

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Davis Joint Unified School District**

**Professional Services Division  
June 2021**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Davis Joint Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions  
For All Commission Approved Programs Offered by the Institution**

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject Intern	6	6	0	0
Preliminary Education Specialist: Mild/Moderate Intern	22	22	0	0
Preliminary Education Specialist: Moderate/Severe Intern	24	24	0	0
Teacher Induction	6	5	1	0
Designated Subjects: Career Technical Education	16	16	0	0

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence

- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

**Institution:** Davis Joint Unified School District

**Dates of Visit:** April 25-28, 2021

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">March 2012</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

After review of all relevant preconditions for Davis Joint Unified School District, all preconditions have been found to be aligned.

Program Standards

All program standards for all programs offered by Davis Joint Unified School District were **Met**, with the exception of Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System in the Teacher Induction program, which was **Met with Concerns**.

Common Standards

All common standards were **Met**.

Overall Recommendation

Based on the fact that the team found that all Common Standards and program standards were **Met**, with the exception of Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System in the Teacher Induction program, which was **Met with Concerns**, the team unanimously recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject Intern  
Preliminary Education Specialist: Mild/Moderate Intern  
Preliminary Education Specialist: Moderate/Severe Intern  
Teacher Induction  
Designated Subjects: Career Technical Education

In addition, staff recommends that:

- Davis Joint Unified School District's response to the preconditions be accepted.
- Davis Joint Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Davis Joint Unified School District 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:

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### Common Standards:

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### Programs Reviewers:

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### Staff to the Visit:

Hart Boyd  
Commission on Teacher Credentialing  
  
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Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Assessment Materials  
Continuous Unit/Program/Candidate  
Assessment Cycle of Data  
Lesson Design Guide

Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Examination Results  
Accreditation Data Dashboard  
Candidate Portfolios  
Orientation Materials  
Student Work Samples  
Program Handbooks  
Learning Management System

### Survey Results

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	109
Completers	27
Employers	16
Institutional Administration	3
Program Directors	11
Program Coordinators	1
Faculty/Instructors	13
Facilitators	12
Support Providers	32
Field Supervisors	6
Credential Analysts and Staff	7
Finance	1
Advisory Board Members	16
Collaboration/Program Improvement Partners	13
<b>TOTAL</b>	<b>267</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## **Background Information**

Davis Joint Unified School District (DJUSD) lies in the Sacramento Valley, the northern portion of the Central Valley in Northern California. DJUSD is home to the educational programs of approximately 8,500 students in grades TK-12, at over 16 school sites and campuses. DJUSD's schools include six neighborhood elementary schools and four choice elementary programs; three neighborhood junior high schools and one charter junior high school; one comprehensive senior high, a continuation high school, and a charter high school; as well as a K-12 school for independent study, a preschool program, and an adult school.

DJUSD's student body is made up of approximately 53% white, 21% Latinx, 20% Asian, 3% African American, and 3% Filipino, Pacific Islander, American Indian, or Alaskan Native students. DJUSD's English learner populations speak over 40 different languages and about a quarter of their population qualifies for free and reduced-price meals.

Each year, an average of 700 students graduate from district high schools having met their learning outcomes of critical thinking and problem solving, creativity and innovation, civic and cultural awareness, adaptability and resilience, collaboration, and communication. The district is proud of their culture of inclusivity and responsiveness to the needs to students and families. DJUSD is fundamentally committed to meeting their mission which is "to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world."

## **Education Unit**

DJUSD leads the Yolo-Solano Center for Teacher Credentialing (YSCTC) which is a regional consortium that has been in continuous operation since 1998. YSCTC is comprised of the Yolo and Solano County Offices of Education and eight public school districts. The YSCTC also serves schools in neighboring counties and partner LEAs across the state.

Each program offered by DJUSD is designed with research-based philosophies to support the needs of all teacher candidates in the region they serve. The programs integrate the California Teaching Performance Expectations (TPEs), the California Standards for the Teaching Profession (CSTPs), state-adopted curriculum frameworks, Career Technical Education Pathway Standards and Frameworks, and the Commission's program standards guide in all programming. Additionally, the program design is based on providing candidates with student-centered support services, a collaborative mentoring environment, and components of professional learning communities; all of which are informed by current research, labor statistics, and local best practices.

DJUSD operates the following five programs: Preliminary Multiple Subject Intern; Preliminary Education Specialist: Mild/Moderate Intern; Preliminary Education Specialist: Moderate/Severe Intern; Teacher Induction, including a state-wide agriculture teacher-focused pathway; and Designated Subjects: Career Technical Education. Collectively, DJUSD serves approximately 300 candidates and awards approximately 150 credentials annually to candidates that have met

their core learning outcomes which include eliminating bias and inequity; providing culturally-relevant, rigorous, and innovative instruction to all students; using data to inform instruction; believing in a growth mindset for all students; being reflective practitioners; and seeking opportunities to participate in learning networks and collaborate with colleagues.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Preliminary Multiple Subject Intern	0	2
Preliminary Education Specialist: Mild/Moderate Intern	11	36
Preliminary Education Specialist: Moderate/Severe Intern	6	12
Teacher Induction	116	255
Designated Subjects: Career Technical Education	19	17

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols. Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.



## **PRECONDITION FINDINGS**

After review of all relevant preconditions for this institution, all have been determined to be met.

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject Intern**

#### Program Design

The Davis Joint Unified School District (DJUSD) Preliminary Multiple Subject program, a two-year intern program, aims to increase student achievement by improving the classroom instruction of beginning teachers as they participate in an intern program that ultimately results in a preliminary credential. The program serves school districts primarily in Yolo and Solano counties, and also areas of Sacramento County and Lake County. The leadership within the Preliminary Multiple Subject program includes a program director and an administrative assistant.

Communication within the credential program and with the institution occurs through the program webpage, candidate handbook, candidate advisement and orientation meetings, regular electronic newsletters, social media platforms, emails, phone calls, advisory meetings, information sessions (in person and online), and face-to-face meetings.

Candidates enter the multiple subject program as a cohort and remain together for the two-year duration of the program. Candidate coursework and field experiences are designed to ensure that candidates receive core knowledge and skills from well-qualified instructors, current practitioners in the field, and service providers. Candidates enroll in a semester-long 2.5-unit course for field supervision.

