

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
University of California Berkeley**

Professional Services Division

May 2012

Overview of This Report

This report includes the findings of the accreditation visit conducted at the University of California Berkeley campus, a UC educator preparation program. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs Offered by the Institution**

COMMON STANDARDS	Met	Met with Concerns	Not Met
1) Educational Leadership		X	
2) Unit and Program Assessment and Evaluation	X		
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors		X	
9) Assessment of Candidate Competence		X	

PROGRAM STANDARDS	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject and Single Subjects	19	18	1	
Preliminary Administrative Services	15	15		
Professional Clear Administrative Services	9	9		
Pupil Personnel Services: School Psychology	27	27		
Pupil Personnel Services: Social Work and Child Welfare and Attendance	25	25		
Designated Subjects Adult Education	8	8		
Designated Subjects Career and Technical Education	19	19		
Designated Subjects Career and Technical Education	16	13		3
California Teachers of English Learners	10	10		

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

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

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

Institution: University of California Berkeley

Dates of Visit: March 4–7, 2012

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** is based on a thorough review of the institutional self-study; additional supporting documents available online and during the visit; interviews with administrators, faculty, candidates, graduates, employers, and local school personnel; and additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The entire team reviewed each of the nine Common Standards and determined that all Common Standards were met with the exception of: Common Standard 1: Educational Leadership, Common Standard 8: District Employed Supervisors, and Common Standard 9: Assessment of Candidate Competence, which are **Met with Concerns**. Although three Common Standards are Met with Concerns, the issues reflected are very limited in scope and reflect just a single element of the Common Standard or focus on a single type of educator preparation program.

Program Standards

Discussion of findings by the whole team with detailed input from individual team members allowed the team to agree that all program standards were found to be met, with the exception of two programs: Multiple Subject and Single Subject Programs, Standard 15 is **Met with Concerns** and Career Technical Education, Standards 1, 6, and 7 are **Met with Concerns**. The issues for the CTE program are very specific to inclusion of the 7-12 CTE Model Curriculum Standards and Framework in program design and course instruction, the TPEs in candidate assessment, and the CSTPs in candidate assessment in the advanced level program, which affect three separate standards.

Overall Recommendation

The team recommends **Accreditation** with a 7th year report, because of the limited scope and impact of the concerns. The strength of the programs and education unit, the deep satisfaction by employers with the graduates of the programs and their preparation, the impact of the faculty and graduates on the issues of urban education and equity, and the plans already presented by the

university regarding how they will address the issues identified led the team to a unanimous conclusion regarding the overall recommendation.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials

Multiple and Single Subject
Designated Subjects Adult Education
Career/Technical Education
California Teachers of English Learners (CTEL)

Advanced/Service Credentials

Preliminary Administrative Services
Professional Clear Administrative Services
Pupil Personnel Services: School Psychology

Staff recommends that:

- The institution's response to the preconditions be accepted.
- University of California, Berkeley be permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of California, Berkeley continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- The University of California, Berkeley submit follow-up documentation in a 7th year report that provides an update on Common Standards 1, 8, and 9 and on Program Standard 15 for the Multiple Subject/Single Subject Programs, and on Program Standards 1, 6, and 7 for the Career/Technical Education (CTE) Program. Specifically, the report would address:
 - (a) evidence of involvement of external stakeholders in the governance of teacher education programs
 - (b) evidence of training in supervision for district-employed field supervisors in teacher education programs
 - (c) evidence that in the Career Technical Education (CTE) program, both the description of program design and the evaluation of candidate competence are aligned with the CTE Model Curriculum Standards and that the program bases CTE teachers' competence on the California Teaching Performance Expectations (TPEs) for initial program and on the California Standards for the Teaching Profession (CSTPs) for the advanced program.

Accreditation Team

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Staff to the Visit:

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Documents Reviewed

Candidate Completion Portfolios
Common Standards Report
Course Syllabi
Candidate Files
Fieldwork Handbooks
Follow-up Survey Results
Assessment Rubrics
Program Assessment Feedback
Partnership School MOUs

Biennial Report Feedback
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Course Evaluation Forms
Meeting Agendas and Minutes
PACT Data
Teacher Education Integrated Information System

Interviews Conducted

	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates	86	123	209
Completers	29	22	51
Employers	9	6	15
Institutional Administration	8	27	35
Program Coordinators	17	15	32
Faculty	37	41	78
PACT Coordinator	3		3
Advisors	10	28	38
Field Supervisors – Program	21	15	36
Field Supervisors – District	22	26	48
Credential Analysts and Staff	2	9	11
Totals	244	312	556

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

Background information

The University of California at Berkeley is the flagship school for the University of California system. The University of California officially opened in 1869 in Oakland a year after the Governor of California signed the law creating a state-sanctioned university. The University moved to its current campus in Berkeley in September 1873. The University of California now comprises ten campuses across the state.

Over the years UC Berkeley has established more than 350 academic programs taught by a distinguished faculty that includes 22 Nobel laureates.

UC Berkeley has a long history of serving students regardless of means. Financial aid became available as early as 1897. Today, UC Berkeley educates many Pell Grant recipients and nearly 30 percent of freshman report being the first in their families to attend college.

Demographics of UCB Students (Fall 2011)

Females 44.7%

Males 55.3%

Students Self-Identification	Number of UCB students
African American/Black	1,235
Mexican American/Chicano	2,610
Other Hispanic/Latino	1,233
Native American/Alaskan Native	282
Pacific Islander	86
Chinese	5,712
Filipino	884
Japanese	545
Korean	1,400
Other Asian	625
South Asian	1,661
Vietnamese	974
White	11,847
Decline to State	2,610
International	4,438

Education Unit

In 1889 the UC Regents announced, "...the intention...to establish a course of instruction in the science and art of teaching...", and in 1892 the Department of Pedagogy was established when Elmer Ellsworth Brown was hired as the first Professor of the Science and Art of Teaching. By 1894, Professor Brown had developed standards for teaching and the first California high school teaching certificate based on those standards was issued by UC Berkeley.

The Department of Education was established as a unit of the Graduate Division at UC Berkeley in 1900 and UC students began practice teaching in Berkeley public schools in 1903. The School of Education was established in 1913 and by 1924 was offering several credential programs including programs for administrative credentials.

By 1941, the School of Education was offering courses in special education and elementary and secondary credentials were separated for the first time. The School Psychology credential program began in 1965 and the Developmental Teacher Education Program (DTE) began in 1980 as an Experimental Program.

By 1999 the Master's Degree and Credential in Science and Mathematics Education (MACSME) and Multicultural Urban Secondary English (MUSE) programs were established, and in 2000 the Principal Leadership Institute (PLI) was established to prepare leaders for San Francisco Bay Area urban schools. In 2009, the CalTeach program was approved by the Committee on

Accreditation as an Experimental Standards Program. There are now four distinct programs that offer preparation for the Multiple Subject and Single Subject Credentials, Master's Degree and Credential in Science and Mathematics (MACSME), Multicultural Urban Secondary English (MUSE), Developmental Teacher Education (DTE), and CalTeach. There are sixty-one faculty members that teach in the Teacher Preparation Programs.

