of the first year of the program. In the second year of the program, candidates complete ten weeks of fieldwork in their last quarter of the program. This information was verified through interviews with the program coordinator, fieldwork handbook, and syllabi.

Assessment of Candidates

M.Ed./preliminary credential candidates learn about options for completing BILA requirements when applying to an EDS preliminary teaching credential program and meet with Student Affairs staff for individual advising during program orientations. The BILA Program Coordinator determines the qualifications of interested candidates in the M.Ed./preliminary credential programs. MA-ASL applicants submit evidence of ASL competence and knowledge of deaf culture as part of the program admissions process. Candidates for the BILA in ASL or Spanish may satisfy the language competence requirement through program coursework and field experiences. Candidates in all other languages must pass the CSET language examination prior to being recommended for their credential.

Once in the program, candidates receive feedback from course instructors and fieldwork supervisors on coursework and assignments aligned to Commission-adopted program standards during the program. The BILA Program Coordinator oversees the summative verification of Bilingual Authorization candidate competence within the M.Ed./preliminary credential programs. The director of the MA-ASL program oversees verification of candidate competence for the BILA-ASL.

M.Ed./Preliminary MS and SS BILA candidates meet for an exit conference with the Bilingual Authorization Program Coordinator to verify completion of requirements prior to recommendation by the EDS Credential Analyst. BILA-ASL candidates receive advisement from MA-ASL Program Director and verify completion of program requirements with the credential analyst. Verification of this protocol was verified through interviews with the program coordinator, candidates, the credential analyst, and in the fieldwork handbook.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Bilingual Authorization Program: American Sign Language (ASL).

**Bilingual Authorization:
Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, Vietnamese**

Program Design

The Bilingual Authorization (BILA) Program is housed in the Department of Education Studies (EDS) at the University of California, San Diego (UCSD). The Chair of the Department of Education Studies has administrative authority of the Division of Social Sciences, and the Director of Teacher Education (DTE) oversees all M.Ed./preliminary credential programs. The DTE also serves in various capacities as faculty and coordinator of the BILA program in addition to working with the director of the BILA: ASL program and serves as the CTET point person to advise on matters of coursework and curriculum.

Implementation of the BILA program is supported by a leadership team in the EDS as confirmed by program coordinators, administrative staff and managers, and credential analysts. The leadership team works in coordination and collaboration to ensure the proper implementation of the BILA program and credential recommendations. In addition, the leadership team demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of English learners, and teachers serving in bilingual programs at the local and regional level as noted in interviews with school administrators and institution leadership.

It is also noted in interviews with constituents that the BILA program maintains constant communication with partner schools to ensure there is alignment with the partner language and subject matter for Multiple Subject (MS) and Single Subject (SS) credential candidates. Interviews with candidates, supervisors, administrators, and program leadership confirm the communication between the MS/M.Ed. and SS/M.Ed. programs and the BILA programs. Interviews with employers from partner districts corroborated that communication is ongoing, positive, and prompt. Interviews also confirmed there is constant communication focuses on securing placements for candidates.

The review of evidence confirmed an advisory board for the EDS that is composed of members from the institution leadership, program leadership, superintendents, principals, human resource officers, program managers, teachers with experience in BILA, and alumni. In addition, examples of monthly meeting agendas show program leaders, faculty, and candidate supervisors to be part of a collaborative community providing input to matters in the program. As confirmed in interviews, and review of agendas and minutes, the program employs a collaborative approach to address programmatic matters, revision of syllabi, as well as to stay up to date with current research affecting diverse topics, subjects, and programmatic issues. The program culture emphasizes collaboration among its members. This was corroborated during the review of syllabi and interviews. Faculty interviewed perceive team collaboration as a major strength of their program.

The BILA program offers an integrated pathway to earn a bilingual teaching certification. Candidates may take different paths through a multi-degree program: 1) M.Ed./Multiple

Subject Credential program, 2) M.Ed./Single Subject Credential program, and 3) MA in Teaching & Learning ASL-English Bilingual Education credential. The M.Ed./ Multiple Subject BILA candidates attend methods, field experiences, and other credential coursework as a single cohort and are placed as student teachers in bilingual/dual language elementary K-6 classrooms. This was confirmed by current candidates and completers of the program and cooperating teachers during the interviews. The M.Ed./Single Subject with BILA form another cohort and are placed in foundation courses, field seminars, and credential course work with content-specific methods courses, and all M.Ed./MS and SS BILA students attend an additional bilingual methods course together. M.Ed./SS candidates are placed in classroom assignments that are in their subject single subject content area. Interviews with the program leadership indicated there were some limitations for bilingual placement settings at the secondary level. Though the program seeks the best alternative for bilingual or multilingual classrooms, current candidates and alumni in the single subject credential program confirmed this limitation.

All candidates pursuing a Bilingual Authorization complete an interest survey and a self-assessment, meet with graduate level leadership members to determine eligibility, and receive counseling on program requirements prior to beginning coursework. Candidates may enter the program by completing either the CSET II or III test or coursework that has been approved to waive the CSET III Language and Communication subtest. Waiving the CSET III test requires candidates to meet with a faculty member who is qualified in the specific language followed by an interview to assess language competency in Spanish and satisfactory completion of a final portfolio at the end of the program. The BILA program only offers the CSET waiver option to Spanish speakers seeking the BILA in Spanish as well as in ASL for the MA-ASL program. Other languages must pass the CSET II or III exam to demonstrate language proficiency depending on the language. Once candidates are accepted into the program, all course work is offered in the main campus following an in-person delivery model.