The multiple subject intern program was approved and accredited by the Commission in March 2019. Over the past two years, a number of program modifications have been made with respect to course syllabi, program enrollment requirements, assignment timelines, and field supervision requirements. Significant changes to curricular organization and structure were implemented in the 2020-2021 academic year. Additionally, a pacing guide for field-based supervision has recently been implemented. In light of COVID-related school closures, the program modified various aspects of field supervision requirements to more effectively meet candidate needs. Interviews with candidates confirmed that they feel highly supported by instructional faculty, the program director and administrative assistant, field-based supervisors, and support providers (mentors). During interviews, instructional faculty indicated that they meet regularly with one another and with the program director (a minimum of three to four times each semester) to collectively identify ways in which aspects of the program can be improved (e.g., course offerings, course sequencing, communication with candidates, etc.).

Key program stakeholders include members of an advisory board (composed of superintendents or designees of participating agencies), candidates, district stakeholders (e.g.,

human resources personnel), field supervisors, and instructors. Interviews confirmed that stakeholders provide program-based input through course surveys, evaluations, regularly scheduled meetings, and more informal feedback shared with the program director.

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

Candidates complete a two-year, sequential, and comprehensive preparation program that integrates educational theory, clinical practice, and practical application. During the two-year (four semester) program, candidates receive structured mentoring and field supervision. Each semester, candidates enroll in a 3.0-unit core class and a 2.5-unit field supervision class while working as the teacher of record within a school district. All candidates have a field supervisor and support provider with whom they meet weekly.

Through nine pre-service courses and field observations, candidates learn the fundamentals of the California Teaching Performance Expectations (TPEs) for multiple subject teachers. Pre-service courses focus on the following:

- Foundations of teaching and learning
- Instructional technology
- Classroom management
- Reading and language arts
- Best practices for special education
- Cognitive science and teaching
- Curriculum, instruction, and assessment
- Human development and typical/atypical behaviors
- Teaching English learners

Courses are delivered in a blended format of face-to-face and online instruction. Within courses, specific modules focus on discrete knowledge, pedagogy, and skills essential for multiple subject teacher candidates. Modules include assessment of teaching and learning, typical/atypical development, TPA preparation, classroom management and restorative practices, reading and writing curriculum and development, RICA preparation, math curriculum and instruction, teaching the content areas of history/social science, science, physical education, health, and visual and performing arts. Modules also focus on integrated instruction, instructional strategies for English learners, academic language, teaching culturally and linguistically diverse students, co-teaching and collaboration skills, project-based learning, advanced technology, and developing as a professional educator. Nine modules within the multiple subject course sequence are designated as “common trunk” modules for multiple subject and education specialist candidates. The curriculum embraces a spiral design and allows candidates to revisit key topics and content as they progress through the program and gain additional teaching-related knowledge and experience.

In interviews, candidates noted that their program coursework connects well to their fieldwork, integrates all of the TPEs, and has prepared them to effectively teach a culturally and

linguistically diverse student population. A review of course syllabi and interviews with instructors, candidates, and others confirm that TPEs are embedded throughout the program through readings and assignments. Interviews with candidates, instructors, and field supervisors confirmed that program coursework is largely focused on helping candidates become reflective practitioners. Candidates noted a special appreciation for the program's emphasis on project-based learning and the multi-tiered systems of support provided by the program during their journey as developing professional educators.

In interviews, instructors affirmed that they have regular opportunities to provide feedback to the program director and that the program director initiates appropriate program modifications and improvements in light of this feedback.

Candidates work one-on-one with a field supervisor for all four semesters of field supervision (Year 1 and Year 2). The focus of field supervision meetings and observation/debrief/reflection cycles is to improve the candidate's teaching and professional effectiveness. Individualized support from the field supervisor supports candidates with learning how to meld course content into their teaching practice based on each candidate's developmental level and needs.

A review of program documents confirmed that field supervisors are required to provide a minimum of 40 hours of support and supervision for each intern they are supervising. First year teacher candidates are observed a minimum of eight times per year and second year candidates are observed a minimum of six times per year. Interviews confirmed that field supervisors make themselves available to candidates on a regular and as-needed basis, and provide candidates with support, coaching, and guidance in meeting program requirements. Contact logs are completed and submitted monthly and reviewed by the program director.

Interviews with candidates and field supervisors verified that field-based observations and meetings occur generally every other week over the course of the semester. Interviews also affirmed a shared understanding among candidates and field supervisors that the role of the field supervisor is to support the candidate in their ability to identify and prioritize growth needs.

Interviews with field supervisors confirmed that at the end of each semester, the field supervisor incorporates multiple sources of evidence [e.g., observation notes, records of candidate progress on the Individualized Learning Plan (ILP), and Intern Descriptions of Practice (DoP)] to determine the candidate's grade (pass or fail) for the semester in their field-based course. In interviews, candidates and field supervisors noted the helpfulness of incorporating the Go React! Platform into debriefing and reflection conversations during the 2020-2021 academic year.

All candidates in the program are also supported by a district provided support provider (mentor). The candidate's support provider is required to provide the candidate with a minimum of five hours of support and guidance per week. This responsibility is outlined in the

program's support provider memorandum of understanding (MOU). All candidates must keep a log evidencing 144 hours of general support and 45 hours of EL-specific support per year. The site support provider is expected to meet regularly with their intern teacher candidate(s) and connect and guide interns to any professional development, trainings, or resources that will be of benefit.

Candidates indicated in interviews that their support providers are essential in helping them to develop as professional educators. Interviews with key stakeholders confirmed that the matching of the candidate and the district-employed support provider is a collaborative process between the school district and the DJUSD multiple subject intern program.

### Assessment of Candidates

The program director, with support of the program administrative assistant, ensures that candidates are adequately informed about program requirements, expectations, desired competencies, and the many ways they will be assessed over the duration of the program. The program director and administrative assistant also work together to ensure that candidates understand how they can expect to be informed about the results of various assessments during their enrollment in the program.

Interviews with field supervisors, candidates, instructors, and the program director confirmed the program's dual emphasis on self-assessment and external assessment with respect to attainment of proficiency in pedagogical knowledge and understanding and application of the TPEs. Interviews with all stakeholders confirmed the program's emphasis on helping candidates to become reflective practitioners.

Candidates verified that they are assessed using multiple measures, including coursework, field-based observations and supervision, the ILP, intern DoP, the field supervisor support log, and additional external assessments (e.g., capstone projects and TPA assessments).