Teacher Education Program Enrollment by Ethnicity - Fall 2011

Ethnic Identification	DTE		MACSME		MUSE	
	Number	%	Number	%	Number	%
Caucasian	6	40%	11	52%	13	57%
Asian	5	33%	3	14%	3	13%
African-American	0		2	10%	0	
Hispanic	1	7%	1	5%	1	4%
Native American	0		0		0	
Multi-Ethnic	1	7%	2	10%	3	13%
Other/Decline	2	13%	1	5%	3	13%
Foreign	0		1	5%	0	
TOTALS:	15		21		23	

Program Review Status

Program Name	Number of Program Completers (2009-10)	Number of Candidates Enrolled or Admitted (2010-11)	Agency Reviewing Programs
Developmental Teacher Education	21	11	CCTC
Multicultural Urban Secondary English	15	10	CCTC
Masters and Credential in Science and Math Education	11	17	CCTC
Cal Teach	0	1	CCTC
Adult Education	4	47	CCTC
Career Technical Education	0	48	CCTC
California Teachers of English Learners	169	195	CCTC
Principal Leadership Institute	35	26	CCTC
Leadership Support Program	12	67	CCTC
PPS: School Psychology Generic Standards	8	36	CCTC
PPS: School Social Work and Child Welfare and Attendance Generic Standards	12	19	CCTC

In addition to the teaching credentials, UC Berkeley also offers the Preliminary and Professional Administrative Services credentials, three Personnel Services Credential programs, two Designated Services Credential programs and a Clear Credential program.

The Visit

This visit began on Sunday, March 4, 2012 and was completed on Wednesday, March 7, 2012. The team members met at the hotel on Sunday for a team orientation meeting prior to a reception on campus. There was a large turn-out of faculty members, cooperating and district employed supervisors, candidates, completers, and employers/district supervisors at the reception that familiarized the team with the institution, the School, and each of its programs. Judith Warren Little, Dean of the Graduate School of Education, and George Breslauer, Executive Vice Chancellor and Provost, greeted the team and visiting stakeholders, articulated the campus commitment to professional preparation for educators, and gave a broad introduction to the range of educator preparation programs across the university. The team also participated in interviews, particularly with external stakeholders. The team returned to the hotel to finish its preparations. Monday was spent as a whole day of interviews for team members. A Mid-Visit report was presented to the Dean, Coordinator of Professional Programs, and the Special Assistant to the Dean on Tuesday. Team members completed interviews Tuesday morning and returned to the hotel to continue team deliberations and report preparation. The Exit Report was presented to the institution on Wednesday, March 7, 2012.

Common Standards

Standard 1: Educational Leadership

Met with Concerns

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Formal authority for the education unit at University of California, Berkeley resides with the Vice Provost for Teaching, Learning, Academic Planning and Facilities and has been delegated to the Dean of the Graduate School of Education (GSE). The education unit at UC Berkeley is comprised of four teaching credentials, two Administrative Services credentials, three Pupil Personnel Services credentials, two Designated Services credentials, and a Clear credential program. While half of the programs (MS: Developmental Teacher Education; SS: MUSE; SS: MACSME; Preliminary Administrative Services; Professional Administrative Services; PPS: School Psychology) are housed in the Graduate School of Education, there are also a number of programs under different decanal leadership. One of the teaching credential programs (Cal Teach) is an experimental program housed in the College of Letters and Sciences. The PPS: School Social Work and PPS: Child Welfare and Attendance programs are housed in the Graduate School of Social Welfare. The Designated Subjects programs (Adult Education and Career Technical Education) and the CTEL Clear Credential are housed in the UC Extension program. The team verified through multiple interviews and review of documentation that the university ensures coordinated leadership of the education unit via both regular formal and informal communication of the deans and the academic coordinators and also via the institutional-level Committee on Professional Education Programs (CPEP), which is chaired by the Dean of the GSE and coordinated by the Director of Professional Programs within the Graduate School of Education. CPEP has been involved in the preparations for the accreditation visit and has an appropriate agenda for future work. Members of the group have been more engaged since the dean has taken over as chair.

The mission of the GSE at UC Berkeley is a research-based agenda for "...producing and promoting scholarship that improves the quality and equity of educational practices in all settings in which teaching and learning occur..." The unit has a shared vision which emphasizes six shared principles, involving high performance standards; a clear theoretical and research base; equity, with special emphasis on urban schools; the development of reflective practitioners; collaboration with K-12 partners; and the promotion of school reform research and development. It ensures the vision is shared across all credential programs by periodic review of the vision through CPEP. In keeping with its research preeminence, its credential programs are typically

integrated with the research interests of the lead faculty member. The team noted that most stakeholders report great strength in deep integration of theory, research, subject matter knowledge, and practice in the credential programs. The education unit ensures the implementation of California's standards and curriculum frameworks by referencing them as one key source in the design of credential programs.

Each credential program is led by a tenure track faculty member to ensure a strong theoretical and research base. It is supported by a full time academic coordinator, typically with years of public school experience. The coordinator assures the day-to-day operations of the program and works to ensure the integration of theory and research into the practice of credential candidates. The team confirmed via interviews that the relevant stakeholders are actively involved in the organization and coordination of credential programs through frequent informal communication among faculty, coordinators, university supervisors, field supervisors and candidates.

In some programs external stakeholders are also involved in the governance of the credential programs through their participation in advisory boards; however, neither the unit nor some of the teacher education programs have a formal mechanism for the involvement of external stakeholders in the design and governance of the program. For example, in the recent redesign of the Developmental Teacher Education program, there has been careful and extensive work by faculty; however, there is no evidence of involvement of field supervisors, employers, or completers. The GSE has indicated plans to institute both a unit-wide advisory board and an advisory board for the teacher education programs; however, the groups are not yet fully constituted and have not yet met.

The credential recommendation process at UCB is under the oversight of the Director of Professional Programs and is implemented by the credential analyst for all credential programs housed in the Graduate School of Education and the Cal Teach experimental program. There is an Authorized Submitter for credentials in both the School of Social Work and the University Extension. The team verified, via interviews and documentation, that the credential analysts and submitters are well informed about current requirements and work with each other to ensure cross training and cooperation.

Rationale for Standard 1 Findings:

While for some programs the team reviewed evidence of involvement of external stakeholders in the governance of the credential programs, there was no formal evidence that "...relevant *stakeholders* are actively involved in the organization, coordination, and *governance* of all professional preparation programs."

Standard 2: Unit and Program Assessment and Evaluation

Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Review of the documents, interviews with faculty, administration and staff indicate that the entities within UC Berkeley that house credential programs implement an assessment and evaluation system for ongoing program and unit evaluation and improvement. Important evidence of such is the fact that the unit invested in the Teacher Education Integrated Information System (TEIIS), a relational database that allows them to track candidate progress in all programs from application through completion. At the time this system was developed it was for the teacher credential programs with plans to expand it to include all programs. Adoption of the TEIIS was one of the unit's goals as discussed in the biennial report and clearly it seems to be the cornerstone of both formative and summative assessment of candidates and programs. To date, three of the teacher education programs are using TEIIS, with plans to add Cal Teach, the PPS programs, Education Administration programs, and the programs offered through UCB Extension.

The unit uses standard course evaluations and it is noted that all programs employ a combination of other evaluations appropriate to the particular program and credential. For example, teacher preparation programs use information on PACT, student teaching evaluations, university teaching evaluations, exit interviews, follow-up interviews and faculty interviews, as well as less formal means such as discussions with current students, staff and cooperating teachers. The School Social Work Program/Pupil Personnel Services Credential (SSW and CWA) uses various instruments, including multiple surveys and results of licensing exams. The PLI and LSP (preliminary and professional administrative services credentials, respectively) use a combination of formal evaluation tools and informal processes that provide feedback on program performance. The Adult Education (AE), Career Technical Education (CTE) and California Teachers of English Learners (CTEL) also use graduation rates, placement data, instructor feedback on candidate proficiency and competency attainment in class instruction.