Evidence from department meeting agendas, and interviews with program leadership, faculty, field supervisors, and candidates emphasize the continuous support and monitoring of candidates in the program. This monitoring and support extend to schools where candidates are placed for student teaching in the partner language. Extensive review of rosters, faculty and staff profiles show evidence of careful attention in the selection of field supervisors, adjunct faculty and lecturers, full time faculty, cooperating teachers with extensive experience in bilingual education. It is also documented in the collaborative work between the BILA Director and the Department of Education and Community Outreach Associate Director who meet quarterly and monitor the selection of candidates and field supervisors, the training provided, and the support across programs.

Evidence from interviews from institution leaders indicate the existence of school partnerships for bilingual candidates. These partnerships are found within ten school districts covering an extensive area from Oceanside to the North, San Ysidro to the South, and Cajon to the East of the campus. This was also confirmed with cooperating teachers' interviews and a visual tool demonstrating the location of partner schools provided during presentation to the site visit team by program leaders.

Also, interviews with constituents evidenced that the BILA program attended quickly to the closures of the campus and schools due to the pandemic. Candidates continued their student teaching without interruptions in remote virtual settings. This finding was confirmed by employer interviews. School partners provided candidates with student teaching opportunities collaborating with their cooperating teacher virtually. Program leaders and school partners provided candidates a classroom setting where they could practice methodology for teaching bilingual students, language development, and develop language proficiency while teaching. For secondary level candidates, classroom settings included Structured English Instruction with multiple opportunities to practice and demonstrate language proficiency while teaching content matter.

It is evident that program leaders maintain close contact with candidates from the beginning to the end of the program ensuring candidates meet language requirements and monitor their coursework progress to complete their credential. No other modifications were reported for the BILA in the past two years, besides the delivery mode of the program affected by the closures due to the pandemic. Student teaching was provided in a different format and met virtually.

Course of Study (Curriculum and Field Experience)

The BILA coursework is divided in three quarters, with each course building toward the next. The candidates in the BILA program complete student teaching and bilingual courses concurrently as BILA competencies and fieldwork experiences are embedded within each course.

The BILA coursework is organized sequentially. Candidates are grouped into cohorts according to their base credential: MS or SS. Courses are offered every quarter and during the summer. All candidates seeking BILA certification take a foundational course in bilingual education (History, Politics, & Theory of Bilingual Education) either prior to admission to the program or concurrently with the Master's/credential program as well as a two-quarter sequence of methods courses taken jointly by MS and SS candidates. All candidates take the same courses in foundations, field seminars, and credential coursework then take separate methods courses based on their content areas. Opportunities for candidates to demonstrate competencies during fieldwork were verified in the extensive revision of syllabi, assignment requirements, and program matrix. Candidates are also required to learn in their courses about critical areas for teaching. These include teaching English learners, issues of equity, and issues of inclusion.

Extensive review of syllabi and comments from candidates and completers indicate that coursework exposes candidates to cultural and linguistic diversity. Candidates learn about assets of emergent and experienced bilingual students, the sociopolitical, sociocultural, sociolinguistic, and socioemotional dimensions of teaching bilingual students, and principles of bilingual methods, program models, instruction and assessment, and academic language development in the partner language. During interviews, candidates and completers concurred the courses taught them how to work with a linguistically diverse population.

Candidates engage in various assignments and tasks that are part of their portfolio. Candidates self-assess their language competence, their writings, reflections, discussions, lesson planning, and discussions. During the interviews candidates indicate using their language partner for lesson planning and practice language skills for speaking, reading, and writing. Candidates' perceptions of the courses indicated a general satisfaction with the course and the program in general.

Coursework and field experiences expose candidates to bilingual program design and instructional and assessment practices for a variety of students and for dual language settings. Specific fieldwork in a dual language setting is required. Candidates learn about and practice language development and transferability between primary and target language, lesson plan development, implementation of state standards for language proficiency, and partner language development, as noted in rubrics used to assess language proficiency to meet ACTFL advanced low levels that were provided by faculty.

There is common consensus among candidates and completers that field placement was the most enriching experience of the program. Candidates whose partner's language was Asian or Middle Eastern shared satisfaction that the program made them feel included and by finding a field placement in an environment that supported their own language.

Each course in the program has selected competencies embedded for the BILA candidate. Candidate competencies in language and communication are assessed through written reflections, oral presentations, and reading of material in the partner language; alternatively, candidates may take and pass CSET Subtest III.

The institution provides sufficient resources for the effective operation of the BILA program. There is a clear understanding of program coordination, admission requirements, advisement, curriculum, instruction, field-based supervision, and clinical experiences. Quarterly meetings are conducted to monitor candidate progress, collection of data and analysis, and admissions and completers.

Assessment of Candidates

Candidates for the BILA program go through an initial assessment before being accepted into the program. A designated program leader determines the language qualifications of prospective candidates in the M.Ed./preliminary credential program. Evidence from documents, syllabi, and program information indicate the use of rubrics to assess candidate language skills. Coursework is graded by an instructor who assigns a grade.

Throughout the program candidates receive frequent feedback on their assignments and language skills. This is consistent with interview comments made by candidates, completers, cooperating teachers, field supervisors, and faculty. Review of program requirements and published documents show candidates are assessed on bilingual knowledge and skills competencies through Edthena (video teaching analysis tool). Edthena serves as formative

assessment in which students are coached and supported. Summative evaluations are provided through EdTPA state evaluation and program portfolios. BILA portfolios serve as summative assessment and verification of candidate competence within the M.Ed./preliminary credential program. The BILA candidates meet for an exit conference with the BILA program coordinator who verifies completion of requirements and recommends candidates for the credential. The EDS credential analyst is the last step in the process.