Interviews with the program director confirmed that candidates experiencing difficulties in meeting program requirements are provided with a support and assistance plan designed to identify performance issues and provide the candidate with guidance on how to successfully complete the requirements of the credential program.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, instructors, field supervisors, support providers, employers, collaborator group, institutional staff, and the program director, the team determined that all program standards are **met** for the Preliminary Multiple Subject Intern program.

## **Preliminary Education Specialist Mild/Moderate and Moderate/Severe Intern**

### Program Design

The mission of DJUSD's intern programs is to "increase student achievement by improving classroom instruction of beginning teachers as they participate in an intern program that ultimately results in a preliminary credential." The intern programs provide teacher candidates with pre-service coursework, year-long coursework, resources, credentialing services, and technical assistance. Intern candidates also receive various forms of support from course instructors, field supervisors, cohort peers, and on-site support providers. DJUSD's Preliminary Education Specialist: Mild/Moderate (M/M) and Moderate/Severe (M/S) Intern programs operate with a cohort model of up to 30 intern candidates per cohort.

The leadership of DJUSD's education specialist intern programs includes a program director, program manager, and an administrative assistant, with the program director providing direct oversight of each intern program. Additionally, intern program leadership provides direction and guidance to each intern program, program participants, and addresses any programmatic concerns. DJUSD's Yolo-Solano Center for Teacher Credentialing (YSCTC) operates as a consortium that houses each intern program offered by DJUSD and is led and overseen by the executive director.

Communication within the credential program and with the institution occurs through the program webpage, candidate handbook, candidate advisement and orientation meetings, regular electronic newsletters, social media, emails, phone calls, advisory meetings, information sessions (in person and online), and face-to-face meetings.

DJUSD offers four formal advisement sessions:

- Advisement 1: Informational Meeting (prior to applying to the pre-service coursework)
- Advisement 2: Pre-Service Intern Teacher Orientation Meeting
- Advisement 3: Year 1 Intern Program Orientation Meeting
- Advisement 4: Year 2 Intern Program Orientation Meeting

Additionally, candidates stated in interviews that there are multiple informal opportunities to receive further program information. Candidates confirmed that program staff have open-door policies which allow candidates to receive clarification or assistance as often as needed; candidates expressed appreciation for staff's promptness and availability in responding to concerns. Candidates also noted that they are regularly informed of upcoming deadlines, important dates to remember, and other relevant programmatic information. Review of program documentation (e.g., program handbooks, training and orientation materials, etc.) also confirms that program stakeholders (e.g., fieldwork supervisors, support providers, and intern candidates) receive adequate communication of relevant information.

DJUSD's education specialist intern candidates have structured field experiences during pre-service and as an intern. During pre-service, candidates complete a series of observations of education specialist teachers in a range of different settings. Intern candidates also engage in case studies and complete interviews in a range of settings which are related to course and module content during the program.

Candidates work one-on-one with a field supervisor for all four semesters of field supervision (Year 1 and Year 2). The focus of field supervision meetings and observation/debrief/reflection cycles is to improve the candidate's teaching and professional effectiveness. Individualized support from the field supervisor supports candidates with learning how to meld course content into their teaching practice based on each candidate's developmental level and needs.

During interviews, candidates expressed appreciation for the support provided by their field supervisor, including the supervisor's availability to problem solve/troubleshoot complex situations, roleplay specific scenarios to practice, answer questions, and review Individualized Education Plans (IEPs) for errors and provide feedback. Candidates also noted that they receive prompt responses from their field supervisors when contacting them through email, over the phone or through text message, or over Zoom.

Following feedback that the M/S program did not adequately align to specific program design and M/S program standards, the intern program director took steps to modify the program in order to better align to the standards. According to the advisory board, the director assembled knowledgeable voices from the field to provide feedback on how best to align to the standards. As a result, the following changes were implemented:

- Revision of the course sequence to cover IEP content early on so that interns would be prepared to handle IEPs.
- Addition of class sessions/courses specifically for M/S program candidates (e.g., M/S assessment course, M/S curriculum and instruction course, and assistive technology focused on M/S severe needs). The M/S program is now 31 units, which is an increase of one unit (the unit does not increase the length of the program).
- Creation of assignments that cover M/S-specific content, including transition planning and community resources.

Interviews with completers, candidates, field supervisors, and support providers reflected the impact of these modifications. Completers, Year 2 candidates and their field supervisors, and support providers noted some concerns regarding the program's alignment to some M/S program standards, which they stated resulted in assignments that did not specifically cover M/S concepts and being unprepared to enter the classroom. However, Year 1 candidates (those who completed/are completing courses under the revised sequence with added classes and assignments) did not share these same concerns.

The advisory board, candidates, district stakeholders, Human Resources leads, field supervisors, and instructors provide the following input to DJUSD's education specialist intern programs:

- The advisory board, comprised of the superintendents or designees of participating agencies, provides input on implementation for the program.
- Candidates provide input on courses and instructors through module surveys, end of course surveys, and through informal feedback to the program director.
- District stakeholders provide feedback about the implementation of the program through informal feedback to the program director and through surveys.
- Program field supervisors and instructors provide feedback about program design and implementation through regularly scheduled staff meetings and through informal feedback to the program director.

Interview participants all spoke of how the program staff frequently seeks feedback in all areas. Candidates, field supervisors, and instructors all noted feeling "heard" and valued when they gave feedback and were impressed at how quickly their input was implemented.

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

Candidates must complete pre-service, consisting of 136 hours of coursework, before applying for enrollment in the intern teacher program. The pre-service coursework focuses on pedagogy and application to the teaching context for education specialists and is valid for three years.

There are specific modules within each course that focus on discrete knowledge, pedagogy, and skills needed for education specialist candidates. The curriculum spirals throughout each semester and is designed so that candidates revisit topics and content more in-depth as they gain more contextual knowledge and experience in teaching. Candidates confirmed in interviews that they revisit topics frequently in order to solidify their understanding. As a result of receiving candidate feedback stating that the candidates would like to receive IEP-specific content earlier on in the program, the program director updated the course sequence to provide instruction on IEPs earlier in the sequence so that candidates are better prepared.

Intern program candidates are placed in a variety of settings from resource specialist programs to special day classes. They receive instruction through modules and coursework that include the following topics: communication and behavior for autism spectrum disorders; programming strategies for students with autism; instruction strategies for English learners; building academic language; teaching culturally and linguistically diverse students; autism spectrum disorders; diverse learners with disabilities; and LGBTQ content.

