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Narrative Response to the Common Standards

I, the undersigned Vice Chancellor of Student Affairs for the University of California, Merced, which sponsors the Teacher Preparation Program through Extension, submit this letter of verification as evidence that the university will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Preparation Program.

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- **The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.**

Culturally responsive instruction is a centerpiece for the proposed UC Merced Teacher Preparation Program, offered through Extension, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program fully integrates content areas rather than teaching these in isolation (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Tomlinson & McTighe, 2006). Integrated content is designed to accommodate the California Common Core State Standards (CCSS) for Mathematics and English Language Arts and Literacy in History/Social Science, Science, and Technical Subjects and the Next Generation Science Standards (NGSS), to provide the Central Valley of California with well-prepared educators for grades TK-12. The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Saphier, Haley-Speca, & Gower, 2008). Candidates will learn to teach from school placements in this context which includes a significant number of English language learners. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014).

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Mission

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision

The UC Merced Teacher Preparation Program aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment (Gay, 2010). The proposed UC Merced Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the UC Merced Teacher Preparation Program:

- *Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the UC Merced Teacher Preparation Program courses and clinical placements.*
- *Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.*
- *Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.*

Institutional Learning Outcomes

The UC Merced Teacher Preparation Program mission and vision are embedded in Institutional Learning Outcomes (ILOs). Teacher candidates graduating from the UC Merced Teacher Preparation Program will be able to:

Cultural Responsivity and Values (CRV): *demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.*

Content Knowledge (CK): *master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.*

Communication and Information Literacy (CIL): *effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.*

Professional Development (PD): *deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.*

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Program Goals

Candidates (students) who complete the Teacher Preparation Program will be able to:

- 1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.*
- 2. Personalize instruction and develop co-teaching models.*
- 3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.*
- 4. Practice restorative justice and authentic care.*
- 5. Nurture and educate English language learners through an inclusive and positive class environment.*
- 6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.*
- 7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.*

The UC Merced Teacher Preparation Program mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The proposed program would prepare teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. The proposed UC Merced Teacher Preparation Program coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the Commission. Teacher candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality California Teaching Performance Assessments (CalTPAs).

The UC Merced Teacher Preparation Program commitment to scholarly research and best practices will be realized through three benchmarks:

- 1. **Theory and Practice.** UC Merced Teacher Preparation Program action research will unify scholarship with phenomenological experience of education across diverse learning communities. The faculty and teacher candidates will regularly apply scholarly findings, theories, and literature to the practice of integrative learning capable of catalyzing student potential and empowerment. Scholarly findings will be regularly disseminated at academic and professional conferences.*
- 2. **Equity and Access.** UC Merced Teacher Preparation Program emphasis on scholarship and best practices will invariably support equitable learning for all TK-12 California students. These philosophical and theoretical commitments assume that*

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every learner is capable of achievement, developing to her or his maximum potential as citizen and member of the workforce.

3. **Public Service.** *As a subsidiary of the University of California, the UC Merced Teacher Preparation Program implementation of scholarship and best practices is framed by service to the immediate community, region, and people of California.*
 - **The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.**
 - **The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.**

UC Merced will be granted authority as the approved program sponsor, while UC Merced Extension will have responsibility for running all educator preparation programs. UC Merced has ultimate authority and responsibility for UC Merced Extension, an academic unit of the University of California, Merced. Faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination and decision-making of the proposed program, and ensures systematic collaboration to improve the proposed program. This includes, but is not limited to:

1. *[The Curriculum Advisory Board \(CAB\)](#) is comprised of faculty from each of the three UC Merced Schools: Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, the Director of CalTeach, an Educational Services Specialist from the Merced County Office of Education, and the UCM EXT Director of Education Programs. The CAB reviews all academic courses. Courses are then submitted to UC Merced Academic Senate for final approval. A memo affirming the CAB is attached and includes the CVs or resumes of each member.*
2. *Practitioners and the broader educational community are involved on a regular basis with the UC Merced Teacher Preparation Program instructional personnel. A chart is attached that lists the practitioners and community members, their current positions within the P-12 education community, and their current credentials. A sub-group from this list serve as the Teacher Preparation Advisory Board (please see attached [List of Practitioners and TPAB](#)). Letters of Support from local school districts are also attached: [Merced City School District](#), [Chowchilla Elementary School District](#), and [Los Banos Unified School District](#).*