Candidates attend an orientation early in the program and receive information about coursework and language expectations. Language assessments are used by the instructors to continually monitor language growth. Confirmed by candidates and completers during the interviews, the self-assessment is a good tool to become aware of their language strengths and areas for improvement. Even though there is overwhelming evidence of language monitoring and opportunities for language growth, candidates and completers indicate a desire for more opportunities to practice with the partner language and more academic language instruction in the partner language, including grammar. Similarly, faculty and field supervisors indicated during interviews a desire to learn how to provide better feedback on the partner language using the rubric for language assessment. It is evident from candidates and instructors that there is a desire to continue improving the language skills of bilingual candidates.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Bilingual Authorization.

California Teachers of English Learners (CTEL)

Program Design

The California Teachers of English Learners (CTEL) program is housed in the Department of Education and Community Outreach (ECO), in the Division of Extended Studies. The CTEL program falls under the purview of the assistant dean of ECO who oversees the program supervisors, credential analysts, and ECO program managers. The program managers oversee and provide support of various aspects of the program from admissions to instructor support and candidate support, to credential recommendations, and course audits. There is collaboration among institutional leaders from ECO and the leadership team from the Department of Education Studies (EDS).

The CTEL program works closely with the EDS to approve its instructors and coursework components. The ECO program manager oversees the hiring and communication with part-time faculty. Evidence from documentation and interviews with program managers confirmed this communication. ECO leadership works closely with program instructors and other university members, local school districts, and state agencies who serve on various committees and advisory boards as representatives of the institution, the education profession, and the

community. Review of professional vitae, interviews with instructors, and program web pages provided evidence of multiple services offered by ECO to the community and local schools. Instructors confirmed providing professional development to school district personnel.

The CTEL program offers candidates two options for completing the credential. One option is designed for candidates who choose to earn their English learner added authorization through coursework only. The second option is a combined CTEL examination and coursework track. This option is for candidates who have taken the CTEL examination but did not receive a passing score on one or more of three of the required exams and will thus take coursework to fulfill the remaining requirements.

The structure of coursework in the CTEL credential program is designed to enable current teachers from a variety of subject areas and grade levels to work with linguistically diverse students in grades K-12 in California. The program focuses on specialized instruction of English language development (ELD), specially designed academic instruction in English (SDAIE), and alternative strategies designed to assist English learners to achieve academic language proficiency according to the California Reading/Language Arts Standards and Content Area frameworks. This was confirmed by instructors, candidates, and completers during the interview process. Candidates felt equipped to work with English language learners, apply differentiated instruction, and alternative instructional strategies. Comments in candidate interviews included an appreciation of the immediate applicability of the knowledge to their classroom settings.

Evidence from the Accreditation Data Dashboard shows candidates complete eighteen quarter units. These units are within six courses covering content of the three domains of CTEL examinations. Collaboration with education departments at the University of California Los Angeles Extension and University of California, Riverside allow candidates to transfer coursework between these three institutions. Coursework coming from other institutions is evaluated by ECO managers on a case-by-case basis.

The candidates in the CTEL program experience rigorous asynchronous online courses with marked deadlines for completion of modules, assignments, and assessments. Interviews with candidates and completers indicate the program's flexibility to be a major strength allowing them to work during the day and complete coursework at their own pace. Program rigor also was expressed by candidates. The program established policies for candidates to maintain a 3.0 GPA throughout the program. Candidates earning in any course with a "C-" must repeat the course.

Communication and interaction with candidates is maintained through written interactions with instructors and staff. Interviews with program managers and instructors corroborated that there was constant communication with candidates. Interviews with candidates and completers also indicated constant communication and interaction from instructors and program managers.

Review of documentation indicated there were no program modifications over the recent two years. Revisions to the syllabi confirm the program has kept current with educational policies and language assessment changes affecting the instruction of English learners in California public schools such as inclusion of current language and educational policies such as English Language Proficiency Assessments for California (ELPAC) and Every Child Succeed Act (ESSA) are included as part of the topics of study in the coursework.

Education community partners have opportunities to interact with and provide input on programmatic matters, coursework, and candidate opportunities through participation in the program's advisory board and through interactions between ECO and school site personnel. Conversations between ECO and other programs address issues concerning the program, syllabi, and/or field experiences. This was verified during an interview with employers of CTEL candidates.

Course of Study (Curriculum and Field Experience)

All candidates are required to take the Orientation and Portfolio courses. Candidates seeking to complete the program through coursework only take six courses that cover the content of the CTEL domains of Language and Language Development, Assessment and Instruction, and Culture and Inclusion. Field experiences are embedded in the coursework. Candidates in the program already hold a teaching credential but lack the required content for teaching English learners in California. These candidates are typically from out of state or out of the country, as verified during interviews with candidates and completers.

Review of the course matrix and syllabi found the course content addresses Commission standards for CTEL preparation.

Candidates in the program are experience teaching English learners in classrooms. The CTEL program provides a comprehensive overview of the latest research and best practices for teaching and working with linguistically diverse students in the classroom. Extensive review of the syllabi show each course addressing standards required for working with English learners as required for teachers seeking certification in California.