Each semester intern candidates are enrolled in a 5.0-unit core class as well as a 2.5-unit field supervision class. All candidates receive core instruction and support by a field supervisor and support provider while working in a K-12 setting. Candidates expressed that while their intern years may be demanding, they feel the coursework is beneficial.

During interviews, candidates noted that they were often able to apply content directly from the previous night's class session in their own classroom the following day. Candidates also appreciated that instructors would ask for feedback on what the course did not cover and what the candidates needed to know to be successful in their placements. Many candidates expressed enjoying this model. Review of documents and candidate interviews confirm that assignments are aligned with program standards.

Candidates meet regularly with both their field supervisor and support provider. Field supervisors are required to provide a minimum of 40 hours of support and supervision per year, including observation of an IEP meeting. Field supervisors meet with candidates monthly and as needed to provide support, coaching, guidance in meeting the intern program requirements, and guidance with handling and understanding the responsibilities of being the teacher of record. Contact logs are completed and submitted monthly. Candidates in their first year of the program are observed a minimum of eight times per year while candidates in their second are observed a minimum of six times.

Candidates maintain a support log documenting 144 hours of general support and 45 hours of English learner specific support per year. The site support provider is expected to meet regularly with their intern teacher candidate(s) and connect and guide them to any professional development, trainings, or resources that will be of benefit.

### Assessment of Candidates

A review of course syllabi indicates that intern candidates are assessed for program competencies throughout the two years of the program through projects and assignments. Interviews with candidates and completers revealed that they felt the assignments were relevant and appropriate to course objectives. Documentation and interviews with field supervisors indicate that the program emphasizes reflection and problem solving. Interviewed candidates shared how useful these observation/debrief/reflection cycles are. One candidate remarked that she was never afraid or intimidated by the observations and truly saw them as an opportunity to learn from her field supervisor.

The ILP in DJUSD's education specialist intern programs is created based on the initial self-assessment on the intern Descriptions of Practice (DoP). The ILP acts as a guide for prioritizing growth and goals for each semester. On the ILP, each candidate identifies three TPEs on which they will show growth. Interviews with completers demonstrated that they found the ILP and DoP to be beneficial, and they remarked how these self-assessments guided them during their first years of teaching.

A review of provided documents and interviews with candidates and instructors indicate that candidates are aware of how they will be assessed and are regularly informed of the results. Candidates shared that their field supervisors and instructors regularly give feedback and use the feedback to provide coaching and mentoring.



## Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews of candidates, completers, instructors, field supervisors, support providers, employers, collaborator group, institutional staff, and the program director, the team determined that all program standards are **met** for the Preliminary Education Specialist: Mild/Moderate and Moderate/Severe Intern programs.

## **Teacher Induction**

### Program Design

DJUSD's Teacher Induction program serves over 250 teachers annually and candidates primarily enroll from ten TK-12 educational institutions, a number of private and charter schools, and university partners located in Yolo and Solano counties, as well as statewide, through the following clear credential pathways:

- The Yolo-Solano Center for Teacher Credentialing (YSCTC) Teacher Induction
- California Agricultural Teachers' Induction Program (CATIP) – offered statewide

Both pathways offer a traditional two-year program and an Early Completion Option (ECO) to candidates and provide individualized programs of extensive support and mentoring for preliminary credential holders to earn a clear credential. The induction programs are based on the California Standards for the Teaching Profession (CSTPs) and provide professional development options to gain competency toward mastery of the standards. Utilizing focused cycles of inquiry, the programs have the goals of improving effective teaching practices, impacting K-12 student achievement, and increasing teacher retention.

Substantiated by interviews and document review, candidates in both pathways understand that induction is founded in strengthening their knowledge and skills with support from a mentor and an ILP. Other program components mentioned during interviews included logs, inquiry, and professional development.

Interviews and documentation confirmed that there is consistent and ongoing communication within the induction program. All directors and assistants have regularly scheduled meetings to ensure quality of services. DJUSD's website and use of Canvas, a professional learning management system, supports regular communication with all stakeholders. To help inform best practices and meet teacher candidate needs, all directors participate in DJUSD monthly administrative leadership training meetings. It was stated during interviews that the program offers office hours, responds to emails, and "gives timely feedback."

DJUSD's YSCTC Teacher Induction pathway design includes mentor/candidate weekly meetings, professional development on the CSTPs and the Continuum of Teaching Practice, seven seminar meetings, four cycles of inquiry and reflection for growth and development of teaching practice, and an opportunity to purchase UC Davis Extension units.

As a regional consortium, the YSCTC program pathway has a strong connection to the preliminary and intern programs that builds on collaboration and communication to support teacher candidates. There is evidence of connections being made between the Teaching Performance Expectations (TPEs) and the CSTPs.

The administrative structure of the YSCTC pathway includes a program executive director, an induction director, a program manager, and administrative assistants. The executive director is responsible for leadership and program vision, management, operations, as well as program revision and implementation. The program works with the county offices and various small to mid-sized districts with a focus on sharing resources and building relationships to connect smaller schools to other schools. During interviews, program leaders stated, “There’s lots of sharing and collaboration among these school districts to best support the induction candidates.” Program leadership works with various stakeholders to plan, develop, and implement a program of training, induction, and credentialing support to all eligible primary credential holders in order for them to attain a clear credential. The program manager keeps up to date on Commission policies and procedures and organizes and maintains confidential candidate and program files. The program is under the supervision, direction and guidance of the deputy superintendent and receives further consultation from the induction advisory board which consists of representation as appointed by each consortium partner.

The YSCTC pathway includes qualified mentors from various districts and schools, ranging from elementary to high school. Each participating school has a coordinator to administer the program. The coordinator works with each school site to identify a mentor with the same credential area or expertise to support the teacher candidate. The mentoring program is designed to provide opportunities for candidates to demonstrate growth in the CSTPs through a mentoring relationship. Interviews confirmed that mentors receive guidance and support to better their mentoring practice. They participated in professional development alongside teacher candidates, utilized the *Mentoring Matters* curriculum, and received support from program facilitators. Mentor training and assessment of service is provided by YSCTC facilitators. Interviews with the facilitators confirmed that mentors receive further training specific to development of an ILP, observation aligned to the CSTPs, and components of focused cycles of inquiry such as data analysis. Induction mentors also participate in a monthly mentor community of practice which provides more “just-in-time” support to mentors along with research-based best practices in order to facilitate a peer support network for mentoring across the consortium. During interviews, mentors stated that they can receive additional support during regularly scheduled office hours, via email, or by phone.

