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

University of California, Riverside
Professional Services Division
January 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of California, Riverside** 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 with a 7ᵗʰ Year Follow-Up Report** 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/Single Subject with Intern	6	5	1	0
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	6	6	0	0
Preliminary Education Specialist: Extensive Support Needs with Intern	6	6	0	0
Pupil Personnel Services: School Psychology with Intern	5	5	0	0
Designated Subjects: Career Technical Education	16	16	0	0
Designated Subjects: Special Subjects	23	23	0	0

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Specialist Teaching: Bilingual Authorization Spanish	5	4	1	0
Specialist Teaching: California Teachers of English Learners	10	10	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, Riverside**

Dates of Visit: **November 12-15, 2023**

Accreditation Team Recommendation: Accreditation with a 7th Year Follow-up Report

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 27, 2016	Accreditation with Stipulations
March 24, 2017	Accreditation

Rationale:
The unanimous recommendation of **Accreditation with a 7th Year Follow-up Report** 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, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions
All preconditions have been determined to be **met.**

Program Standards
- Preliminary Multiple Subject/Single Subject with Intern program standards are **met** with the exception of program standard 3D: Criteria for the Selection of District-Employed Supervisors which is **met with concerns**.
- Preliminary Education Specialist: Mild to Moderate Support Needs with Intern program standards are **met**.
- Preliminary Education Specialist: Extensive Support Needs with Intern program standards are **met.**
- Pupil Personnel Services: School Psychology with Intern program standards are **met**.
- Designated Subjects: Career Technical Education program standards are **met**.
- Designated Subjects: Special Subjects program standards are **met.**
- Specialist Teaching: Bilingual Authorization Spanish standards are **met** with the exception of program standard 3: Field Experience which is **met with concerns.**
- Specialist Teaching: California Teachers of English Learners (CTEL) program standards are **met.**

<u>Common Standards</u>
All common standards are **met.**

<u>Overall Recommendation</u>
Based on the fact that the team found that all common standards are met, and that all program standards are met with the exception of the Preliminary Multiple/Single Subject and Bilingual Authorization: Spanish programs which each had one standard met with concerns, the team recommends **Accreditation with a 7ᵗʰ Year Follow-up Report.**

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 with Intern
- Preliminary Single Subject with Intern
- Preliminary Education Specialist: Mild to Moderate Support Needs with Intern
- Preliminary Education Specialist: Extensive Support Needs with Intern
- Pupil Personnel Services: School Psychology with Intern
- Designated Subjects: Career Technical Education
- Designated Subjects: Special Subjects
- Specialist Teaching: Bilingual Authorization Spanish
- Specialist Teaching: California Teachers of English Learners (CTEL)

In addition, staff recommends that:
- The institution's response to the preconditions be accepted.
- University of California, Riverside continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
University and Program Websites
Faculty Vitae
Candidate Files
Assessment Materials
Orientation PowerPoint
Lesson Plan Templates
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses

Performance Assessment Results and Analysis
Examination Results
Accreditation Data Dashboard
Faculty Recruitment Materials
Faculty Position Descriptions
Mentor Teacher Handbooks
Newsletters
Watermark and Canvas Learning Management Systems
Tier Evaluation System for Candidate Support
Candidate Placement Tracking Information
Meeting Agendas and Minutes
School Psychology Standards Crosswalk
Individual Development Plan Template

Interviews Conducted

Constituencies	TOTAL
Candidates	67
Completers	30
Employers	15
Institutional Administration	11
Program Coordinators	5
Faculty/University Supervisors	35
Assessment Staff	2
Field Supervisors – District	26
Credential Analysts and Staff	8
Advisory Board Members	9
TOTAL	**208**

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, Riverside (UCR) is one of ten campuses of the UC system. The original campus was established in 1907 when the California Legislature developed the Citrus Experiment Station in Riverside to conduct research on agriculture issues in Southern California. In 1948, the UC Regents approved the establishment of the College of Letters and Science, and the college opened for classes in February 1954. A satellite campus began operations in Palm Desert in April 2005. UCR's mission is "to transform the lives of the diverse people of California, the nation, and the world through the discovery, communication, translation, application, and preservation of knowledge - thereby enriching the state's economic, social, cultural, and environmental future." There are approximately 26,800 students enrolled in its undergraduate and graduate programs. The student demographics of the institution are as follows: 39% Hispanic or Latino, 31% Asian, 13% White, 8% International, 5% two or more races, 3% Black or African American, and 1% unknown or other.

Education Unit

The School of Education (SOE) at UCR prepares students to become educators, advocates, and scholars who promote excellence and equity in every area of education. The Teacher Education Program (TEP) within the SOE administers the Preliminary Multiple/Single Subject and Education Specialist: Mild to Moderate and Extensive Support Needs credential programs. The SOE also houses the School Psychology Ph.D. program which is accredited by the American Psychological Association and allows students to earn the Pupil Personnel Services: School Psychology credential. UCR Extension (UNEX) offers the Designated Subjects, California Teachers of English Learners (CTEL), and Bilingual Authorization (BILA) Spanish programs. The BILA program is also offered in the TEP.

UNEX collaborates continuously with the School of Education and is part of the Teacher Education Committee. The director of education programs in UNEX works with the SOE dean, faculty, and supervisors regarding proposed programs, instructors, and courses. The UNEX dean and associate dean partner with the School of Education in ensuring that candidates who complete their programs are fully ready to be recommended for their selected credential(s). UNEX also has two credential analysts and program coordinators.

There are currently 253 candidates enrolled across all nine credential programs, and the nine Education Specialist candidates are dually enrolled in the Mild to Moderate and Extensive Support Needs programs. Candidates are supported by 63 full- and part-time faculty members.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Preliminary Multiple Subject, with Intern	41	41
Preliminary Single Subject, with Intern	56	69
Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern	9	9

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Preliminary Education Specialist: Extensive Support Needs, with Intern	9	9
Pupil Personnel Services: School Psychology, with Intern	12	26
Designated Subjects: Career Technical Education	2	18
Designated Subjects: Special Subjects	4	7
Specialist Teaching: Bilingual Authorization Spanish	30	30
Specialist Teaching: California Teachers of English Learners (CTEL)	28	53

The Visit

This site visit was conducted virtually. Institutional and program constituencies 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, with Intern
Preliminary Single Subject, with Intern

Program Design
The University of California, Riverside Teacher Education Program (TEP), a division of the School of Education (SOE), is under the supervision of a dean and led by assistant dean and director of teacher education. All teacher preparation programs, including the intern pathway, at UCR have been developed and function as a collaborative unit that involve academic departments on and off campus as appropriate, and local districts and school communities. Courses are held at the Riverside campus for all cohorts except the Coachella Valley satellite cohort which started this year in Palm Desert.

Contributions from these partnering members are deemed essential in program development, during implementation, and as part of the continuous improvement process. The TEP, which houses the Multiple/Single Subject credential programs, seeks input from partners and has built strong collaborative relationships with local districts and the county office of education. During interviews with employers, it was stated they have a long-standing relationship with the program, and they request student teachers from UCR. Partners explained that UCR has a "very collaborative approach" and involves partners in the program development including mock interviews, supporting resume building, coaching and collaboration with mentors and university supervisors. Multiple districts shared that UCR candidates are highly trained and seek to hire them after the program. Additionally, district and county schools' representatives participate in the placement process for student teachers, and they work cooperatively with the program to provide instructors and support for professional development training. UCR and Riverside County Office of Education partner with a number of initiatives including a focus on retention. The program also seeks input from their candidates. A Student Representative Committee elicits feedback on programs and policies from credential candidates. During interviews, completers explained how this committee supports candidates with academic and social emotional needs as well as enhancing the cohort.

The credential programs operate as a fifth-year program. Candidates may enter the program as a credential only applicant or in conjunction with the Master of Education degree, which they complete concurrently. Early field experiences may begin in summer, and lead to full-time student teaching in fall, winter, and spring quarters. A completer shared that "this program is very rigorous, but it's doable because of the support provided by the program, including the mentor teacher and university supervisor, as well as the cohort collaboration." Another completer stated, "It's a heavy workload but manageable. I'd do it again in a heartbeat!"

Course and instructor evaluation surveys are anonymous and include opinions of the curriculum, online presentation tools, opinions of the learning experience and learning environment, and the instructor's methods and availability. The credential completer survey was designed and developed to implement and improve efforts to strengthen the program. This survey is sent out to students who have completed the program and ensures the program receives alumni feedback on improvement. Current completer survey data indicated an overall experience in the Multiple/Single Credential programs as a 3.35 on a 4-point scale. The results showed a 3.54 in overall quality of instruction, a 3.22 with field placement mentorship with mentor teachers, and a 3.54 with university supervisors. Candidates indicated they would recommend the program to potential future students at 94%. Additionally, candidates scored all areas under overall professional instructor development/training in the 3.2-3.65 range with the majority in the 3.4-3.6 range.