Standard 3: Resources

Met

<p>The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.</p>
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Findings

The Graduate School of Education (GSE) and other schools involved in educator preparation at UC Berkeley have extensive financial, personnel, and information resources to support the credential candidates and programs. In most of the units financial support is provided not only through permanent funding, but also through the annual budget allocation process. In addition, most of the units enjoy significant supplemental support from governmental, foundation, and donor sources. Funds appear to be available for all programmatic improvements for which

faculty make an appropriate justification. In the University Extension, budgets are supported only through tuition dollars. Each of the four decanal units works with the Vice Provost to ensure adequate resources for all credential programs. Most candidates can benefit from the all-university resources, including library, facilities, information, and Student Learning Center and support services. Candidates in Extension Programs do not get CalNet IDs and thus have somewhat less access to resources.

Within the GSE, each credential program is led by a tenure line faculty member and a full-time faculty coordinator, with staff support dedicated to each program as well. Sufficient resources are provided for coursework and supervision. Typical supervision formulas are four students per supervisor. Support is provided for admissions, advising, credentials, academic support, and career placement.

The Graduate School of Education, the Graduate School of Social Welfare, and the College of Letters and Science have extensive library holdings and computer labs available for candidates, staff and faculty.

Each program has partnerships with local school districts and coordination to ensure strong field placements. These are supported with signed Memoranda of Understanding. The coordinator of each program plays a key role in ensuring strong ongoing relationships with field personnel.

The UC Berkeley Masters in Social Work program, which houses two of the Pupil Personnel Services programs, is fully accredited by the Council on Social Work Education, which ensures strong external validation of program adequacy. The GSE program in School Psychology is externally accredited by the American Psychological Association, which also provides further evidence in this regard.

All the credential programs at UCB are committed to participating in the Teacher Education Integrated Information System (TEIIS) system to collect assessment information about each candidate and credential program. It is currently implemented for the teaching credential and administrative credential programs, but other units have committed both intentional and budgetary resources to implement the TEIIS for all credential programs. This state-of-the-art database allows candidates, supervisors, faculty members, and unit leadership to enter and/or review assessment information at the appropriate level of functioning.

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

The high quality of the UCB credential faculty across the unit deserves special note, as indicated by candidates and program completers during interviews. Faculty include tenure track, full and part-time lecturers and instructors, and supervisors. A review of program documents indicated that tenure-track faculty members hold appropriate terminal degrees and engage in research and service related to their teaching. Lecturers, instructors and supervisors also hold appropriate degrees, credentials and/or subject matter expertise, and have relevant practical experience in the educational setting authorized by the credential program.

UCB education programs' commitment to "practice-sensitive research" and "research-sensitive practice" is evident in the academic environment provided by the faculty as demonstrated in course syllabi and verified in interviews with candidates and program completers. Tenure-track faculty in the Graduate School of Education, the Graduate School of Social Welfare, and the College of Letters and Science are engaged in cutting-edge research and scholarship in their respective fields in keeping with UCB's status as a world-class research institution, and clinical faculty have extensive professional experience. In interviews, candidates and program completers described how clear connections between research and practice are consistently modeled by faculty and inspire their own teaching with K-12 students.

Faculty recruitment and retention efforts are systematically designed at the unit and campus levels to carry out the UCB principles of excellence and diversity. Upon completion of senate faculty searches, the department or school files an "equity report" with senior campus administration that details the selection process for new hires, as described in the UCB Academic Personnel Manual. Faculty members across the unit represent cultural, linguistic, ethnic, and gender diversity. Their commitment to social justice and equity was echoed by candidates, program completers and K-12 partners.

Interviews confirmed the deep involvement and leadership of tenure-track and clinical faculty in the current context of public schooling at the national, state and local levels, including their nuanced understanding of accountability systems. Interviews with candidates and program

completers, as well as a review of course syllabi, provided further evidence of activities that require candidates to draw upon academic standards and frameworks in meaningful ways to promote K-12 student understanding.

UCB faculty members collaborate extensively with local public schools. Several instructors and supervisors continue to work as practitioners, and all clinical faculty members maintain regular professional activities in educational settings. Many senate faculty members are involved in collaborative research projects or professional development with P-12 colleagues, and several co-teach credential courses with practitioners. Employers of UCB graduates reported, during interviews, that they value this co-teaching model and remarked that it particularly served to support new educators and administrators in urban schools.

Faculty in all UCB credential programs regularly receive feedback based on student evaluations from Program Directors and other administrators. Professional development opportunities are provided for faculty through a variety of programs at UCB, including workshops sponsored by the Graduate Division and the Office of Educational Development as well as professional development for field supervisors and coaches. UC Berkeley Extension offers an Instructor Orientation and Development Program each term.

Quality of teaching and advising is a hallmark of UCB education programs. The performance of each faculty member is reviewed on a regular basis, and feedback is provided within a system that rewards professional growth and promotes faculty development. The UCB post-tenure review for senate faculty has become a national model in which merit is based on excellence in teaching as well as research, and faculty confirmed during interviews that their involvement in educator preparation is valued. The performance of each non-senate or part-time faculty member is reviewed annually and a yearly summary report is prepared for the instructor and the appropriate dean. Decisions regarding reappointment or non-reappointment are made on the basis of these reports within the timeframe set by unit policies or contractual agreements for represented employees. Excellent teaching is rewarded through the merit review process, as well as through distinguished teaching awards and celebrations.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

A review of admission criteria and procedures for each UCB education credential program, including all Commission-adopted requirements, are clearly defined and available to applicants on websites and in written materials, as well as through contact with program staff in person or

by phone. Interviews with candidates and program completers confirmed that information was easily accessible and that program staff and faculty were helpful and knowledgeable about requirements.

An explicit commitment to excellence and diversity in UCB education programs is exemplified by efforts to encourage and support applicants from diverse populations within a holistic and comprehensive review process. In addition to applicants' academic records and evidence of meeting all Commission-adopted requirements, application files that were reviewed across programs contained a statement of purpose or personal history provided by applicants as well as letters of recommendation. Program administration, faculty and staff from each credential program described outreach strategies designed to recruit prospective educators who are committed to educational equity, including the goal of recruiting greater numbers of candidates from under-represented groups. As a result, UCB education programs enroll the most diverse group of graduate students on campus. Program completers and employers also noted the diversity among graduates of UCB's credential programs.

Selection criteria for applicants who have met eligibility requirements are defined by each program in accordance with program goals and standards and include evidence of commitment to working in public schools or agencies as well as an awareness of cultural differences in learning. Letters of recommendation for successful candidates must speak not only to the applicant's potential for success in the academic program of study, but also the personal characteristics and experiences needed for success in the appropriate professional setting. Interviews are held in order to obtain additional information regarding the applicant's potential for professional effectiveness. Interviews with employers confirmed that graduates of UCB credential programs stay in the field of education, and that they seek out settings with under-represented students in urban schools.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retain candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.
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Findings

Advice and assistance for candidates in all UCB education credential programs are readily available through both centralized and decentralized avenues at the unit and program levels. At the unit level, all candidates in the Graduate School of Education, the School of Social Work, the College of Letters and Science and the UC Extension Program have access to a variety of services including the University library, the Career Center, the Office of Students with Disabilities and the Tang Center that all provide assistance and/or counseling. At the program level, each credential program assigns qualified members to advise and assist candidates.

Interviews with candidates and program completers confirmed that advisers, including program coordinators and other staff members as well as faculty, were knowledgeable and accessible. The low attrition and high completion rates in all credential programs provide further evidence of the quality of advising.

Program-specific information is posted on websites and available in handbooks. Program coordinators, staff and faculty also provide information through a variety of means as described in program documents and verified by candidates, including orientation meetings, workshops and individual advising. Regularly scheduled meetings between credential analysts, program coordinators and faculty have been instituted within each program and across the unit to ensure that all parties have access to up-to-date information about requirements.