CTEL program candidates may be required to work with students outside their classroom assignment in order to gain experiences with a variety of learners. Candidates complete a variety of tasks and assignments embedded in the courses that require working with and applying knowledge and skills for teaching English learners. These assignments permit each candidate to gain experience with a range of learners. Evidence from syllabi and interviews with candidates and program completers confirmed the application of knowledge and skills through the design of lesson plans, class observations, and reflective assignments helping the candidate improve their teaching within their own classroom settings. Candidates expressed their satisfaction with the gained knowledge and transferability of skills to other educational areas educational such as special education and reading specialists and coaches. Candidates indicated that helping students in special education classrooms or helping with reading skills was improved by their understanding of how reading and language acquisition are closely related.

Assessment of Candidates

Review of documentation and interviews with faculty, candidates, and program managers indicate candidates are required to collect artifacts from each course in the program for inclusion in a culminating professional portfolio at end of the program. The portfolio demonstrates the key knowledge, skills, and competencies required for recommendation for the CTEL authorization. Documentation of candidate performance and verification that each candidate has met all requirements for recommendation is provided by instructors. Instructors determine the candidate's grade based on level of competence in class discussions, examinations, written reports, demonstrations, and/or projects. Program managers and administrative staff maintain student records and verify candidates have completed their course of study. ECO Department assistant dean and program managers evaluate each candidate portfolio to ensure that the candidate has met all criteria for the CTEL authorization. In addition to the portfolio requirements, candidates must maintain at least a 3.0 GPA or better and receive a grade of "C" or higher in each course to be formally recommended to the Commissions for a CTEL authorization.

Interviews with candidates and program completers indicated they are informed of the expectations of the program and their performance at various points throughout the program. Program manager interviews and program documentation point to four checkpoints where students become aware of their strengths and areas that need improvement. The first checkpoint is completion of the orientation session followed by formal admission into the program. The second checkpoint is after completion of the coursework and approval for enrollment in the portfolio course. The third point is the completion of the portfolio course. The fourth checkpoint is when candidates complete the "request to recommend" form. Throughout this process, candidates are guided and coached through the coursework and receive prompt feedback from formative assessments. Instructors document the knowledge, skills, and abilities acquired during each course and provide candidates with feedback on their performance regularly.

The accumulation of formative assessments leads to a summative evaluation of candidate knowledge and skills in relation to instruction of English learners as presented at the end of course in the form of a culminating professional portfolio. In the case that a candidate has not met the minimum performance requirements, the candidate is referred to the assistant dean of the program to discuss paths for improvement and is provided special assistance when level of performance is less than adequate.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for California Teachers of English Learners (CTEL).

Reading and Literacy Added Authorization (RLAA)

Program Design

The Reading and Literacy Added Authorization (RLAA) at UCSD is a six course, twenty-one unit added authorization program housed in the Department of Education and Community Outreach. The courses required for this program are provided in an asynchronous format so that candidates can complete the program at a pace that is best suitable for their needs. This program is directed by the assistant dean of the Education and Community Outreach Department at the university's extension program.

Courses for the RLAA include a program orientation and courses on the culture of literacy, assessment, intervention, and instruction, planning, organizing, and providing instruction, and a culminating portfolio course.

Document and website analysis and faculty and candidate interviews confirmed that the RLAA program provides literacy instruction and preparation to assess the five components of the reading development process, oral language development, and writing skills. During interviews candidates confirmed that they felt well versed in not only their knowledge of phonemic awareness, phonics, fluency, vocabulary, and comprehension but they were also extremely confident in understanding how to assess their students within each of these areas and even discussed the pros and cons of related research in this area.

Interviews with employers revealed that candidates complete related fieldwork in two specific settings. This includes both a preschool through third grade setting as well as at least one additional experience in a classroom at or above the fourth-grade level.

Interviews with candidates and program completers confirmed that all courses are current and up to date. These candidates also confirmed that their decision to pursue this authorization was heavily weighted on the fact that they could complete the courses asynchronously during times most convenient to their individual needs as working professionals.

Course of Study (Curriculum and Field Experience)

Interviews with candidates and faculty and website and document analysis confirmed that candidates are provided with the opportunities to review research on the culture of literacy and the importance of the five domains of reading. The course of study also honored the diverse needs of learners such as English learners and those who participate in special education programs.

Findings from interviews confirmed that candidates engaged in reflection to assess the culture of literacy at their school sites, identify gaps in the culture of literacy, and develop strategies to help support a school wide literacy program. Candidates discussed how these experiences supported their ability to best meet the needs of students throughout the grade levels.

During interviews candidates discussed the importance of phonemic awareness, phonics, fluency, vocabulary, and comprehension and the relationship to a student's writing abilities. They stated that all five of the pillars of literacy are needed in order to write effectively, talked at length about the relationship to second language instruction, and understood the complexity of literacy for both native English speakers and those who are learning English as a second language.

Assessment of Candidates

Candidates are evaluated through formative and summative assessments embedded throughout the program, including standards-based *Verification of Competencies* assessments and rubric-based discussion forums and assignments including a summative signature assignment. Candidates become steeped in performance expectations for the RLAA program that are reinforced throughout coursework and within the context of the summative portfolio.

Performance assessment is also the primary function of the culminating RLAA portfolio. Throughout the academic year, candidates collect exemplary work from each course, fieldwork assignments, and the program as a whole, establishing that certain benchmarks and competencies have been addressed. These artifacts, when presented in the context of a holistic portfolio, serve as documentable evidence of knowledge, skills and abilities acquired during the Reading and Literacy Added Authorization program. The portfolio as a whole and its component artifacts are evaluated using a rubric designed specifically for that purpose. Individual artifacts are also assessed by instructors within the context of each course.