The program engages in a cycle to ensure purposeful and systemic alignment with the standards. Therefore, many modifications have been made over the past two years including reviewing and editing syllabi to assure alignment with executive orders, program standards and Teacher Performance Expectations (TPEs); provide fieldwork hours support to candidates; add experience with parents, families and alumni; explicit instruction to candidates in understanding and analyzing student achievement data and reporting instructional outcomes; and understanding the range of factors affecting students' learning such as poverty, race, socioeconomic status, and social-emotional learning. Additionally, monthly university supervisor meetings continue the review cycle. During these meetings university supervisors share feedback on work completed, make refinements, and review program components not yet addressed. The focus is on reading the standards and TPEs in depth and reflecting on how these components affect supervision and field experience. Program coordinators meet on a monthly basis with the Director of Teacher Education to provide updates and relevant information from the university supervisor and candidates. Program coordinators also meet with university supervisors on a monthly basis to discuss student supervision, seminar assignments, TPA, and program needs. Specific TPEs have been targeted for conversation with team members sharing thoughts and implementation of strategies for growth in providing more support to candidates. On a quarterly basis all program staff, university supervisors, and administrators have another opportunity to deepen their study and application of the standards and share updates coming from the state.

Course of Study (Curriculum and Field Experience)
Candidates, including interns, earn their preliminary credential in twelve months (one summer session plus 3 quarters). All candidates engage in a sequential, rigorous, year-long program of method courses, fieldwork, assessment (TPA), and seminars in which they systematically reflect on their emergent teaching practices. The credential program is focused around three supports: methods course with faculty, clinical practice/fieldwork with a mentor teacher and seminars with the university supervisor. During interviews, candidates indicated the support they received from their mentor teachers and university supervisors was a main factor of their success in the program, as well as the academic advisors/credential analysts. This is also indicated on the CTC Completer Survey with 100% of candidates stating the program is

effective or very effective at developing the skills or tools needed to become a teacher which is above state responses. This has been the institutional trend over the past three years. Additionally, each sub-question results showed at least 80 percent of completers rated a 4 (well) or 5 (very well) out of 5 regarding how well they were prepared; 1) in connecting classroom learning to the real world, 2) engaging students in inquiry, problem solving, and reflection to promote their critical thinking, 3) identify and address special learning needs with appropriate teaching strategies; 4) meet the instructional needs of English learners; 5) Use of knowledge of students' strengths and prior experience to engage them in learning.

Method courses begin in the summer quarter for all candidates. All Multiple Subject candidates, including interns, take the same set of methods courses and all Single Subject candidates, including interns, select from a range of subject-specific methods courses. The TPEs are introduced, practiced and assessed throughout the methods course with the conscious inclusion of academic standards and curriculum. Attention to the needs of English learners is embedded in the programs. All candidates take the Education in a Diverse Society course; principles of SDAIE instruction and Universal Design for Learning are taught in Seminar; meeting the language needs of emerging bilinguals are incorporated into the syllabi. During interviews, faculty members shared the collaborative process to ensure each course highlighted focus TPEs as well as all TPEs being introduced, practiced, and assessed across the program. Additionally, the enrollment manager/course scheduler reviews all syllabi to ensure coverage of the TPEs. All coursework is completed through Canvas.

Each candidate is assigned a university supervisor and academic advisor/credential analyst at the start of the program. During interviews, candidates shared that the academic advisors were very responsive and supportive during the application and orientation process as well as throughout the full program. University supervisors are the faculty for seminar courses which candidates attend in the fall, winter, and spring quarters. Candidates attend an appropriate seminar series in cohort groups in which they study and discuss state-adopted content standards and curriculum frameworks, diversity in student learning styles, capabilities and interests of students, and research-based teaching strategies. Seminar topics include culturally relevant teaching and stress academic vocabulary; professional development activities teach restorative justice, anti-bullying, and anti-racism; and every lesson plan requires candidates to address how they will meet the needs of English learners.

Mentor teachers are selected in conjunction with the districts for their mentorship skills. The program outlines orientation and training for new mentor teachers, yet during site interviews, feedback was inconsistent regarding the required minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. Veteran mentor teachers indicated they received professional development aligned to the required areas prior therefore they turned in a certificate. Another mentor teacher explained she received a link to videos to watch and others said they did not have any orientation or training. Most mentors did receive a handbook and the university supervisor is supportive in answering questions. Additionally, some university supervisors meet with mentor teachers for an initial

orientation to the program and meet regularly during the term. University supervisors and mentor teachers evaluate lessons and performance on the same criteria. During interviews, mentor teachers shared that the university supervisor would debrief with the candidate separately after the lesson. At the exit interviews which are held at the end of each term, university supervisors, mentor teachers and candidates jointly review progress and needs, and how well candidates are applying the content learned in their courses to their classroom teaching. During interviews, employers, candidates, and mentor teachers explained the selection and matching process is very collaborative and inclusive. All constituents discussed the importance of relationship building and were very positive about the process.

Beginning in the fall quarter, typically the first few weeks of the placement school starting, candidates will begin their fieldwork while simultaneously taking methods courses. Candidates complete 20 hours per week of student teaching during Fall, Winter, and Spring quarter. This ensures candidates fulfill at least 600 hours of student teaching. Field placements are focused on providing candidates with the appropriate supervised clinical practice. The standards and accompanying TPEs help in ensuring the critical role that a high quality and extensive clinical practice experience plays in preparing effective educators. Proper placement in a public institution and district where candidates are placed is verified. A memorandum of understanding is issued with the district reflecting the responsibilities of both the district and program, including proper supervision. The placement coordinator confirms that the proper subject and mentor teacher is selected and assigned to each candidate. The program maintains proper documentation and records verifying the field placement hours and supervision via Watermark. The students submit their weekly hours, mentor teacher confirms, with a final approval from the university supervisor. The weekly timesheet is monitored and submitted through Watermark as well as the four (4) required formal observations needed per quarter.

Mentor teachers provide a minimum of 5 hours each week of mentoring, complete two formal lesson observations and an end-of-term evaluation. University supervisors conduct a minimum of 4 lesson observations and an evaluation each term. Candidates also complete an Individual Development Plan that they will take with them for induction. During site interviews, candidates shared how they felt prepared for Induction due to having the Individual Development Plan already completed and they could refine their goals.

Assessment of Candidates
Candidates, including interns, are assessed in multiple ways in the program on their progress toward meeting the TPEs. All candidates complete quarterly assessments for TPA, embedded signature assessments which provide interim measurements leading up the submission of their TPA. Multiple subject student teachers must plan and teach integrated units for the academic areas, including reading/language arts, visual/performing arts, mathematics, science, physical education, and history/social science. Single subject candidates plan and teach units in the appropriate subject for the content area in which they seek a credential. Both multiple subject and single subject candidates' units and lessons are evaluated by the university supervisor and by the mentor. At the end of each quarter, while referencing the lesson and unit evaluations each candidate meets with the university supervisor to identify strengths in teaching as

defined by the TPEs and CSTPs and to formulate a plan for further improvement. During interviews the relationship between the university supervisor and candidate was emphasized as a strength in the program.

Candidates are asked to frequently reflect on planning, instruction, and assessment in their own classrooms as well as others', with an eye to best-practices research and theory. In addition, university supervisors work closely with mentor teachers to ensure students are writing lesson plans, delivering instruction, and assessing student learning with a focus on the subject-specific emphases. Candidates may also receive additional support and suggestions for organization, planning, instruction, assessment, and writing through the edTPA Workshops provided by the edTPA Coordinator. Through planning, instruction, and assessment practice cycles, candidates gain experience, receive feedback, self-reflect, and prepare for their learning events and assessment completion. Additionally, the program uses Edthena as a resource for students to upload videos and annotate which provides an even deeper understanding of the TPEs and success on the edTPA. Both the multiple subject and single subject candidates had an 88 percent pass rate in the 2022-23 school year.

University supervisors provide support and guidance to candidates during their performance assessment classes and outside of class in office hours and meetings with the candidate and, if necessary, their mentor teachers. If the candidate needs support above and beyond these meetings and resources, they may arrange a meeting with the edTPA coordinator to review the tasks and requirements and discuss suggestions for progress. Candidates who need more support to complete their performance assessments are also strongly encouraged to attend each of the edTPA Workshops scheduled throughout their tenure in the program. If a candidate fails the performance assessment, and needs to submit one or more components of the tasks, they first meet with their university supervisor for advice and support. University supervisors have a Canvas resource with a variety of supports for helping students interpret score reports, decide which task(s) to redo, and review rubrics and condition codes to seek out appropriate focus for improvement and resubmission. Students who fail the edTPA on their first submission will also meet with the edTPA Coordinator to review and discuss options for resubmission. During interviews, candidates shared that these supports really helped them pass the assessment when they didn't pass the first time.

Advisors and credential analysts also meet on a quarterly basis with each candidate to ensure they are moving forward successfully and meeting all grade and CTC requirements. The program has a multi-tier support system for candidates who are struggling, which includes staff support and utilizes university resources (Counseling Center, Disability Resource Center). This system was known and used by all constituent groups, including candidates, mentor teachers, university supervisors and faculty. If a candidate is identified as moving into tier 2, needing more support, the team (mentor teacher, university supervisor, and candidate) will come together, create benchmarks, reach out to additional team members if needed and set a time to come back together and monitor progress. During interviews this process was shared and proved to be successful as the program has not had candidates move into tiers that would need additional support.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject and Single Subject Credential programs except for the following:

Standard 3D: Criteria for the Selection of District-Employed Supervisors – **Met with Concerns**

While the program provided evidence of training materials used for initial orientation to the program curriculum, there was inconsistency during interviews on how and when the ten hours of training is provided to new district-employed supervisors, and how the program ensures that veteran supervisors remain current in the knowledge and skills necessary for effective candidate supervision and program expectations.

Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern
Preliminary Education Specialist: Extensive Support Needs, with Intern

Program Design

The teacher preparation programs at the University of California, Riverside (UCR) are designed as collaboratives with the School of Education (SOE), academic departments on and off campus as appropriate, and local districts and school communities. The programs have an overarching focus on issues of social and restorative justice as well as close ties to campus programs in ethnic studies and critical race theory, and the TEP mission and vision statement states that the program "prepares aspiring teachers to serve schools through social justice oriented, community engaged frameworks." Interviewees in the accreditation process universally noted these overarching foci as significant strengths of the program. Faculty in the education specialist program, including adjunct instructors, report directly to the assistant dean/program director. Program staff, including those who serve in the dual role of advisors and credential analysts, report to the assistant director. Instruction in the education specialist program is conducted entirely face-to-face and, since the end of pandemic restrictions, has no virtual component for coursework. All courses are held at the Riverside campus, although program administrators reported that Education Specialist coursework will be offered at the UCR Coachella Valley campus in Palm Desert beginning with the 2024/25 academic year.

The Mild/Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) credential programs represent an innovative one-year program (i.e., summer to spring quarters), during which education specialist candidates are required to earn both the MMSN and ESN credentials. Candidates, completers, and employers cited this dual-credential model as a key strength of the program. As a result of the program design, completers have the knowledge and skills necessary to meet the needs of a more heterogeneous population of students and are more able to differentiate instruction as required. In addition, the dual-credential model allows employers added flexibility in school assignments, as reported by LEA partners. It was reported that most candidates continue in the following summer or fall quarter to earn the Master of

Education degree. Although the program includes an intern option, there are currently no candidates with intern status and there were no program graduates participating in the site review process who completed the program as interns.

Candidates enter the program in the summer quarter and progress through the coursework as a unified cohort. The summer early field experiences begin in the first summer quarter, expand in the fall and lead to full-time student teaching (i.e., 28 hours per week) in the winter and spring quarters. Candidates complete 14 units of special education coursework (i.e., seminar and teaching performance classes) and a minimum of the required 600 hours of clinical practice plus 40 hours of early fieldwork. At least 20 percent of the clinical practice is focused on supporting students in general education settings, which can include community-based instruction as well as work experience and job training for transition-age students.

The credential programs is committed to community engagement and input. LEA partners reported that program faculty actively participate in local/regional boards and committees. LEA representatives participate in the placement process for student teachers and work cooperatively with the program to provide instructors and support for relevant professional development training. Employers interviewed, the majority of whom serve in a human resource capacity, noted the high quality of program completers. These employers were also in agreement that they prefer to hire UCR graduates and hope that the program will increase the number of graduates in the future. Employers reported that graduates are well rounded and culturally responsive and "overall far superior to graduates of many other teacher training programs in the Inland Empire region of the state." Employers also identified the full year of clinical practice as a program strength, in that candidates develop stronger relationships with students and site-based mentor teachers.

Due to the low number of candidates in the program, the same individual serves as the de facto program chair and supervisor of teacher education (i.e., university supervisor). For purposes of clarity and consistency, this faculty member will be referred to in this report as the supervisor of teacher education (STE), regardless of the role being addressed. It should be noted that when this specific individual eventually leaves the program, it will be necessary to establish a plan for training new staff responsible for university supervision. It may also become necessary to identify a succession plan for coordination of the program. In addition to the STE, numerous research faculty and adjunct instructors constitute the instructional faculty for the program. A review of faculty qualifications demonstrated that SOE faculty members have extensive training and relevant experience in their respective course content.

Program administration and faculty reported the following modifications over the past two years: a) the separation of the fieldwork and seminar courses and the addition of a teaching performance course to support TPA preparation, b) coursework review to ensure alignment with the new program standards and TPEs, c) increased emphasis on inclusion and integration with required observations and increased fieldwork in general education settings, d) increased experiences with families, e) additional course content specific to early childhood education, and f) additional course content in understanding and analyzing student achievement, data and

reporting instructional outcomes, and understanding the range of factors affecting student success (e.g., poverty, race, socioeconomic status). Faculty and administrators also reported that the continuous improvement process includes examining ongoing ways in which faculty research activities can be integrated into existing course content.

Course of Study (Curriculum and Field Experience)
The program is rigorous and fast-paced, as reported by university personnel, candidates, completers, and partners. Because candidates begin clinical practice prior to receiving course content specific to students with mild to moderate and extensive support needs, the program design requires that mentor teachers are well-trained and able to successfully mentor candidates who are being introduced to foundational concepts at the same time they are actively involved in their clinical practice placements. The program maintains documentation of mentor teacher training, both initial training as required by UCR or provided by a previous institution, and ongoing professional development. Mentor teachers report various candidate strengths, including well-designed lesson plans and general rapport with students. Although mentor teachers report that some candidates have needs in specific content areas (e.g., classroom and behavior management, rendering lesson plans into actual classroom instruction), mentor teachers are able to supplement course content so that candidates are better prepared in these areas at the completion of their program. It should be noted that completers identified similar issues as program weaknesses, including principles of behavior management. The program reported a 100% edTPA pass rate for the most recent cohort of completers, demonstrating knowledge and skill acquisition by the completion of the program. Mentor teachers report that a strength of the program is the continuity of clinical practice placements (i.e., fixed placements from initial observations to student teaching), which represents a unique and innovative model.

Program candidates take the full complement of courses taken by candidates in the Multiple Subjects credential program, ensuring that candidates meet the universal TPEs and are prepared to serve students in general education settings. Meeting the needs of English learners is embedded throughout the entire program, including principles of specially designed academic instruction in English (SDAIE). All lesson plans include a requirement that candidates address the needs of English learners, as was evident in course assignments and interviews with candidates and completers. The program utilizes a three-tier system support system to monitor candidate progress and address challenges as they occur. This system includes the "concern" Tier Two, during which candidates meet with advisors and faculty to develop a short-term remediation plan and then meet one month later to monitor progress. Program advisors reported that the focus of Tier Two is on the identification of needed support and not as a solely negative designation. While the system also includes a "probation" tier three, program faculty reported that no Education Specialist candidates had reached that level in the last decade; all candidates who had entered level two had been satisfactorily counseled and supported to succeed in the program. This system, which is clearly delineated in the program handbook, can also be used to identify other campus resources to support candidates as appropriate (e.g., Counseling Center, Disability Resource Center).

Initial summer coursework is divided into two sessions. The first session of the summer quarter includes a learning theory course and an introduction to exceptional children course, the latter culminating in a mock IEP project that addresses assessment, determination of eligibility, and identification of appropriate interventions and supports. The second summer session includes three foundation courses and the first fieldwork seminar course. Subsequent quarters include additional foundation courses, methods courses specific to the two credentials, weekly clinical practice seminars, and courses addressing the teaching performance assessment process. Clinical practice seminars are led by the STE, providing continuity between clinical practice observations/assessments, and content in the seminar courses. Early fieldwork begins during this second summer session so that candidates begin clinical practice on or near the first day of instruction for respective LEAs. Students participate in 40 hours of fieldwork before beginning their formal student teaching in the fall quarter. Field work increases to 20 hours of student teaching per week in the fall quarter and full-time student teaching (i.e., minimum of 20 hours each week) in the winter and spring quarters. The program ensures that all candidates complete a minimum of 600 hours of student teaching.

Clinical practice is designed to ensure a smooth and successful transition from student teaching into the teaching profession. Clinical practice is divided into two placements: the initial placement from August to March and the second from March to the completion of clinical practice. One placement occurs in a MMSN educational setting and the other in an ESN setting. The Supervisor of Teacher Education (STE) and respective academic advisors meet with candidates early in the enrollment process to determine primary interests and career goals (i.e., intention of each candidate to teach students with mild/moderate support needs or extensive support needs.) Student teachers follow a staged entry plan that gradually increases their responsibilities. After an initial observation experience in several classes, student teachers begin observing in the classes for which they will eventually assume full responsibility. Through this process, they are introduced to aspects of teaching diverse student populations, state-adopted curricula, relevant subject matter standards, classroom management, California Standards for the Teaching Profession (CSTP), and the MMSN and ESN TPEs. Memoranda of understanding are issued with the LEA reflecting the responsibilities of both the LEAs and the program, including supervision requirements. Program representatives reported that an increasing number of program completers are now serving as mentor teachers and as a result the general diversity of completers helps ensure the diversity of clinical practice experiences.

Field experiences form the basis for seminar discussions. Requirements include reporting on IEP meetings, staff and department meetings, and professional development offered by LEAs. Candidates draft behavior support plans and IEP goals, and lesson plans that incorporate all key elements, including foundational principles of the program (e.g., universal design for learning, structured cooperative learning, assistive technology, backwards planning strategies). Documentation verifying field placement hours, supervision, and weekly timesheets is accomplished through the use of the Watermark student management system. Candidates submit weekly hours, followed by confirmation by mentor teachers and final approval from supervisors. Exit interviews are conducted at the end of each term, during which the STE, mentor teachers and candidates jointly review progress and needs and evaluate how well

candidates apply course content to their clinical practice experiences. Mentor teachers also utilize the Watermark online system for submitting observation notes and completing evaluation instruments.

