

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

**University of California, Santa Cruz**

**Professional Services Division**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at the University of California, Santa Cruz. The report of the team presents the findings based upon reading the Common Standards and Program Standards document, a 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 Decisions  
For all Programs offered by the Institution**

	<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		

**Program Standards**

	<b>Total Program Standards</b>	<b>Program Standards</b>		
		<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subjects	19	19		
Preliminary Single Subject	19	19		
Bilingual	6	6		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional 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, Santa Cruz

**Dates of Visit:** April 22-25, 2012

**Accreditation Team  
Recommendation:** Accreditation

Rationale

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, program staff, candidates, program completers, school personnel, and other stakeholders. The team determined that evidence provided was sufficient and contained 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

The entire team reviewed each of nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all nine Common Standards are **Met**.

Program Standards (Preliminary Multiple Subject/Single Subject/Bilingual)

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the Preliminary Multiple Subjects, Preliminary Single Subjects, and Bilingual Authorization programs. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The CTC team found that all program standards for all programs offered by UCSC are **Met**.

## Overall Recommendation

The team conducted a thorough review of program documentation, evidence provided at the site, additional information provided by program staff, and interviews with program leadership, candidates, program completers, support providers (mentors), administrators, and other stakeholders. Based on the fact that the team has determined that all Common Standards and all Program Standards are **Met**, the team unanimously recommends a decision of **Accreditation**.

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

### **Initial Teaching Credentials**

Preliminary Multiple Subjects  
Preliminary Single Subjects  
Bilingual Authorization

### **Staff recommends that:**

- The institution's response to the preconditions be accepted;
- The University of California, Santa Cruz be permitted to propose new credential programs for approval by the Committee on Accreditation;
- The University of California, Santa Cruz 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 Lead

**Christopher Hopper**  
Humboldt State University

### Common Standards Cluster

**Sharon Russell**  
CalState TEACH

**Nina Potter**  
San Diego State University

### Program Sampling Cluster

**June Hetzel**  
Biola University

### Staff to the Visit

**Cheryl Hickey**  
Consultant

## Samples of Documents Reviewed

University Catalog	Biennial Report and CTC Feedback
Common Standards Document	Field Experience Documents
Course Syllabi	Schedule of Classes
Candidate Files	Advisement Documents
Fieldwork Handbooks	Faculty Vitae
Follow-up Survey Results	Faculty/Staff Meeting Minutes, Agendas
Observation Forms	Becoming an Educator Samples
Program Assessment Document and Feedback	PACT Data and Candidate Materials
Assessment System Documents	Teacher Education Integrated Information
Samples of Student Work – Variety of Courses	System (TEIIS)
Placement Information	Memoranda of Understanding
	Advisory Panel Meeting Agendas and
	Minutes

## Interviews Conducted

	Team Lead	Common Standards Cluster	Program Sampling Cluster	TOTAL
Candidates		16	20	
Completers		12	9	
Employers	12	1	1	
Institutional Administration	2	14	2	
Program Coordinators	1	3	1	
Faculty	6	23	4	
Lecturers	7	7	6	
PACT Coordinator		1		
Advisors	1		4	
University Supervisors	5	6	6	
Field Supervisors - District	4	30		
Credential Analysts and Staff	1	2	1	
Advisory Board Members	12	1		
Others		7		
<b>Totals</b>	61	114	54	<b>229</b>

*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, Santa Cruz is one of the 10 campuses in the University of California system. The campus, located approximately 60 miles south of San Francisco, in the hills of Santa Cruz County, opened in 1965. It currently serves 16,451 undergraduate students and 1,452 graduate students for a total campus enrollment of nearly 18,000 students. The institution offers 60 undergraduate majors and 30 graduate fields of study.

Representatives from the University described the mission of the University as follows:

To provide a comprehensive education for undergraduate and graduate students in focused high quality programs. The combination of research and teaching links faculty and students in a partnership dedicated to independent, critical thinking, active understanding, creativity, and social responsibility. We believe that disciplinary excellence provides the surest basis for interdisciplinary collaboration that is responsive to the needs of current and future students as well as to a multiethnic and global society.

The University is comprised of four divisions: the Division of the Arts, the Division of the Humanities, the Division of Physical and Biological Sciences, and the Division of Social Sciences.

### **Education Unit**

The Education Unit is housed in the Division of Social Sciences. The Division includes the Departments of Anthropology, Community Studies, Economics, Education, Environmental Studies, Latin American/Latino Studies, Politics, Psychology, and Sociology. The Division accounts for 40 percent of the undergraduates on campus and 25 percent of graduate students.

The Education Department offers the Education Minor, the Masters in Teaching program, and the Ph.D. in Education. Approximately 360 candidates are enrolled in the Education Minor and this undergraduate program serves as an important pipeline to the credential program. In 2012-13, 85 candidates are enrolled in the Multiple Subject, Single Subject, and Bilingual programs offered by the Department. Single subject credential programs are offered in Mathematics, Language Arts, History/Social Studies, and Science.

The authority for the Division of Social Science rests with the Dean of the Division of Social Sciences. A Department Chair oversees all major aspects of the educator preparation program in collaboration with faculty. A Director of Teacher Education is responsible for implementation of the program. Instruction and support is provided to candidates by faculty, supervisors, lecturers, administrative staff, and a broad network of school and community partners, including the New Teacher Center which is headquartered at the Santa Cruz County Office of Education.

### **The Visit**

The University of California, Santa Cruz accreditation team included a team lead and three team members. Due to unforeseen circumstances, a previsit was held only a week prior to the visit, however, the team lead and the consultant were in frequent contact with the institution by phone and e-mail in the months prior to the visit. During the week prior to the visit, team members engaged in a conference call to discuss expectations and their specific roles in the review. In addition, members of the site visit team discussed their review of the documents and evidence thus far and shared information with one another. The team gathered for a team meeting at the hotel on Sunday, April 22, 2012 and then joined the institutional representatives for a reception and orientation to the institution and educational preparation programs on Sunday afternoon. Interviews began Sunday evening and continued through Tuesday. Interviews were not only held on the UCSC campus, but also at the Santa Cruz County Office of Education and at Branciforte Middle School. A midvisit report was conducted with the Department Chair and Director of Teacher Education and interviews and information gathering continued through Tuesday, April 24. The team continued to discuss findings and consensus was reached on all standard findings, resulting in an accreditation recommendation. The institutional report out was held on Wednesday, April 25, 2012 at 11:30 a.m.

## 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.

The University of California, Santa Cruz (UCSC) is acknowledged by local school districts as being a leader in teacher preparation in the local region and a valuable and cooperative partner with P-12 schools. The credential programs are housed in the Education Department, an academic unit of the Division of Social Science. The Department of Education offers a Masters Degree that includes all the requirements for either a multiple or single subject credential program. A Bilingual Authorization program is also available. The 12 month program integrates graduate level coursework with student teaching experiences in K-12 classrooms. The program requires all candidates to complete a 'Becoming an Educator' paper in the final quarter of the program. The UCSC teacher education programs include a consistent socio-cultural theme and are viewed as supporting local school districts with student teachers and providing a supply of well qualified new teachers. The teacher education program is the only professional program on the UCSC campus.

The Dean of the Division of Social Sciences provides strong support for the program. Much of the program authority is invested in the Chair of the Department of Education who works collaboratively with faculty. The Director of Teacher Education manages and ensures effective implementation of the program.

The Department of Education governance uses a shared collaborative decision making process for all programmatic and curricular matters. The Teacher Education Committee is integrally involved in program decision making. The Director of Teacher Education manages the program and regularly consults with faculty, supervisors, and schools in making decisions. Interviews with faculty, instructional personnel, and stakeholders provided evidence that these groups are actively involved in the organization, coordination, and governance of programs. The Teacher Education Committee includes faculty and staff who are responsible for reviewing credential program curricula, assessments, admission and advising activities. Overall, there is an effective program structure for credential programs with faculty providing leadership for the programs and staff who support and complement the work of faculty.