Candidates receive ongoing feedback on progress from multiple sources, including peers, instructors, program staff, credential counselors, and the program coordinator. The culminating portfolio provides candidates with a unique mechanism to showcase accomplishments and to synergistically reflect upon what they have learned and experienced during tenure in the program.

Findings on Standards

After a review of the institutional report, supporting documentation, the completion of interviews with completers and faculty, the team determined all standards are **met** for Reading and Literacy Added Authorization (RLAA).

Teacher Induction

Program Design

The site visit team confirmed that University of California, San Diego (UCSD) offers an online Induction program that provides a two-year, individualized, job-embedded system of mentoring, support, and professional learning providing candidates the opportunity to earn a clear Multiple Subject, Single Subject, and/or Education Specialist teaching credential. As evidenced by the organizational chart and program design summary, the Teacher Induction program leadership team consists of the Department of Education and Community Outreach in

the Division of Extended Studies, administration, university instructors, program mentors, and site-based partners who work closely to provide support to the candidates. As confirmed by interviews, daily operations are the responsibility of two program managers and credentials analysts; they support instructors and guide program mentors and site-based partners.

Program leadership meets monthly, weekly during peak seasons, and as needed throughout the year. All mentors interviewed expressed receiving outstanding communication and support from instructors and program leadership. One mentor expressed, “When I send an email, I get a response within hours, if not by the next day.” Day-to-day program managers meet more frequently with staff to maintain integrity in program operations and to attend to pressing matters.

The mentor is at the heart of the induction program. The mentor’s role is to provide support for both immediate and long-term instructional needs and help guide the candidate through their induction work. Program documentation and mentor interviews confirm they are trained to engage their candidates in just-in-time support at each meeting. The mentor will continue to work with the candidate for the full two academic years of program enrollment. As evidenced by both the mentor logs and interviews held with stakeholder groups, the induction program candidates are expected to receive one hour per week of mentoring for the duration of the program. In addition to individualized just-in-time support, mentors focus on areas such as self-assessments related to the California Standards for the Teaching Profession (CSTP) elements, helping candidates select a focus for their inquiry work, and implementing best practices and strategies related to candidates’ self-selected focus. Candidates expressed great value in the support from their mentor across all areas.

Candidate acceptance into the university sponsored Induction Program requires a completed application on file, and both the mentor and candidate must receive formal admittance to the program. Review of program documents provided evidence of the established criteria for mentor eligibility; additionally, it is highly recommended they have knowledge of the CSTPs as well as experience with mentoring. Program-level tracking sheets confirmed that mentors are assigned to candidates within 30 days of enrollment. Interviews with program leadership confirmed they seek to match candidates and mentors according to credentials held and grade level and/or subject area, as appropriate to the candidate’s employment.

Mentors are required to participate in online training throughout the duration of the Induction program, which is embedded in their coursework. Strategies are grounded in Adult Learning Theory as well as the Cognitive Coaching Model, which aims to build reflective habits of mind in the teacher. Interviews with mentors confirmed ongoing support is provided through office hours with program leadership as well as discussion boards available through the online platform. Mentors shared that this strengthens their mentoring skills and provides the support necessary as their candidate is working on particular coursework, adding that having the mentor and candidate courses aligned has a positive influence on the support they provide. Mentors also have opportunities to participate in Zoom meetings and virtual office hours in order to receive feedback from the instructor and to collaborate with other mentors. Program

leadership shared the addition of office hours has been very successful and looks forward to the impact it will have in the future.

Interviews with program coordinators and instructors confirmed stakeholder input comes to the program through surveys, professional development feedback, and conversations, and is analyzed by members of the Education and Community Outreach-San Diego Unified School District (SDUSD) induction partnership. Members confirmed they meet once a month to discuss program activities and feedback, discuss current issues or challenges to the program, and to provide advice and guidance about program activities, and that outcomes with implementation of approved changes occurring immediately.

Mentors, candidates, and completers noted that they complete end of year surveys on program effectiveness and candidate competence, as well as surveys at the end of each course. Stakeholders also confirmed these course evaluations and ratings are conducted to gather data that is regularly employed to ascertain the quality of content and effectiveness of instruction with respect to courses surrounding the induction program. Mentors shared they also provide feedback after mentor seminars, and as needed throughout the year, by email. Program leadership shared and interview evidence confirmed they use survey data as well as the program completer survey data made available on the Commission on Teacher Credentialing's Accreditation Data Dashboard, and feedback and advice from the Education and Community Outreach-SDUSD Induction Partnership, to drive the decisions about, and adjustments to, the induction program.

Interviews and program documentation confirmed mentoring check-in assignments are completed by both mentor and candidate at the end of each course, providing feedback to each other based on their work together. This provides an opportunity to adjust any norms for collaboration, provide constructive feedback, and collectively determine next steps for their work together.

Over the past two years, the program has adopted a more holistic and flexible focus for candidate work across the CSTP versus engaging specific CSTPs at certain times within the body of each course. Program leadership shared that these changes, inspired by feedback from candidates and partner schools/districts are better aligned with the objectives of induction and program standards. The program recently had their largest group of completers and were able to utilize their feedback to modify and make needed changes. The modified program is being implemented and interviews across all stakeholders shared their excitement for how well it is going; "fun to see their growth" was used numerous times from various mentors and instructors to describe the work they are doing with candidates.

Course of Study (Curriculum and Field Experience)

Review of the Individualized Learning Plan (ILP) template shows it is designed to help candidates reflect on and articulate their growth in their practice throughout participation in the induction program. It is a tool to set professional goals as they design and implement inquiries specific to the needs of their students, their teaching practice, and the CSTPs.