Throughout interviews, it was shared that the executive director openly requests mentor feedback and gathers input to improve the program: “The director always invites us to look at the changes during the summer. There are inquiry meetings where we have discussion about trends and look at data.” Mentors and candidates submit a collaborative log at the end of the

first month to assess the establishment of the collaborative relationship and enable the directors to give mentors direct formative feedback on mentor practice.

Overwhelmingly, the interviews with candidates described their mentors as the most important part of their induction experience and how vital they were in supporting them in the ILP process. One candidate shared, “My mentor asked me questions that I knew she knew the answer to, but she would ask me instead to get me to be self-reflective. She was such a helpful mentor and would really pull ideas out of me. This helped me build confidence as a teacher.” Another shared, “The best part was having my mentor there to help guide discussions and help me gather ideas.” One candidate shared that they loved goal setting with their mentor and that their mentor supported them in the process: “My ILP focused on improving my math instruction and my mentor was there to review data with me. We used rubrics and homed in on each child, paying attention to the student data to improve learning.”

Documentation and interviews confirmed that the YSCTC program pathway stakeholder input is collected in a variety of ways such as the completer surveys, Google form surveys for professional development and workshops, mid-year surveys, and end of the year surveys. Direct input regarding program changes and ECO acceptance is conducted during advisory board meetings. Each district and private school have at least one advisory board member who acts as a liaison between their schools, district, and the induction program. In addition, the program executive director collaborates with local universities to support a smooth transition to induction from the preliminary program.

Interviews and documentation confirmed that the program continuously monitors candidate progress using the Progress Monitoring Database and the Canvas Learning Management Platform systems. An inquiry rubric is used to provide holistic scoring in the fall and spring. Triad meetings with teacher candidates, mentors, and site administrators are held in both the first and second year of the program. An “end of induction triad meeting” is an opportunity for the teacher candidate to share their professional growth work and discuss some possible areas of professional development for the future. This work is monitored by the mentors, facilitators, and program directors.

Stakeholders confirmed that the YSCTC pathway modified aspects of the program over the past few years, including refinement of the ILP and other documentation, focusing on providing a professional development menu of offerings. There was also an increased use of technology, such as Zoom meetings, especially during the COVID-19 pandemic. The California Agricultural Teachers’ Induction Program (CATIP) online management system for shifted from Moodle to Canvas upon joining DJUSD’s YSCTC. The ECO process has also been modified to enable experienced candidates to better demonstrate competency for granting ECO status decision making and developing an individualized support program appropriate to their needs to enable recommendation for a clear credential. The induction program delivery model for candidate and mentor support shifted to include online collaborative support meetings, as well as hybrid support with a combination of in-person and Zoom meetings.

Regarding changes, a mentor shared, “Over my four years as being a mentor, things have improved so much based on our feedback.” The inquiry readings provide feedback about what to focus on for next year. Mentors are afforded the opportunity to review trends and discuss shifts with the executive director: “We look at areas for improvement and changes are realized.” Candidates shared that the staff is great, and they listen to feedback: “They are kind, compassionate, and knowledgeable. The last couple of years have been tough and it is amazing how thoughtful they are; they are problem solvers. They are really invested in helping us and helping us best meet the needs of our teachers.”

The CATIP pathway includes an agricultural education profession focus on the three-component model of classroom and laboratory instruction, leadership (Future Farmers of America or FFA), and experiential learning (Supervised Agricultural Experience or SAE). CATIP mentors focus on helping the candidates develop ILP SMART goals both as an educator in the classroom and out of the classroom with the purpose of developing and promoting ongoing growth as a teacher, increasing effectiveness in teaching all students, and teaching career satisfaction.

The CATIP director works with the DJUSD’s YSCTC executive director and meets weekly and sometimes twice a week to consult about the program, discuss improvements, and create better alignment to induction standards. The CATIP director meets with and corresponds with CATIP and Career Technical Education (CTE) candidates, facilitators, and mentors to coordinate services and monitor program progress. Along with facilitators, the CATIP director coordinates California agriculture and other CTE teachers’ professional development and assists candidates. Since CATIP is a statewide program, communication and coordination of services with site, district, and other participating local education agency (LEA) administrators related to agriculture education and CTE credentialing and programs is an especially important piece of the position. CTE district coordinators, facilitators, and CTE mentors are key members of the CATIP program, providing various forms of support to best meet the needs of these specialized induction candidates. During interviews, candidates were very appreciative of the CATIP “family” of support with one candidate saying that “CATIP saved me and helped me stay in the profession.”

Within the CATIP pathway, mentors are currently employed California secondary and postsecondary agriculture instructors or retired agriculture teachers who have proven records of effective classroom instruction and participation in the agriculture education model. The CATIP mentors are identified and matched in collaboration between CATIP facilitators, administration, teacher candidates, and the teacher candidate's school district.

Mentors are trained via the curriculum outlined by the CATIP mentor training program. Mentor training is required of all mentors and monthly “pit stops” with the CATIP director are provided as an important opportunity to support the mentor. All mentors attend a training at the beginning of the year regarding the expectations in the pathway and the director’s goals for the program. Mentors regularly reach out to each other for support. During interviews it was

shared that they are like a “close family” and routinely meet at regional meetings, usually in-person but also via Zoom. Mentor and candidate relationships are discussed during those meetings. During interviews, mentors shared that they enjoy their role as a mentor specifying that “as the relationship builds, we are becoming a thought partner with our candidate.” Another said, “I see myself as a first line of defense for my candidate; first point of contact. We are partners to make it work especially in COVID times.”

The CATIP candidates concurred with the YSCTC pathway candidates expressing that because of their mentor, they have grown in the program and have challenged themselves in the profession. It was stated that CATIP mentors are helpful and provide an open channel of communication. It was also shared that the assignments can be challenging but they loved the mentorship: “She was my coach, an event planner, and even a taxi driver. It was great to have someone there to ask detailed questions.”

Finally, CATIP leadership conducts monthly reviews of candidate documents using a program rubric. Facilitators look at documents and provide feedback as well.

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

DJUSD’s YSCTC pathway ILP document is based on the candidate's self-identified needs and assessed progress towards mastery of the CSTPs. Evidence includes the development of professional growth goals, participation in professional learning and support opportunities to meet those goals, and focused cycles of inquiry.