The Department of Education has adopted a Teaching and Learning for Social Justice and Equity Framework to prepare educators with strong support from school districts in the local Santa Cruz region. Multiple and single subject credential programs articulate a research-based vision. The vision promotes the preparation of teachers who are advocates for social justice and the vision provides direction for the program components related to courses, teaching, and candidate performance. Interviews with faculty and staff revealed that there is a strong communication protocol in place between the Director of Teacher Education and faculty, supervisors and staff to support implementation of the vision. An Advisory Council comprised of representatives from local school districts, both teachers and administrators, has recently been formed to foster communication between the university and local school districts on the vision. A review of agendas and interviews with members of the Advisory Council confirms that the addition of this Council has been a positive enhancement to the program.

The UCSC program has a presence in the undergraduate programs with the Education Minor that provides an opportunity to recruit undergraduates into the masters/credential program. The minor advisor serves a large number of undergraduate students who provide the program with a qualified applicant pool of candidates.

In accordance with the mission of the University of California, the program faculty includes research faculty. Research faculty receive significant external funding to support research and professional development for teachers. These research activities help inform the teaching of coursework. This group of faculty is complemented by experienced former teachers who serve as supervisors and adjunct faculty.

The credential recommendation process is managed by a full time credential analyst who provides guidance and support for candidates. The Department has a systematic procedure for tracking the progress of candidates. The Department has recently begun using the Teacher Education Integrated Information System (TEIIS), a comprehensive student record database, to monitor aspects of program completion including successful completion of PACT requirements. Currently, the credential analyst utilizes a separate comprehensive database to ensure completion of all program requirements. The credential analyst attends trainings and conferences to stay current on all state requirements. Files that include all documentation related to state requirements and all program requirements are maintained. Review of the candidate records, UCSC processes, and interviews with stakeholders confirmed that the Department of Education has a well-defined and systematic credential recommendation process.

**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.

The assessment system for the credential programs at the University of California at Santa Cruz (UCSC) includes direct assessments of candidate and completer performance as well as measures of student learning and program effectiveness. Direct measures of candidate performance include: the Performance Assessment of Student Teaching (PACT); a capstone assessment which requires candidates to develop a statement of personal goals for fostering student achievement, equity and social justice in working with linguistically and culturally diverse youth; student teaching evaluation from the cooperating teacher and university supervisor; and the RICA for Multiple Subject candidates.

Measures of performance on unit operations include: course evaluations; exit surveys; candidate evaluations of supervisors; candidate evaluations of cooperating teachers; and a follow-up survey for graduates and alumni. Common assessments are used across multiple subject and single subject programs with slight modifications. For example, all candidates are required to complete the PACT which has the same basic requirements and scoring rubrics with modifications as appropriate according to subject matter being taught.

Assessment data is collected using an electronic data system, the Teacher Education Integrated Information System (TEIIS), developed by UC Irvine. The MA/Credential Program Assistant manages TEIIS and faculty and administrators have access to the information stored there. Data can be downloaded into an Excel file where it can be summarized across or within programs. Data are reviewed regularly by the Director of Teacher Education, the Teacher Education Committee (TEC) and program faculty.

The Biennial Reports provide a summary of assessment data and examples of programmatic changes made based on the assessment data. Some examples of changes that were made in response to assessment data include an increased focus on assessment in methods courses based on PACT Teaching Event scores, and increased instruction in the area of communicating with parents based on the student teaching evaluations. During interviews, members of the TEC and other faculty confirmed that they regularly reviewed assessment data included in the assessment system and the faculty readily provided examples of changes that were made to the structure of the program or individual courses based on that data. They also discussed how the data was used to plan faculty professional development. As an example, when the faculty saw that there were lower scores in academic language on the PACT, one of the faculty members with expertise in that area provided professional development for other faculty.

### Standard 3: Resources

Met

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 unit budget comes from two sources, the Division of Social Sciences and the Education Governor's Teacher Scholar Program (EDGTSP). EDGTSP comes directly from the UC Office of the President and is restricted to activities related to teacher credential candidate support and program development. The Chair of the Department of Education is responsible for the budget from the Division of Social Sciences while the Teacher Education Committee (TEC) determines how to allocate EDGTSP. The TEC is made up of tenure track faculty, program staff, university supervisors and lecturers.

The Social Science Division budget funds most unit personnel including 16 full-time ladder faculty (12 of which teach regularly in the teacher preparation program), five full-time staff positions, the Director of Teacher Education and temporary academic staffing for supervisors and lecturers. In addition, the budget covers operating expenses such as copying, mileage and some travel. The travel budget from the Division does not include costs of faculty attending conferences. The TEC has used EDGTSPS funds for MA/Credential Program instructors to purchase materials such as teacher resource books, manipulatives and instructional DVDs.

The Department Chair is responsible for the management of all programs in the Department of Education which include the MA/Credential programs, the undergraduate minor, and a Ph.D. program. The Director of Teacher Education is responsible for the coordination all of the MA/Credential teacher preparation programs, including the multiple subject, single subject and bilingual programs. The load of the full time Director of Teacher Education is significant and deserves careful monitoring. Her responsibilities include coordinating coursework and field placements, recruiting candidates, serving on the admissions committee, advising students, supervising and mentoring University Supervisors, training cooperating teachers, facilitating the TEC, overseeing the assessment system including PACT, and monitoring candidate progress. The Teacher Education Committee acts as the governing body for the teaching credential programs. The Department Manager and the Academic Human Resources Coordinator provide administrative support for the entire department. The MA/Credential Program Assistant provides administrative support for the MA/Credential programs, particularly with assessment management.

Instructional faculty in the teacher education programs include: full-time ladder faculty (tenure and tenure track faculty) who teach foundation courses and multiple subject methods courses;

university supervisors (clinical faculty) who supervise 12-20 candidates each and teach courses such as student teaching seminars and single subject methods courses; and part-time lecturers who are hired to teach courses in areas where current ladder faculty do not have the required expertise, such as teaching special populations, or when a ladder faculty member is on temporary leave such as a sabbatical.

Professional development for faculty takes many forms. The University provides instructional professional development and support through the Center for Teaching and Learning (CTL) and the Faculty Instructional Technology (FIT) Center. Within the Department of Education there are quarterly colloquia where faculty or outside lecturers come to discuss current issues in the field of education. Decisions about the topics from colloquia are frequently informed by assessment data.

The facilities available to the unit allow for faculty to prepare candidates effectively to meet the state-adopted standards for educator preparation. The unit is housed in the recently renovated McHenry Library which allows most classrooms, faculty and administrative offices to be in a single building. In addition to the regular classrooms in the Education Department, the library provides study rooms with large computer screens for collaborating on projects and/or video conferencing. The library also houses the Faculty Instructional Technology (FIT) Center where faculty receive training and assistance for integrating technology in their own classes, and are able to reserve classrooms with technology support. In order to ensure that candidates have equal access to computers, there are portable computers carts that can be checked out and used in any classroom in the building with enough computers for an entire class. The Division of Social Sciences has a media lab which includes cameras, hardware and software for students to create videos or other media for coursework. The Education Department purchased cameras for candidates to use while working on the PACT Teaching Events which can be checked out from the media lab. Support personnel in the lab provide technical support for students to create and edit their PACT videos.

Other educational resources for the unit include a classroom with a “wet” lab for science methods courses. Teaching labs include instructional materials including FOSS Science Kits, microscopes, and a video library; class sets of math manipulatives and teachers’ guides, children’s literature sets and samples of state adopted curriculum. Instructors can also access journals, books and audiovisual materials from McHenry Library to support instruction. Each new faculty hire is provided with a \$5,000 budget to purchase library collections that they need for research and/or instruction. There is a designated librarian for the Education department to help them locate resources and provide workshops for candidates using library and research resources.