Because all of UCB's education credential programs are relatively small in size, faculty, coordinators, supervisors and staff know candidates well and are able to provide assistance that is targeted to individual candidate needs. In addition to this personalized support that is the hallmark of educator preparation at UCB, each program systematically tracks candidate progress using a variety of measures. On those rare occasions where patterns of difficulty persist after support has been provided, an individual candidate is counseled out of the program, as confirmed through interviews with faculty and program coordinators.

Candidate progress and performance on formative and summative assessments in coursework and field placements inform individual advisement and assistance at regular checkpoints in each program as confirmed by candidates, program coordinators and faculty. The use of databases, such as the newly-adopted UC Teacher Education Integrated Information System (TEIIS) across the unit, facilitates the analysis of assessment information and may serve as a model for other credential programs.

Standard 7: Field Experience and Clinical Practice

Met

<p>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</p>
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Findings

A review of documents confirmed that field experiences in each program are carefully sequenced and that each program has rigorous criteria for selecting field placement sites. Faculty and administrators described the unit's strong commitment to urban contexts, which was reflected in the selection of field placements sites that mirror the diversity of California's public schools and agencies and that support collaboration with appropriate professionals. All programs have strong

ties to the K-12 community and interviews with all stakeholders indicated a strong network of long-standing relationships at multiple levels. Administrators reported a firm commitment to public education at the highest levels of the university.

The unit has multiple contracts for field placements with districts that are established each academic year through the GSE's Business Office in consultation with the University's Office of Contracts and Business Agreements.

Clearly the credential programs at UCB have strong field components. Interviews with students, employers, school site mentors, faculty directors, academic coordinators and university supervisors affirmed the strength of the field experiences. Candidates in all programs experience multiple settings, as required by their respective standards, where their responsibilities are increased as appropriate.

Academic coordinators appear to be the linchpin in the relationships with professionals in the field. In addition to the university collaborating with outside entities, evidence from interviews reflected strong and open communication within the decanal unit.

The selection of field sites for candidates in Career Technical Education, Adult Education, and the Administrative Services programs are dependent on candidates' employment. Each program monitors the appropriateness of those placements and, in interviews, faculty and staff reported a significant reliance on university supervisors rather than site mentors in these programs.

Standard 8: District-Employed Supervisors

Met with Concerns

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

The academic coordinator for each program is responsible for ensuring that district-employed supervisors are carefully selected and qualified with respect to the appropriate credential and level of experience. They work with local principals to determine sites and site mentors for their candidates. Interviews with academic coordinators revealed that they observe in classrooms and schools to identify new field placements. Field supervisors provide an orientation to candidates for the program for which they are supervising.

There is an unevenness regarding training in supervision for each program. The teacher education programs do not provide systematic training for the supervisory role for district-employed supervisors but have indicated to the team they intend to do so by fall 2012. At the end of each term, all field supervisors are appropriately evaluated. Multiple benefits are provided to school personnel who work with UCB candidates, including letters of appreciation and recognition from the program supervisors of the programs in which they participate. There are a

number of additional benefits for the work they do including: a General Library Card; use of a Recreational Sports Facility, Harmon Gym, and Hearst Gym; and mailing lists to the subject matter projects. At the present time, the CalTeach program has “soft money” to provide stipends of \$275 to Mentor Teachers for each undergraduate they work with in their classroom.

Rationale for Standard 8 Finding:

This standard is met with concerns due to the fact that not all field-based supervisors in all programs are trained for the supervisory role. Plans are in place to implement appropriate training by fall 2012.

Standard 9: Assessment of Candidate Competence

Met with Concerns

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

There is no shortage of assessment instruments or procedures for assessing candidates in all programs. Interviews with all stakeholders indicated that from admission to completion, candidates are assessed in multiple ways, multiple times. The evidence showed that all programs share a commitment to candidate assessment, and rigorous, standards-based assessments are a hallmark of each program. Moreover, all candidates are supported by experienced site mentors and university supervisors who give professional feedback on their practice within the school context, as reported in interviews with various stakeholders.

Candidates’ records from some of the professional education programs at UC Berkeley have been entered into the TEIIS, and five programs: DTE, MACSME, MUSE, (Multiple Subject/Single Subjects Programs), PLI and LSP (Administrative Services Programs) are now using the system to record candidate assessment data. The team found that, through the use of multiple measures, UCB professional education candidates possess and demonstrate the necessary professional knowledge and skills and are well prepared for California school settings.

Rationale for Standard 9 Finding:

The above is true with the exception of the CTE program. At this time there was insufficient evidence that the CTE program assessments were aligned with the required TPEs and CSTPs.

Multiple Subject Credential Program Developmental Teacher Education

Program Design

Developmental Teacher Education (DTE) is a multiple subject credential with a gradual scope and sequence within the theoretical and pedagogical frameworks that integrate knowledge and skills in candidates. Interviews with candidates and faculty verified that throughout the program there is "...[an] interplay of development, learning, and instruction..." to provide multiple opportunities for candidates to develop standards-based professional skills and competencies. Review of documents and interviews confirmed that the program draws upon relevant research and workable models that are conducive to teacher preparation in diverse settings.

Course of Study

The scope and sequence of the teacher preparation program integrates coursework and field experiences that are designed to strike a delicate balance in developing the knowledge and skills of candidates as evidenced by program materials and feedback from interviews with candidates, faculty, and completers. Candidate and completer interviews indicated that the program successfully maintains the balance between theory and practice throughout their professional preparation. The required coursework is spread over a two-year span which allows time to integrate coursework and field experience at each phase of preparation. Interviews with multiple stakeholders consistently confirmed that the program provides multiple opportunities for candidates to develop both foundational knowledge and pedagogical skills by providing multiple opportunities to engage in reflective practice, to complete fieldwork, and to use inquiry-based lesson planning and delivery. A review of materials in candidates' files verified that candidates were completing the course of study as outlined in their advising plan. The program has recently been redesigned to allow completion in 15 months—a full academic year and two summers.

Candidate Competence

The program uses the PACT to assess candidates' competencies and performance. In examining the PACT-related documents, candidates' portfolios, and interviews with candidates and completers, it was evident that the program utilizes its assessment system to ensure that candidates develop knowledge and skills based on the TPE elements. Sample assessment forms viewed at the site visit and interviews with candidates confirmed that there are multiple assessments and evaluation mechanisms embedded within the program's structure. An examination of syllabi and a review of minutes of program meetings verified that DTE utilizes data to make decisions and take actions for continual program improvement.

Formative and summative assessments support candidates' professional growth. Interviewees' input confirmed that the intended professional expectations have been achieved as they relate to the requisite knowledge and skills. The DTE culminates in a portfolio project where students apply their knowledge based on past and present academic and practical experience.

Findings on Standards

Based on the careful review of the program documents, supporting artifacts on TEIS database, interviews (with current candidates and program completers, partners, supervisors and cooperating teachers, county office personnel, faculty and staff, program personnel, district

partners and employers), the team determined that all program standards are **Met** except for the following that was **Met with Concerns**:

Program Standard 15: Qualifications of Individuals who Provide School Site Support

While there are opportunities for supervisors, cooperating teachers and program personnel to meet and discuss working with candidates in the field, the team was unable to verify that “Sponsors of programs provide ongoing professional development opportunities for supervisors....”

Single Subject Credential Programs

UC Berkeley currently sponsors three single subject programs that provide multiple pathways for candidates to earn their teaching credentials in their respective subjects. Despite the unique differences among the various programs offered, they all intersect significantly in addressing the Commission on Teacher Credentialing’s adopted single subject standards. Following is a brief account of each program:

Multicultural Urban Secondary English (MUSE) is a 1½ year intensive program that leads to a credential and an MA. It integrates field experience, coursework and research throughout its scope and sequence. The context of the program centers on urban settings as evidenced from the focus of the program offerings, the staffing, and selection of the field sites.

