

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

**Professional Services Division**

**February 1, 2012  
Overview of this Report**

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This agenda report includes the findings of the accreditation visit conducted at the University of California Santa Barbara campus. The report of the team presents the findings based upon reading the site visit documentation 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**

<b>COMMON STANDARDS</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
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		

<b>PROGRAM STANDARDS</b>	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Multiple Subject and Single Subjects	19	X		
Education Specialist: Moderate/Severe	24	X		
Pupil Personnel Services: School Psychology	27	X		

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 Site Visit Documentation
- 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 Santa Barbara

**Dates of Visit:** October 23-26, 2011

**Accreditation Team**

**Recommendation:** Accreditation

**Rationale:**

The unanimous recommendation of Accreditation was based on a thorough review of the site visit documentation additional supporting documents available during the visit, interviews with administrators, faculty, candidates, graduates, 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's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

**Common Standards -**

All nine Common Standards were met.

**Program Standards –**

All program standards for the Multiple Subject, Single Subject, Education Specialist, and PPS School Psychology programs were met.

**Overall Recommendation –**

Due to the fact that the team determined that all Common standards were met and that all program standards were met, a recommendation of **Accreditation** is made for UCSB.

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

Multiple Subject

Single Subjects: Mathematics, English, World Languages, History-Social Science, and Science (Biology, Chemistry, Earth Science, Life Science, and Physics)

Preliminary Education Specialist Credential: Moderate-Severe

Pupil Personnel Services: School Psychology

Staff recommends that the COA:

- Accept the institution's response to the preconditions.
- Permit UC Santa Barbara to propose new credential programs for approval by the Committee on Accreditation.
- Determine that UC Santa Barbara will continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **Accreditation Team**

**Team Leader:**

**Athena Waite**  
University of California Riverside

**Common Standards Cluster:**

**Cheryl Forbes**  
University of California San Diego

**Kathy Hanson, Retired**  
Kern Superintendent of Schools

**Programs Cluster:**

**Susan Eldred**  
National University

**Staff to the Visit**

**Rebecca Parker**

**Documents Reviewed**

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

Biennial Report Feedback  
Field Experience Notebooks  
Schedule of Classes  
Advisement Documents  
Faculty *Vitae*  
Course Evaluation Forms  
College Budget Plan  
PACT Data

## Interviews Conducted

	<b>Common Standards Cluster</b>	<b>Program Sampling Cluster</b>	<b>TOTAL</b>
Candidates		56	56
Completers		24	24
Cooperating Teachers		14	14
Employers	12		12
Institutional Administration	8		8
Program Coordinators		6	6
Faculty	35	35	35
PACT Coordinator	3		3
Advisors	4		4
University Supervisors	32		32
Field Supervisors – District	3		3
Credential Analysts and Staff	1		1
Financial Aid	1		1
Librarian	1		1
<b>Totals</b>	<b>80</b>	<b>35</b>	<b>115</b>

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

### **Background information**

The Santa Barbara State Normal School of Manual Arts and Home Economics was officially established in 1909 as a successor to institutions that traced their roots to the early 1890s. In 1917 the school added a program to prepare elementary school teachers and changed its name to Santa Barbara State Normal School. In the 1920s the school changed its name again, this time to Santa Barbara State Teachers College, and initiated a four-year general education program for teachers, conferring its first Bachelor of Arts degree in 1927. In succeeding years the programs of the college expanded rapidly, the curriculum became more comprehensive, and enrollments included large numbers of students who did not wish to pursue careers in teaching. These events led to designation of the school as Santa Barbara State College in 1935.

The College took its place as a campus of the University of California in 1944. Within a decade, the University outgrew its original facilities and moved to its present site, which had been a military base during World War II.

University of California, Santa Barbara's (UCSB) 1,086-member faculty includes five Nobel Prize winners and scores of elected members of national and international academies and societies as well as dozens of winners of Guggenheim and Fulbright Fellowships. The campus is one of 63 research-intensive institutions elected to membership in the Association of American Universities.

Within this community of scholars, UCSB enrolls 22,000 students, about 3,000 of them at the graduate level. More than 200 majors, degrees, and credentials are offered through UCSB's five schools and the Graduate Division. The College of Letters and Science offers 80 majors. The College of Creative Studies offers talented students an alternative approach for pursuing advanced, independent work in the arts, mathematics, or the sciences. The College of Engineering offers degree programs in five disciplines. The university has two professional schools: the Bren School of Environmental Science and Management and the Gevirtz Graduate School of Education.

The following chart presents the demographics of the UCSB student population.

### **Demographics of UCSB Students**

Students Self-Identification	Percent of UCSB students
American Indian/Alaskan Native	1%
African American	3%
Chicano	17%
Latino	5%
Asian/Pacific Islander/E. Indian/Pakistani	15%
Filipino	3%
Caucasian	50%
Other	6%

Females 53%  
Males 47%

### **Education Unit**

The Gevirtz Graduate School of Education (GGSE) was founded as a separate unit in 1961, followed by conversion to graduate-level status in 1967. In the years since, the school has become a leading educational research center and has added several programs that prepare students for advanced specialization and disciplined inquiry while retaining its commitment to providing the state with a research-based model for teacher preparation.

GGSE creates and articulates a research-based vision for educator preparation responsive to California's adopted standards and curriculum frameworks by connecting practice, research, and theory with fieldwork and support. Their mission derives from the overall mission of the University of California, which is to conduct research to address major challenges confronting the State, as well as to provide outstanding education for its students. The School's education mission is to:

- Conduct scholarly inquiry into education, especially educational responses to challenges posed by individual, economic, linguistic, and cultural diversity in our multicultural society;
- Educate scholar researchers and practitioners to address educational challenges arising from diversity; and

- Develop/maintain exemplary programs that serve as models for teaching, research, and service.

There are two Departments within the GGSE: the Department of Education and the Department of Counseling, Clinical and School Psychology (CCSP). The Multiple Subject, Single Subject, and Education Specialist credential programs are housed in the Department of Education. The Multiple and Single Subject Programs are administered by the Director of Teacher Education within the Department of Education. The Education Specialist Program is jointly administered by the Director of Teacher Education and graduate programs within the Department of Education. The PPS: School Psychology program is administered by the Department of CCSP.

**Table 1  
Program Review Status**

Program Name	Number of program completers (2009-10)	Number of Candidates Enrolled or Admitted (2010-11)	Agency Reviewing Programs
Multiple Subject	36	47	CCTC
Single Subject	39	42	CCTC
Preliminary Education Specialist Moderate-Severe	11	15	CCTC
PPS School Psychology	6	37	CCTC

There are thirty-five faculty members or instructional personnel that teach in the Teacher Preparation Program. Eight faculty members provide instruction in the Pupil Personnel Services: School Psychology Program.