An interviewee mentioned that “YSCTC is a robust program of learning and support” and includes the use of the ILP that consists of ongoing goal setting, reflection on the CSTPs, and focused cycles of inquiry for growth. Candidates are encouraged to hyperlink evidence to demonstrate growth and competency aligned to the CSTPs and the Continuum of Teaching Practice. The preliminary program individual development plan (IDP) is used to support the creation of candidate growth goals and opportunities are provided for site administrators to give input on the ILP.

Interviews verified that YSCTC induction pathway candidates and mentors have the opportunity to attend professional development workshops during the induction program. Professional development or seminar opportunities are offered at various locations throughout the consortium area by trained and qualified facilitators. Teachers choose to attend these or other professional development in support of their learning goals, inquiry focus, or district initiatives. The program collaborates with districts and participants to secure other support personnel as needed for professional development support.

When speaking with the professional development facilitators, they shared that in the past, professional development was focused on the formative assessment process and now it is more focused on the inquiry, on teacher needs, and based on mentor reflections. This year, because of COVID, the candidates had a lot on their plate and the districts offered focused professional

development to support candidates in technology (including Zoom professional development) and engaging students. The facilitators work collaboratively and have a culture of caring and support for the candidates. They help with supporting candidates with inquiry and are considered a second mentor to most candidates. There is special care given to strategic pairing of the facilitators and matching candidates grade level and program supports. One facilitator shared pride in the group: “There is diversity in the group. We work well together and appreciate each other. This is not our main job, and we keep coming back for a reason. We are varied and all actively support one another for the purpose of supporting the candidates.”

YSCTC pathway documentation shows that teacher candidates choose professional development during the orientation when teacher candidates are introduced to the ILP and a variety of activities and actions to obtain new learning. There are additional required professional development hours for teacher candidates who are requesting UC Davis Continuing Education Units (CEUs).

The CATIP pathway ILP includes an agricultural education profession focus on the three-component model of classroom and laboratory instruction, leadership development (FFA), and experiential learning (SAE). CATIP agriculture educators develop goals both in the classroom and out of the classroom with an advisor in agricultural education and FFA. The CATIP ILP directs candidates to reflect on the ILP throughout the year in regard to how to progress towards these goals.

The CATIP program pathway includes an ILP, end of semester assessment, weekly logs, monthly summary, and inquiry project. Interviews and documentation provided evidence that the CATIP program pathway includes a list of required CATIP activities (in addition to the ILP), required agriculture professional development, and an A-F grading system. The CATIP director shared that the YSCTC professional development is offered to the CATIP candidates, however, there are required CATIP professional development activities including the region meeting, section meeting, road show, summer conference, and the new professionalism conference (Year 2). This prompted a request for clarification about requiring attendance by the program at specific events that may not be aligned to an individual candidate’s ILP goals. It was confirmed through interviews and document review that these events are communicated as mandatory to CATIP candidates. The progress checks include formative feedback in the evaluation notes column, resulting in a concern regarding how the use of A-F letter grades in the CATIP program aligns with the concept of a non-evaluative process that focuses on growth and mentor support.

### Assessment of Candidates

The YSCTC program pathway documents and interviews with candidates, program completers, and program leaders indicate that candidates are formatively assessed throughout induction during weekly meetings with candidates, weekly logs, observations, and inquiry cycles. Year 2 candidates discuss overall professional growth during induction at the final triad meeting. Candidates and mentors collaboratively build a digital portfolio or Google folder of the teacher candidate’s practice evidence. Separate from the mentor, a credential/content matched reviewer uses the program adopted rubric to assess the candidate’s portfolio. This information

is used by the program to inform performance, communicate necessary changes, or identify extra support needed for candidates. The data is communicated to the advisory board, used for discussion of approval considerations for ECO candidates, and also for programmatic decisions. Specific feedback on candidate documents and evidence for growth and recommendations are given to candidates through Canvas. Each portfolio is reviewed by at least one program reviewer and one director, for a minimum of two reviews. Candidates with a “late submission” receive flexibility with the “due date” to meet the needs of the candidates.

Interviews verified that the candidates understand the review process and steps to a clear credential. The YSCTC pathway ILP is reviewed each semester and candidates are provided with a rubric allowing for formative feedback regarding successful completion of the program. Candidates provide evidence supporting completion of ILP actions and a narrative describing growth and competency aligned to the CSTPs. At the end of each year, candidates and mentors participate in a colloquium to share and celebrate growth with other mentors, teacher candidates, and district leaders.

The CATIP program pathway includes an ILP, end of semester assessment, weekly logs, monthly summary, and inquiry project. CATIP candidate interviews provided evidence that supported completion of ILP actions and CSTP self-assessments. All reviews are conducted by a minimum of two trained, experienced mentors, facilitators, district coordinators and directors and are calibrated to a rubric provided to candidates. All requirement completion status is tracked through Canvas and the YSCTC secure database maintained by the program manager. Mentors, facilitators, and the CATIP director formatively discuss candidate progress and recommendation for a clear credential. Teacher candidates and mentors participate in an end of the year colloquium to share and celebrate growth with other mentors, teacher candidates, and district leaders.

Once teacher candidates have completed all program requirements, the executive director and CATIP and YSCTC directors provide authorization for the program manager, an authorized submitter, to process the CTC Online recommendation for the clear credential.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, facilitators, advisory board, institutional staff, and program directors, the team determined that all program standards are **met** for the Teacher Induction program except for the following:

### **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System – Met with Concerns**

Program Standard 3 states that “the ILP must address the CSTP and provide the road map for candidates’ induction work during their time in the program along with guidance for the mentor in providing support.” The current CATIP program pathway documentation indicates

that the list of CATIP activities, the required professional development, and grading system are playing a larger role in driving the program than the ILP. While the CATIP program has met the portion of the standard relating to the mentoring system, it was confirmed in multiple interviews that candidates understand that program completion is dependent on them submitting several assignments in addition to the ILP and attending a series of program-identified professional development meetings and conferences. Additionally, candidates verified that they received grades for their work in the program. Collectively, these program components led to the determination that the ILP is not the driving force behind a CATIP candidate's induction experience which resulted in the standards finding of **Met with Concerns**.

### **Designated Subjects: Career Technical Education**

#### Program Design

The mission of DJUSD's Designated Subjects: Career Technical Education (CTE) program is to "increase student achievement and career opportunities by improving the classroom instruction of beginning CTE teachers as they participate in an initial and extended program of preparation that ultimately results in a clear CTE credential." All program decisions and operations are designed to align with the CTE program standards and serve the program mission in order to contribute to the retention of quality teachers for California's diverse student populations, as evidenced in Yolo and Solano counties and other state-wide service areas.