The STE meets at the start of each term with the mentor teachers to review program expectations and mentor teachers report that the STE and other university personnel are consistently responsive and available to answer questions and address concerns. This high level of availability and responsiveness was also cited by multiple constituent groups as a strong feature of the program. Mentor teachers receive an orientation checklist at the start of each school year as well as a mentor teacher handbook, which includes information on university coursework, roles and responsibilities of candidates and mentor teachers, and program policies and procedures. Mentor teachers are also provided with rubrics that provide guidance on specific TPEs for the respective credentials. Mentor teachers provide a minimum of five hours each week of mentoring, complete two formal lesson observations and an end-of-term evaluation. Supervisors conduct a minimum of four lesson observations and an evaluation each term.

Candidates complete two individual development plans (IDPs), one for each credential. Coordinated advisement takes place at end-of-term exit conferences. Advisors and credential analysts also meet on a quarterly basis with each candidate to ensure they are moving forward successfully and meeting all UCR and CTC requirements. Advisors utilize a school-wide online spreadsheet system to monitor progress and ensure early identification of issues needing to be resolved. Candidates and completers universally acknowledged the strength of the advising staff, noting their high level of responsiveness, clarity, and systemic knowledge.

Data is gathered through course and instructor evaluation surveys, and credential program completer surveys. A program completer evaluation is conducted at the end of the program. This tool addresses adequacy of program content specific to the universal TPEs but does not address TPEs specific to MMSN and ESN. The tool does slightly modify language of some TPE elements to address disability-specific content. Data from the most recent cohort of completers demonstrates a high level of alignment between course content and TPE elements across the six TPEs. Other data typically compiled (e.g., CTC program completer survey data) was not available due to the low number of candidates in the three most recent cohorts.

Assessment of Candidates
Feedback and assessments are continuous throughout the program. Lesson plans are scored numerically based on the CSTPs and also qualitatively. Mentor teachers provide formal lesson feedback twice each term and supervisors four times each term. Mentor teachers and the STE formally evaluate candidates each term. In addition, a self-assessment process is completed by candidates and candidate performance is addressed each term at exit conferences and upon completion of the individual development plans.
Candidates are informed about the performance assessment tasks and passing score standards in a number of ways, including in the three teaching performance courses. In these courses, students prepare for the assessment through opportunities such as writing and peer-assessing

mock commentaries, studying and reviewing rubrics, creating and peer-reviewing instructional videos, creating and administering student assessments, and observing videos of instruction reflecting best practices. Candidates also receive additional supports and suggestions for organization, planning, instruction, assessment, and writing through the edTPA workshops provided by the SOE edTPA coordinator. These workshops, while not required, are highly valued as reported by completers. Candidates who do not pass the edTPA on their first submission also meet with the edTPA coordinator to review and discuss resubmission options and monitor progress. Candidates also review appropriate tasks, scoring standards, the student teacher handbook, and relevant rubrics.

The seminar courses include opportunities for candidates to reflect on planning, instruction, and assessment in their own classrooms as well as others. This is possible in part to an activity titled "switch week," during which candidates have opportunities to observe in the classrooms and programs of other members of their cohort. In addition, supervisors work closely with mentor teachers to ensure students are writing lesson plans, delivering instruction, and assessing student learning with a focus on respective subject-specific content.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate Support Needs and the Preliminary Education Specialist: Extensive Support Needs Credential programs.

Pupil Personnel Services: School Psychology, with Intern

<u>Program Design</u>
The Pupil Personnel Services (PPS) School Psychology Program at UCR is one of the Educator Preparation programs housed in the School of Education (SOE). The program meets the California requirements for credentialing as a school psychologist as defined by the California Commission for Teacher Credentialing (CCTC). The course of study within the program leads to a doctoral degree. However, all candidates within the program complete a master's degree prior to completing their credential requirements.

Program leadership, management, and quality are the responsibility of the program convener. In conjunction with the program convener, a practicum coordinator facilitates candidate practicum placement, communication with local education agencies (LEA) and school site supervisors. The program includes two additional full-time faculty and works closely with other SOE faculty members in the Learning and Behavioral Sciences area.

Communication within the program occurs between the unit and program leadership as well as faculty, and candidates. Program leadership meets with unit leaders monthly. Within the school psychology program, full-time faculty meet monthly to discuss current program relevant topics, student issues, and program updates. The program also maintains an advisory committee which

consists of individuals representing the broader educational community being served by the program. This includes local administrators, school psychologists, and other educational professionals. Advisory board members indicated that meetings occur at least one to two times per year and serve as a great way to share their input with the program. Communication from the program to the candidates generally occurs via use of the UCR school psychology listserv. Candidates are provided with important program information inclusive of field-relevant issues, important resources, and information for their professional development. Additionally, the program ensures candidates have a voice in the program. This is facilitated through candidate participation in faculty meetings each quarter. Representatives from each cohort are invited to attend faculty meetings to broach topics they want to discuss and receive updates from the faculty on previously discussed or new program issues. Candidates reported feeling that some program changes have occurred because of their input. Candidates also indicated that they "felt heard" and that the meetings provide "more open space for students to voice their thoughts."

In response to faculty reviewing program data and student survey feedback, program modifications have occurred.   In order to provide students with diverse practicum opportunities to meet their personal geographic realities as well as to enhance the program's ability to recruit competitive instructors without concern for logistics and geographic issues, the modality for the practicum courses was changed. Practicum courses no longer meet in-person but are now synchronous online sessions. Current program candidates and recent completers indicated appreciation for this flexibility. This change allowed candidates to seek out geographically distant but desirable practicum opportunities that were not solely based near the university. A second modification was the addition of two new courses within the school psychology program in the areas of diversity and implementation science. The subject matter within these two courses was present within the curriculum. However, it existed across various courses. As a result of faculty discussion and candidate feedback it was evident that the subject matter required representation as stand-alone courses to enhance candidate knowledge. Both faculty and candidates voiced satisfaction in the addition of these courses to the curriculum.

Course of Study (Curriculum and Field Experience)
The program states that its primary goal is to develop professional school psychologists whose activities promote the educational and psychological well-being of children and youth. To do this, the program centers its practices in the scientist-practitioner model. This model emphasizes the integration of practice, theory, and research in course content, readings, supervised field experiences, and research requirements.   Candidates consequently engage in a sequential series of coursework and structured fieldwork experiences (i.e., practica/internship) to develop their skills. Candidates' practicum experience spans their entire tenure in the program from year one to year four and is scaffolded from year to year towards skill development and increasing independence. Year five begins the pre-doctoral internship.

The program has pre-approved practicum and internship sites that have been previously established by the program and the current practicum coordinator. It is the practicum coordinator's responsibility to recruit fieldwork sites and determine that the sites meet

program and accrediting body standards. The sites vary from local education agencies (LEA) and other mental health agencies near the UCR campus and in surrounding cities to LEAs and mental health agencies that are further away from the UCR campus. Multiple Memoranda of Understanding (MOU) are in place. This was evidenced not only in materials shared by the program during the review but also in speaking with a sampling of community partners, advisory board members, and employers who represented these agencies.   The practicum coordinator maintains relationships with placement settings to ensure appropriate fit for program requirements and student needs. In concert with faculty advisors and the practicum coordinator, candidates are matched and placed at practicum sites.

Professionals who provide site supervision (site supervisors) must meet CTC standards for supervision and receive training. The program reported that site supervisors are trained in via a program-specific website where site supervisors can access up-to-date and historical handbooks, National Association of School Psychologists (NASP) training resources and presentations (e.g., culturally responsive supervision, ethical supervision, and relationship building), ethical codes, selected articles pertaining to supervision, supervision agreement forms, and evaluation forms. In addition, the program provides site supervisors with a link to a program specific, private Google drive that houses all course syllabi, activities lists for students, and current readings for each of the courses. The program, via the practicum coordinator and candidates, articulates that two-way communication is expected of all practicum supervisors. This information was present in supervision agreement forms, MOU documents, and commented upon by site supervisors who indicated that they understood the supervisory expectations.

Practicum placement success received mixed reviews from candidates. In the discussion, some candidates expressed great satisfaction with the practicum placement they received. Other interviewed candidates felt that the practicum placement quality was inconsistent, and they would have preferred to exercise greater choice in their placement.

Currently, in addition to the existing pre-approved list, candidates have the option of choosing a practicum site in years one through four.   In consultation with the Practicum coordinator, it was noted that a candidate can request a different site that is not on the program's pre-approved list. However, it is not automatically approved. The practicum coordinator and program will determine if the site is appropriate, if the supervisor is appropriate, and confirm that both meet all required regulatory and program standards to become a site to host a candidate.

The first three years of practicum occur in school-based settings and the fourth year of practicum can occur either in a school-based setting or clinical setting. The School Psychology program structure ensures that all matriculating candidates meet the PPS requirements for the state of California. As a result, candidates must complete all master's level requirements, successfully defend their MA thesis, pass the Praxis II School Psychology exam at the current NCSP criterion, and pass the written exams. With regard to the doctoral program of study, candidates must also complete all PhD level requirements inclusive of defending the

dissertation proposal. The above stipulations must be met for candidates to begin the internship phase of the program.