**The Visit**

This visit began on Sunday, October 23, 2011, and was completed on Wednesday, October 26, 2011. The team members met at the hotel on Sunday for a team orientation meeting. The team then travelled to the campus for a tour of the Schools’ new facility. A reception was held to familiarize the team with the institution, the School, and each of its programs. Dr. Henry Yang, the UCSB chancellor, greeted the team and provided an overview emphasizing his personal interest in recruiting strong faculty and administrators. The team returned to the hotel to finish its preparations for interviews on Monday. A Mid-Visit report was presented to the Director of Teacher Education on Tuesday. Team members continued to complete interviews Tuesday morning and returned to the hotel to complete team deliberations and report preparation. The Exit Report was presented to the institution on Wednesday, October 26, 2011.

## Common Standards

### Standard 1: Educational Leadership

Met

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

The University of California, Santa Barbara's mission statement articulates a vision of an institution committed to providing a solid experiential base and the intellectual resources of a major research university to build quality educational programs. Multiple interviews and copious review of documents provided the review team with evidence that the university in fact "develops and maintains exemplary programs that serve as models for teaching, research, and service."

The University uses research in planning and implementing its credential programs. Fifty percent of the GGSE research faculties teach in the credential programs. A review of candidate assignments provides examples of students citing research to support their work. The Teacher Education Program (TEP) summary describes how theory is used to provide a framework for the program design. "Scholarly inquiry into education," one of the school's mission statements, is evident in the candidates' Teacher Performance Assessment (PACT). District cooperating teachers and administrators report that the summer foundation courses, steeped in theory, strengthen UCSB candidates' understanding of the core curriculum as it directly relates to teaching. Several other University programs and research initiatives such as the Koegel Autism Center, Cal Teach, and the Psychological Assessment Center support the credential programs by providing learning activities and/or presentations by professionals working in the centers.

The Gevirtz Graduate School of Education governance is a shared collaborative decision making process. A collection of committees, with appropriate lines of communication between departments, is either decision making or advisory to the Dean who has the ultimate responsibility for all programs. Each program has a program director and/or program coordinator(s) responsible for management of the program. Employers, district teachers, and parents provide input through interactions at the school site with students, field supervisors, and coordinators, and as invitees to quarterly retreats. District cooperating teachers, administrators/employers, supervisors, university faculty members, coordinators, and site supervisors all described examples of interactions among stakeholders that led to policies or programmatic changes. For example, problems with co-teaching pilot program were discussed by district and university professionals and adjusted to meet the needs of the candidates and school.

District administrators in partnership with the University assist in selecting partnership schools. Partnership schools sign agreements with UCSB to accept student teachers for the school year, to assist in monitoring and assessing the candidates, and to partner in program evaluation and adjustments. UCSB places a university supervisor at the school site and supports a district site coordinator. Schools petition to become partnership schools and must meet UCSB Partner School criteria that include having a diverse student body.

The GGSE has significant support from campus leaders. Chancellor Yang gave a prepared presentation to the accreditation team, exclaiming his support for the School. A new, hi-tech building demonstrates the University's support for the various education programs. The Dean of the Graduate Division is a professor of the school's psychology department and was formerly interim dean of the School. The current Dean of GGSE has been described as "a force of nature." She is given credit for bringing much of the extramural resources raised by the school.

The teacher credentialing programs clearly connect the Teacher Performance Expectations (TPEs) and the California Standards of the Teaching Profession (CSTP) to the curriculum and to candidate assignments as evidence in a newly designed and implemented syllabus template, syllabi, and the culminating assessment - Performance Assessment for California Teachers (PACT). Syllabi explicitly require teacher candidates to use state-adopted and aligned curriculum materials in public school settings. In interviews candidates and district cooperating teachers described the ways they used the California content standards in lessons and in assessments. Student portfolios added further verification that students understand and use the standards in planning, teaching, and assessing student learning.

Communication among faculty and field supervisors determines when candidates are ready to move ahead in their program. The School Psychology Credential Program uses PRAXIS, the national standardized assessment of school psychology competence, as one measure of determining competency for the credential.

The University has clear guidelines for completion of the various programs and several professionals including district representatives, share responsibility in determining when the candidates are to be recommended for their credential. A full-time Credential Analyst coordinates all the procedures necessary for recommending candidates for California certification across all credential programs in TEP and CCSP, and maintains student records. A final check is made in the Credential Services Office. Candidate monitoring begins when a prospective candidate applies to the program and is monitored throughout; candidates receive written documentation of the status of their files. Interviews with candidates confirm the University's effort to ensure that candidates enroll in the right courses at the appropriate time, complete all benchmarks before moving ahead and complete the program with their cohort. Program completers are recorded in the University's Registrar's Office database system. Candidates and program completers alike expressed their satisfaction during interviews with the entire credential recommendation process at UCSB.

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.

The use of assessment to guide ongoing program improvement is one of the hallmarks that distinguish credential programs at the UCSB, within the Gevirtz Graduate School of Education. GGSE faculty in the Teacher Education Program (TEP) and the Clinical Counseling and School Psychology Program (CCSP) along with their K-12 partners regularly “put student work on the table” as they collaboratively examine a range of artifacts ranging from assessment results to candidate portfolios and fieldwork evaluations according to interviews with program administrators, instructors, field supervisors and K-12 school personnel.

A rich network of partnerships between UCSB faculty and K-12 school personnel was evident during interviews and a visit to a local school district office. It was clear to reviewers that relationships as well as organizational structures support what one stakeholder described as a “culture of inquiry based on evidence” throughout the unit. This culture in turn supports the thoughtful and strategic programmatic changes described in Biennial Report and Program Assessment documents as well as during interviews, and promotes a high level of professional competence in TEP and CCSP graduates as demonstrated by examination of Biennial Report data and candidate portfolios. The high quality of program graduates was further confirmed during interviews with K-12 cooperating professionals and employers.

UCSB faculty members across programs reported frequent communication between all stakeholders. Much of this communication was described as informal and grounded in collegial relationships throughout the unit as well as with K-12 professionals at partnership sites. However, a series of structured formal meetings within the GGSE ensures regular, ongoing opportunities for faculty to examine data and to plan and evaluate changes to each program. Examples of the ways in which assessment guides program improvement were delineated in Biennial Reports and described by program faculty and administrators. Candidates and program completers as well as GGSE faculty also cited examples during interviews of evidence-based changes, such as the creation of a summer course on classroom management for Multiple Subject, Single Subject and Education Specialist credential candidates as the result of information gathered in program exit surveys and K-12 stakeholder feedback.

Faculty groups throughout GGSE stated that they meet regularly at both program and unit levels to use assessment and survey data from candidates and program completers to plan program improvements. Assessment of candidate competence is ongoing and comprehensive. In addition to the summative Performance Assessment for California Teachers (PACT) for Multiple and Single Subject candidates and the PRAXIS for School Psychology credential candidates, a series of embedded signature assessments. These signature assessments, designed or chosen by program faculty and coordinators and collected in portfolios, provide evidence of candidate qualifications and competence in relationship to the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPEs).

A variety of mechanisms exist for candidates, program completers and K-12 partnerships to provide input into the program as well. Candidates complete both internal and university-wide evaluations of courses and instructors, and as well as exit surveys upon graduation. An alumni survey has also been instituted that provides feedback from program completers. In addition to surveys, candidates and faculty described the importance of the student advisory groups during interviews.

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.