Master’s and Credential in Science and Math Education (MACSME), is a two-year master’s degree and credential program. It has student teaching at the core of its field experience component. It also integrates a combination of theoretical, research-based, and pedagogical courses that take into account the cultural schemata and repertoire of the diverse learners. This field-based program uses social constructivism as its premise to develop the requisite professional skills for candidates to be effective in urban settings. It also integrates field experiences in addition to inquiry and research within the context of the core UCB mission as a prestigious research institution.

UCB CalTeach is an *experimental* credential program. This undergraduate teacher education program consists of a sequence of pedagogy courses and field placements in urban classrooms that introduce undergraduates with majors in mathematics, science or engineering to classroom teaching in the effort to develop their interest in pursuing a teaching credential. Using the blended/integrated approach, this program provides prospective teachers the opportunity to simultaneously complete their subject matter requirements along with the coursework for a single subject credential. To facilitate candidates’ progress, the program seeks to build content area foundational knowledge and pedagogical skills through cross-categorical courses that complete undergraduate requirements.

Program Design

A review of course syllabi, course materials and interviews with candidates verified that each of the single subject programs utilizes research-based approaches and has embraced a standards-based format. Interviews with candidates, faculty, program coordinators, and completers

confirmed that the programs purposefully and systematically interweave field components within the scope and sequence of each program. The interviews and a review of documents confirmed the rigor in the content of each program's offerings and the integration of a series of carefully designed activities and learning tasks connected to the state standards. The unit's mission is reflected in these programs that seamlessly integrate equity, diversity, and pluralism throughout their coursework and field experiences. The programs purposefully use candidate assessment and program effectiveness data to enhance candidates' preparation. Interviews with multiple stakeholders confirmed that the integration of theory and pedagogy is well developed so that candidates are prepared to integrate creative approaches based on sound theoretical knowledge in their teaching.

Coursework

Reviews of documents, and interviews with faculty, academic coordinators, candidates, and completers confirmed that specific activities/assignments are driven by an overarching framework that values the interplay of research, inquiry, reflection and pedagogy. As such, candidates are afforded ample opportunities to make connections between what they know and are able to do as identified in the TPEs. Interviewees clearly articulated how this culture of learning is developed throughout the respective programs' offerings. In fact, several completers reported that they believe that they "are far more prepared and ready" for their first year of teaching than are their counterparts from other programs.

Candidate Competency

Review of the TEIIS and the biennial reports confirmed that the programs regularly collect, analyze, and use candidate assessment data to make necessary modifications and improvements. Candidates are constantly engaged in increasingly complex learning and pedagogical tasks and activities as they develop expected performance outcomes throughout each program. Candidates' portfolios include clear lines of evidence about the gradual development of the critical thinking skills relevant to their professional roles as teachers. Candidates consistently reported a high level of support and direction from their mentors, teachers, university supervisors, and program personnel throughout the program to ensure that they develop the requisite competencies.

During coursework and field experiences, candidates are assessed formatively and summatively as they complete a variety of assignments and learning tasks such as reflective reports/papers, learning logs, ethnographic field notes, lesson plans, experiments, field observations and evaluations, and other activities directly linked to the TPE elements and PACT domains and events. Candidates also receive adequate support and mentoring to assist them in successfully completing the teacher performance assessments embedded within the PACT model.

Findings on Standards

Based on the careful review of the program documents, supporting artifacts on TEIIS database, interviews (with current candidates and program completers, partners, supervisors and cooperating teachers, county office personnel, faculty and staff, program personnel, district partners and employers), the team determined that all program standards are **Met** with the exception of Program Standard 15 that was **Met with Concerns**:

Program Standard 15: Qualifications of Individuals who Provide School Site Support

While there are opportunities for supervisors, cooperating teachers and program personnel to meet and discuss working with candidates in the field, the team was unable to verify that “the program sponsor provides professional development opportunities for supervisors.”

Preliminary Administrative Services Principal Leadership Institute Program (PLI)

Program Design

UCB’s program leading to a preliminary administrative services credential is called the Principal Leadership Institute (PLI). Interviews with various stakeholders for the PLI confirmed UCB’s education programs’ focus on equity and equality. In addition, interviews with faculty, candidates, and completers, as well as review of documents, found that the program had curricular coherence, strong balance between theory and practice, and involvement of both ladder faculty and practitioners in teaching.

In addition, document review and interviews with the various stakeholders verified that the admission criteria corresponded to leader capacity and there were high standards for the graduate degrees. Another strong program component was the evident commitment to research supported by adequate resources. The team found that the PLI prepares leaders who can develop circles of strength around children in challenging settings by mobilizing school resources and personnel in the service of high expectations for student performance.

Candidate interviews and review of survey data confirmed to the team that the program has helped candidates learn how to seek out resources in the community and effectively engage community members in the school’s goals and mission. Interviews and documents confirmed that candidates become leaders who can address inequality and inequity in all forms, including race, class, gender, and sexual orientation—as well as support equitable solutions to the issues that may inhibit the ability of children and adults to perform at their peak. Interviews of various stakeholders and document reviews indicated that program recruitment and enrollment of candidates from diverse populations has increased over time.

Course of Study

Interviews with completers and a review of TEIIS documents revealed strong support for the program curriculum that is based on a set of courses and field experiences. The courses are typically integrated experiences/modules that provide a coherent and well-articulated program of study and field experiences. The program is based on four interrelated, overarching and integrated programmatic themes - all of which are critical to effective administration in urban schools and are aligned with the California Professional Standards for Educational Leaders (CPSELs). The themes are: 1) Teaching and Learning, 2) Education Organizational Leadership and Management, 3) Educational Change and Reform, and 4) Urban School and Community. Interviews with candidates, faculty and completers validated that the candidates are assisted in the entry process to graduate school, and the program seminars offer a place for the faculty to diagnose the strengths and potential academic issues about individual candidates. These seminars

also offer program faculty the opportunity to make observations for decisions about the composition of problem-based work groups.

Assessment of Candidate Competence

A review of candidate work samples validated how candidates are assessed through the use of formative assessments embedded throughout the program and a summative assessment at the program's conclusion (portfolio). Interviews with candidates indicated that they are informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the standards of candidate competence and performance.

Summative assessments include a clear process and criteria, including rubrics and expectations for performance. The Leadership Action Research Project (LARP) is a research paper that serves as a culmination activity with several key sections, written over the course of the fall, spring and summer. Typically, the candidate is in consultation with the Research Advisor; upon completion, the project must be signed by two readers who provide feedback until the paper meets program expectations.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, completers, candidates, advisory board members, employers, faculty, and university supervisors, the team determined that all Preliminary Administrative Services program standards are **Met**.

Professional Clear Administrative Services Credential Leadership Support Program (LSP)

Program Design

UCB's program leading to the Professional Clear Administrative Services Credential is called the Leadership Support Program (LSP). Interviews with candidates, faculty, and completers as well as review of documents in TEIIS showed that the LSP prepares candidates by using systematic reflection about practice to re-inform and co-construct a theory of action about leadership. The team further found that the LSP provides a comprehensive and cohesive program for novice administrators to connect their practice to theory in various ways. The team found that the program effectively supports candidates using reflection for growth and development, as well as how to hone skills in site-based inquiry and using data-driven decision-making. Moreover, evidence from interviews and document review indicated that the LSP program is readily individualized to meet the needs of adult learners by providing coaching and mentoring as well as more targeted professional development.

LSP candidates indicated that they have been taught to challenge the existing organization of urban schools and to work to avoid failure for urban students. Admission to the LSP represents a three-year commitment because candidates must commit to both Principal Leadership Institute and Leadership Support Program. The LSP provides a mechanism to complete the Professional Administrative Services Credential and continue to connect PLI learning with practice in

schools. The LSP provides a strategic way for the state and UCB to evaluate whether the PLI, as a preparation program, does make a difference for urban schools.