Within the program, clinical practice is designed to ensure a seamless and successful transition into the profession of school psychology. Practicum experiences are specifically designed to complement the concurrent program courses. During the practicum experience in years one through four, candidates engage in tandem coursework that is appropriate to their stage within the program. Each year, candidates build and enhance their technical skills, critical judgment, and professional abilities. Didactic classroom instruction within each practicum sequence ensures that candidates understand required activities, expectations, and receive program supervision. First year candidates engage in novice experiences centering on observation, shadowing the site supervising school psychologist, and building skills to interact with constituents at school sites. In each succeeding year two through five, candidates engage in more advanced activities at their sites by consolidating course competencies, increasing their autonomy, practicing the ethical and legal delivery of school psychological and mental health services, completing comprehensive psychoeducational evaluations, and overall enhancing their professional skills.

Multiple completers indicated that they liked the way that their clinical practice experience was coordinated with coursework. Additionally, completers voiced that they appreciated that the program had a framework which facilitated practicum experiences that were centered around the subject matter they were simultaneously learning in their courses. The primary goal of the UCR School Psychology Program is to develop professional psychologists whose activities promote the educational and psychological well-being of children and youth. To promote and ensure that candidates achieve this goal the program provides curricular advisement, clinical supervision in the field, and evaluation of candidates. When candidates enter the program, an advisor is assigned to each candidate based on research interests and fit. In most cases, the faculty advisors are part of the school. Some candidates are co-advised by affiliated faculty. Candidates meet with faculty advisors regularly for progress monitoring, to receive research guidance during research lab meetings, and for supervision on professional practices during weekly practicum classes. Practicum site supervisor evaluations and student self-evaluations occur quarterly to monitor student progress throughout the program. The university supervisor regularly evaluates and provides formative evaluation to the student regarding progress made toward the practicum objectives.

Discussion with faculty as well as a review of the program Practicum and Internship Handbook verified formal and informal systems to address struggling candidates. When a candidate is struggling with coursework or in clinical practice, interventions such as course instructor support, faculty advisor engagement, and use of university resources provide tiers of assistance to ensure candidates are appropriately moving forward and meeting all program and CTC requirements. Faculty advisors meet with candidates quarterly and annually to discuss candidate progress. However, candidates are encouraged to self-advocate and periodically consult with advisors outside of required timelines. Additionally, faculty within the program during monthly meetings discuss candidates and determine those that may require additional

support. A program performance improvement process including a continuum of specific informal steps for minor candidate corrective support to a more formal process ending in the development of a formal Professional Improvement Plan (PIP) is available to address any serious candidate issues.

<u>Assessment of Candidates</u>
Candidate performance evaluation and assessment as a means of establishing professional growth and competency throughout the candidate's tenure in the school psychology program is an essential component within the curriculum and clinical practice. Candidates receive information regarding program evaluations and assessments to ensure their readiness to participate. Initially, candidates are notified via student orientation about program expectations and assessments are discussed. Candidates are additionally notified about evaluations within the student program handbook and internship handbooks. As verified by current candidates, they also receive periodic emails as reminders about the required assessments and evaluations.

The UCR School Psychology Program requires all candidates to complete the program's annual review (Individual Development Plan) that documents their progress toward degree completion and credential. Annual reviews of student progress are completed in collaboration between advisor and student and culminate in a joint meeting to discuss successes, challenges, milestone progression, and any other critical topics. The evaluation consists of three components, all completed online using Qualtrics: (a) a student-completed portion, (b) an advisor-completed portion, and (c) a summative portion. The summative portion is completed jointly by the student and advisor when they connect for their annual summary meeting near the end of the spring quarter.

Each year of practicum and during the 1,500-hour internship, candidates receive supervision from both university and school site supervisors and are evaluated accordingly. Candidate performance in clinical field experiences is evaluated using multiple methods from multiple sources. Candidates will complete self-evaluations as well as be evaluated by their site supervisors, consumers of their services, and by university supervisors. The program utilizes a comprehensive assessment instrument for field experiences, completed by both field supervisors and practicum students. These instruments are structured in nine domains consisting of all ten CCTC performance expectations. Each item for each domain is rated on a six-point scale, and expected developmental performance standards are articulated in the instructions for completion. Site supervisors, consumers on site, and university supervisors are expected to provide students with performance feedback through integrated formative and summative evaluations. Clinical fieldwork objectives and evaluation procedures are established at the outset of each experience through course syllabi. Site supervisors are asked to evaluate candidates/interns each quarter (or at least twice yearly) using criteria consistent with university requirements and recognized standards for professional practice. The university internship supervisor is ultimately responsible for determining a candidate's satisfactory completion of internship requirements. That is, the university internship supervisor assigns a summative grade to students.

School Psychology program faculty regularly meet to discuss the results of these annual reviews and evaluate overall student progress. Candidates who require additional support to complete performance assessments have multiple sources of support. The primary support is the faculty advisor. In addition to the faculty advisor, each candidate has their dissertation chair, and informal mentors.   Interviews with current candidates and completers validated the existing levels of support and confirmed that when assistance was required, they were readily able to access faculty advisors, program faculty, and/or university supports to address their need.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Pupil Personnel Services: School Psychology Credential program.

Designated Subjects: Career Technical Education
Designated Subjects: Special Subjects

Program Design
The program is located in UCR Extension (UNEX). There are track A and track B options for completion. Track A is designed for brand new Designated Subjects (DS) teachers or current teachers that do not hold a Clear Multiple or Single Subject credential. Track B also known as the DS Bridge program is for teachers holding a Clear Single or Multiple Subject credential with an English Learner Authorization who qualify for a DS Career Technical Education (CTE) or Special Subjects (SS) credential based on meeting the required qualifying experience in one of the industry sectors. The DS Bridge program provides a modified option for teachers who have already mastered pedagogy and who want to prepare students for careers in technical and professional fields, and/or the military.

The program is led by the Associate Dean of Academic Affairs/Director of Education who reports to the Dean of UCR Extension. Monthly meetings occur between the School of Education and UNEX leadership that focus on topics currently relevant and/or programmatic changes that may need to be discussed as evidenced in interviews. UNEX has designated a qualified program coordinator to oversee the program's curriculum and instructional personnel. The coordinator has knowledge of state and federal policies for career technical education (CTE) and special subjects (SS) which enables the program to appropriately respond to the needs of its constituents. This expertise also provides qualified leadership for making necessary program adjustments due to policy and/or accountability systems changes. The associate dean and the coordinator work in close coordination with the credential analysts to ensure candidate success.

The coordinator works closely with the associate dean and credential analysts on all program communication both internally to the campus-wide leadership team or externally to students and community constituents. The coordinator and credential analysts work together to verify

student program eligibility, track student progress through coursework, communicate regularly with candidates, and provide candidates' final recommendation to CTC. Interested candidates complete a program application which is reviewed by the credential analyst. Once acceptance is granted, candidates can begin the program. Candidates, faculty, and the coordinator communicate with one another through multiple channels including in person meetings, phone, email or teleconferencing systems such as Bookings, Teams or Zoom.

Constituent feedback is garnered through the following mechanisms: program coordinator convenes instructional personnel meetings (group and individually or
by course as needed); School of Education and University Extension Leadership Meetings (the CTC Unit Leadership Team); Community Advisory Committee meetings (brings together constituents from all UCR credential programs by relevant topic); Course and Instructor Evaluation Surveys; and Quarterly Credential Program Completer Surveys. An instructor expressed really valuing the instructional personnel meetings and commented that "it would be great if we could have more opportunities to collaborate and get together."

Course/Instructor evaluations are anonymous and include opinions of the curriculum, online presentation tools, opinions of the learning experience and learning environment, and the instructor's methods and availability. Evaluations are quickly shared with the faculty, coordinator, credential analysts and the Associate Dean so that any corrections needed may be addressed in a timely manner. Instructors were thankful to have all the data that the surveys provide and its usefulness to potentially improve the courses.

The program takes a continuous improvement approach, where modifications are made to the program as needed and based on updates to the standards and feedback from the CTE and Special Subjects constituent community. Key assessment and observation rubrics were refreshed, and readings have been updated to reflect newer research findings and pedagogies. Instructors discussed revising some resource materials (readings) as result of candidate feedback on the effectiveness of the materials and suggestion of more updated resources. Orientation materials (slide deck content) have been updated to clarify aspects of UNEX and the DS program. University leadership commented that it is "nice that the departments are small enough that we can make updates fairly easily."

Course of Study (Curriculum and Field Experience)
The DS CTE & Special Subjects programs are designed primarily for individuals entering the teaching profession from industry and/or the military. Candidates begin their DS credential program and coursework when they have an offer of employment that requires a DS credential. The program prepares these candidates to become effective classroom leaders who can successfully guide students in the acquisition of technical knowledge, attitudes and skills that include critical thinking and problem solving in a real-world context. The California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPE) were utilized in the design of the courses and the observation rubrics. Courses are offered so that candidates can progress at a pace of at least one course per quarter and completion is obtainable within the issuance timeline of the preliminary credential.