The UCSB credential programs are supported by a rich array of resources. Candidates in the credential programs at UCSB benefit from the new Gevirtz Graduate School of Education (GGSE) facility that opened in 2009. Envisioned as a school that is “Everyone’s House,” the facility provides advanced learning and teaching technologies, community meeting rooms, learning gardens and accessible play areas. GGSE credential programs are supported by sufficient resources to ensure effective management within a distributed leadership model as described by faculty and program administrators.

Future staffing plans for the program were outlined by the Dean. These include a proposal to upgrade the staff positions of those who coordinate the Single Subject, Multiple Subject, and Education Specialist programs so that the doctoral level practitioner/scientists in those positions are full Academic Senate members. Such a conversion has already been approved for the PPS program. The use of the permanent employment series will enhance the stability of the programs and attract even more qualified personnel to these positions. Such a change will greatly enhance an already strong program and distinguish UCSB in the State for its commitment to the preparation of credentialed personnel. State funding is provided through an allocation by the office of the Executive Vice Chancellor. Each program is allocated a budget for faculty and staff salaries, supplies and equipment, under the overall authority of the Dean of the GGSE. Funds for the Multiple and Single Subject and Education Specialist Credential programs are allocated to the Teacher Education Program (TEP), while funds for the School Psychology Credential are allocated to the Department of Counseling, Clinical, and School Psychology (CCSP).

The Director of Teacher Education oversees the Multiple, Single and Education Specialist Credential Programs. Each credential program within the TEP has a Program Coordinator who is responsible for academic advising and coordination, admissions, advisement, curriculum and professional development instruction, and assessment management. It was evident that these Coordinators play a vital leadership role in each of the TEP credential programs given their involvement not only in administrative matters but also in instruction. Additional TEP administrative support is provided by two staff members and a part-time Pre-Professional Coordinator who advises and coordinates the field placement of prospective teacher candidates.

Thirty-five full and part-time faculty members provide instruction within the TEP program. The Multiple Subject Program employs seven University Supervisors who are responsible for teacher candidate cohorts at local elementary schools. The Single Subject Program employs seven Site Supervisors who are in charge of all teacher candidates at one school site, and five Content Supervisors who observe all teacher candidates in specific content areas across placement sites.

Consequently, each Single Subject Candidate has two University Supervisors, which is unique in that facilitates a high degree of support for teacher candidates in both content instruction and classroom management as reported in interviews. The Education Specialist Program includes 3 half-time supervisors who are each responsible for a cohort of teacher candidates placed at a school site.

In addition, a half-time Teaching Performance Assessment (TPA) Coordinator oversees implementation of the Performance Assessment for California Teachers (PACT) for Multiple and Single Subject teacher candidates. The TPA Coordinator is responsible for scorer training and calibration, data collection and analysis, and assessment reports provided to the TEP Director. The TEP Director sends these reports to the state and uses them in faculty retreats for purposes of instructional and program improvement. Interviews provided evidence of the vital role of the TPA Coordinator who ensures that PACT is embedded in the TEP curriculum as a tool for inquiry, providing technical assistance to candidates and coordinating any necessary remediation. This support includes modeling practices during classroom visits.

The School Psychology Credential Program is housed within the Department of Counseling, Clinical and School Psychology (CCSP), under the direction of the Chair of the Department. Administrative oversight and management for the credential program is provided by a full-time Program Coordinator, who also teaches courses and supervises fieldwork placements. Interviews revealed that candidates and Program Completers report a high degree of satisfaction from the support they received from the Faculty Advisers and Field-Based Supervisors, the eight faculty members who teach within the School Psychology Program and the two staff who provide additional administrative support.

Credential candidates in both TEP and CCSP have access to financial assistance from a variety of sources. The UCSB Financial Aid Office assists credential students when applying for Financial Aid. The Financial Aid Office also supports the Teacher Education Program with a financial advisor who is knowledgeable about the particular needs of GGSE candidates. Since credential candidates are frequently completing fieldwork during regular business hours, the financial advisor is accessible via e-mail and also attends credential orientations according to interviews with candidates and staff. In addition to loans available to prospective educators, candidates also have access to a variety of national scholarships and grants secured by the Dean and faculty of GGSE.

The UCSB library provides extensive resources for GGSE candidates including access to the resources of the ERIC database. The campus library also houses The Curriculum Lab, a resource center of instructional materials for use in K-12 classrooms. While the Lab is designed primarily to serve student teachers in the UCSB Teacher Education Program, it is available to all library users as well as local public school teachers and families. The Curriculum Lab is one of 25 display centers in California for state-adopted textbooks and instructional materials. As a designated Learning Resources Display Center (LRDC), the Lab receives materials that have been submitted for adoption. Once these materials are no longer on display, they are incorporated into the permanent circulating collection, thus providing a unique and valuable resource for prospective educators in the GGSE as well as the larger Santa Barbara educational community. The education librarian is knowledgeable about K-12 curriculum and instruction, including the California academic content standards and Common Standards, and provides specialized services and research consultation as was evident in a tour of the Curriculum Lab.

A tour of the GGSE facility provided evidence of a variety of technology services that are available for candidates, including a Help Desk, advanced technology classrooms, and videoconferencing, and a 24-hour student lab/lounge area.

The Director of TEP and the Chair of the CCSP Department participate in the Dean's Leadership Committee and represent the credential programs. This committee meets twice a month and analyzes budgetary needs for the advancement of all programs, and ensures consistency in maintaining the overall goals and missions of the GGSE.

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.

A review of faculty *vitae* illustrated that the University of California, Santa Barbara (UCSB) faculty possess the background, knowledge, and education to provide candidates with rich expertise and knowledge and for the scholarly inquiry goal of the mission statement. Qualifications for pairing instructors to their instructional fields are well delineated allowing for comprehensive and thorough academic presentations. Coupled with in-depth academic knowledge and demonstrated excellence in K-12 education, content method instructors also have extensive teaching experience in either elementary or secondary settings as evidenced through interviews with faculty. Monthly collaborative meetings, quarterly retreats, and curriculum development activities, promoting growth in teaching practice and problem resolutions, are scheduled for all faculty members. Meetings of the collaborative partnerships through each program always puts the student work “on the table” reiterating the theme heard throughout the interviews that everyone works together establishing partnerships to support candidates.

Examination of *vitae* reveals that every instructor has in-depth academic preparation related to his or her instructional field as well as pedagogical preparation. Interviews with candidates and completers alike stated that their professors prepared them for teaching as a process and there is a visible link between theory and practice. Candidates feel that they have been given very specific strategies to apply in their classrooms, after they practice in cohorts and are critiqued by peers. Each faculty member contributes to their department in a variety of ways to bring their expertise to the tables; they are actively engaged in mentoring their candidates, research, and demonstrating excellence in supervision.

UCSB conducts national searches to attract and recruit faculty reflective of a diverse society. The Dean of the Graduate Division said that her tenure as interim School of Education Dean provided the necessary time for a national search. The current Dean and the Chancellor described the national search. Employed faculty is committed to achieving excellence through diversity in the classroom and workplace. A review of course syllabi and discussion with faculty showed that there is respect for different cultures. To increase the number of candidates from underrepresented groups, scholarship funds have been obtained to support candidates who are not able to afford the university fees.