Course of Study

Syllabi and documentary evidence confirmed that the program requires completion of an induction plan each year of LSP. The Induction Plan is jointly developed by the candidate and the assigned coach and is reviewed prior to formal approval by the coordinator. The plans are aligned with the CPSELs and based on the individual professional development needs and interests, current responsibilities and career goals of each candidate.

The team found that while these plans are individualized, the collaborative structure of the LSP, which builds on the cohort model of the PLI, underscores the need for candidates to use each other as peer resources in constructing and carrying out their plans. Candidates and program coaches identified the strong support that coaches provide to candidates throughout the program. This included visiting school sites two times a month for nine months during the first year. During the second year, coaches go to school sites once a month for nine months, and during the third year of the LSP, coaches may make periodic school visits depending on the progress of the candidate. Moreover, candidates readily reported that the coaches are always available by phone and email.

Assessment of Candidate Competence

A review of documents indicated that there are strong formative and summative evaluations of candidates. Coordinators revealed that formative assessments inform the coordinator and the coach as to whether the candidate is on target to complete the program in the normative time of three years. Individual candidates, in consultation with coaches and the coordinator, may determine an individual timeline for completion of requirements. Candidates reported that coaches play a large role in determining candidate competence through use of emails, observations, and a yearly evaluation of candidate competence using the newly developed Leadership Competence rubric.

During interviews with faculty and completers, reviewers were told about multiple measures for candidate competence, both formative and summative. These measures include practice-based assessments, performance evaluations, and presentations. Interviews with candidates showed multiple opportunities for regular and substantive feedback throughout the three years of the program. Candidates reported that they are assessed by the LSP staff who have demonstrated expertise and received professional development in the multiple assessments used throughout the LSP. The team found that coaching is more intensive in year one and gradually tapers off, while the programmatic responsibilities for required products and assessments build gradually from year one through year three. The program culminates in a rigorous, authentic assessment in year three.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, completers, candidates, advisory board members, employers, faculty, and university supervisors, the team determined that all Professional Clear Administrative Services program standards are **Met**.

Pupil Personnel Services Credential School Psychology

Program Design

Interviews with program faculty, field supervisors, employers, and program completers verified that the program in School Psychology at the University of California, Berkeley effectively prepares candidates for employment in public schools, universities, mental health clinics, and a variety of other work settings. A minimum four-year sequence of academic coursework and field practica in Bay Area schools and mental health clinics leads to the California credential authorizing service as a school psychologist. The UC Berkeley School Psychology Program is accredited by the American Psychological Association (APA) and also meets the National Association of School Psychologists (NASP) standards. The program is part of the Department of Cognition and Development in the Graduate School of Education.

The program director provides leadership in the overall program that is charged with the promotion of academic and social development and the prevention of school failure for all children. The program is organized in a coherent manner that ensures that the program is managed effectively and efficiently. Evidence reviewed included course sequence, outlines, syllabi, and assignments. Fieldwork is embedded throughout the coursework and it is evident that learning occurs in both formal courses as well as less structured learning environments. The program director chairs the All-Program Committee, which meets six times each year; attends weekly staff meetings; and, when possible, attends the GSE Committee on Professional Education Preparation (CPEP) meetings. The CPEP meetings allow for discussion on the unit, the programs, the coursework and field experiences, as well as the progress and goals of individual candidates. This process was verified by interviews with the program director, academic coordinator, faculty, and field supervisors as well as a review of meeting agendas and minutes.

The academic coordinator assumes significant responsibility for the daily operation of the program. The coordinator is key in developing and maintaining public school general education and special education field placements for first, second, and third year candidates, and establishing and maintaining strong relationships with public school districts. In addition, the academic coordinator serves as the on-site program liaison with field supervisors for all the practicum and internship placements, serves as the campus supervisor for the community internship, and leads a research group for advanced graduate students. Stakeholders, including candidates, completers, and employers verified the continuous efforts put forth by the academic coordinator to place candidates in meaningful and fostering environments.

Communication between the program faculty and the candidates was consistently cited by the program director, academic coordinator, faculty and field supervisors, and candidates. Various avenues include e-mail, group seminars, individual appointments, and a web-based portal. The small faculty to student ratio of approximately 7 to 30 makes frequent individual communication the norm. Candidates and completers commented throughout the site visit on the ease of accessibility of faculty for support.

Course of Study

Interviews with the program director, faculty, and field supervisors verified the overall course of study. Program completers described the coursework as “developmentally mapped,” preparing completers to work with “different constituency groups within any part of the school system.” The internship experience occurs over two years. The total number of hours spent in the two-year internship is 1,600, with 180 hours devoted to direct supervision. The total number of hours spent in field practica during the first two years is no less than 540. These field placements are accompanied by weekly university supervision over the two-year period for a total of 110 hours bringing the total number of practica hours to 650. This exceeds the minimum required hours for the credential. Documentation reviewed includes consultation logs, rubrics, and required course requirements. As mentioned in interviews, completers found the weekly seminars valuable in allowing them to “deconstruct” the events from the preceding days.

The academic coordinators conduct needs assessments anecdotally and through personal interaction. Weekly assessments are conducted in the assessment practicum by faculty credentialed in school psychology. Consultee-centered consultation is an emphasis as candidates work with both lower and upper elementary teachers, before transitioning to other school-based programs or outside agencies.

As found in the course sequence, foundation and theoretical courses are designed to be taken prior to more specialized and advanced courses. Academic coordinators discussed the importance of public school education in California as an important element of the first semester as many candidates are already in the field of education and/or are from out of state. An “Ecological Case Study” is included to help candidates become “sensitized to the environment” and to become “intimately informed of the constraints of the classroom.” Coursework and assignments are clearly linked to fieldwork. As described by faculty, assignments are individualized to the extent possible and are clearly articulated at the onset of the courses through syllabi. Requirements are accessed through *Bspace*, a portal specially designed by each faculty member for their respective courses. Assistance is provided through e-mail, individual appointments, and seminar meetings. During interviews, program candidates and completers reported clear knowledge about and accessibility to faculty who were teaching courses.

Assessment of Candidates

The program undertakes continuing evaluation of candidates at a variety of levels, including the highly selective admissions process. Field-based supervisors evaluate candidates in-residence at least annually for all practicum and internship assignments using rubrics and interviews as evidence. The program director and academic coordinator stated that candidates also meet once a year with the faculty and staff to evaluate progress over the previous year and to determine goals for the upcoming year; this was verified by program candidates and completers. According to the program director, the rare candidate not meeting with success is offered a remediation plan. This was verified by a program completer with difficult personal circumstances as well as by meeting minutes recording the development of a remediation plan.

Assessment of competence in basic and advanced professional preparation is achieved in multiple ways. As verified by evaluation documents and rubrics, psychological assessments and case reports for the assessment practicum are evaluated both by University and field supervisors

and must be revised until acceptable to both. For the consultation practicum, candidates prepare biweekly consultation logs for the purpose of interpreting field-based observations. These logs are used to assess student adequacy in bridging theory to practice. Field supervisors for years two through four are visited by the program coordinator at the end of each semester (at a minimum) for the purpose of assessing student competence during the consultation practicum and again during the Community Agency Internship and the School-Based Internship year.

An employer shared that the diverse groups of UCB interns are “outstanding” and “are by far the most qualified interns,” and further reported that UCB consistently produces a diverse group especially well-equipped in report-writing and research skills to serve as a foundation for the delivery of services.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all PPS School Psychology Credential program standards are **Met**.