To earn the CTE or Special Subjects credential via the Track A route, candidates must complete orientation and seven core courses. Additional courses are optional depending on whether or not a candidate still needs to meet California statutory requirements, Health and US Constitution. Candidates are provided with an "early orientation" to teaching in a CTE or Special Subjects environment and further develop educator competencies in curriculum development, instructional planning, classroom/laboratory management, instructional technique, laws for working with special populations, and professional ethics. Specially Designed Academic Instruction in English (SDAIE) strategies are embedded in each course so that candidates are prepared to provide instruction that serves the needs of English learners and exit the program with an English learner authorization specific to the credential they are earning. Candidates mentioned that the "special section (course modules) just for English learners and student with disabilities and having different tools and recourse to help us differentiate was so important and helpful."

The DS bridge option (Track B) was modified from the standard program to specifically serve teachers holding a valid, unexpired Clear Single or Multiple Subjects credential with an English Learner Authorization. It has fewer required courses and bridges a current clear credential with a DS credential while preparing candidates to teach students looking to begin a vocational, technical, trade, or military career. Coursework emphasizes diverse learning concepts, innovative strategies in the classroom, content related to high-quality instruction, and developing and managing an effective DS classroom. Completers commented, "I benefited from the resources that were shared with me" and that the courses offered "valuable information that I could use immediately in the classroom." Candidates also stated that learning from other instructors (CTE/SS teachers) was very valuable.

The program coursework includes field-based assignments that are clearly stated in the various course syllabi. Since participants in the CTE and Special Subjects credential programs are also currently employed in teaching positions the intent of the coursework is that it is immediately applicable in their teaching context. Discussions in the courses also encourage sharing and reflecting among the course participants. Candidates and instructors appreciated the opportunities for networking and relationship building that the discussions provided as the courses are asynchronous. Required observations in certain classes include an observation rubric that is required for the candidate's site supervisor to conduct and provide feedback. A candidate commented that the "coursework is spot on with what I was experiencing in the classroom. I was able to apply what I was learning."

Candidates for the CTE and Special Subjects credentials must currently hold a teaching position in the K-12 or adult public school system or have a verified offer of employment as a classroom teacher that requires the credential. The field placement for earning a CTE Designated or Special Subjects credential is the candidate's employment. However, the program coursework includes field-based assignments that are clearly stated in the various course syllabi. Site supervisors and candidates must sign a form indicating they understand they must have a site supervisor/mentor for the duration of their program and employers sign an additional form

during the application process that verifies that they will provide support and mentoring for the candidate for the duration of the program. The credential analyst confirmed that the mentor is assigned through the preliminary application and enrollment process and then monitored by the program coordinator.

The program coordinator supports the initial orientation and application process for the DS program. Once enrolled the instructor and the site supervisor support in real time as the candidate completes the various required courses and course requirements such as observations that the site supervisor is responsible for completing with the candidate.

Course instructors and site supervisors are available to support the candidates in any areas they are struggling with throughout the program. Instructors look for any red flags such as missing or late assignments and reach out to candidates directly to gather more information. The instructor can then make a focused plan for support with the mentor and employer to get the candidate "back on track." Should the candidate need additional support the program coordinator would provide that guidance.

UNEX reviews course, instructor, and program evaluations regularly and implements, if necessary, programmatic changes, improvements based on results to continuously improve the overall effectiveness of our programs. Assessments will also be amended for clarity or to gather more data. For example, course and instructor evaluations are reviewed quarterly and areas with a low mean score are identified and potential remedies for improvement are recommended and implemented.

<u>Assessment of Candidates</u>
Candidate competence is evaluated throughout the program using a variety of formative and summative assessments, including field observations, course work, homework assignments, tests/quizzes. Course evaluation criteria are identified in each course and are aligned to the course objectives and program standards as specified by the CTC. Program standards are coded and annotated within each course syllabus to demonstrate direct alignment with the standards set forth by CTC., which is demonstrated in the provided course matrix.

The culminating portfolio provides evidence of work and reflections that demonstrate the candidate's growth, learning, and proficiency throughout the program. The development of a professional growth plan is incorporated into the portfolio utilizing instructional observation feedback so that candidates exiting the program can seamlessly continue their growth as a professional educator. Employing school districts partner with UNEX to provide support for each candidate to ensure they are meeting the program standards, CSTPs and TPEs through program coursework and on the job teaching assignments, and observation feedback. The observation rubrics reflect the alignment of the TPEs and CSTPs, ensuring focused attention to the standards and expectations within the credential program. They also ensure that candidates are meeting the expectations of the workplace as well as the program.

UNEX candidates' academic performance and competencies in the credential program are evaluated using formative and summative assessment processes. Instructors, the program coordinator, and site supervisors assess the candidate performance in the areas required using documented evidence such as competency rubrics, site observations, and culmination portfolios depending on the credential/certificate program.

The system of support is the same to help candidates struggling with assessment as already outlined in the section for candidates struggling with coursework and/or clinical practice. Course instructors and site supervisors are available to support the candidates in any areas they are struggling with throughout the program. Instructors look for any red flags such as missing or late assignments and reach out to candidates directly to gather more information. The instructor can then make a focused plan for support with the mentor and employer to get the candidate "back on track." Should the candidate need additional support the program coordinator would provide that guidance.

Site supervisors are evaluated through participation and feedback on rubrics. Quality of supervisor feedback reviewed by the course instructor – if concerns develop, they are discussed with the candidate and/or site supervisor. Interviews with instructors and the credential analyst confirmed the value of the observation rubrics correlating with the quality of the site supervisor.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Designated Subjects Credential Program: Career Technical Education and Special Subject Credential programs.

Specialist Teaching: Bilingual Authorization Spanish

Program Design
Over the past 12 years, UCR has offered the Bilingual Authorization (BILA): Spanish program through both the Teacher Education Program (TEP) and University Extension (UNEX) and has been a leading program for preparing BILA teachers to teach in Dual Language Immersion (DLI) programs in the Inland Empire. Currently, there are two pathways for candidates to earn a BILA: An in-person pathway is offered for Preliminary credential candidates, and an online pathway is offered through UNEX for candidates who are already working full-time.

Led by a bilingual Supervisor of Teacher Education (STE), the BTPEs are integrated into the candidates' coursework and arranged field work placements for them in DLI classrooms across all three quarters of the credential program. The candidates must also pass the three CSET tests: Test III to enroll, then Tests IV and V to obtain their BILA. A similar online pathway is offered through UNEX for candidates who already hold a credential. An online asynchronous model is offered to meet the needs of the candidates who work full-time during the day. These

candidates must also possess or attain an English Learner Authorization prior to starting the BILA program.

The Education Department within UNEX has offered programs for almost 40 years to K-12 teachers and administrators who are seeking professional development, including added authorizations and credentials for practicing teachers. In UNEX, most teaching credential programs are for practicing teachers seeking to add additional authorizations and credentials, including the BILA. All UNEX students are part-time. The interview with the SOE and UNEX BILA coordinators shared how they work together to align the program's courses and blended options. The partnership between SOE and UNEX is intentional. They meet monthly to discuss related issues and function as one.

Course of Study (Curriculum and Field Experience)
Taking a continuous improvement approach, several modifications and updates have been made to the BILA program over the last two years to meet the requirements of the *2021 Bilingual Teacher Preparation Program Standards and BTPEs*, including: Assignments and discussions in all courses have been updated to include the *California English Learner Roadmap* and the *California English Language Arts (ELA)/ELD Framework.*
The *California Common Core State Standards (CCSS) en Español* and the *California Spanish Language Development (SLD) Standards* have also been integrated into the coursework, along with the *Guiding Principles for Dual Language Education, 3ʳᵈ Edition*. Final projects and assessment rubrics were also refreshed.

Textbooks have been adopted that include newer research findings and assets-based second language acquisition pedagogies. Thus, the curriculum now includes evidence-based practices, promising models, exemplary practices, and effective inclusion of new federal and state legal requirements.
During interviews with BILA course instructors, they shared the steps they took to update their courses to include the updated BTPEs in their syllabi activities and assignments in collaboration with the UNEX leadership team. UNEX leadership outlined the ways that candidates can complete 20 hours fieldwork in bilingual immersion classrooms or settings where they learn to apply and reflect on the BTPEs. They meet the 20 hours of fieldwork requirement with evidence from observations in classrooms, videos, community events, parent events, reflections, English Learner Advisory Committee and District English Language Advisory Committee meetings, and professional conference attendance. The course instructors require documents as evidence of how candidates completed the 20 required hours. Each instructor collects evidence of 5 hours of fieldwork in the 4 required BILA courses: Survey of Bilingual Issues, Assessment and Methods of Instruction in Bilingual Settings, Reading and Biliteracy in Second Language, and Culture and Diversity in Bilingual Settings.

To earn the BILA through UNEX, candidates must either complete five courses for a total of 18 quarter units (earning a grade of B or better) or combine courses with the BILA CSET exams in a blended option to meet all requirements.

In the SOE, an in-person pathway offers BILA CSET III to enroll, then CSET IV and CSET V tests, and enhanced coursework linked to the BTPEs [earning a grade of B or better]. The *edTPA* can be submitted in Spanish.