The Director of Education Programs has authority to design the course scope and sequence, hire, support and evaluate faculty/instructors teaching in the program, coordinate student teaching placements, and collaborate with supervising teachers (referred to in this document as cooperating teachers), school site administration and fieldwork supervisors to support the student teaching experience. The Director of Education Programs is advised on course scope and sequence for the Preliminary Credential Program by the groups mentioned above.

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- **The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.**

UC Merced provides Extension with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field based supervision and clinical experiences. UC Merced Extension, an academic unit, falls under the leadership of the Vice-Chancellor of Student Affairs (see attached [Organizational Charts](#)),

- **The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.**

The Vice-Chancellor of Student Affairs has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within UC Merced.

- **Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.**

The UC Merced hires and retains faculty and instructional personnel who represent and support diversity and excellence. The [Curriculum Advisory Board](#) and the [List of Practitioners and TPAB](#), some of whom will teach in the proposed program, represent and support diversity and excellence.

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- **The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.**

UC Merced employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. In addition to the [List of Practitioners and TPAB](#), please see the attached [Hiring Criteria for Faculty and Instructional Personnel](#) for the proposed program. Please also see the attached [Evaluation of Faculty and Instructional Personnel](#) used to ensure continued excellence.

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- **The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.**

The UC Merced Teacher Preparation Program includes a Director, Program Manager and Credential Analyst that work together to ensure that candidates recommended for a credential have met all requirements including, but not limited to:

- *Possession of a baccalaureate or higher degree from a regionally-accredited college or university*
- *Completion of a Basic Skills Requirement, the CA Basic Skills Test (CBEST)*
- *Completion of the teacher preparation program, including student teaching, with a minimum 3.0 GPA*
- *Subject matter competency by either passage of the appropriate CSET exam(s) for Multiple Subject and Single Subject candidates or successful completion of a Commission-approved subject matter preparation program*
- *Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a U.S. Constitution course or equivalent*
- *Passage of the two Instructional Cycles of the CalTPA (Teacher Performance Assessment)*
- *Passage of the RICA (for Multiple Subject candidates only)*
- *Certificate of Clearance issuance*
- *Technology course or equivalent*
- *Health course or equivalent*
- *CPR Requirement (Infant-Child-Adult)*
- *Successful completion of all coursework and fieldwork within the proposed program*

Each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

All candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*
- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

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Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

- **The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.**

The UC Merced Teacher Preparation Program accepts applicants based on clear criteria that include multiple measures of candidate qualifications. The criteria listed below will be included in all recruitment materials, will be posted on the website, and will be articulated in advising appointments once the program has been approved.

- *Statement of Purpose*
 - *Please address the reasons behind your decision to become an educator and challenges you believe are important to the field of education (150 words).*
 - *Refer to the list below of Professional Dispositions and select two or three dispositions that you possess; describe how these dispositions make you a strong candidate for the teaching profession (200 words).*
 - *Collaboration*
 - *Critical Thinking*
 - *Reflective Practitioner*
 - *Professional Ethics*
 - *Valuing Diversity*
 - *Life-long Learning*
 - *Social Justice and Equity*
- *Baccalaureate Degree: Official transcripts from every post-secondary school attended.*
- *Three letters of recommendation*
 - *At least one letter must be from a previous college or university instructor. (If it has been more than five years since you completed your bachelor's degree, you may petition to use an employer reference in place of the instructor reference).*
 - *The Credential Admissions Committee recommends that the letters speak to (a) your academic potential, (b) your ability to work with children or youth, and (c) your fitness for the professional environment of teaching.*
- *Certificate of Clearance issued by the CTC*
- *Negative TB test or chest x-ray.*
- *Basic Skills Test Requirement*