Current candidates and recent graduates reported that the advisement and support they receive while in the program keeps them well informed of all program requirements and prepared for the next step of the program. Personnel such as the Program advisor, credential analyst and University Supervisors are available to answer any questions students have. The credential analyst is involved in admissions and advisement in addition to ensuring that all credential requirements have been met before recommending any candidate for a credential to the state.

The candidates and recent graduates all indicated that the credential analyst provided invaluable advising information to ensure that all requirements were met in a timely manner.

Each University Supervisor is responsible for a cohort of 12-20 candidates. The University Supervisor is responsible for coordinating and evaluating student teaching as well as teaching the student teaching seminar and providing programmatic information to candidates. In addition to the support they receive from the University Supervisor, candidates receive academic advising from a faculty advisor. Another resource for candidates is the monthly bulletin with upcoming deadlines, opportunities for career support, or upcoming workshops. The Career Center assists candidates in creating resumes and cover letters and organizes interview panels and job fairs for program candidates.

At the current time, the program has sufficient resources to support a quality preparation program. The current budget situation may diminish the program's capacity to continue to meet its obligations.

**Standard 4: Faculty and Instructional Personnel**

**Met**

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.

The faculty at UC Santa Cruz are highly qualified constituting one of the unequivocal strengths of the programs. In interviews, candidates and recent graduates spoke highly of the entire faculty. The ladder faculty (tenured and tenure track faculty) teach foundation courses and multiple subject methods courses. Full-time university supervisors are responsible for student teaching supervision and single subject methods courses. If the current ladder faculty do not have the required expertise to teach coursework, temporary lecturers are hired to teach those courses. A review of vitae, in addition to interviews with faculty and lecturers, provide additional support indicating that all the instructional faculty are well qualified to teach the courses for which they are responsible.

Ladder faculty have active research agendas that reflect a focus on the context of public schooling, many of them as it relates to culturally and linguistically diverse settings. The faculty is engaged in research in schools and their research informs current practices in schools. Several

of the UCSC faculty have been actively involved in the development of the Common Core Standards and are cited in the Common Core Standards documents. In addition, they provide professional development to schools on the implementation of the Common Core standards.

Most faculty work in research centers or on grants that include a professional development component. Since 2000, Education Department faculty have provided externally funded teacher professional development and K-12 outreach projects to teachers in over 300 schools in the UCSC region and 25 teacher education programs statewide, engaging thousands of teachers, teacher educators, and students in research and development programs designed to improve educational practice. Some of the recent research on practice has focused on improving the teaching of mathematics and science to English language learners (ELLs), the recruitment of secondary math and science teachers to diverse urban schools, the teaching of academic language and literacy in school subjects, recruitment and preparation of teachers of color, and the organization of schools in communities of color. Faculty are active in regional and national research centers such as the California Science Project, the Central California Writing Project (CCWP), the Effective Science Teaching for English Language Learners (ESTELL), the Monterey Area Math Project (MAMP), and the Center for the Mathematics Education of Latino/as (CMELA).

University Supervisors are veteran teachers from local school districts. Many are hired as teachers-on-loan from local school districts. Required qualifications for university supervisors include: experience working with diverse populations; providing professional development to teachers; and working as a cooperating teacher, mentor and/or BTSA advisor. All University Supervisors are required to go through mentor training through the New Teacher Preparation (NTP) Program at the Santa Cruz County Office of Education, and are trained as trainers for PACT scorers. Faculty model the instructional strategies that they teach. In interviews with candidates and recent graduates, they indicated that the instructional faculty frequently modeled teaching strategies that are used in the P-12 classrooms. Candidates are then required to write reflective papers about how they felt as learners using those strategies. They reported that this has helped them implement the strategies in their own classes successfully.

Not only are faculty knowledgeable about diverse cultural, language, and ethnic diversity, they are also reflective of this diversity. Of the 16 ladder faculty in the UCSC Education Department, four faculty members are Latino/a, one is African American, one Native American, and one Asian American. Five ladder faculty members are bilingual (English/Spanish). Among the five full-time clinical faculty, two are Latina and one is Native American. Three of the clinical faculty are also bilingual (English/Spanish). The Director of Teacher Education is also Latina and bilingual (English/Spanish).

In addition to having current experience in schools, Education Department faculty stay current by regularly attending the annual American Educational Research Association (AERA) conference as well as conferences specific to their area of research and teaching. In addition, every quarter, ladder faculty and clinical faculty meet to explore a variety of topics. Previous sessions have included discussion of the theory-practice relationship in the program's curriculum and integration of the program focus on social justice and equity. Other sessions have focused on

the alignment of the program with the TPEs, and how course assignments can better prepare candidates for more challenging aspects of the PACT/TPA such as academic language and assessment.

As mentioned in Standard 3, the University provides instructional professional development and support through the Center for Teaching and Learning (CTL), and the Faculty Instructional Technology (FIT) Center. The Center for Teaching and Learning also offers instructional improvement grants.

Course evaluations are instrumental in the assessment of University Supervisors and lecturers who are appointed on a year-to-year basis. They are evaluated each year based on their course evaluations and Candidate Supervisor Evaluation on the Teacher Education Integrated Information System (TEIIS). If their evaluations are rated as very good to excellent, their appointments are continued the following year. If there are any areas of concern, the Director of Teacher Education meets with instructor to review the evaluations and observation notes and decides whether or not they can be remediated. If so, the instructor has one additional year to improve in any area(s) of weakness.

All ladder faculty are evaluated by students at the end of courses. These course evaluations are reviewed each quarter by the Director of Teacher Education to ensure that the key elements of teaching performance that have been identified as important in the research literature are implemented. The course evaluation system is also used as part of the formal UC faculty retention, tenure, and promotion process. It provides instructors, faculty review committees, Department Chairs, and the Dean with useful feedback regarding students' perceptions of effective teaching and course content.

### **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.

In each professional preparation program of UCSC's Teacher Education Program, applicants are admitted on the basis of well-defined admission criteria and procedures that include academic qualifications, personal characteristics and experiences. Review of program recruitment materials as well as interviews with the Director of Graduate Admissions, Credential Analyst, faculty, candidates and graduates document that applicants must meet both Commission-adopted requirements as well as the UC Graduate School admission requirements for entrance into a Master's degree program.

Applicants submit the university graduate application and the program supplemental application through UCSC's Graduate Admissions website. All materials are uploaded by Graduate Admissions to the Graduate Admissions Review Portal. Program faculty and staff involved in the Admission Process can review materials using online access. The Graduate Admissions Office is responsible for verifying the veracity of the materials and the accuracy of the admissions decision. It notifies the applicants of the admission decision.

The University of California requires graduate school applicants to complete a bachelor's degree from an accredited undergraduate institution and to demonstrate a strong potential for completing a program of study toward an advanced degree. Candidates must have a cumulative GPA of at least 3.0 and academic preparation for the specific credential program sought. In addition to successful passage of the CSET, Multiple Subjects candidates must either complete a liberal studies major or have demonstrated a breadth of coursework. In addition to successful passage of the CSET, Single Subjects candidates must either complete a major in their subject matter area or have completed a significant number of upper division courses in the field.

The professional programs use multiple measures to ensure that candidates have the personal qualities and experiences that are indicators of a candidate's potential success: Bachelor of Arts degree from an accredited institution; official transcripts from all undergraduate and graduate institutions attended; a 3.0 GPA or above; statement of purpose which includes "A description of experiences related to youth, cultural and linguistic diversity, and community involvement;" an academic writing sample; three to five letters of recommendation attesting to the candidate's outstanding academic performance and potential for successful completion of graduate studies and the candidate's successful work with youth in an educational setting; passing scores on the CBEST; verification of subject matter; a university course or equivalent experience that addresses the cultural and linguistic diversity found in the U.S. today; documented field experience in a formal or informal educational setting with youth at the same age level which the candidate aspires to teach; resume; and a completed Certificate of Clearance. In addition, Bilingual Authorization candidates submit a written essay in Spanish and pass an oral interview in Spanish.

Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. In order to increase the number of students of color, the UCSC's Teacher Education Program recruits from courses in the Education minor and attends the California Forum for Diversity. Admission reviewers read the statement of purpose and personal statement to identify candidates who are not only sensitive to the diversity of California's K-12 students but who themselves, represent this diversity. Faculty teaching in the undergraduate minor report that they often act as mentors and advocates assisting diverse candidates in considering teaching as a career and applying for admission to the program. The percentage of students of color in the Teacher Education Program at UCSC has increased from 31% in 2010-11 to 33% in 2011-12

In its admission process, the Teacher Education Program 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. As evidenced in faculty, leadership, and candidate interviews, the Teacher Education Committee serves as the Admissions Committee for the MA/Credential Program. The TEC has established criteria to ensure that each candidate selected has the personal qualities, experience and preparation to suggest a strong potential for professional effectiveness.

The TEC developed an *Applicant Review Sheet* for all reviewers to complete in assessing candidates. The *Applicant Review Sheet* utilizes multiple measures and data sources to assess candidates' academic preparation, communication skills, relevant life and work experience, as well as the sensitivity and commitment to working with culturally and linguistically diverse students. Examining the candidate's test results, written work, statement of purpose, coursework and letters of recommendation, reviewers determine whether or not the candidate has the subject matter preparation and appropriate disposition, experience and abilities related to working with children and youth and cultural and linguistic diversity to successfully teach in multicultural setting. The Program's vision of social justice is evidenced in its admission and candidate selection process.

#### **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. 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 retains 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.

The UCSC Teacher Education Program provides an aligned system of advisement that guides candidates from the application process through program completion and credential recommendation. The Minor/MA Advisor, the Credential Analyst, the Director of Teacher Education, University Supervisors and Faculty Advisors have the qualifications and are assigned and available to advise applicants and candidates about their academic, professional and personal development.

The Minor/MA Advisor advises and assists undergraduate students in completing Education Minor requirements and guides prospective MA/Credential candidates through the application process. The MA/Minor Advisor provides group and individual advising sessions and responds to phone and e-mail inquiries from potential applicants. She also assists with program recruiting events on and off-campus. She maintains the MA/Credential section of the Education Department website (<http://education.ucsc.edu/index.html>) which includes information about the Multiple, Single Subject, and Bilingual Authorization Programs' admission and credential requirements. In addition, Program brochures and flyers are available outside the Education Department Advising Office.

Faculty and staff in the Teacher Education Program participate in a variety of recruitment activities including a campus-wide MA/Credential Information Night. Faculty and staff report that following an overview of the program and description of application requirements by the Director of Teacher Education, MA/Minor Advisor and Credential Analyst, university supervisors and ladder faculty meet in break-out sessions to discuss the programs in more detail and are available to answer questions. Other recruitment activities led by the Director of Teacher Education and MA/Minor Advisor include college recruitment fairs, Diversity Forums held at UC and CSU campuses, and outreach to potential candidates in undergraduate courses in the Education Department. University Supervisors are available to meet with potential candidates to discuss the program or to arrange a campus visit.

The Credential Analyst monitors candidates' progress towards meeting all credential requirements including successful completion of coursework, student teaching assignments and appropriate exams. She meets with individual candidates in June and July to assist them in applying for additional authorizations or credentials. Candidates and graduates remark on the quality of her support and organization.

The Director of Teacher Education works closely with the Credential Analyst, course instructors and University Student Teacher Supervisors to monitor candidates' progress in the program. If a student is not making adequate progress in the program in coursework, testing requirements, or student teaching placement, the Director is notified and an advising meeting with the candidate is called. Candidates also meet individually with the Director about any concerns that may arise regarding program coursework or their student teaching placement. The Director sends out a monthly bulletin with a calendar of program due dates and other helpful information. Candidates and graduates report that the monthly bulletin helped them stay on track and meet their obligations on time.

Candidates are assigned to a cohort led by a University Student Teacher Supervisor. The University Supervisor plays the primary role in advising candidates on issues related to professional development. Advising includes the development of teaching practice and meeting the Teacher Performance Expectations; development of teacher identity and professionalism; communication with Cooperating Teacher, K-12 students and their parents; placement concerns; student teaching seminar; and preparing for the PACT Teaching Event. Candidates uniformly agreed that their supervisor was the person to assist them with any difficulty, both professional or personal, that may arise.

Faculty Advisors assist candidates with course concerns and monitoring progress in academic coursework. In addition, they read and provide feedback on the candidate's first draft of the Becoming an Educator paper. Faculty advisors attend a cohort session to meet candidates, describe their advising role, and inform students of their availability. They meet again with students in the winter or early spring to review requirements for the Becoming an Educator Paper.

University Supervisors and Faculty Advisors utilize a collaborative approach to student advising. They jointly oversee and maintain ongoing communication regarding the academic progress and

development of teaching practice of the students within their cohort. If issues arise, the Faculty Advisor and University Supervisor meet together with individual candidates and the Director to seek a solution.

Candidates receive appropriate information throughout the year to guide each candidate's attainment of all program requirements through a variety of venues. The Education Department maintains a website with important information regarding the MA/Credential Program and credential requirements and provides a Master's Degree/SB 2042 Credential Handbook, holds summer and fall orientations and provides a monthly *MA/Credential Bulletin* to help guide each candidate's attainment of credential requirements. Candidates in the Bilingual Authorization Program meet with the Director of Teacher Education for a personal overview of bilingual program requirements including: additional bilingual coursework; student teaching in a bilingual setting; and information on the CSET LOTE Exam requirements for Spanish Language and Culture.

In the fall, the Director of Teacher Education and/or University Supervisors hold a *PACT Orientation* so that candidates better understand the role of PACT within the program and the role of PACT in ensuring the preparation of highly qualified teachers. Candidates also learn what type of support, including coursework, practice assignments and technical assistance, they will receive in preparing for the PACT.

The Credential Analyst monitors candidate progress in fulfilling requirements for the SB2042 credential, contacting candidates who are missing verification of any and all credential requirements. She also meets individually with candidates interested in applying for an additional credential authorization through meeting coursework or testing requirements.

The Teacher Education Committee has identified Standards for Continued Enrollment and a description of the support and assistance provided to candidates in meeting these standards. Candidates who are not making adequate progress toward this goal will be required to meet with their advising team. The advising team, university supervisor, faculty advisor and program director, will evaluate the student's performance in this area and develop a plan of action. If the candidate has not made sufficient progress in demonstrating professional conduct or the extent of the deficiencies is severe, his or her standing in the program will be reviewed by the TEC for further action.

The Teacher Education Committee (TEC) reviews the enrollment status of students who are failing to meet expectations in any of the above categories. If the TEC recommends dismissal from the program, it sends its recommendation to the Education faculty. If the faculty concurs with the TEC's recommendation, it forwards the recommendation for dismissal to both the student and the Dean of the Division of Graduate Studies, who has ultimate responsibility for dismissal. Students wishing to appeal the faculty's recommendation must do so in writing to the Department Chair within 10 days of notice.

Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. During fall, winter and spring student teaching placements,

candidates are formally observed two to three times per quarter by their University Supervisor and one to two times per quarter by their Cooperating Teacher. Candidates receive feedback on their progress and performance through a post-conference utilizing the UCSC *Collaborative Log*. The University Supervisor and Cooperating Teacher use the *Collaborative Log* to highlight candidate's strengths, areas for improvement, and next steps for the candidate and next steps for the University Supervisor or Cooperating teacher to support the candidate's continued improvement. Candidates are also evaluated at the end of each quarter by their University Supervisor and Cooperating Teacher using the Mentor/Supervisor Candidate Evaluation Form based on the TPEs.