Faculty collaborates regularly and systematically with members of the broader community in a variety of ways. On-going conversations reflecting program decisions between university and K-12 educators are paramount to the success of the university programs. The TEP routinely provides a structure for conversations to take place with their network of K-12 Partner Schools. Regular school site faculty members of participating schools formally partner with university site supervisors to facilitate the Partnerships creating a visible link between the IHE and schools. Faculty from the GGSE collaborates with academic units across the campus to prepare math and science majors to enter teacher preparation, provide minors in applied philosophy, science, and mathematics, and to develop a stepping stone into a PhD in the psychology program. Faculty from one of those programs, Cal Teach (the UC system-wide program to attract mathematics and science undergraduates to the teaching profession), reported that there has been a hidden bonus, new learning experiences and research opportunities with the integration of their program with the School of Education. Community leaders volunteer in the classrooms creating opportunities for candidates from academic preparation programs to network with the community and look to interning within the business and academic communities. Many summer programs are instituted within the community focusing on math and science, sponsored by the UCSB faculty. The collaboration model evidenced at UCSB provides shared understanding of professional issues, creates a common language, and promotes a distribution of leadership, building the bridge that links the university to the community.

Faculty members are well represented in many professional organizations and participate in the PACT development workshops as evidenced in faculty *vitae*; individual programs have institutional memberships to professional associations, one example being the California Council on the Education of Teachers (CCET). Faculty members participate in local, state, national, and international conferences and are recognized for their work as program reviewers and consultants. Faculty serves as a model for candidates by encouraging participation in professional organizations and including candidates in attending conferences and seminars. One faculty member described how candidates are encouraged to co-present with him.

Grants for faculty development are available through the University Academic Senate. The Senate also honors outstanding instruction by professors and teaching assistants; several recipients of the award have been Gevirtz professors or instructors. Faculty members attend professional organization conferences and seminars. Quarterly faculty retreats allow for professional development, networking and articulation between disciplines and programs. Discussion with faculty indicated that funding is available for all UCSB faculties to support proposals of pedagogical endeavors.

The University has a complex and thorough review procedure to retain only excellent faculty. All academic and credential programs use Evaluation System for Courses and Instruction (ESCI) with which candidates rate the overall quality of the instructor and the course. Candidates indicated that they appreciated having a separate comment section in the ESCI to best articulate their experiences. Results from the ESCI are sent to the campus Instructional Development Office; the department chairs then use these results for evaluation of teaching performance both to improve instruction and for faculty merits and promotions. Additionally, the TEP has a specific set of questions relevant to the content of teacher preparation courses and an evaluation of University Supervisors by Cooperating Teachers. It was the conclusion of the accreditation team that rigorous peer and administrative reviews ensure that instructional personnel are judged solely on professional qualifications.

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.

Interviews with the credential analyst and candidates verified that multiple measures are used in the comprehensive admission process where all stakeholders play a part. Communication is at the forefront of the admissions process, ensuring that every candidate is fully aware of the necessary procedures. The Graduate Division at UCSB is the official office of admissions; as such, it facilitates and coordinates graduate admissions for all academic and professional programs in a well-defined electronic application process. Interviews with individual faculty members (representative from all programs) indicated that the credential analyst exceeds her duties, knows each candidate's name from the beginning of the admission process to the recommendation for a credential, and is able to personalize the form-driven admission process. An Advising Handbook is given to all applicants that provides step-by-step instructions for the admissions process. Websites have specific information on the admissions process for each credential program.

Individual credential overview meetings are held and advising appointments are scheduled. Accommodations are made for those applicants not residing in the area via phone conversation appointments. Faculty conducts brief group screening interviews when candidate application packets are completed. Final candidate selection is based on the perceived fit with the university mission statement and philosophy of the each program. Selected applicants are recommended by program coordinators/directors to the Graduate Division, who then sends official notification via the Graduate Advisor. Each program determines that admitted candidates have appropriate pre-professional experiences sensitive to California's diverse population. Opportunities for these pre-professional community-based activities are available via the admission's website.

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.

University of California, Santa Barbara program faculty, coordinators, field supervisors, and graduate advisors work collaboratively with the credential analyst, graduate program assistants, and staff from the Student Affairs Office to provide candidates academic advisement. Each stakeholder also has specific responsibilities to ensure that departmental norms, expectations and requirements are clearly communicated to each student.

Candidates are encouraged to utilize the services of the graduate advisors for matters pertinent to financial aid, special circumstances, and professional or personal matters. Interviews with the graduate advisors further confirmed their role as the intermediary between students and faculty; graduate advisors feel their primary role is as "an advocate for students." Open quarterly meetings are held as a proactive means to identify any concerns or ideas to better assist candidates as they navigate through the programs. Candidates may also receive advice and assistance regarding personal and professional development from UCSB's Counseling and Career Services. A conversation with Graduate Advisors confirmed that a check and balance system is in place to support finding resolutions that are both good for the student as well as for their respective programs.

Field Placement personnel provide each credential candidate with regularly scheduled feedback from multiple perspectives. Interviews with stakeholders confirmed that Professional Growth Conferences are held three times a year with stakeholders. The Program Coordinators and the Credential Analyst provide advisement regarding credential requirements to candidates. Candidates confirm ongoing academic advisement and assistance is received from the University Supervisors and Academic Coordinators in a variety of venues -- cohort meetings, quarterly evaluation meetings, site meetings, individually or large group meetings, or ongoing emails. Twenty-eight competency-based requirements, validating teaching as a process, must be displayed in a candidate portfolio. A full review at the end of the second summer is conducted. Interviews with candidates and completers confirmed that continual communication and advisement with faculty promotes professional development, networking opportunities, strategic planning, and sharing of successes.

Informational meetings are held twice a month for candidates in an open forum so that candidates are continually advised on requirements and policies. The Credential Analyst reported that she quarterly tracks each candidate in his or her prescribed program. Candidates supported the position that this is an effective system and they always know where they are going as well as where they have been. Candidates shared that they have been made aware of what is supposed to happen and when. A spring quarter seminar is co-conducted by the credential analyst and the Director of Teacher Education entitled "How to get your credential and

how to lose your credential.” Candidates reported that the Credential Analyst provides accurate scheduling and program information that is well organized throughout the handbook and other additional resources.

A comprehensive process is in place to help candidates who may be experiencing difficulties. Candidates are given every opportunity to address and correct problems prior to adverse actions being taken. If minimum standards of the program are not met, candidates are counseled out of the program, not recommended for a credential, or put on probation until minimum competences have been demonstrated. Additionally, individual assistance is provided as needed.

Primary advisors are assigned in the mentor-focused School Psychology Credential Program. Candidates and faculty have frequent contact for informal and formal advisement. All in-residents attend program meetings that are held 3–4 times per quarter and have access to email accounts for faculty advisement. In addition, each student maintains a formative portfolio of training experiences with a review at the conclusion of each academic year.

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.