Program leadership includes the executive director of DJUSD's YSCTC who is responsible for leadership and program vision, management, operations, program revision, and implementation. DJUSD's program manager maintains updated knowledge of current Commission policies and procedures and supports the executive director. Additionally, the program manager organizes and maintains confidential candidate and program files. Further support for the CTE program is provided by the Director of CATIP and CTE, the Teacher Induction program director, DJUSD's instructional coach, and the administrative assistant. The CTE program is under the supervision, direction, and guidance of the deputy superintendent, and the program receives further advisement from the induction advisory board, which consists of representatives appointed by each consortium partner since the majority of CTE candidates are based in partner districts.

DJUSD's YSCTC program directors have regularly scheduled weekly and monthly meetings to ensure the quality of services. Through interviews with program leadership, it was confirmed that these meetings allow for increased transparency among programs in order for the unit to practice a cycle of continuous improvement and alignment to standards across programs. Regular communication with all stakeholders happens through the website, announcements within Canvas, and newsletters to constituent groups. Program directors participate in DJUSD monthly administrative leadership training meetings, biannual Cluster 1 region meetings, and one statewide induction meeting per year. Additionally, the program directors attend quarterly regional meetings between intern, induction, and institution of



higher education leaders that are facilitated by the executive director to inform best practices and meet program needs. DJUSD has recently aligned with the CTE Program Consortium which is made up of all CTE credential programs throughout California. This has helped to improve communication across state programs, calibrate programs offered, better align with Commission standards, and better meet the needs of CTE candidates.

DJUSD's CTE program is a hybrid program consisting of online modules (CTE Online and CTE Teach), in-person seminars, and professional development opportunities which supplement the asynchronous program. Each CTE candidate completes the modules within CTE Teach. A mentor is assigned to each candidate throughout the program to support practicum experience and in-depth, self-directed cycles of inquiry. The level of support mentors give is based on each candidates' teaching experience and identified areas of growth. Candidates repeatedly mentioned the positive impact the mentors had on their development as teachers with one noting that "It's the best part of the program." The candidate's programming utilizes a locally designed formative assessment system that focuses on cycles of inquiry for continuous improvement to meet the academic learning needs of all CTE students. The use of an inquiry-based system of ongoing action research throughout the one-year or two-year program is built upon the TPEs and the CSTPs. Candidates analyze and reflect on practices based on the TPEs, CSTPs, program standards, and demonstrate the application of instructional practices aligned with CTE frameworks as well as anchor and pathway standards, with Common Core standards integrated throughout. The design of the program ensures that classroom practices meet the academic learning needs of all students and the frameworks and standards for CTE. Differentiation of the delivery of the program is available for candidates earning a CTE credential who already possess a clear credential in another content area. Several candidates appreciated the individualized approach and referenced the importance of the differentiation to meet the requirements of the CTE credential.

Over the past two years, DJUSD has continued to streamline and differentiate all aspects of the program in accordance with the 2008 program standards and partner initiatives as appropriate, including:

- Development and refinement of the ILP and other documentation for focused cycles of inquiry
- Guidance and documentation for demonstration of competency
- Use and assessment on the 2016 TPEs
- Coordination with partners
- Professional development offerings
- Differentiation of mentor training
- Increased use of technology (e.g., Zoom and Canvas)

DJUSD has made modifications to the credential process for candidates with a clear credential in another credential area to enable these experienced candidates to demonstrate competency in the CTE frameworks and meet the requirements of the CTE credential. Candidates,

completers, and district leaders noted in interviews that the recent addition of a CTE-specific program director has helped to refine systems, improve communication, and deliver an increased level of support for candidates, sites, and districts.

DJUSD's CTE program uses Google forms to collect input and feedback from participants and stakeholders. Direct input regarding programmatic decisions and program needs for clear credential holders seeking a CTE credential is conducted during advisory board meetings with consortium partner representatives. An example of input from the advisory board is data collection around professional development needs for candidate teachers. Survey data is gathered which results in direct communication to candidates regarding the scheduling of professional development to meet their needs and requests. Additionally, focus groups have been pulled together periodically to inform practice and program revisions, such as when transitioning to the new TPEs in 2016.

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

Once a candidate is enrolled in the program, after having submitted a preliminary credential application and securing employment, they begin the CTE Teach Early Orientation online modules which are aligned with the TPEs, CTSPs, and CTE program standards. The timeline to complete the early orientation is 30 days. Candidates are paired with a district-assigned mentor to begin work on supporting activities. Due to the nature of CTE teaching assignments, there are times when the mentor does not teach at the candidate's site. Candidates meet with their site administrator and mentor in a triad meeting to begin developing learning plan goals. To further assist with goal development and focused cycles of inquiry topics, candidates work with mentors to self-assess and reflect on teaching practices aligned with the TPEs. Candidates complete additional CTE Teach online modules and professional development workshops to meet program content requirements. The second year of support and inquiry aligns to the CSTPs. During the second-year, candidates typically complete any additional requirements (e.g., U.S. Constitution, health, technology, etc.), while also continuing with two additional semesters of focused cycles of inquiry.

Candidates are required to complete 125 hours of approved professional preparation coursework in teaching pedagogy and a minimum of 10 hours of additional professional development related to their inquiry focus area. Due to the online coursework, candidates are required to meet with their mentor during one-on-one weekly meetings to integrate new skills and strategies into teaching their CTE course. Candidates and mentors are required to collaborate for a minimum of 40 hours per year, averaging no less than one hour per week, and logs are kept that document this time.

In addition to the CTE Teach modules, candidates receive direct instruction from the program and resources to develop critical teaching skills. Additionally, candidates receive four to six hours of employing district-led training which includes strategies for working with English language learners and students with special needs. Furthermore, DJUSD will customize programs of professional development for specialized groups, such as those who work with

youth on probation. The employing districts provide training aligned to their initiatives, curriculum, policies, and procedures with guidance from the program.

Candidates are employed by consortium partner districts in a CTE class according to their designated industry sector. Unless candidates have an additional credential authorizing teaching in another subject, they are only teachers of record of their assigned class. To gain perspective of other placements, teaching strategies, and student needs, candidates are required to observe other colleagues a minimum of three and a half hours per semester. Candidates are encouraged to observe other content areas and other CTE programs in their district and neighboring districts. During interviews, candidates commented that they were supported by their districts to observe classes outside their content area and CTE and felt this was extremely beneficial to their program.