At the end of each quarter, Supervisors and Cooperating Teachers meet with candidates to discuss their progress and to identify next steps for continued development. Candidates must be making adequate progress on the TPEs in order to advance to the next stage of student teaching: Beginning, Intermediate and Advanced. The program has identified specific procedures to take place if a candidate demonstrates any deficiency in student teaching performance.

During interviews, candidates confirmed that they receive high quality and timely advising throughout the program.

## Standard 7: Field Experience and Clinical Practice

Met

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.

The UCSC Teacher Education Program in collaboration with its school district partners has designed, implements, and regularly evaluates a planned sequence of clinical experiences in which candidates have the opportunity to develop and demonstrate the knowledge and skills necessary to educate and support all K-12 students in meeting the state-adopted academic standards. The Program shares clinical experiences and evaluation data with its school partners formally in the Advisory Council and informally in its many contacts with school partners in arranging clinical placements as attested by meeting agendas and minutes, interviews with employers and Advisory Board Members. The Teacher Education Director, faculty with school-based projects and university supervisors meet regularly with local school administrators, directors of induction programs, and other stakeholders in county offices of education to collaborate.

Multiple Subjects and Single Subject candidates enrolled in the MA/Credential Program are required to observe and participate as student teachers in classrooms during the fall, winter and spring quarters of instruction. Three distinct phases of student teaching, Beginning, Intermediate, and Advanced, make up a developmentally sequenced, carefully planned supervised field experience in schools. At the same time, candidates are enrolled in a series of student teaching seminars led by University Supervisors, who are clinical faculty in the UC system. University Supervisors, experienced classroom teachers in the candidate's subject area, Multiple or Single Subject in Math, Science, English or Social Science conduct these seminars. In addition, they formally supervise candidates in their classroom placement approximately once every three weeks along with additional informal observations. Bilingual Authorization candidates participate in seminars based on their subject area cohort. Direct measures of candidate performance include: the Performance Assessment of Student Teaching (PACT); a capstone assessment which requires candidates to develop a statement of personal goals for fostering student achievement, equity and social justice in working with linguistically and culturally diverse youth; student teaching evaluation from the cooperating teacher and university supervisor; and the RICA.

Each quarter provides extensive opportunities to observe, acquire, and utilize important pedagogical knowledge, skills and abilities, focusing on those identified in the Teaching Performance Expectations (TPEs). Throughout the program candidates are given many opportunities to practice and reflect on the TPEs. Early in the program, candidates are introduced

to the California K-12 Academic Content Standards and Curriculum Frameworks and are expected to utilize them in instructional planning. Candidates have required experiences with English learners and high poverty schools, which give them the opportunity to learn strategies to support the achievement of all students. Coursework in theory and methodology combined with clinical experience and support in seminar, assist candidates in their development and demonstration of the knowledge and skills necessary to educate and support all students effectively in meeting the state-adopted academic standards.

Before assuming daily student teaching responsibilities, each Multiple Subject and Single Subject candidate in the MA/Credential Program will have completed two supervised field experiences in two grade levels in two public schools (through Beginning, Intermediate and Advanced Student Teaching).

School-based Cooperating Teachers and University Supervisors observe and confer with candidates, providing feedback on their teaching and negotiating learning goals and the means to attain these goals. Through these conferences, candidates are expected to share lesson plans, discuss lesson implementation, student assessment and begin to develop proficiency in self-assessment of their teaching through post lesson reflections submitted to their University Supervisor. Candidates also learn from one another via observations of and feedback on one another's teaching. Also, during the weekly seminar, candidates meet with their cohort to view, discuss, and analyze video-taped lessons planned and implemented in their placements.

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 them develop research-based strategies for improving student learning. Through their participation in a three-quarter student teaching seminar series led by University Supervisors, as well as other theory and methods courses, candidates are asked to systematically connect theoretical and practical perspectives on learning and teaching to their classroom experiences. Every classroom placement includes some diverse learners including English learners and students with learning disabilities.

In addition, at least one of the two classroom placements is in a high needs, program improvement school with a significant number of English learners and students who come from low income households. Candidates, University Supervisors and program data confirmed that placements were appropriate for all candidates. Through course assignments including lesson planning and delivery, case studies, classroom assessments and reflection on classroom practice based on theory and research, candidates develop and demonstrate the knowledge and skills necessary to educate and support *all* students effectively so that K-12 students meet state-adopted academic standards.

The UCSC Teacher Education Department collaborates with its district partners regarding the criteria for selection of school sites, effective clinical personnel, University Supervisors, and site-based supervising personnel, Cooperating Teachers. The department currently has formal University-District Student Teaching Agreements with eight school districts in Santa Cruz and neighboring counties. District superintendents or their designees and school principals are

involved in the selection of school sites and site-based supervising personnel. Site-based supervisors and clinical personnel are selected from qualified and experienced teachers and mentors from local and regional school districts.

The Teacher Education Program, in collaboration with school district partners, selects student teaching school sites and potential classroom placements prior to the start of the school year. The Chair of the Education Department contacts school superintendents from local school districts to request approval of a *District–University Student Teaching Agreement*. The letter outlines the role of the student teacher in practice teaching under the direct supervision of a credentialed classroom teacher.

Districts may establish specific requirements for, or limitations upon, student teaching placements. For example, some districts require a recent TB test and fingerprinting, while others limit the number of student teachers assigned at certain schools or in certain classes (such as Advanced Placement classrooms). Most District-University Agreements are continuous from year to year but must be renewed each year. However, when the Program establishes a new district agreement, the Director of Teacher Education and a University Supervisor make contact with appropriate administrators at the district and school level to describe the student teacher’s role in more detail before the Education Department Chair requests approval of a District–University Student Teaching Agreement.

The Program, in collaboration with its school district partners, has established the following criteria for Cooperating Teachers:

- Recommendation by the school principal as an exemplary classroom teacher.
- Use of a standards-based instructional program.
- Good rapport with pupils, parents and colleagues.
- An interest and ability to work as a mentor to a student teacher and willingness to accommodate program requirements (weekly planning meetings, guidance, lesson observations, feedback and quarterly evaluations).
- *At least* three years of successful teaching experience.

University Supervisors personal observations and/or knowledge of exemplary teachers in the region also assist in selecting new Cooperating Teachers. The Program ensures that Cooperating Teachers have the credential or authorization to teach in the areas in which candidates are being certified. In seeking new Cooperating Teachers, the Program asks for recommendations from K-12 partners: current, successful, Cooperating Teachers, school site administrators, and the Santa Cruz/Silicon Valley New Teacher Project. In determining the effectiveness and suitability of current Cooperating Teachers, University Supervisors provide recommendations based on classroom observations of and interactions with each Cooperating Teacher. They also base their recommendations on the oral and written feedback from teacher candidates regarding their experience with current Cooperating Teachers. At the end of each placement, candidates evaluate their Cooperating Teacher on the *Mentor Evaluation Form*. Candidates rate their Cooperating Teachers on areas related to support and expertise.

All new and continuing Cooperating Teachers are asked to complete the *UCSC Cooperating Teacher (CT) Interest Form* to provide information about their teaching and mentoring experience; grade level and /or subject area and estimate of the percentage of EL students in their classroom. They are also asked to include their credential information in the placement database.

University Supervisors are required to be exemplary classroom teachers in their credential area. They are recommended by supervising administrators in partner school districts and/or by local BTSA leadership. So that they understand the needs of local schools and the students they serve, University Supervisors are either Educators on Loan or recently retired from local school districts. University Supervisors must have extensive experience working in linguistically, culturally and socioeconomically diverse school settings. They must also have successful experience as mentors to new and/or pre-service teachers as well as demonstrated experience providing professional development to K-12 teachers in their area of expertise.

As candidates enter their first student teaching placement, they see firsthand how issues of diversity can affect school climate, teaching and learning. Candidates are provided multiple opportunities within student teaching seminar to read about and discuss issues related to diversity, educational equity and social justice. Candidates also reflect upon their own past and current experiences with diversity and these reflections are incorporated into candidate's written assignments.