BILA program coordinators monitor candidates towards BTPEs progress in collaboration with instructors. Documents (agendas, registration, reflections) connecting to the BTPEs are collected by the instructors. The list of BTPEs that are successfully met and those remaining are used to guide advisement and assistance efforts. The credential analyst meets with the candidate quarterly to provide advisement and guidance to the candidates.

Assessment of Candidates
The BILA Program uses documented evidence that the candidate has met the BTPEs in the 4 courses. Evaluations as well as verification of each candidate's BTPEs progress are provided by coursework, faculty, mentors, and program supervisors. Evidence and interviews with program leadership confirmed that mentors are qualified for that position, however during the interviews with the mentors, the training received related to providing candidates strategies to guide improvements in their own teaching practice was inconsistent.

The BILA program sends surveys to instructors, mentors, and candidates to get feedback about the BILA program for continuous improvement. When BILA candidates indicated they were concerned with the short length of a four-unit course, although the course was academically meeting their needs, they felt the course would benefit them more if they were given a bit more time as it was difficult to juggle their profession, personal, and educational commitments. UNEX understood the candidates' concerns and discussed them with the program coordinator and instructors. The decision was made to lengthen the course by one week and candidates were satisfied with the outcome.
The BILA program administrators provide support and assistance to candidates and only retain candidates who make progress toward meeting BILA program expectations and requirements for the authorization.

Findings on Standards
After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Specialist Teaching: Bilingual Authorization: Spanish Credential program except for the following:

Standard 3: Field Experience – **Met with Concerns**
There was inconsistent evidence that all bilingual mentors are trained by the program to provide candidates guidance and assistance to support improvements in practice.

Specialist Teaching: California Teachers of English Learners (CTEL)

Program Design
The Crosscultural Language and Academic Development (CLAD) certificate through the CTEL Program has 14 years of implementation at the University of California at Riverside Extension (UNEX). The program is led by the associate dean of academic affairs/director of education who reports to the dean of UCR Extension. UNEX has designated a qualified program coordinator to oversee the CTEL program's curriculum and instructional personnel.

The program is offered in an online-asynchronous model to meet the needs of in-service teacher candidates who are working full-time during the day. Candidates enroll in this program from within California, from across the United States, as well as globally. A blended program option is available to candidates who wish to complete the requirements of the state English Learner Authorization using university coursework blended with the passage of the CTEL Exams. The program has a site leadership team whose members are qualified in the areas of teacher training and English Learner instruction as demonstrated through their CVs and interviews.

Course of Study (Curriculum and Field Experience)
The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CTEL) and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD). To earn the CTEL certificate, candidates must complete six courses for a total of 18 quarter units, with a grade of B or better; or candidates may combine passed CTEL subtests with coursework to meet all requirements.

During interviews the candidates agreed, "The program provides all teacher candidates adequate opportunities to learn and apply instructional and curricular practices that ensure equal access to the core curriculum and to meet the state-adopted academic content standards and performance levels for all students." The instructors shared that the courses and the CTEL program included critical understandings, knowledge and appreciation of the perspectives and contributions of diverse groups within the area of research-based English Learner instruction theories and methodologies.

The instructors, district mentors and district administrators interviewed also agreed that UNEX upholds equity and diversity in its hiring practices and in its recruitment of candidates for the program.

Completers of the CTEL program overwhelmingly thought that the coursework enhanced what they do in the classrooms and were able to secure teaching positions in a dual immersion classroom. They also verified that the instructors were knowledgeable, interactive in an online format and kept a good pace for adult learning.

The CTEL program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language

acquisition and the difference between first- and second-language acquisition through the six courses offered in UNEX.

The CTEL coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. In the CTEL portfolio, there is evidence of candidates' achievement of the goals of the program. Portfolios capture learnings and field experience from each of the courses to demonstrate the required knowledge, skills, and abilities in each of the seven domains and then connect them in a cohesive manner.

The program provides candidates with the ability to demonstrate knowledge of English Language Development (ELD) research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. In the CTEL course "Assessment of English Language Learners," the candidate will describe the relationship and distinction between the ELA/ELD standards.

The program requires that candidates analyze how knowledge can be directly applied to the instruction of English learners to build upon students' prior knowledge and promote their language development and academic achievement. The program administrators stated: "It is the goal of the program to make assignments meaningful to candidates, with the outcome of candidates creating actual tools that will assist them in improving their teaching practice."

Assessment of Candidates
The CTEL program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners' academic progress. In the CTEL courses, candidates read articles and demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English learners. In addition, candidates will apply knowledge of how to identify and address cultural and linguistic bias in student assessments. The candidates write narratives about the course content, strategies learned and how they will apply what was learned in their classrooms.

In collaboration with UCR Academic Quality, Integrity, and Assessment department (AQIA), UNEX candidates' academic performance and competencies in the credential program are evaluated using formative and summative assessment processes. Instructors, the program coordinator, and site supervisors assess the candidate performance in the areas required using documented evidence such as competency rubrics, site observations, and culmination portfolios depending on the credential/certificate program. UNEX and AQIA reviews course, instructor and program evaluations regularly and implements, if necessary, programmatic changes and improvements based on results to continuously improve the overall effectiveness of our programs. Assessments will also be amended for clarity or to gather more data.

Instructors are reviewed quarterly and areas with low mean scores are identified and potential remedies for improvement are recommended and implemented. UNEX regularly reviews various program data (i.e., student course performance data, student survey

feedback/comments) to make any needed programmatic or curricular changes to continuously improve student outcomes and overall program effectiveness.

The CTEL program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment(s) and appropriate for English learners in the areas of listening and speaking, reading, and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. For example, in the *Foundations of English Language Development and Methods for Content Instruction* course, the instructor assigns candidates to analyze oral and written discourse with respect to cohesion and coherence and identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English Learners.

The program provides candidates with conceptual understanding of culturally inclusive instruction, the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

<u>Findings on Standards</u>
After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Specialist Teaching: California Teachers of English Learners Credential program.

INSTITUTION SUMMARY

As the program reports have indicated, the University of California, Riverside (UCR) offers credential programs designed to meet the needs of a large and diverse region. The service area of the university encompasses Riverside and San Bernardino Counties and is the third largest metropolitan area in California, with a growing and diverse population of over 4.5 million. The School of Education (SOE) is one of four professional schools at UCR, alongside three colleges. UCR also includes University Extension Professional Studies (UNEX), a self-support auxiliary unit that is home to several certificate programs and three CTC credential programs. The SOE and UNEX together comprise the education unit at UCR with eight credential programs between them.

With two distinct divisions offering educator preparation programs, reviewers interviewed members of each division and examined documents and evidence within and across both entities to confirm that they do work closely together to operate these programs. Their commitment to shared governance and to supporting candidates is clear to members of both organizations and is recognized as a strength by the university leadership.

The School of Education has over 1,000 students in undergraduate, graduate, and credential programs. Candidates expressed strong appreciation for their faculty and their program, and for the high level of support they receive from admission through completion. Post-completion, graduates become part of an active alumni network that offers professional development, opportunities to serve as cooperating teachers, and mentoring connections to current students.

University, UNEX and SOE leaders describe the education programs as being in growth mode, partly because of available capacity but mostly due to a shared goal of providing the educators that are needed in partner districts, and a recognition of the essential role educators play in economic growth across the region. A new Bachelor's degree in Education, Society, and Human Development provides a strong on-ramp into credentials and other programs in the SOE. And recently, a satellite program at the Coachella Valley Palm Desert campus began offering the Multiple Subject credential for local candidates, a prototype for future growth.

COMMON STANDARDS FINDINGS

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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The School of Education and the University Extension together form the education unit at UCR. The leadership structure is similar in each division with deans who report to the provost, assistant or associate deans who are also program directors, assistant directors, and program coordinators. Both SOE and UNEX have advisors/credential analysts assigned to specific credential programs, and staff responsible for admissions and enrollment. As there has been some turnover in leadership in the SOE in recent years, it was important to hear interviewees express enthusiasm for the new dean's visionary and inclusive leadership as she has been in her position since January 2023. The dean of UNEX is in his fifth year and brings experience, creative planning, and institutional continuity to the partnership. While their divisions have different funding sources and operational structures, they each have a clear mission to advance equitable and exceptional educational systems for educators, among others, and to serve the people of the region through community outreach and K-12 engagement.

Interviews with the deans of the School of Education (SOE) and University Extension (UNEX) and with the senior university leaders reveal a common understanding among them of the values and goals of the education unit at UCR, and a shared commitment to supporting the infrastructure needed to operate effective educator preparation programs.

A system of committees in the SOE, UNEX, and across both divisions involves faculty, staff, students, and leadership in shared governance and promotes communication across the unit. Key among these is the Teacher Education Committee, whose goals include fostering collaboration between faculty and staff, and deepening collaboration with communities and schools. Another is the Community Advisory Committee, co-convened by the program area directors who oversee the Preliminary and other credential programs. Its agenda is jointly formed around a relevant topic, and faculty and community constituents are invited accordingly. The Unit Leadership Committee has convened both deans, the program area directors, associate deans, and assessment analyst to prepare for the accreditation site visit. Other committees engage SOE faculty in campus governance such as the Graduate Advisory Committee, Undergraduate Education Committee, and the Faculty Executive Committee.