An interview with the Dean of the GGSE verified that an active collaboration with area superintendents exists to discuss the many ways candidates can work within local school districts and community businesses. Formal and informal evaluations of learning experiences, conducted by employers, validate the candidates' knowledge and skill set that can support all K-12 students. Individual design, implementation, and formative evaluations of field based and clinical experiences are encouraged, implemented and supported by the collaborative leadership of the GGSE and School Administrators. The accreditation team reviewed lesson evaluation and quarterly evaluation forms that were completed by University and Field Supervisors.

Each program works regularly with community schools, administrators, and district personnel to develop partnerships where credential candidates are placed. A concerted effort is made to work with school sites that have a diverse student population and experienced cooperating teachers. Issues surrounding placement and partnerships are discussed in the bi-weekly appointed Dean's Leadership group. TEP policies and practices regarding field site selection and selection of cooperating teachers are woven into the ongoing Partnership work. Through an application process, partner schools are asked to clearly identify opportunities for candidates to work with a diverse population, students having disabilities, and English learners. A thorough and rigorous process is in place to partner with schools--for example, the site administrator, the TEP site coordinator, and the site In-House Coordinator jointly make selection of cooperating teachers. All instructors, supervisors and administrators must agree to the selection of cooperating teachers.

Implementation and improvement for the partner school and fieldwork program is ongoing according to an interview with partner school administrators and field supervisors. The collaborative committee consisting of GGSE faculty and supervisors, K-12 administrators and cooperating teachers meets regularly to discuss ways to improve programs and address any issues that have arisen. Candidates reported that when they had a concern or an idea to implement, a process is in place to facilitate their meeting with committee members and to "put everything on the table." Planning experiences that benefit the learning experiences of K-12 students is supported by the TEP through a high level of communication with stakeholders. A series of evaluation activities related to appraising the performance of candidates in the context of the CSTPs and TPEs are structured through regular three way conferences between the teacher candidate, cooperating teacher, and site coordinator. A candidate's credential portfolio evaluation takes place at the conclusion of each major phase of the candidate's fieldwork.

Interviews with site administrators and supervisors confirmed that UCSB candidates are prepared to be reflective practitioners and continuous learners. They look for feedback on their practice and encourage observations and evaluations to help them progress. High School site administrators reported that their candidates are “heavy on theory” but ready to put the theory into practice within actual classroom practice. Further, the administrators reported that candidates from UCSB are sought after because of their high level of performance. Candidates concurred that they feel very prepared to begin their careers. They have set high expectations for themselves and their students and strive to implement current strategies to meet those high expectations. Completers reported that they also felt very prepared to handle routine procedures, to manage challenging student behavior, and to select and analyze data and effective instruction for all students.

The TEP program at UCSB began piloting a co-teaching approach during the 2010-11 academic year. The co-teaching model in use at UCSB is based on an approach developed at St. Cloud University (<http://www.stcloudstate.edu/oce/coteaching/default.asp>) that enables both cooperating teachers and candidates to collaborate in the classroom as professionally-prepared peers rather than in the traditional master/student-teacher relationship. The benefits to candidates are opportunities to incorporate co-teaching strategies, grouping, and educating students in ways that are not possible with one teacher. It also allows candidates to receive consistent mentoring, and the time and support necessary to gain skills and confidence required to teach successfully. K-12 students benefit through longer periods of active engagement, and increased opportunities to get assistance. During interviews, cooperating teachers from two sites, site administrators, and program faculty discussed their experiences during the initial implementation of the co-teaching model with several describing the benefits of various models of collaboration in providing modeling and guidance for teacher candidates as well as additional support for the K-12 students in their classroom. Candidates and program completers expressed gratitude for the degree and quality of support they received in preparation for the PACT.

A review of courses and seminars showed that teacher candidates are provided opportunities to address issues that come up at any point between their structured fieldwork and student teaching. Throughout all phases of their teaching practice that culminates in a two week takeover of all classroom activities, candidates document, consider, and address the language needs and abilities of all learners, plan and deliver ELD/SDAIE lessons, and participate in school-wide ELD programs. Differentiated lesson planning and assessment is addressed in professional seminars.

Single subject teacher candidates have two placements throughout the program, ending with a full takeover of at least one class. Additionally, all SST candidates must teach in a literacy class and spend at least one quarter in an AVID class where they coach and supervise students for academic success. All candidates are encouraged to participate as fully as possible in activities offered at their site in order to better understand the climate of the community and to provide a safe learning environment where all students can learn.

Interviews with the School Psychology Coordinator verified that networking with local and state school psychologists facilitates high quality second year and internship placements. Placement feedback and approval is communicated once initial program placements are proposed. Each spring, candidates complete an evaluation form on their fieldwork site, training needs and their primary field-based supervisor. A review of this evidence showed ratings from surveys of candidates’ satisfaction with both their site placements and supervisors.

The school psychology credential program has an emphasis on diversity, while the training model is based on the integration of theory, research methodology, professional role development and practice/skills. Candidates stated that they are given many opportunities to demonstrate how existing knowledge and skills may be implemented, especially surrounding work with children and families of ethnic and linguistic minorities; experiences are closely supervised by both university and field supervisors. The program is committed to emphasizing the analysis of problems encountered in school settings from a research point of view; thus, candidates will apply these theoretical skills to assist all students.

A review of candidates' fieldwork experiences illustrates how the sequence from coursework, based on the National Association of School Psychologists domains of professional practice, to clinical work is implemented at the practicum school sites. Regular evaluations of clinical work are conducted during weekly supervision meetings; while, midyear fieldwork reviews are conducted ensuring that work continues to be effective or if any modifications need to be addressed. Site supervisors conduct summative evaluations at the conclusion of the candidates' fieldwork experiences. Candidates reported that extensive research activities were implemented throughout their clinical work helping them develop as critical thinking professionals.

## Standard 8: District-Employed Supervisors

Standard Met

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.

UCSB enters into a contract with each district providing fieldwork supervision for all credential candidates in the Teacher Education and School Psychology programs as evidenced by MOU templates as well as in interviews with K-12 school personnel and GGSE administration. The contract stipulates that districts provide supervision by credentialed school psychologists and/or cooperating teachers with at least three years experience. During interviews, candidates and program completers indicated that the District-based supervisors with whom they worked had relevant expertise.

In the Teacher Education Program, identification of potential district-employed supervisors (“Cooperating Teachers”) for MS and SS candidates is a joint process involving the site-based in-house coordinator, the university site supervisor, and a site administrator as evidenced in interviews with K-12 personnel and University faculty. Once prospective cooperating teachers are identified, university supervisors and content instructors match candidates with cooperating teachers, taking into account any conditions or limitations negotiated by site administrators and the MS/SS program coordinators. The cohort sizes were clearly delineated in partnership documents provided by GGSE. Interviews with site administrators and University supervisors confirmed that cooperating teachers were knowledgeable and supportive of academic content standards, as well as willing to mentor teacher candidates and engage in a community of learners.

Interviews with site administrators and cooperating teachers verified that the criteria for selection as well as expectations for the roles of MS and SS cooperating teachers are delineated in TEP partnership agreements, program materials and websites. Faculty members confirmed during interviews that only those cooperating teachers who meet program expectations are selected for continuing service. Candidates and program completers complete a form assessing the cooperating teachers’ effectiveness as a mentor for student teachers.