Candidates self-assess using the Continuum of Teaching Practice and identify areas of strength and areas for growth; from these activities, candidates engage in inquiry cycles using the ILP to guide their work. The inquiry is designed with the intention to help candidates develop habits of mind and make methodical decisions about instruction, grounded in data and based on student need. The focus of each inquiry is determined based on the candidates' individual goals and CSTP standards outlined in the candidates' ILP and is based on current instructional and student needs. Interviews with candidates highlighted the strength they found in the initial reflection of the CSTPs and revisiting it several times throughout the program.

Interviews with candidates, completers, and Induction faculty, as well as a review of candidate ILPs, verified that during the triad meeting the site administrator, mentor, and candidate, share areas of proposed CSTP focus, discuss the candidate's ILP direction and scope of their inquiry. Candidates confirmed that throughout the entire process, their weekly check-ins with their mentor acts as a guide and analyst to their ILP work, improving their professional practice. Numerous candidates commented on the value of their mentor collaboration and guidance in their ILP work.

Instructors and course developers confirmed professional development resources are embedded throughout each course. For example, during completion of their first course, Introduction to Induction, candidates are introduced to William DeJean's Unleash Learning and 'Lifting the Weights'. Also, within the Induction Individualized Learning Plan course, candidates are introduced to the concept of learning partnerships and provided with resources from the National Equity Project. Interviews with various stakeholders confirmed that professional learning and support opportunities are embedded in coursework as well as a component of their inquiry, where research drives implementation of new strategies surrounding their goals and inquiry. Mentors guide and assist candidates in seeking out additional local resources.

Regular mentor observations of practice based upon the candidate's inquiry offer opportunities to document practice in diverse settings and provide feedback to be used and incorporated into the ILP. Mentors assist their candidates in looking at data and assessments, and act as a collaborator as needed through the ILP process. Mentors shared the importance of questioning tactics versus "giving them the answers." With the guidance of the mentor, the goal of the ILP and inquiry is to provide a structured approach to identify instructional needs based on data and research. From that, candidates apply new tools and strategies to address those needs and monitor the implementation of the tools and strategies with data collection and analysis. Ongoing reflection of the results drives adjustments, according to the data, and continued instructional and student needs.

Assessment of Candidates

Candidates, completers, and mentors verified there are multiple formal and informal checkpoints throughout the program that assess candidate competencies and progress. Candidate self-reflection on the CSTP was confirmed as occurring throughout their enrollment in the program; it is reviewed by mentors and program coordinators each time. Instructors explained that mentor logs act as an informal progress monitoring tool, allowing them to

provide feedback and guidance to mentors and candidates. Mentors commented on the feedback as being clear and vivid, further explaining that instructors point out strengths and offer suggestions in their feedback. Candidates shared that the class outlines as well as the course checklists serve as powerful tools to ensure they are on track as they progress through the program.

Prior to recommending each candidate for their clear credential, the Education and Community Outreach Department assistant dean, program managers, instructors, partners, and mentors evaluate each candidate to ensure all criteria has been meant for the Teacher Induction program and the clear credential.

Once it has been verified that all coursework, candidate performance, and other program requirements have been completed, candidates are instructed to submit the Request to Recommend form with official UCSD Extension transcripts (provided free of charge by the university) for final review. Recommendation forms are available within the portfolio course, on the program website, or by contacting the Education & Community Outreach Department directly. Once all materials are received, reviewed, and approved by credential analysts at the Education & Community Outreach Department, the candidate is recommended electronically to the California Commission on Teacher Credentialing. Various completers shared the ease of this process and commended program leadership for their quick and efficient support surrounding the process.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, and other stakeholders, the team determined that all program standards are **met** for Teacher Induction.

INSTITUTION SUMMARY

The University of California, San Diego (UCSD) educator preparation programs live in two distinct yet highly collaborative environments: the UCSD Department of Education Studies (EDS) in the Division of Social Sciences and in the Department of Education and Community Outreach (ECO) within the Division of Extended Studies. The educator preparation programs under these two entities are guided by a mission that includes engaging in rigorous inquiry into pressing educational issues of the 21st century, training educators to use research to inform practice, supporting equity and diversity in educational institutions, and providing excellent teaching and mentorship to our students.

It is evident from this site visit that UCSD not only believes in being an institution that transforms education in a diverse society—they are such an institution. Most notable is the addition of the North Torrey Pines Living and Learning Neighborhood. This “neighborhood like no other” is an innovative mixed-use community that connects students, faculty, and staff together by housing student residents and academic and administrative spaces. Two academic divisions—Social Sciences (which includes the Department of Education Studies) and Arts and Humanities—live in this new and unique structure designed to support instruction, engagement, and collaboration. Faculty and staff are looking forward to using the new facilities to further the mission of the educator preparation programs.

Overall, interviews with constituent groups and educational partners indicated great satisfaction with the programs at UCSD. However, as outlined in the program report for Preliminary Education Specialist: Deaf and Hard of Hearing (DHH) program, there were some candidates who communicated frustrations over challenges associated with the program that transcends the purview of the program standards. One expressed concern is that candidates ask for support from the UCSD Office of Disability Support (ODS) and are told that their requests cannot be met. UCSD leadership is aware of this issue and others that candidates expressed and are committed to continuing to work with ODS to get the support all their candidates deserve.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard Based on document review and interviews conducted with University of California, San Diego (UCSD) Education Preparation Programs (EPP) leadership, faculty, staff, students, employers, and stakeholders, the team finds the EPP has the infrastructure in place to operate effective educator preparation programs. This includes a research-based core vision for education, a strong tradition of shared governance, active partnerships with local districts and schools, varying levels of resources, an effective leadership structure, recruitment of quality personnel, and a reliable and reputable process for recommending completers. The unit is divided between the Department of Education Studies (EDS) within the Division of Social Sciences and the Department of Education and Community Outreach (ECO) within the Division of Extended Studies. Preliminary teacher credential programs are housed in EDS and advanced credential and authorization programs reside in ECO.