During student teaching seminar, strategies to improve teaching and student understanding are addressed. Candidates are introduced to *The Five Standards for Effective Pedagogy* from the Center for Research on Education, Diversity, and Excellence. They are expected to incorporate equity measures into all of their formal lesson plans. The lesson plan template used for all formal lessons addresses differentiation including various scaffolds and equity measures to support student understanding. Candidates are also introduced to the elements for Teaching and Learning for Social Justice and Equity. Throughout the year, they are asked to identify and reflect upon evidence they see of each of these elements in their placements, coursework and their own teaching.

While working in diverse school settings, candidates also come to understand how diversity affects school climate, teaching and learning through attending school-site meetings. Interviews and evidence reviewed confirmed that they have the opportunity to collaborate with their cooperating teacher and grade level and/or department team to find ways to address issues of diversity.

**Standard 8: District-Employed Supervisors**

**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.

District-employed supervisors, Cooperating Teachers, are certified and experienced in either teaching the specified content or performing the services authorized by the credential. The Teacher Education Program invites local school district principals to identify prospective cooperating teachers. In addition, teachers interested in participating are encouraged by University Supervisors and school district colleagues to indicate their interest to their principals.

Cooperating Teachers must be certified and experienced in either teaching the specified content or performing services authorized by the credential, have a minimum of three years of successful teaching experience and be recommended as an exemplary classroom teacher by their site principal. Candidates are assigned to specific grade level and subject area placements as determined by their academic preparation, interests and goals, and by state requirements.

The Program has a clearly delineated process for selecting cooperating teachers who are knowledgeable and supportive of the academic content standards for students based on identified criteria established in the Terms of Agreements with local school districts. Selection of Cooperating Teachers is collaboratively made by both district personnel and the UCSC Teacher Education Program based on these criteria. Specific arrangements for the selection and coordination of student teaching placements are made on a district-by-district basis. The principal plays a central role in the selection of Cooperating Teachers, recommending their most qualified teachers and ensuring that the teachers recommended meet the criteria set for Cooperating Teachers.

In interviews, Cooperating Teachers confirmed that they are trained in supervision and oriented to the supervisory role in a systematic manner. The Program requires Cooperating Teachers to attend a Cooperating Teacher Orientation Workshop in which they learn of the roles and responsibilities of candidates, Cooperating Teachers, and University Supervisors, review the Cooperating Teacher Handbook, compare the relationship between the Teacher Performance Expectations and the California Standards for the Teaching Profession, receive an overview to the PACT and ways that Cooperating Teachers can support their student teacher, and train in cognitive coaching.

The Director of Teacher Education and University Supervisors who facilitate this training are all experienced mentors to new and pre-service teachers and have experience leading professional development for K-12 teachers. The Cooperating Teacher training covers topics such as providing supervision based on the TPEs, practicing observation skills, providing effective feedback and asking questions that promote reflection and guide student teachers towards next steps. During this workshop, Cooperating Teachers view candidate classroom videos and work in pairs to practice questioning skills and giving effective feedback during a post conference. They also gain practice using the UCSC Collaborative Log Post Conference Protocol and Post Conference Questions. Cooperating Teachers learn how to evaluate candidates using the Supervisor/Mentor Candidate Evaluation Form, based on the TPEs.

Cooperating Teachers also learn how to respond and who to contact if they note deficiencies in a candidate's performance or professional responsibilities. Veteran Cooperating Teachers share challenges that may occur in supervising a student teacher as well as insights in to how to

address these challenges. University Supervisors participate in this orientation/workshop. If cooperating teachers are not able to attend, the University Supervisors provide an individualized orientation.

In addition, the program communicates information regarding the roles and responsibilities of candidates, Cooperating Teachers, and University Supervisors in a number of ways. The Director of Teacher Education communicates orally and in writing to prospective Cooperating Teachers and Site Administrators to describe the student teaching program and legal requirements associated with student teaching. Cooperating Teachers also receive a copy of the *Cooperating Teacher Handbook* that delineates the roles and responsibilities of the Cooperating Teachers, University Supervisors, student teachers and site administrators.

University Supervisors support Cooperating Teachers in their supervisory role through weekly e-mail correspondence that share what candidates are learning in the student teaching seminar, readings candidates are reviewing, and suggestions for responsibilities candidates should be assuming in their placements. Supervisors meet briefly with cooperating teachers when they observe candidates and are available to schedule longer meetings at their request. University Supervisors also make themselves available to Cooperating Teacher questions and concerns by phone or e-mail.

Cooperating Teachers are also evaluated and recognized in a systematic manner. Candidates complete a Mentor/Cooperating Teacher Evaluation at the end of their placement. The University Supervisors and Director of Teacher Education review these data and the experiences that the supervisor had with the Cooperating Teacher. Cooperating Teachers that do not perform satisfactorily are not retained. Stakeholders uniformly commented on the quality and professionalism of the Cooperating Teachers.

Cooperating Teachers are recognized through notes and a small thank you gift at the end of each placement. School-based supervisors are also eligible to earn five quarter credits through UCSC Extension for completing their supervisory role during Intermediate/Advanced student teaching. The Education Department arranges for their enrollment in this course at no charge to the Cooperating Teacher. Cooperating Teachers expressed that they feel acknowledged and valued in their role in the Program.

## Standard 9: Assessment of Candidate Competence

Met

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.

A review of the documents and interviews with various constituencies confirmed that candidates are well prepared to educate and support all students in meeting the state-adopted academic standards. Faculty in the credential programs have been actively involved in the development of the Common Core Standards and are cited within the standards documents. The research agendas of many faculty include issues related to teaching the new Common Core standards to students from diverse backgrounds and limited English proficiency. Recent graduates of the program indicated that they felt more prepared to teach the new standards than their colleagues in the schools who had been teaching for multiple years.

Direct measures of candidate performance include: the Performance Assessment of Student Teaching (PACT); a capstone assessment which requires candidates to develop a statement of personal goals for fostering student achievement, equity and social justice in working with linguistically and culturally diverse youth; student teaching evaluation from the cooperating teacher and university supervisor; and the RICA.

Candidates must demonstrate that they have met all the Teaching Performance Expectations (TPEs) on summative program assessments including the Performance Assessment of California Teachers (PACT) and student teaching evaluations. The student teaching evaluations are aligned to the TPEs and provide candidates with feedback related to areas of strength and weakness. The employers of the graduates and the New Teacher Project (NTP) Director indicated that one of the strengths of the UC Santa Cruz graduates was that reflection of their own practice was a natural part of their teaching practice. Employers stated that the graduates of UC Santa Cruz credential programs were well prepared to meet the needs of the diverse learners in the local public schools.

**UC Santa Cruz Credential Programs  
Multiple Subject (MS);  
Single Subject (SS – Math, English, History-Social Science, Sciences);  
and Bilingual Authorization**

The UC Santa Cruz Education Department is housed within the Social Sciences Division, one of the four schools of UC Santa Cruz. The Education Department has three programs accredited by the California Commission on Teacher Credentialing (CTC): the multiple subject (MS) credential; the single subject (SS) credentials in Math, Science, English, and History-Social Science; and the Bilingual Authorization for both the MS and the SS programs.

***Program Design***

The MS and SS credential programs are embedded within a Master's Degree in Education (MA) in the Department of Education and can be completed in five quarters: Summer, Fall, Winter, Spring, and two Summer terms. The program consists of three phases of student teaching: Beginning, Intermediate, and Advanced. The credential programs are cohort models, with differentiated coursework for MS and SS candidates and an additional three courses for the Bilingual Authorization. The current enrollment is 85 students (TEIIS, 4/24/12), inclusive of the MS and SS candidates as well as those who are earning the Bilingual Authorization.