The School Psychology Coordinator networks with local and state educational professionals to facilitate high-quality second-year and internship placements as described by the Program Coordinator, University supervisors and K-12 personnel. District-based supervisors are selected by GGSE faculty and partner sites for their strong reputation as leaders and practitioners. Candidate and program completers stated during interviews that the supervision they received was of very high quality. District-based Supervisors must have a school psychology credential and a minimum of three years practical experience.

The UCSB Teacher Education Program emphasizes collaboration and cooperation while preparing candidates at each school site; a style that was clearly evident across programs during interviews with University and Field-Based Supervisors as well as K-12 administrators. According to interviews with K-12 district personnel, university supervisors are exclusively

assigned to a school site and are responsible for orienting and mentoring the cooperating teachers at the site. University supervisors hold meetings with all cooperating teachers at the site, and meet one-on-one with cooperating teachers, as needed, a level of support that school leaders and cooperating teachers indicated was unusually high when compared to other institutions. Cooperating teachers can also access information about their role, expectations for candidates on site, and additional curriculum and other requirements for candidates on the SST Cooperating Teacher web page, or in the MS cooperating teachers expectations folder. During interviews, cooperating teachers indicated their appreciation for the clear and explicit guidance available in the “red folder” for cooperating teachers and on the website.

Interviews with faculty, cooperating teachers, and site administrators confirmed that supervisors, cooperating teachers, site administrators, and program coordinators evaluate the performance of each cooperating teacher. Supervisors learn about cooperating teachers’ strengths and weaknesses through meetings with candidates, through observing and meeting with cooperating teachers, and through site administrator feedback.

The Director of Teacher Education reported that cooperating teachers are recognized for their contributions to the preparation of teachers, through a stipend from the university, end of year appreciation lunches, and a new award for excellent cooperating teachers, The Bialis Family Foundation Award for Excellence in Mentoring New Teachers.

The close collaboration between School Psychology Credential Program faculty and site-based supervisors was evident during interviews and, in multiple interviews, was noted by a variety of stakeholders. District-based Supervisors are provided with clear guidelines and are in regular communication with the Program Coordinator or other faculty. This communication enables UCSB faculty and K-12 personnel to make adjustments to improve supervision if problems arise, or to make changes in the assignment of an individual candidate, if needed. At the end of the year, district-based supervisors in the School Psychology Credential Program receive a stipend, and candidates complete an evaluation of each district-based Supervisor.

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.

Based on interviews and assessment data, it is evident that UCSB candidates in the TEP and School Psychology programs know and demonstrate the professional knowledge and skills necessary to effectively educate all students and support them in meeting state-adopted academic standards.

Reviews of assessment data across programs, including fieldwork evaluations, the assessment of embedded signature assignments, and candidate portfolios, as well as the results of the PACT Teaching Performance Assessment (Multiple and Single Subjects), indicated that all candidates recommended for credentials meet the Commission-adopted competency requirements.

In all cases, interviews with cooperating professionals and district leaders confirmed that the program utilizes the assessment data reported in the Biennial Reports. Interviewees agreed that UCSB candidates are held in high regard throughout the region for their professionalism and reflective practice, as well as for their skills in collaboration. In addition, UCSB graduates were described as exceptionally well prepared to educate and support diverse learners, and able to draw knowledgeably on a wide range of effective strategies. Several employers stated during interviews that they seek out graduates of UCSB programs, who often become leaders in the field. In addition, a variety of stakeholders noted that UCSB candidates seek out opportunities to engage with families and communities. UCSB is to be commended for preparing educators who are so highly valued throughout the region.

**Multiple Subject and Single Subject Credentials**  
**English, Mathematics, History-Social Science, Science**  
**(Biology, Life Science, Physical Science, Chemistry and Physics)**

**Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subject and Single Subjects Program.

**Program Design**

The Single Subject and Multiple Subject Credential Programs are designed to build candidates' knowledge of self (the teacher), the student (understanding the personal, social, and academic qualities of students), subject matter, and the practical contexts of activities, classrooms, schools, etc., in which teaching takes place. Review of the course of study and interview of candidates support UCSB's assertion that candidates grow professionally through a carefully planned and integrated sequence of courses and experiences.

Coursework is concurrent with fieldwork and candidates remain in schools from the first day of the public school year to the last. The focus of the four-quarter programs gradually changes from theoretical, foundational coursework in the summer to method/practicum courses taught to coincide with field experiences. Summer courses for all programs occur at a partnership school during summer school so that candidates can connect theory to practice even at the early stages of their program. Candidates reported that the experience made them especially eager to begin actual student teaching.

Since initial submission, UCSB has created a new course numbering system with course titles to reflect consistency and categories of courses. In addition, a program-wide syllabus template was created that requires information such as the identification of TPEs and Program Values.

The coherence of the program depends on ongoing conversations among University faculty members, supervisors of teacher education, district cooperating teachers, site supervisors, and candidates. Several district cooperating teachers stated that they felt that the university actively listened to their concerns and worked with them to assist candidates who needed extra support or special career advice.

Student cohorts meet weekly with their assigned supervisor. Course syllabi and interviews with candidates and supervisors verified the frequency of meetings. The district teachers and site supervisor spoke of meeting informally on a weekly basis. Monthly program meetings and quarterly faculty retreats support ongoing assessment of the programs; informal meetings at the school site and at the university as well as formal feedback to the students and university from district teachers provide additional information.

While the primary leadership for the multiple subject and single subjects programs is the responsibility of the Director of Teacher Education (TEP) who reports directly to the dean, the program's success is a collaborative effort. Coordinators for each program described during an

orientation session and later interviews the running of the day-to-day elements of each program. The field supervisor at each school oversees student teaching and supports the district teacher and student teacher. The team meets to monitor the program and the progress of the candidates.

Interviews with university supervisors, district cooperating teachers and the candidates confirm that frequent conversations occur. Three-way meetings of the candidate, district cooperating teacher, and the supervisor occur at least once a quarter for multiple subject candidates and at the end of each placement for secondary candidates. The university supervisors complete a written, formal evaluation based on the TPEs and CSTs.

Administrators expressed their knowledge of and support for the programs. Principals meet with the cohort assigned to their school at the beginning of the school year to explain district and school policies. One principal explained, “We invite the candidates to our school and to our profession. I explain that the minute they step onto a school campus they are interviewing for a job and for admittance to the noble profession of teaching.”

Candidates interviewed from all of the programs demonstrated their understanding of the program; one candidate stated that “advisement at UCSB rocks!” Many candidates described the large amount of support they received in program planning, placements, completing and posting of requirements, etc. As one student said, “There is no way to get lost in the program; you can fail if you try hard.”

### **Course of Study**

Examination of the course of studies reveals a coherent sequence with theoretical and research foundational courses offered in the summer quarter followed by “method” courses. Candidates student teach concurrent with the content methods courses and often teach lessons that they developed for their courses. They develop their understanding and practice simultaneously through cycles of practice and feedback from course instructors, supervisors, and district teachers. Secondary candidates experience full semester placements at one school with one supervisor then move to either a middle school or a high school to provide a varied student teaching experience. Multiple subject candidates remain in the same school with the same supervisor for the entire year, but change grades so that they experience both a primary and upper grade.