Meeting and communication structures include all members of the unit, and decision-making processes such as strategic planning, are inclusive. The team heard from members describing collaborative processes for program improvement.

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

The institution provides the unit with sufficient resources and the unit leadership has the authority and support to address the needs of the unit's programs. Recruitment and faculty development efforts support the hiring and retention of faculty who support diversity and excellence. Among the qualifications required of successful applicants for unit faculty positions is that the applicant "demonstrate commitment to teaching in diverse settings, as well as working with students from culturally and linguistically diverse communities."

The EPP leadership has the authority and the support to address the needs of all programs in the unit. In interviews with program leadership, it was evident they work well together to continually improve and develop programs. Recruitment documents reviewed by the team show that the EPP seeks faculty and employees who will uphold excellence in all aspects of the work and represent and support diversity. For example, the position announcement for new UCSD Lecturers for the Professional Preparation Program requires a Statement of Contributions to Diversity that includes past or potential contributions to diversity. The position announcement also stipulates candidates must have a clear and strong commitment to issues of equity and diversity in teacher education. Recruitment documents for faculty and other personnel clearly describe qualifications for instructors and field supervisors, which include currency in the field and experience as teachers or instructors. Site supervisors are evaluated each quarter by the candidates, and the program coordinators review these surveys to help them retain and support the most qualified employees.

Interviews with the credential analyst and program coordinators provided sufficient evidence of a systematic process for reviewing and recommending candidates upon completion, for tracking those admitted provisionally, and ensuring candidates clear program requirements before proceeding with clinical practice. The cohort model is used for all teacher preparation credential programs at UCSD and it is very evident through document review and interviews with students, staff and program leaders that it has contributed to the high success rate of students. The credential analysts are extremely organized and diligent and are a respected team that has developed effective systems and databases for collecting candidate data and supporting their completion through advising.

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

The educator preparation programs at UCSD recruit, support, and ensure candidates’ success. The “twinkle to wrinkle” approach to the unit’s program offerings indicates not only the unit’s commitment to providing educator preparation to candidates at any entry stage, but also the commitment to supporting classroom learners at every level.

While housed across two different departments, all programs have clear criteria and multiple measures of candidate qualifications for their admission processes. Program candidates and completers commented on the programs’ intentionality in candidate selection as being evidenced in their experience working with highly motivated and committed peers. Additionally, the intentional focus on candidate qualifications during admissions was

referenced as a contributing factor to the organic alumni network experienced by cooperating teachers, mentors, and program administrators.

The results of the unit’s purposeful recruitment and commitment to diversity is evidenced in their student population data. More than half of the student population across their programs is non-White, positioning the Department of Education Studies (EDS) in particular to be the most diverse department on the university’s campus according to interviews with program administration. Candidates are provided robust and comprehensive materials upon admission to ensure their successful entry, retention, and completion of programs. Interviews with program candidates and completers highlighted the consistency of support provided to them by the student services team, of which credential advisement was most noted. Candidates and completers spoke to receiving timely support and responses when reaching out for additional assistance and having multiple access points for additional support.

The unit-level student advisement and support process are successfully applied to each program to candidates’ benefits. Interviews with cooperating teachers and mentors confirmed that candidate competency and progress on performance expectations is used for candidate advisement and support. However, while program candidates spoke to multiple access points for requesting additional supports and assistance, there were inconsistencies noted in the experiences voiced by candidates in MA in ASL-English Bilingual Education (MS/DHH/BILA) programs. Although the candidates in these programs spoke to the strength of the programs’ foci on preparing them in socioemotional learning and diversity, equity, and access, the candidates felt a lack of modeling of these tenets when they themselves requested support from their program faculty.

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.	Inconsistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The UCSD educator preparation programs have designed and implemented cohesive sequences of coursework and clinical experiences that allow their candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. Interviews with cooperating teachers, mentors, and advisory committee members highlighted the strength of UCSD-prepared candidates as a highly coveted population targeted for hiring by their school site employers. Program candidates and completers were particularly effusive about their clinical experiences being seminal to their positive experience in the programs and their individual development as educators.

Notably, candidates, completers, cooperating teachers, and mentors alike, all shared high praise for the programs’ use of the most current research on effective practice and skills for classroom educators. Cooperating teachers and mentors in particular were extremely complementary of this feature as it provided them opportunities to learn with and from their candidates. It is clear that the programs’ coursework is closely integrated with productive field experiences that provide candidates opportunities to learn, practice, and demonstrate the competencies required of the credentials they seek.

Documentation provided about site-based supervisors’ certifications and experience showcases the positive impact of the programs’ clinical experiences on candidate development as many cooperating teachers and mentors are alumni of the programs. Program candidates and completers noted the expertise, care, and skillset of their cooperating and mentor teachers. Program-based supervisors were also highlighted as a valued source of support and expertise for students during their clinical experiences. The process and criteria the programs use in the selection of site-based supervisors results in the selection of effective and knowledgeable support for candidates. District site-based supervisors (cooperating teachers and mentors) all referred to comprehensive training and support from the programs, which helped them feel fully prepared to support their candidates.