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- You can complete one of the following options to complete the Basic Skills Test Requirement:
 - Passage of CBEST. http://www.ctcexams.nesinc.com/about_CBEST.asp
 - Passage of basic skills examination from another state.
 - Passage of CSET 142 (this option is for multiple subject candidates only).
 - Passing scores set for SAT exam
 - 500 for English and 550 for Math
 - Passing scores set for ACT exam
 - 22 for English and 23 for Math
 - A 3 or above in an approved AP English and AP Math exam
 - English language and Composition OR English Literature and Composition
 - Calculus AB, Calculus BC, or Statistics

Parts of different options may not be combined to meet the Basic Skills Requirement. If you are completing CBEST through SAT, ACT, or AP, you must provide the official College Board score report to verify completion of the Basic Skills Requirement.

- *Subject Matter Competency*
 - You must verify subject matter competence in one of two ways:
 - CSET passing score report in all required subtests for the credential type. http://www.ctcexams.nesinc.com/about_CSET.asp
 - Official institutional verification of completed Subject Matter Preparation Program (SMPP). SMPP is completed at the undergraduate level at an approved institution.

Passage of all three CSET subtests is required for full admission to the program. If you have only passed one or two of the subtests, a provisional admission may be granted but you must then provide evidence of passing all subtests three weeks prior to the start of the term.

- *Pre-program Field Experience (You must submit a completed verification packet.)*
- *Interview with the Program Director*

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- **The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.**

UC Merced Teacher Preparation Program will purposefully recruit candidates from the San Joaquin Valley, a culturally, ethnically, and socioeconomically diverse part of California. Specifically, we propose this program to create a pathway for UC Merced students to pursue teaching. UC Merced reflects the diversity of the San Joaquin Valley. UC Merced undergraduates are diverse: 72% First-generation, 53% Hispanic, and 67% Pell grant eligible.

- **Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.**

UC Merced Teacher Preparation Program information and personnel will be clearly identified and accessible to guide each candidate's attainment of program requirements. This will include, but is not limited to:

- *Recruitment materials*
- *Website (including Student Resources and Policies Handbook)*
- *Clinical Practice Handbook*
- *Course syllabi and Instructors*
- *University Mentors*
- *Cooperating Teachers*
- *Credential Analyst*
- *TPP Director*

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- **Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.**

Each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

All candidates receive regular advising from multiple sources, including, but not limited to:

- *Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)*
- *University Mentors (e.g., observations, meetings, and evaluations)*
- *Cooperating Teachers (e.g., observations, meetings, and evaluations)*
- *Credential Analyst (e.g., progression through program and related requirements)*
- *TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)*

Candidates will maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform any advising the candidate receives. Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

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Standard 3: Course of Study, Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

The UC Merced Teacher Preparation Program has clinical practice integrated into all of its coursework, which is intentionally integrated (cross-curricular) to develop culturally responsive educators. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014). Please see the attached [Course of Study and Program Overview](#).

- **Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.**

Culturally responsive instruction is a centerpiece for the proposed UC Merced Teacher Preparation Program, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Saphier, Haley-Speca, & Gower, 2008; Tomlinson & McTighe, 2006). Candidates will learn to teach from school placements in this context which includes a significant number of English language learners.

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- **Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.**
- **The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.**
- **Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.**

The UC Merced Teacher Preparation Program will ensure that candidates are placed with site-based supervisors (Cooperating Teachers) that are certified and experienced in teaching the specified content or performing the services authorized by the credential. Site-based supervisors (cooperating teachers) and program supervisors (university mentors) will receive a minimum of tens hours of professional development prior to assuming their roles. The criteria for selecting site-based supervisors include, but are not limited to:

- *Valid California Clear teaching credential with an English Learner authorization or CLAD*
- *Minimum of 3+ years of successful classroom teaching experience*
- *Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms*
- *Knowledgeable in California Teaching Performance Expectations (TPEs)*
- *Knowledgeable in current educational theory and practice*
- *Pedagogical expertise, strong content knowledge, and positive communication skills*
- *Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community*
- *Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments*
- *Cooperating teachers are selected for their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the school, district, community and university level; and design and deliver curriculum using the state-adopted academic content standards.*

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- **All programs effectively implement and evaluate fieldwork and clinical practice.**

The UC Merced Teacher Preparation Program ensures that all proposed programs will effectively implement and evaluate fieldwork and clinical practice. Along with the candidate's education plan from initial advising, the candidate's portfolio serves as a living document of progress. Candidates will also meet regularly with their Cooperating Teacher and University Mentor for continuous evaluation and improvement of the program, placement, and candidate.

- **For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.**

The UC Merced Teacher Preparation Program ensures that all proposed programs will have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's students and the opportunity to work with the range of students identified in the program standards. Candidates will be placed in public school districts, which are aligned with in the San Joaquin Valley, an ethnically and economically diverse context with a significant number of English language learners, and students with physical and learning disabilities.

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Standard 4 – Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

- The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.
- Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

The UC Merced Teacher Preparation Program, an academic unit of UC Merced, is committed to ongoing assessment and evaluation at the student, faculty/staff, program, unit and institutional level. Please refer to the [Assessment at UC Merced](#) website. This website provides information on the university's Annual Academic Program Assessment and Academic Program Review (a seven-year assessment cycle). This allows us to identify program and unit effectiveness and implement appropriate modifications based on findings. As part of this commitment, the UC Merced Teacher Preparation Program includes standard language on all syllabi (see [Syllabi Common Language](#)), including Course Student Learning Outcomes. We also work closely with the Graduate Assessment Coordinator within the Office of Periodic Review, Assessment and Accreditation Support as part of the Academic Senate Course Approval Process.

UC Merced Teacher Preparation Program regularly assesses our effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for our candidates (see list below). UC Merced Teacher Preparation Program regularly and systematically collects, analyzes, and used candidate and program completion data as well as data reflecting the effectiveness of the unit operations to improve programs and their services (see list below). To ensure a continuous improvement process for the proposed Teacher Preparation Program, we employ multiple quantitative and qualitative measures of student, faculty/staff, and program effectiveness including: 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Sources of data include, but are not limited to:

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- *Incoming demographic, employment and academic data of candidates and pool of applicants*
- *Candidate's course participation, assignments and assessments*
- *Candidate's Program Portfolio*
- *Candidate's CalTPA scores, RICA score (in multiple subject), and other state and national data the program is required to report (e.g., number of completers, average time to completion, and post-program employment)*
- *Evaluation by candidate's University Mentor, which includes observations and one-on-one meetings*
- *Evaluation by the candidate's Cooperating Teacher, which includes observations and one-on-one meetings*
- *Mid-program and exit interview with candidate*
- *Surveys of candidates, instructors, cooperating teachers, university mentors*
- *Candidate evaluation of support staff, instructional personnel, cooperating teachers and university mentors*
- *Surveys and interviews of educational stakeholders at clinical practice sites and at sites where candidates are employed*
- *Annual review of support staff via Halogen (per university policy)*
- *Annual review of instructional personnel (see [Evaluation of Faculty and Instructional Personnel](#))*
- *At least one meeting a year of the Curriculum Advisory Board and one meeting per term of the Teacher Preparation Advisory Board.*
- *Ongoing collaboration with practitioners on courses, fieldwork, and program components*

Please also see the attached [TPP Assessment Timeline](#) and [TPP Learning Outcomes and Assessment Plan](#).

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Standard 5 – Program Impact

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

The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.

The UC Merced Teacher Preparation Program ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The UC Merced Teacher Preparation Program evaluates and demonstrates that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.

Please refer to the list of measures listed under Standard 4.

The Director of Extension, the Director of Education Programs and the Extension Program Manager work together to ensure that all annual and multi-year assessments and reviews are completed according to university policy and CTC requirements.

Dr. Charles Nies, Vice-Chancellor

Date