All candidates begin the program in the summer at one of the partnership schools. They take foundation courses while on a school site. The summer ends with an introduction to classroom management in preparation for the beginning of the public school year. In fall, fieldwork is half time and begins with candidates helping the district teacher prepare for first days of school. By the end of fall, MS candidates are expected to take over teaching responsibilities for one week. Single subject candidates complete two 8-week placements at a middle school, junior high, or high school and have one period per day in which they are placed in a “literacy” classroom in which the instruction focuses on developing basic academic language skills. These classrooms include English learners and students with special needs.

Both MS and SS candidates start new placements at the end of January. Single subject candidates are in placements for the full day, taking complete teaching responsibility for at least

one course for the full semester. The spring is devoted to full time student teaching for both MS and SS candidates.

University supervisors and district cooperating teachers closely supervise fieldwork. Candidates receive informal and formal feedback that includes observation notes and videos of their teaching. The accreditation team reviewed portfolios documenting candidates' self-evaluations through portfolio artifacts organized around the Teacher Performance Expectations (TPE).

University supervisors visit candidates every week. Several candidates stressed their appreciation at receiving immediate feedback after lessons taught. Three-way conferences in which the candidate's progress is evaluated and new goals are set occur at mid-term and at the conclusion of the fall and winter placements.

The review team noted the large community of educators that have long-time ties to UCSB. For the site visit, the leaders of the credential programs sent out a "you-all come" invitation to current and past students and a large number heard the call. Reviewers heard that alumni often were teaching in the same schools and mentoring student teachers; some of the group interviews seemed like "homecoming." Clearly a community of educators exists that is connected in various ways to UCSB.

Alumni of the credential programs recalled how difficult the program was and how grateful they were for the in-depth preparation and experience. At least two of the center school principals were UCSB alumni and several expressed their commitment to hire UCSB teachers when given the opportunity. A teacher complained that her school district had allowed a competing district to begin hiring earlier and thus they were "stealing" some UCSB graduates.

### **Assessment of Candidate Competence**

UCSB uses both formative and summative evaluations organized around the TPE framework. A review of multiple syllabi revealed that formative assessment is embedded in coursework and practicum activities throughout the program in a fashion that provides candidates with multiple opportunities to develop and demonstrate the kinds of knowledge and skills required for successfully completing the summative Teacher Performance Assessment (PACT). Because PACT activities are embedded throughout the course work, candidates have the opportunity to practice and to learn how they will be assessed. Since the bulk of PACT is completed in the winter quarter, candidates also have the opportunity to improve should their PACT score indicate more experience is necessary.

An alumnus recalled having "failed" a section of PACT because she had not demonstrated that she clearly knew how to adapt the lessons to English learners. She was grateful for the opportunity to "re-do" because she felt her ability to adapt to English learners was one of her real strengths. She explained that the PACT lesson had originally been given in a class without English learners so she forgot to explain how she would have accommodated those students.

Communication among the various team members determines whether or not a candidate is ready to move to the next stage of assumed responsibilities. The multiple subject team consists of the candidate's supervisor, the cooperating teacher, and the site coordinator. The single subjects team consists of the candidate's content supervisor/instructor, the site supervisor, the

cooperating teacher, the site coordinator and single subject coordinator. Teams are site based and meet to discuss observational and other candidate data to gauge candidate progress. Before the candidate is recommended for a credential, documentation of approval is placed in the student file and relayed to the credential analyst.

## **Preliminary Education Specialist Credential: Moderate-Severe**

The University of California at Santa Barbara has offered an Education Specialist: Moderate-Severe Preparation Program for many years. The program is now completing its transition to the revised Education Specialist: Moderate-Severe Program standards. The last cohort of students in former program completed the program in June 2011. The first cohort of students in the transitioning program started in summer 2010 and completed in June 2011. Completers from both programs were represented in the program sampling interview group.

The institution is completing its transitioned program narrative and documentation that will be reviewed through the Program Assessment process consistent with the Commission's practices.

### **Findings on Standards**

After reviewing candidate documents and completing interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all 2009 program standards are fully met for the Preliminary Education Specialist: Moderate-Severe Program.

Over the past two years, the Education Specialist Credential (ESC) program has transitioned from a Level One and Level Two program to a Preliminary Credential Program. Two courses have been added and the fieldwork practicum competencies have been aligned with the current state Teaching Performance Expectations (TPE). The accreditation reviewers spoke to both current and past candidates, faculty, field supervisors, and the coordinator while being cognizant that the program is in transition and that only one cohort has completed the newer program.

### **Program Design**

The Education Specialist Moderate/Severe Program (ESC/MS) is guided by the special education faculty within the GGSE, an academic coordinator, a field coordinator and the Director of Teacher Education. Leadership of the program consists of two main positions—the Education Specialist Credential (ESC) faculty director and ESC/MS coordinator. The faculty director oversees curricular elements of the program and reports to the Chair of the Education Department. The TEP director supervises the ESC coordinator. The Dean stated that the “split” leadership is effective and facilitates Education Specialist candidates' concurrent progress in the credential as well as the master's degree. Interviews with those involved supported the dean's statement. Candidates report that they feel supported in the field, and appreciate the advisement that they receive. In interviews, candidates accurately described their program and knew how the transition from the Level I and II programs to the newer Preliminary program would affect them.

Instructors of the ESC courses include special education faculty members from the Department of Education and the Department of Counseling, Clinical, and School Psychology, as well as the TEP academic staff, the ESC coordinator, and ESC fieldwork supervisors. The ESC coordinator is the liaison between the university and the local school district personnel and as such coordinates and directs the two half-time fieldwork supervisors.

## **Course of Study (Curriculum and Field Experience)**

The ESC/MS program follows a cohort model. The sequence of coursework is designed to provide candidates with foundational knowledge and skills in the first quarter followed by more specialized courses related to specific subjects in the following three quarters. All ESC candidates take the general education reading course, a specialized reading course, and a course focusing on English Language Development. Special education courses include teaching communication and language, direct instruction for moderate/severe disabilities, inclusion, and behavior management and the designing of positive behavior support plans.

The ESC program collaborates with two local school districts to offer 13-15 placements for candidates—eight to nine elementary placements and four to five secondary placements. Placements are chosen that include a caseload of students with moderate to severe (MS) disabilities that include students with autism, non-ambulatory students, students that use assistive technologies and students that need behavior support plans.

A unique aspect of the program provides candidates with an “in-home” experience. Candidates interview parents, observe a child who is educated in the home, and provide some respite for the caregiver. This experience speaks to the birth to age 22 authorization of the ESC/MS Credential. The course assignment was designed by a noted researcher in special education whose expertise includes the study of families with children with special needs.