The Bilingual Authorization Program parallels the SB 2042 MS and SS programs, following the program philosophy and guiding principles, preparing bilingual teachers to meet the diverse linguistic and sociocultural needs of Spanish-speaking students in California. Candidates provide K-12 students access to challenging curriculum, utilizing culturally relevant pedagogy. Administrators, faculty, supervisors, candidates, and completers confirm that bilingual candidates follow the same 12-month course sequence as MS or SS candidates, adding a three-quarter sequence of bilingual coursework and field study practicums in bilingual settings primarily in the Santa Cruz City, Live Oak, and Pajaro Valley Unified School Districts. Faculty, supervisor, employer, completer, and candidate interviews confirm that the knowledge, skills, and abilities related to bilingualism, bilingual methodology, and sociocultural values within Latino communities are acquired by candidates within UC Santa Cruz's Bilingual Authorization program. Completers and candidates expressed appreciation for the quality of bilingual instruction that they received from their bilingual instructor. Candidates expressed a desire to have increased hours in their bilingual coursework because of the quality of their learning in these courses. Candidates demonstrate competence in Spanish language and culture through passage of CSET LOTE Subtests III and V. Fieldwork evaluations parallel the MS and SS programs, and bilingual field supervisors provide deep analysis of bilingual skills in their fieldwork to ensure that candidates meet or exceed minimum requirements.

Interviews and the organizational chart confirm that the Chair and the Director of Teacher Education together oversee the three CTC-certified programs and the associated personnel: supervisors/seminar instructors, MA/Credential Program Lecturers, Credential Analyst, MA Program Assistant, and MA Credential Minor Advisor for the undergraduate program. Interviews underscored the effective leadership of the Director, Chair, and Teacher Education Committee (TEC) with regard to mission, vision, curriculum, evaluation of assessments for teaching and learning, admissions, appeals, and candidate concerns. Candidate interviews also confirmed

access to and responsiveness from the educational leaders of the unit. The load of the full-time Director of Teacher Education is significant and deserves careful monitoring.

While the three CTC-accredited programs are primarily administrated through the Director of Teacher Education, program governance in the teacher education program at UCSC is largely a collaborative process. The TEC is run by co-chairs and includes the Chair of the Department of Education, the Director of Teacher Education, Faculty, supervisors, and staff. Seats on the committee are rotated. This collaborative governance structure was verified through interviews with faculty, supervisors, administrators, and staff and through documentation. Additionally, the Advisory Council, formed in 2011, includes key community stakeholders who provide input into the program. Advisory Council agenda, minutes, and powerpoints indicate community discussions on review of data and student teaching placements.

The Teacher Education Committee conducts critical communication related to the MS, SS, and Bilingual Authorization programs. Agenda and minutes verify the regular meetings of this committee. Additionally, intentional recordkeeping in the Credential Analyst Office, the TEIIS (Teacher Education Integrated Information System), and the Collaborative Logs are also essential communication systems by which student applications, progress monitoring, formative assessments, and summative assessments are tracked and accessed by administration, faculty, supervisors, and staff.

The Credential Analyst holds a temporary file for applicants, including pertinent documents to verify records, such as the CBEST, CSET, and transcripts. Once admissions and enrollment is confirmed through the graduate division for the MS and SS candidates, the Credential Analyst begins a permanent computer record on the credential database, as well as establishes a permanent paper file. The Credential Analyst, along with the University Supervisor, serves as a key individual to assist the candidates in making progress towards their credentials. Once admitted candidates complete the credential programs, candidate files are archived.

In addition to the credential database and the Credential Analyst's paper files, faculty, instructors, director, and staff utilize the TEIIS System to track candidate assessments, such as the PACT, the Bilingual PACT, and other key assessments within the program. Summaries of assessments are analyzed by the Teacher Education Committee (TEC) for program improvement. When TEC identifies areas for improvement, the leadership places the items on the appropriate committee agendas for data analysis, discussion, and action-oriented decisions for program improvement. The TEIIS System manages program assessment data and fieldwork activities, providing a mechanism for communication for the entire unit, including administration, faculty, supervisors, staff, and candidates.

University Supervisors carry the candidates' Collaborative Log, verifying appropriate progress in candidate student teaching placements. This file is kept in the possession of the Supervisors, who also serve as the Seminar Instructors, and utilized for continuity in fieldwork evaluations over the course of the year-long program. The Collaborative Log can be utilized for formative feedback and documentation throughout the program and can be drawn upon for detailed information should student concerns or appeals arise. These communication processes were confirmed

through interviews with the Program Assistant, the Supervisors, members of the Teacher Education Committee (TEC), and interviews with the Director of Teacher Education and the Department Chair.

Interviews with 36 current MS and SS candidates, including five bilingual candidates, affirmed the especially supportive role of the Supervisors/Seminar Instructors in the mentorship of multiple and single subject candidates. Candidates also spoke highly of their advisor, Credential Analyst, Faculty, and Cooperating Teachers as it relates to communication and support. Completers also expressed open access to administration (e.g., Director or Chair) if concerns should arise. MS and SS bilingual candidates are consistently supervised by authorized bilingual educators.

MS and SS credential programs are embedded within a Master's Degree in Education (MA) in the Department of Education and can be completed in five quarters in a cohort model. The program terms include: Summer, Fall, Winter, Spring, and a second Summer term. Coursework includes: Teaching and Learning Foundations, Social Foundations, Child/Adolescent Development, ELD Methods, Health Education, Special Populations, Methods coursework differentiated for MS and SS candidates, Student Teaching Seminars, and a Capstone. The final candidate capstone paper/class, "Becoming an Educator," invites the candidates to reflect upon their learning and thinking as it relates to their year-long MA/Credential Program and as it relates to their development as an educational professional.

Interviews with administrators, faculty, instructors, and completers verified that the coursework is differentiated for MS and SS for several courses, as well as for specific subject matter methodology coursework (e.g., Math, Science, English, History-Social Science), as appropriate. The bilingual candidates take an additional three courses for their bilingual authorization. Taking three additional courses over three terms, bilingual candidates thoroughly cover the standards, self-report strong preparation for bilingual and dual immersion programs, and demonstrate competency on summative assessments. Interviews with employers and completers indicated strong preparation for general and bilingual MS and SS candidates as they became employees in surrounding school districts, often in the school districts in which they completed their final student teaching placement.

The coursework for all MS and SS candidates, including those in the Bilingual Authorization Program, is logically sequenced and connected to fieldwork experiences with two main fieldwork assignments with Cooperating Teachers (CTs). Interviews with the supervisors, administration, candidates, and completers verify intentional student teaching placements. A purposeful and developmentally designed sequence of coursework and student teaching experiences in local school districts prepares MS and SS bilingual candidates to teach in bilingual, bicultural settings. Director, Supervisors, completers, and candidate interviews verified that MS bilingual candidates are consistently placed in bilingual or dual immersion settings and SS bilingual candidates are consistently placed in bilingual or English Learner (EL) placements.

### ***Field Experiences***

During candidate field study experiences and seminar, candidates gain experience with all areas of the Teacher Performance Expectations (TPEs), including strategies for creating an effective classroom environment, lesson planning and delivery, increasing student engagement and assessing student progress. The instructor of the student teaching seminar is also the candidate's University Supervisor during the student teaching placements and formally evaluates the student teacher at least twice during each phase of student teaching. Interviews with candidates indicated that the number of formal observations usually exceeds minimum expectations through more formal and informal visitations and that the University Supervisors are constantly available by email, phone, or texting. Candidates expressed appreciation for quality feedback from Cooperating Teachers and University Supervisors.

During the student teaching seminar, bilingual candidates are integrated with other MS or SS candidates so that they can reflect on and share their experiences in bilingual classroom or dual immersion classrooms with their colleagues in the same credential specialization (Multiple Subjects, English, Social Science or Math/Science). This promotes collaboration and enriches each cohort as bilingual candidates share knowledge of Spanish and bilingualism to inform discussions on teaching Spanish-speaking students in sheltered and mainstream English settings.