Program candidates and completers confirm that the clinical experiences provided through their programs provide them with opportunities to implement the research-based strategies for improving teaching and student learning that they are learning, citing the duration of time their placements as a key factor in their positive experience. Cooperating and veteran teachers also attributed the high quality of preparedness, ambition, and motivation candidates to the design of the clinical experiences in the program.

During interviews with program candidates in the Multiple Subject (MS) and Single Subject (SS) tracks, concerns were raised about the variation in experiences of the gradual release model in student teaching. Candidates specifically shared that this variance has led to some peers being unable to take on teaching full lessons in their cooperating teachers’ classrooms, while others have taken over most all responsibilities for whole periods including daily logistical tasks such as using the district systems. Science candidates added that some placements did not use the state-adopted Next Generation Science Standards (NGSS) and therefore they were unable to fully implement what they were learning through their program coursework. While there is a preponderance of data to support that the programs’ design of the clinical experiences is effective, candidates in the MS/SS program suggested further support for themselves and their cooperating teachers in addressing the outlined milestones and pacing for student teaching.

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
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

Documents reviewed prior to the site visit (a graphic depiction of the unit assessment system, a multi-year unit-assessment schedule, an annotated list of data sources, minutes from meetings of the Department of Education advisory board, and annual program assessment reports) indicated that the unit has developed a comprehensive continuous improvement process at both the unit level and within each of its programs. During the site visit, interviews with members of the advisory board, the dean, the department chair, program coordinators, faculty, and staff provided additional evidence that assessment data is used to assess UCSD’s effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. The unit and each program have access to multiple sources of data that include the following: standardized tests (edTPA, RICA); candidate field evaluations; course evaluations; faculty, university supervisor, and district-employed supervisor evaluations; candidate surveys from admissions through program completion; alumni impact surveys; and Commission completer and employer surveys.

The EDS advisory board, composed of principals, personnel directors, UCSD faculty, and EDS alumni from throughout San Diego school districts, reviews data across all programs, provides professional input on the curriculum and field experiences, sets unit level goals, and advises programs. This team represents the dynamic needs and priorities of P–12 educators in surrounding communities and plays a critical role in advising faculty and staff.

In interviews during the site visit, faculty and program coordinators confirmed that program level data was shared at the advisory board meetings and was used to identify areas for potential improvement. Advisory board members confirmed that suggestions they made during the meetings were followed up on by faculty and staff and that they reported back to the board at subsequent meetings. Board members expressed that a strength of the board was its diverse composition affording a wide range of perspective and input on each topic. There is also an internal advisory committee that advises the unit on course development and other internal processes for continuous improvement.

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

Finding on Common Standard 5: Met

Summary of information applicable to the standard

Candidates in the EPP are trained to build relevant knowledge and essential skills to work with P-12 California schools within the established guidelines, standards and frameworks adopted by the state. Data and information provided during the site visit interviews reflect candidates meet the Commission-adopted standards across various programs. It was evident that the unit integrates an assessment process to ensure it is meeting Commission on Teacher Credentialing standards as programs seek to positively impact the development of candidates’ competencies and skills. Examples of evidence collected include data from one-year out program completers, alumni and employer surveys, edTPA data, clinical practice observation data, master teacher surveys, collected data from grant-related activities, anecdotal excerpts from students, candidate vignettes, current candidates and completers accomplishments, and other sources. Data findings from these multiple sources indicate high scores and reflect those programs have positively impacted candidates’ professional development and growth and their readiness to serve in California P-12 schools.

The Preuss School UC San Diego is recognized by Newsweek, an American weekly news magazine, as the nation’s top transformative high school. It is a unique charter middle and high school for low-income students who strive to become the first in their families to graduate from a higher education institution. Located on the UC San Diego campus, Preuss school students come from all parts of San Diego County to take advantage of an environment that encourages intellectual risk-taking while offering an array of academic support systems. UCSD EPP involvement with the Preuss School includes Board members and numerous EDS alumni teachers and leaders. Most students come from historically underrepresented groups. Placements for EDS M.Ed/SS intern and student teacher candidates are ongoing, and Preuss families participate in the Parent University opportunities offered by Education Community Outreach (ECO). Ten of the Preuss School UC San Diego teachers and their principal are alumni of UCSD.

Information gathered from faculty, field supervisors, stakeholders, principals, employers, district personnel, and school community members include anecdotal evidence that the unit programs have a positive impact on candidates. For example, candidates are sought after by school district employers, and alumni receive recognition based on their performance and the impact they are making on students in P-12 settings. In interviews with members of partnership groups, site-based employers provided further anecdotal information that the local school districts have higher retention rates of program completers compared to completers from other institutions. One interviewed employer remarked, “Honestly, the quality of teachers that matriculate from UCSD is higher than other institutions in San Diego County and better prepared to teach. In all my years, I have never hired a teacher from the UCSD teacher credential program that I was dissatisfied with.” Another UCSD employer remarked during his interview, “UCSD teacher candidates are the most qualified and simply the best!”

In reviewing the documents presented, evidence supporting the positive impact on candidates includes materials and brochures disseminating faculty research, awards, accomplishments, fellowships and community engagement events and other activities that contribute to enhancing school-university partnerships, which can have a promising impact on candidates and the larger community within the P-12 California schools. Notably, the 2017 California Teacher of the Year (currently school principal), is a proud graduate of UCSD’s M.Ed/MS-BILA program and an active member of the UCSD EDS advisory board.