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

Program Design

The School Social Work Credential and Child Welfare and Attendance (CWA) Added Authorization are housed within the UCB School of Social Work and can be completed simultaneously. Master’s of Social Work (MSW) candidates who complete the additional academic and field curriculum in School Social Work are recommended by the program for the Pupil Personnel Services Credentials (PPSC) in School Social Work and Child Welfare and Attendance. Interviews with the program director verified that the primary objective of UC Berkeley’s School Social Work Program is to educate MSW candidates for advanced practice and leadership roles in public school and school-related settings. The School Social Work curriculum is designed to educate candidates to assist public schools in achieving their educational mission as well as to optimize the match between pupils, families, schools and communities. Program completers remarked on the individualization of their program in terms of receiving the specialization they sought. UCB’s program seeks to provide candidates with the knowledge, skills, and values necessary to become competent school social workers.

As described by both the program director and the academic coordinator, the overall MSW curriculum is organized into two central components: the foundation curriculum and the advanced curriculum. When candidates apply to UCB, they select one of five concentrations: children and families, community mental health, health, management and planning, and/or gerontology. In order to graduate, candidates must complete fieldwork requirements as well as (1) the basic foundation requirements of the MSW degree, and (2) the advanced curriculum requirements related to their concentration area. A lead faculty member described the common goal as “effectively impacting the targets of intervention by utilizing continua of services that are preventative.”

The School Social Work program is considered a specialized curricular option within the MSW program. Candidates receive curricular opportunities related to program standards primarily through the specialized School Social Work curriculum, although foundation-level courses contribute significant theoretical and practical content related to school social work and child welfare and attendance standards. Components of the advanced curriculum also provide opportunities to meet standards, particularly through reinforcement of assessment skills and modes of socio-culturally competent practice. As evidenced in the program handbook, those who also wish to earn a CWA added authorization must add the CWA standards to their Learning Agreement.

First-year placements are selected by candidates' assigned fieldwork consultants with the candidates' input. In preparation for fieldwork, candidates attend a weekly seminar that introduces them to issues and service-delivery systems in their field of practice. Candidates participate in planning their second-year placement, which is typically in a different setting than the first-year placement.

Program completers remarked on the "quality of peers" in the program, specifically the richness of life experiences, job experiences, and maturity of the candidates admitted into the program.

Course of Study

The program director stated that there is "intentionality about helping the candidates understand the competencies in the syllabus," knowing where the standards are covered, and being transparent for candidates.

All school social work candidates complete the basic requirements for the MSW degree, including the advanced curriculum in their concentration area. Candidates intending to work towards credentials in social work or child welfare and attendance must complete additional course and fieldwork related to school social work, with materials designed specifically to address the standards set by the Commission on Teacher Credentialing. The core credential courses include *Social Work and Education* and *Social Work Practice in School Settings*.

The academic coordinator stated that from the point of acceptance into the program, the program gauges the candidate's interest in a concentration, both on documentation and in interviews. The academic coordinator, along with the Director of Field Education, maintains an extensive database with over 600 agencies for field placements.

Candidates demonstrate competence in school social work practice by successfully completing 1000 clock hours of field experience, which meets the CTC standards. When candidates are working to complete the Child Welfare and Attendance Credential, 150 additional clock hours of field experience are required, which also meet the CTC standards.

A one-unit seminar is required as an opportunity for reflective conversation regarding translating the coursework into action, or the learning into the field-based practicum. The academic coordinator reports that "long standing relationships" exist with field-based supervisors. Both the program director and the academic coordinator verified the criteria, selection, orientation,

training, evaluation, and feedback for the supervisors. Supervisors acknowledged the various requirements in interviews.

One program completer felt that when one completes the program, one is “prepared and set up for different avenues” and that when one graduates, one “leaves with options.” Candidates reported that recent revisions of the program handbook made it easier to navigate the different options, especially Title IV-E candidates seeking the PPSC.

Assessment of Candidates

Candidates are assessed for program competencies throughout their course of study. Overall, data on candidate performance is collected from three sources. The first data source is candidate ratings of their perceived competencies. At the overall MSW program level, all exiting MSW candidates are surveyed in May about their perceptions of their competencies. The second data source includes field instructor ratings of candidate competencies linked to MSW-level competencies in skills. Beginning in 2007- 2008, field instructors also rated candidates in terms of PPSC specific competencies. The third data source includes instructor reports of grade point averages in core credential courses. As discussed by the program director and seen in documents, a recent addition to various evaluations is a “confidence factor,” to indicate the certainty the field instructor feels in the rating.

One completer commented on the caliber of supervisors and the meaningful feedback received. Another commented on the outstanding faculty and adjunct faculty as well as quality of instruction, stating that there is a “strong foundation and blend of policy and systems.”

An interview with an employer verified that program completers are highly sought after and come very well-prepared to serve a variety of clients.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all PPS: School Social Work Credential and Child Welfare and Attendance are **Met**.

Designated Subjects Adult Education

Program Design

The Designated Subjects Adult Education (DSAE) credential is offered through UC Berkeley’s University Extension Program and is waiting for approval to transition to the new standards. To support this transition, members of the DSAE Advisory Board were solicited to provide input into the new design and reported feeling validated as they offered specific input into the new program design. Candidates and completers stated that every class they took was of value, and there was not one class that they did not feel helped them in their teaching. When asked to identify a strength of their program, they described how effective the instructors were in meeting their needs and honoring them as adult learners. One student (with 30 years of experience in his field) commented, “We know what the game is. We know how to play the game. Now we know how to teach the game.” Although, the coursework was expensive for some candidates, they felt

it was worth it in the long run and were glad they stayed with the program. The coursework and expectations of the program's two-level structure was doable and met their needs in terms of class offerings and location. Program orientations are held three times a year to review the expectations of the program and the requirements. Candidates stated that they were continually supported throughout the program, and that all faculty members are accessible to them. In addition, candidates have the flexibility to complete the program sequence in one year or, if needed, as long as three years. Many candidates reported that this was an influencing factor in selecting the extension courses at UC Berkeley.

Course of Study

The UC Berkeley DSAE program is comprised of 165 classroom hours. A review of documents and interviews with candidates confirmed that the program supports candidates from an Early Orientation course through Advanced Preparation. The Advanced Preparation program is comprised of two classes of demonstrated teaching skills to support the development of a portfolio documenting instructional competence. Interviews with completers and candidates stated that their coursework had a direct impact on their knowledge of teaching practices related to equity, diversity, special populations and English learners and influenced how they currently teach. Candidates commented that they were treated as adult learners and learned from interacting with one another. Course syllabi validated instructional strategies, activities, and materials appropriate for adults with diverse needs, language backgrounds, learning styles, abilities, and skills. Topics DSAE candidates commented on included learning styles and modalities, and how to work with students in small groups. A comment was, "Not only did I learn about instructional strategies, they were modeled by our instructors, confirming the way I want to teach."

Assessment of Candidates

Course syllabi and practica verify that candidates complete coursework that requires a demonstration of competencies required by the program standards. Currently, instructors determine a candidate's mastery of each objective through assessment and observation of student discussions, demonstrations, projects, written/oral reports and/or written/oral examination of each candidate. In addition, the program currently considers that a passing grade is verification that a candidate has mastered the course objectives and is competent in that area. Faculty, completers, and candidates stated that competence is demonstrated in academic courses and contributes to the interim and final evaluations of each candidate. In addition to each instructor's evaluation of a candidate's performance in each program element, specific checkpoints have been established for the program director to review an individual's progress and to determine competence. The first checkpoint is upon completion of the academic coursework requirements, the second checkpoint is upon completion of the competency demonstrations for the Advanced Preparation component, and the final assessment is upon completion of all programmatic requirements.

Findings on Standards

All program standards are **Met**.