## **Assessment of Candidates**

Candidates are assessed through course grades, completion of practicum-based teaching performance expectations, and cooperating teacher and ESC coordinator evaluations. Candidates self-evaluate and, with their supervisor and district cooperating teacher, design a transition plan for entering the profession. Candidates compile evidence in their fieldwork portfolio of the TPEs. Both the supervisor and district cooperating teachers formally verify, (“sign off”) the Teacher Performance Expectation (TPE) domains as they are demonstrated successfully. Before the candidate is recommended for a credential, documentation of approval is placed in the student file and relayed to the credential analyst.

## **Pupil Personnel Services: School Psychology**

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, interns, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Pupil Personnel Services: School Psychology Program.

### **Program Design**

The Department of Counseling, Clinical and School Psychology (CCSP) offers the Pupil Personnel Services Credential in School Psychology (PPSP) through either the M.Ed. or Ph.D. track in the School Psychology specialization. The mission of the School Psychology specialization is to develop a scientist-practitioner. It is expected that candidates who complete the school psychology program will be prepared to assume broad-based leadership and highly qualified practitioner roles in providing comprehensive support services to schools.

Fieldwork is integrated throughout coursework for the School Psychology credential. School Psychology fieldwork has two purposes; 1) the candidates are able to understand and recognize the need to apply research-based information in their role as practitioners helping all students to learn and maximize their potential and, 2) the candidates are able to make significant contributions in the world of research. This is evidenced by the program's mission of emphasizing that learning occurs in both formal courses and in mentor-supported environments.

The Department of Counseling, Clinical and School Psychology (CCSP) is organized in a coherent way to ensure effective and efficient program management. In 2007, UCSB hired an Academic Program Coordinator, who supervises second-year and internship fieldwork experiences, advises candidates through their research practicum, and manages, supports and coordinates the School Psychology credential program. She oversees the credential operations, fieldwork supervision, student mentoring and evaluations. In addition she chairs the School Psychology Program Credential Committee and is a member of the Gevirtz Graduate School of Education (GGSE) Credential Leadership Committee. The Coordinator reports to the Department Chair of CCSP, who reports to the Dean of the Graduate School of Education, who reports to the Executive Vice Chancellor of the University of California, Santa Barbara.

The flow of the CCSP program depends on ongoing communication among the eight University faculty members, supervisors of School Psychology candidates, and the credential analyst. Communication with the current 32 candidates is encouraged through continuing advisement with the full-time faculty. Each faculty member advises and mentors approximately six students at various stages in the program. The credential analyst coordinates the process necessary to qualify for the School Psychology credential and maintains student records pertinent to a candidate's application for the credential as evidenced in an electronic format.

The candidates are introduced to the School Psychology program through several means; a welcoming Orientation event, a comprehensive student handbook, and the GGSE website for additional materials that include course schedules, faculty contacts, and credential requirements. Once candidates begin the program, faculty advisors meet with the candidates at least weekly to

discuss scholarly research topics and their progress. If candidates are not meeting program expectations (by earning a grade of B or better), a remediation plan will be developed that must be followed to remain in the School Psychology program. Candidates are also encouraged to meet with a Graduate Advisor for concerns that cannot be resolved through the faculty-student advisor relationship. The Graduate Advisors are described as intermediaries between the students and faculty who “help navigate the students through the system”.

The program earned national accreditation through the National Association of School Psychologists (NASP), which requires candidates to pass the PRAXIS and NASP assessments. The NASP standards were deemed to be aligned with the Commission’s standards for the PPS: School Psychology credential (<http://www.ctc.ca.gov/educator-prep/accred-alignment.html>).

### **Course of Study**

The School Psychology applicants must meet all the UCSB admission requirements, their Graduate Record Exam (GRE) scores and meet CTC guidelines such as CBEST, Certificate of Clearance, and TB clearance. The UCSB School Psychology specialization is intensive and requires a full-time commitment since many of the classes are offered during the day. The CCSP faculty comprehensively reviews the applicants. The School Psychology candidates (typically 5-6) are selected to begin the CCSP program based on the criteria of personal achievements/contributions, diversity, and their fit with the mission and philosophy of the School Psychology program.

The 100 quarter units of course sequence are aligned with NASP and CTC standards and are organized around the following areas: 1) Research (16 units), 2) Professional Practice: Assessment, Prevention and Intervention Theories-Skills (36 units), 3) Professional Knowledge and Foundations (36 units), and 4) Internship (12 units). The goal of the School Psychology program sequence is to ensure that candidates achieve basic competency in fundamental skills such as assessment and intervention while being exposed to a community public school. In Year 1, candidates are placed in a general education classroom under the supervision of the classroom teacher. Course assignments are completed within the fieldwork setting that have been aligned with CTC and NASP standards and candidates are able to connect what they are learning in class and what they are experiencing in the field.

After successful completion of the first 48-quarter units, candidates are awarded the M.Ed. as part of the credential specialization. In Year 2, candidates complete a minimum of 450 hours of practicum experiences in the public schools under the supervision of a practicing school psychologist. During the second year, the School Psychology Practicum is structured to build on the skills and knowledge of the literature in critical training areas and furthering the connection between theory and practice. Issues of diversity, legal and ethical training are presented throughout the fieldwork sequence when applying the core content to practical experiences.

During Year 3, the candidates complete their 1200 hours of internship at a selected school-based placement. Internship placements are sought by students themselves, but are facilitated by the School Psychology Academic Coordinator and faculty who maintain contacts with alumni, internship coordinators, and school psychologists who promote internship opportunities for UCSB candidates. While all candidates are engaged in full-time academic studies, they are also

involved in various research activities with faculty which ensures that the candidates and faculty have frequent contact and opportunities for advisement.

Each spring, candidates are asked to complete an evaluation of how well their fieldwork site met their training needs. Second year candidates who are currently placed in their required internships reported that their theoretical training prepared them well for their day-to-day fieldwork experiences; they have freedom to pursue their research interests, and believe they were placed in quality settings for their training.

### **Assessment of Candidates**

Evaluation results demonstrate that candidates consistently meet high expectations for excellence across training expectations and professional standards. From the perspectives of course grades, counseling skills evaluations, fieldwork supervisor ratings, national examination results, University faculty ratings, and alumni and employer feedback, the UCSB School Psychology credential candidates not only meet every expectation, but also, exceed minimum requirements. District employer and supervisors concur that the UCSB School Psychology candidates are “well rounded, confident and resourceful.”

The Praxis National Assessment for School Psychology measures candidates’ competence. Evidence shows that the UCSB candidates are scoring well above the minimum required score.

Another candidate assessment for school psychology competence is the review of the candidate’s comprehensive portfolio. Two faculty members rate the candidates’ proficiency on the NASP standards that were determined to be aligned with California standards in April, 2009. Appendix A contains the alignment matrix. Five signature assignments are required for the candidates to demonstrate competency, which include the following; psychological assessments, social skills group projects, consultation, school-wide practices that promote learning, and functional assessments. These five signature assignments are the core of the final portfolio, supplemented by their individualized experiences that will meet their goals and NASP standards. All of the UCSB candidates pass their end-of-year portfolio review with either a “pass” or a “high pass” across the standards, indicating they are prepared to practice as a school psychologist.

Finally, employers rate candidates’ competence between above average and outstanding, reflecting their observations that UCSB candidates are “very well prepared, knowledgeable, and good communicators.”