A review of the unit's faculty table confirms that all faculty and instructors in the educator preparation programs are regularly collaborating with colleagues in P-12 through field

supervision, professional development programs, academic research with school personnel, and clinical services. Partnerships with regional schools and districts are a high priority, and faculty and supervisors described long-standing relationships with teachers and principals who provide clinical placements and also helpful feedback and ideas for improvement. Other community outreach includes the Institute for Teachers of Color (ITOC), the Institute for Quality Math and Science Teachers, and an NSF Noyce scholarship program. In addition, the SOE dean serves on several community boards.

Resources for effective operation of preparation programs are described by the deans and campus leadership as sufficient. In University Extension, programs are supported through student tuition in a self-support model. UNEX therefore covers all the operations, hiring, and candidate support for its three credential programs. The School of Education is on the state side, and its budget model is a decentralized one in which deans have control over most of their budgets and can appropriate resources according to their college needs. Interviews with SOE staff did elicit calls for additional staff positions, as roles have been combined in cost-saving measures (e.g. advisor and credential analyst, or admissions and enrollment specialists). Some also mentioned the need for building upgrades, which the dean agreed are needed and are underway.

While resources are currently sufficient, the institution has plans to grow education and are considering their future needs in the areas of faculty, building space, and staffing. This was highlighted in staff interviews and confirmed by the provost, who emphasized the importance of growing all aspects of the organization to ensure success.

A review of faculty hiring protocols and position descriptions for faculty and supervisors confirms that the university seeks faculty whose work demonstrates excellence in their field, and a commitment to the mission of serving underrepresented and first-generation college students. Faculty applications also require a "Statement of Past and/or Planned Future Contributions to Advancing Diversity and Inclusive Excellence." Position descriptions for supervisors include all the required qualifications specified in the standards for selection of university supervisors.

Interviews with credential analysts confirm that there is a clear and consistent recommendation process, closely tied to admissions and advising, for confirming that all requirements have been met prior to recommendation. Each advisor/credential analyst has specific candidates to work with, and they track each of them throughout their program. At the end of their program, they review transcripts for courses and GPA, identify which candidates still need to complete program requirements, and follow through with the recommendation process for candidates who have met all requirements. Candidates who are still working toward completion are advised by the lead credential analyst who provides guidance and support. Mandatory Friday Events provide edTPA support as well as content development in key areas.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Consistently**

Finding on Common Standard 2: Met

Summary of information applicable to the standard
UCR's credential programs accept applications based on clear criteria that match CTC's credential entrance requirements. The application material includes program descriptions and links to information about tests that may be required. Applicants also interview with a credential analyst, which offers applicants an opportunity to ask questions. On-campus and online recruitment events are plentiful. The education unit actively recruits and admits candidates from surrounding diverse communities.

Support that promotes successful entry and retention in the profession is provided by the cohort model used throughout the length of the program. University supervisors both teach the fieldwork classes and observe and supervise candidates' work in their student teaching and intern classrooms.

Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. The credential analysts also act as the program advisors. Candidates report that they know who their advisor is and meet with that person regularly. During those meetings, the program requirement form is updated.

In addition to meeting with advisors and receiving support from their university supervisor regarding their practicum, the Tier Support and Evaluation System is designed to help

candidates who may need individualized academic or other types of support. Candidates meet with their University Supervisor and an academic plan is developed with assistance that will help them meet program competencies. They meet again to review progress on the plan.

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

Finding on Common Standard 3: Met

Summary of information applicable to the standard
All 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. In the Preliminary educator preparation programs, candidates attend professional events in addition to their coursework. A recent special event, with mandatory attendance for credential candidates, focused on restorative justice. The credential programs are designed, implemented, and evaluated according to a planned sequence of courses, fieldwork and clinical practice that develop professionals who can demonstrate the requisite knowledge and skills in their respective credentials. The credential programs regularly verify and review the credentials, experience and effectiveness of instructors, supervisors, and cooperating teachers. Professional development opportunities are provided to introduce new knowledge in policy, instruction, pedagogy, and use of technology. Although the Preliminary teaching credential programs do use an online program for training District Cooperating Teachers (DCT's), interviews confirmed that some of them had not received that training. Some DCT's said they also had not been given a student teaching handbook as of the date of the interview. Building a tracking system that holds the documents that verify training is suggested.

The education unit collaborates with partner school districts in such efforts as grant funded-projects, in-service programs, and strategic alliances with county offices of education. These relationships have resulted in increased performance in P-12 students on state-adopted academic standards.

For the Preliminary teaching credential programs, the placement coordinator works with school districts to verify socioeconomic and cultural diversity, support English Learners, provide appropriate supervised clinical practice, and provide opportunities to work with students with disabilities. District Cooperating Teachers (DCTs) model instruction and provide support for candidates as they progress through their placements. New DCT's receive an orientation checklist, access to and training in Watermark (fieldwork system where candidates post their observation lesson plans) and guidelines for supporting candidates with the edTPA.

The CLAD Through CTEL, Designated Subjects CTE, and Designated Subjects Special Subjects programs includes field-based assignments. The School Psychology program offers a series of courses that include structured practica, and a website where supervisors can access up-to-date resources.

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

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The UC Riverside School of Education educator preparation programs regularly collect and analyze data to implement a continuous improvement process within the unit and each of its programs. Interviews with UCR administrators, staff, and constituency groups confirmed that data collection begins at the point at which candidates are admitted and continues throughout and beyond their program completion. The comprehensive, continuous improvement process involves a range of constituencies that include UCR unit and extension leadership, faculty supervisors, district cooperating teachers, candidates, program committees, school district personnel, credential analysts and advisors.

The UCR Educator Preparation Programs Assessment System document was reviewed prior to the site visit and indicated 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 unit's leadership team, program coordinators, faculty, credential staff, and employers provided additional evidence that assessment data is used to assess UCR's effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. All UCR educator preparation programs have been developed and function as collaborative endeavors that involve the School of Education, academic departments on and off campus as appropriate, and local districts and school communities. Contributions from these partnering members are deemed essential in program development, during implementation, and as part of the review process that is conducted at least annually.

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 evaluations, university supervisor and district-employed supervisor evaluations, and candidate, alumni, completer, end-of-year survey and employer surveys. Prior to and during the site visit, the accreditation team reviewed the CTC Accreditation Data Dashboard that confirmed the information that was provided by the UCR educator preparation programs.

The PPS School Psychology program uses a variety of assessment and evaluation systems for ongoing program evaluation and improvement through committees, program meetings, and faculty retreats. The PPS School Psychology area group meets at least three times per quarter to evaluate program and student outcomes using various resources. These include Annual Review Surveys to evaluate student progress in the program and Fieldwork Evaluation to evaluate competency in fieldwork/clinical practice. The PPS faculty meet each quarter through the Equity Caucus and joint Faculty-Student meetings to discuss plans for program improvement. Practicum partners, internship supervisors, and local school district leaders are provided with program outcome data and are asked to identify areas for improvement. The UCR Educator Preparation Programs Stakeholder Feedback Survey and UCR Alumni Surveys provide valuable information in their continuous improvement efforts.

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 UCR educator preparation programs 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 site visit interviews reflect candidates meet California Commission-adopted standards across various programs. It was evident through interviews and document review that the unit integrates an assessment process that it ensures meets the 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, anecdotal excerpts from students, current candidates, and other sources.

Data findings from multiple sources, including the CTC Accreditation Data Dashboard, indicate a high percentage of passing scores from standardized assessments and reflect that the UCR's School of Education and Extension programs have positively impacted candidates' professional development, growth, and their readiness to serve in California P-12 schools.

Information gathered from faculty, field supervisors, mentor teachers, employers, district personnel, and alumni include anecdotal evidence that the unit programs continue to 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 having on students in P-12 settings. Interviews with site-based employers provided further anecdotal information that the local school districts have higher employment retention rates from UCR program completers than completers from other Inland Empire institutions. One employer remarked, "Honestly, the quality of teachers that matriculate from UCR is higher than other institutions in the Inland Empire and I find, they are better prepared to teach. They do a great job of integrating data-driven research within their communities of practice." Another employer remarked, "In all my years, I have seldom hired a teacher from the UCR program that I was dissatisfied with." Another UCR employer remarked, "UCR teacher candidates and graduates understand the needs of the students and community they serve."

A UCR graduate from last spring stated, "The School of Education has shaped us to be pioneers of change and leaders of education. As a first-generation student, this accomplishment brings life to my parents' dreams. Not only is it a representation of my effort, but also of their endless love and support." Another graduate of UCR SOE earned her M.A. in Educational Psychology and received the SOE Graduate Student Excellence Award. As a former 5th grade teacher, she focused her career on promoting educational equity in the classroom. She said, "The professors in the SOE have had a lasting impact on me. Not only do the educators have varied and vast knowledge, they also genuinely care about their students as individuals and learners!"

The SOE at UC Riverside engages students, faculty, researchers, and the local community through a series of events aimed at addressing critical issues facing educators and policymakers by highlighting the most current research and scholarship of their faculty and students. Recent events included: *The Equity and Justice Speaker Series*, *Exploring Ethnic Studies applications to P-12 School Pedagogy and Curriculum,* and the *UCR Alumni Teacher Mentor Network.*