Designated Subjects Career Technical Education (DSCTE)

Program Design

The Designated Subjects Career Technical Education (DSCTE) program was approved with the new program standards in 2010 and is currently implementing the initial preparation portion of the program. The credential is offered through UC Berkeley's University Extension Program and has recently transitioned to the new standards. As a part of this transition, members of the DSCTE Advisory Board were chosen to oversee the development and implementation of the program and to provide an ongoing system of communication between the program and school districts. Advisory board members reported feeling validated as they provided specific input into the new program design. In addition, candidates and completers reported being very pleased with the quality of the courses and the preparation for teaching they received.

The required course work and expectations of the program's two-level structure formed a logical sequence of instruction and supervised field experience. Program orientations are held three times a year to review the expectations of the program and the requirements; one candidate stated he attended all three just to hear it repeated again. Candidates explained that early orientation provides basic introductory information and facilitates candidates' participation in the program. In addition, candidates have the flexibility to complete the program sequence in one year or if needed, as long as three years. Many candidates report that this was an influencing factor in selecting the extension courses at UC Berkeley.

Based on interviews with faculty and administrators as well as on a review of documents submitted by the program sponsor, the team realized that the program is not aligned to the State Board-adopted Career-Technical Education Model Curriculum Standards and Frameworks nor does it base its candidates' competence on the California Teaching Performance Expectations (TPEs). Similarly the team confirmed that the advanced program is not designed to support teachers' attainment of the *California Standards for the Teaching Profession* (CSTP) or to advance the beginning teacher outcomes in Category II.

Course of Study

The UC Berkeley DSCTE program is comprised of an Initial and Advanced Preparation program. A review of documents and interviews with candidates confirmed that the program supports candidates from an Early Orientation course to Advanced Preparation. The Advanced Preparation program is comprised of two classes of demonstrated skills, through the development of a portfolio documenting instructional competence. During interviews, completers and candidates stated that their coursework had a direct impact on their knowledge of teaching practices related to equity, diversity, special populations and English learners and influenced how they currently teach. For example, one student commented that he has a new perspective on cultural issues and now looks at a person as an individual, and how important it is as an instructor to realize this and approach each student as an individual. Course syllabi validated instructional strategies, activities, and materials appropriate for adolescents and adults with diverse needs, language backgrounds, learning styles, abilities, and skills. Topics candidates commented on included learning styles and modalities, methods of encouraging student participation and classroom management techniques. Both completers and candidates validated

the importance of using appropriate instructional strategies in their teaching and felt that they learned as much from their instructors as from their fellow classmates.

Assessment of Candidates

Candidates complete coursework that addresses the competencies outlined in the Program Standards as verified through course syllabi and practicum experience. Currently, the instructor determines the candidate's mastery of each objective through assessment and observation of student discussions, demonstrations, projects, written/oral reports and/or written/oral examination of each candidate. A passing grade is verification that a candidate has mastered the course objectives and is competent in that area. Faculty, completers, and candidates stated that competence is demonstrated in academic courses and contributes to the interim and final evaluations of each candidate. In addition to each instructor's evaluation of a candidate's performance in each program element, specific checkpoints have been established for the Program Director to review an individual's progress and to determine competence. The first checkpoint is upon completion of the academic coursework and other requirements of the Initial Preparation component; the second checkpoint is upon completion of the competency demonstrations for the Advanced Preparation component, and the final assessment is upon completion of all programmatic requirements.

After reviewing multiple documents and interviews with program leadership, the team observed that candidate competence is not assessed relative to the TPEs, nor are there plans to use the CSTP to guide assessment of candidate competence in the Clear portion of the program.

Since the DSCTE program is in its first year of implementation it has not yet implemented the advanced preparation program that requires that the candidate demonstrate teaching experience supervised by a Mentor Teacher/Field-Based Supervisor demonstrating category II standards.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews with candidates, graduates, faculty, employers and supervising practitioners, as previously indicated, the team determined that all program standards are **Met** with the exception of the following that are **Not Met**:

CTE Program Standard 1: The team found insufficient evidence that the coursework is aligned to the "...state-adopted CTE Model Curriculum Standards and Framework and that CTE teachers' competence aligns with the Teaching Performance Expectations (TPEs)."

CTE Program Standard 6: The team found insufficient evidence that the "...program uses formative and summative assessments to determine CTE teachers' competence based on the TPEs."

CTE Program Standard 7: The team found insufficient evidence that the "...advanced preparation program is designed to support teachers' attainment of the California Standards for the Teaching Profession (CSTP) and to advance the beginning teacher outcomes described in Category II." It is important to note that this finding is limited to the advanced program and this

program is not yet operating. Therefore, this issue can be addressed before candidates are enrolled in this program.

California Teachers of English Learners (CTEL) Program

Program Design

The CTEL program enrolls approximately 200 candidates each year. The program was designed for credentialed teachers in the State of California to obtain the English Learner (EL) Authorization required for employment in public schools and is offered through UC Berkeley's Extension Program. A variety of stakeholders, including K-12 advisory partners, were consulted in the program design process according to minutes of advisory meetings. Through a review of evaluations included in the biennial report and interviews, the team found that candidates and program completers consistently reported satisfaction with their experiences in the program, particularly with the highly interactive character of instruction and the responsiveness of program advising.

Candidates are offered wide opportunities to gain knowledge of the nature, structure, use and acquisition of first and second languages. They deepen their understanding of culture, its impact on communication and learning, and methods for inclusion of all students. Candidates have multiple opportunities to learn and practice theory and methods for assessment and instruction of English learners.

Course of Study

The program consists of six courses for a total of 13 semester units, beginning with an orientation. The final course assists candidates in preparing a summative assessment portfolio. The recommended sequence of the remaining courses was recently changed so that candidates take a course in foundations of EL language/literacy methods before they take the course in assessment of English learners. This change was based on evaluation feedback from candidates that was analyzed for the biennial report, as well as on input from instructors.

The team found that one program strength was the strong connection between research and practice. Candidates and completers consistently reported their satisfaction with the quality and experience of instructors, who provided them with ideas they could implement immediately in their field settings. For example, during interviews candidates described the course on language and language development as particularly rigorous, but also clearly identified ways in which the course provided theoretical foundation for English language development (ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies. Candidates and program completers reported that they now viewed their preK-adult EL students with renewed respect for the strengths that they bring to the classroom, and appreciated the opportunities provided for them to reflect on their own cultural backgrounds and family histories. Many, though not all, of the candidates and program completers interviewed indicated that they began the CTEL program primarily to complete employment requirements, but now saw themselves as advocates for the EL students in their educational settings. Candidates reported increased confidence in themselves and a renewed passion for teaching, sentiments that echoed qualitative statements included in the data analysis presented in the biennial report.

Candidate Competence

The team found through document review and interviews that candidate assessment occurs throughout the program in the form of reflective journals and other written assignments as well as a final project for each course that is later included in the summative assessment portfolio. The final projects included literature reviews, case studies, oral presentations and lesson plans. Program completers stated during interviews that they appreciated the summative portfolio experience because it gave them the opportunity to reflect on where they had started, their growth, and their next steps in their educational setting. Samples of summative portfolios illustrated the ways in which candidates reflected on their experiences in the CTEL program and how they would apply their learning in the future. The success of the CTEL program was evident in the results of candidate assessment data analyzed in the biennial report in the form of course grades and program completion rates. It was clear to the team that program faculty and leadership are using the results of assessments to guide program modifications. Plans are in progress to more systematically survey employers of program completers as part of the implementation of the new Teacher Education Integrated Information System (TEIIS).

Findings on Standards

Based on careful review of the program documents, including the biennial report, along with supporting evidence and documentation, and conducting multiple interviews with current candidates, program completers, faculty and program personnel, the team concludes that all program standards are **Met**.