Significant program modifications over the last two years include: 1) the full implementation of the PACT Teaching Events and Content Area Tasks for MS candidates, 2) change in program leadership from two faculty co-directors and an associate director of the Teacher Education program to one full-time Director of Teacher Education, 3) separating the Teaching Special Populations and Health, Safety and Community courses that were previously combined, and 4) Implementing the Teacher Education Integrated Information System for placements, candidate assessment and program evaluation.

Interviews with completers, faculty, lecturers, and University Supervisors indicate that the Chair of the Department of Education, the Director of Teacher Education, faculty, lecturers, University Supervisors, and staff welcome stakeholder input in all directions. Informally, stakeholder input can be initiated by any individual. Examples of informal conversations that led to changes emerged during interviews with completers. For example, five program completers described a cost concern and administrative action that resulted, taken by administration, during the summer to reduce cost for the candidates.

Formal decision-making regarding a candidate's progress in the MS, SS, and Bilingual Authorization programs, including suspension or dismissal, is a faculty-wide decision. Any changes or revisions in UC Santa Cruz's teacher preparation programs also involves the entire faculty and is usually initiated by the TEC Committee. Program completers and the Advisory Committee described providing input into the unit's researched-based vision for educational reform, including guiding principles, practices, and conceptual framework (i.e., the wheel). Observations and interviews of completers and candidates with their faculty and their University Supervisors demonstrated open communication between stakeholders.

Cooperating Teachers and University Supervisors work closely to ensure appropriate progress of candidates. An interview with one of the local school district BTSA providers demonstrated the

close working relationship of local school districts with the UC Santa Cruz teacher preparation programs, including a pipeline to employment. All stakeholder interviews indicated personal commitment to the proper training of the UC Santa Cruz teacher candidates. Stakeholder input from school districts is intensified by the fact that most of the University Supervisors are on loan from the local school districts and have first-hand knowledge of best practices in the field and utilize this knowledge to select the highest caliber Cooperating Teachers.

### *Course of Study*

The course of study is logically and developmentally sequenced. Coursework continues to become increasingly complex over the year and student teaching is designed around a gradual release model. Candidates move through Beginning, Intermediate, and Advanced Phases of Student Teaching with a Supervisor that continues with them throughout the academic year, holding weekly seminars. Additionally, the sequence of coursework is a user-friendly model, providing culminating activities in the PACT (due April), Teaching Event (due mid-May), and the Masters Portfolio (due late May), including the “Becoming an Educator” paper, due in the final summer quarter. Interviews with candidates, Faculty, supervisors, staff, and document examination verify this sequence as effective.

*Beginning Phase:* During the Summer I quarter, candidates take the following courses: Teaching, Learning, and Schooling in a Diverse Society; Social Foundations of Education; Health, Safety and Community; and Child and Adolescent Development for Educators. As soon as K-12 school starts, the MS and SS programs, including those being authorized for Bilingual Education, have 10 hours of observation, including the first day of school. Then, during their summer bridge segment which extends to September 21, candidates begin to observe 16 hours per week in their student teaching placement. During the Summer Bridge, candidates take Beginning Student Teaching and Teaching Special Populations. Those earning a MS credential also take Reading and Language Arts for the Elementary Classroom. The 16 hours per week of fieldwork continues through this segment, reinforcing learning from coursework and acclimating students to the elementary or secondary classroom. During the Fall quarter, candidates complete their Beginning Phase of intentionally connected coursework and fieldwork as described by administration, faculty, staff, and candidates. The Fall quarter continues the Beginning Student Teaching Seminar and Teaching Special Populations courses, as well as the Reading course for the MS candidates. MS candidates also add in a Mathematics Learning and Teaching in the Elementary Classroom course. During the Fall Quarter, SS candidates take their first subject specific Research and Practice course and Bilingual Authorization candidates add the first course in Bilingualism and Biliteracy. Because the candidates are now at their school sites for 16 hours per week, which extends through November or December, candidates are able to complete intentionally connected assignments from their university classrooms within their assigned fieldwork placement.

*Intermediate Phase:* The Intermediate Phase of Student Teaching is marked by a new field placement for both MS and SS candidates, including those applying for Bilingual Authorization. Candidates continue with their Supervisor who leads the weekly Student Teaching Seminars. Candidates continue to experience in-classroom observations in their fieldwork, both by their Supervisors as well as their Cooperating Teachers. MS candidates take Methods of English Language Development during the winter quarter, along with Science Learning and Teaching in

Elementary classrooms, while SS candidates take their subject specific pedagogy courses and their English Teaching in Secondary Classrooms during the winter quarter. Those candidates preparing for the Bilingual Authorization take their second Bilingualism and Biliteracy course during the winter quarter. All candidates take their Intermediate Student Teaching Seminar during their Winter Quarter. Assignments intentionally grow in complexity and university coursework is connected to the fieldwork assignments. Supervisors continue to conduct formal and informal observations of candidates, along with the daily feedback from the Cooperating Teacher. The intentional connection between the coursework and fieldwork has been verified by interviewing key stakeholders including Chair, Director, faculty, supervisors, candidates, and completers.

*Advanced Phase:* During the Spring quarter, assuming appropriate progress, all candidates enter the Advanced Student Teaching Seminar and complete their technology course. Bilingual candidates take their final Bilingualism and Biliteracy Course. The candidates take their summative assessments, including PACT (due in April), the Teaching Event (due mid-May), and complete the first draft of their final paper and portfolio. All candidates move into the five days a week component in their field placements during the Advanced Phase and all gradually increase into solo teaching responsibilities.

The final quarter of the program is completed after the Advanced Phase of Student Teaching. Candidates complete their Portfolio Development Course, which includes their final reflection paper. SS candidates complete their Reading and Writing Across the Curriculum course and MS candidates complete their PE, Visual Arts, and Performing Arts courses during the final summer quarter.

When asked about effectiveness of coursework, particularly in areas such as working with English learners, candidates and completers enrolled in MS and SS programs, including the bilingual program, reported being well-prepared to support English learners in the local schools. MS and SS general candidates and completers described effective preparation in teaching English Learners. Candidates in the Bilingual Authorization program commended their bilingual instructor for highly effective teaching.

Effectiveness of field supervision was verified by interview and curriculum vitae of University Supervisors and selection of Cooperating Teachers. Additionally, candidates and completers affirmed the high quality placements.

### ***Assessment of Candidate Competence***

Candidates receive performance feedback from the University Supervisors and Cooperating Teachers, aligned with the CSTPs and TPEs, using the *UCSC Student Teaching Observation Form*. The formative feedback areas of candidate strength and a current focus or concern are recorded in collaboration with the University Supervisor and the Cooperating Teacher, including next steps. Parties receive a copy to help guide the next steps in the student teacher's development and the next steps in the University Supervisor's ongoing support. Interviews with candidates, University Supervisors, and Cooperating Teachers confirm this collaborative relationship.

All students complete the PACT (Performance Assessment for California Teachers). This summative assessment is submitted in April, during the spring quarter. Assessors then evaluate and provide feedback for continued professional growth. Candidates receive an introduction to the PACT and scaffolding support to complete the PACT, according to administrator and candidate interviews. Bilingual candidates complete the bilingual PACT.

The capstone, entitled “Becoming an Educator,” is a major reflective paper on the candidate’s development as an educator, connecting theory and research to practice. Candidates address overarching goals related to meeting high academic achievement of all students while promoting equity and social justice.

Coursework, field placements, orientation, and scaffolding prepare students to complete these three summative assessments with a high rate of success.

### ***Findings on Standards***

After review of the institutional report, including supporting documentation; site visit; and completion of interviews with candidates, completers, faculty, staff, employers, and supervising practitioners; the team determined that all program standards are fully met for the Multiple Subject and Single Subjects Programs, including the MS and SS Bilingual Authorization.