Mentors assist candidates with bridging new learning into their classroom practice. Evidence of practice is collected through the candidate learning plans, inquiry cycles, and portfolio of competency. Additionally, candidates value the availability and access of CTE Online in order to reflect on their coursework to improve and enhance their classroom instruction.

Candidates receive direct advisement from the program director in a number of dedicated meetings, with additional advisement being provided when requested. Mentors provide two observations per semester in addition to providing candidates with ongoing weekly support and supervision. Candidates receive progress evaluations and feedback at the end of each semester and when requested. During interviews, candidates noted that the process for scheduling appointments with the program director is easy to navigate. Additionally, candidates stated that the director was available, open, quick to respond, and very helpful.

### Assessment of Candidates

During the initial advice and assistance consultation, candidates are informed of both the preliminary and clear credential requirements; candidates also receive the program handbook that includes the entire scope of the CTE credential process. A program of preparation is created and detailed based on credential requirements, a review of transcripts, supporting documentation, and other credentials. The detailed plan includes suggested timelines, assessment rubrics, and additional resources. If a candidate needs to meet additional requirements not provided by DJUSD, such as the U.S. Constitution or Health & CPR, resources and funding are made available to them. At the end of each year, candidates and mentors participate in a colloquium to share professional growth with other mentors, teacher candidates, and district leaders. At the conclusion of the program, candidates participate in an “end triad” with the site administrator and mentor to discuss the candidate’s progress and learning outcomes as it relates to the program and candidate goals. Candidates and mentors collaboratively build a digital portfolio of evidence of the candidate’s practice regarding program standards which are aligned with CSTPs. The ILP and evidence are reviewed each semester, and candidates are provided with formative assessment feedback which is intended to lead to the successful completion of program requirements. At the end of year one, CTE

teacher candidates self-assess their competency with the TPEs and focus on CSTPs in year two. Candidates provide evidence supporting the completion of ILP action plans and a narrative describing growth and competency aligned to the TPEs and CSTPs. A minimum of two trained and experienced mentors, facilitators, district coordinators, and/or directors conduct reviews that are calibrated to a rubric which was previously provided to the candidates. Program completion status is tracked through the Canvas online learning management system and the DJUSD secure database that is maintained by the program manager.

Once a candidate has collected all the required documentation for the preliminary credential application and has met with the executive director or CTE program director for advice and assistance, the executive director and program manager assemble and review the application in accordance with Commission guidelines. The executive director signs off on the document of sponsorship and the program manager submits the completed application and fees via U.S. postal service to the Commission. Once candidates have completed all program requirements, the executive director and program director provide authorization for the program manager, an authorized submitter and not a portfolio reviewer, to process the Commission online recommendation for the clear credential. Interviews with candidates, completers, and program leadership confirm that this step enables different checks to be in place in order to ensure the candidate has met the requirements for the clear credential, as outlined in the handbook and explained at the start of the candidate's program.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, mentors, administrators, advisory board, institutional staff, and program directors, the team determined that all program standards are **met** for the Designated Subjects: Career Technical Education.

### **INSTITUTION SUMMARY**

DJUSD's Yolo-Solano Center for Teacher Credentialing (YSCTC) is meeting a need in the region and throughout the state to support and train teachers. DJUSD's superintendent and his leadership team strongly support the five programs they offer and believe that the mission is in complete alignment with the district's vision for leading educational innovation focused on student success.

In interviews with district leadership, mentors, facilitators, and candidates, the reviewers consistently heard that DJUSD's programs are exemplary and highly valued. Candidates from each program reported that they experienced a well-designed system of mentoring and support. Preliminary candidates and their supervisors also expressed that their preparation was thorough and aligned to current best practices. All the mentors in each program are trained utilizing the *Mentoring Matters* approach. This consistency across programs provides continuity and a common language to promote continuous strengthening of the mentoring processes. The team repeatedly heard that mentoring relationships were at the heart of each program.

District partners and local collaborators expressed a great appreciation for the programs, finding them to be effective in the positive development of new teachers and serving as a key contributor to retaining teachers. Program directors and staff were described as highly collaborative, problem-solving thought leaders. A wide range of collaborative partners were interviewed, and it was very evident that the leadership team enhances and strengthens the educator preparation community in the region.

The programs are designed to support the needs of the individual candidates. According to those interviewed, each program is highly responsive to feedback offered by stakeholders and regularly adjusts the program design based on participant feedback. They are supported by active advisory committees who continually engage in program improvement. All stakeholders interviewed indicated that program staff deliver exemplary programs.

Interviews with the superintendent, site administrators, and other stakeholders clearly verify that the system of support and growth is understood and deeply valued. An emphasis on data-informed improvement is evident throughout each program. As one of the advisory board members stated, “They systematically include us in looking at some sort of data to inform decision making at every meeting.” Across stakeholders who were interviewed, there was a demonstrated passion for student learning, an appreciation for the credential programs, and a growth mindset. These attributes are valued and modeled by the program leadership through their commitment to educator excellence.

### **COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

Central to the mission of DJUSD is the commitment to educational innovation. The superintendent and cabinet leadership affirm that sponsoring the YSCTC is at the heart of the DJUSD’s commitment to excellence in education and innovation. Each of the five credential programs include a strong mentoring system grounded in the application of current, sound educational theory and research. Programs, curriculum, and mentoring integrate theory with practical application in the field. Interviews with candidates across all programs verified that the programs and their mentoring systems are robust and very valuable.

Faculty and relevant stakeholders coordinate and collaborate on a regular basis. Stakeholder groups are represented in the programs' advisory boards, which provide direction for program improvement. In addition, YSCTC's executive director is a member of two regional collaborative organizations with other districts and local universities to encourage thoughtful implementation of the continuum of services for the candidate teacher and the smooth transition to practice within the learning to teach system. An interview with a group of collaborative partners provided evidence of the executive director's commitment to a strong collaborative culture within the educator preparation community in the region. Stakeholders verified their involvement in data-based decision-making.

DJUSD provides the unit with sufficient resources and authority to support the effective operation of each program. DJUSD's deputy superintendent meets regularly with the executive director to review programs and their fiscal, academic, and leadership needs to provide excellence in teacher preparation and development. The Associate Superintendent of Business Services affirmed the importance of supporting teacher development in the region and the district's commitment to the YSCTC's work. Numerous grants have also been secured to promote teacher development and preparation in the region.

Diversification of the educator workforce within the region is being addressed primarily through the implementation of the California Classified School Employee Teacher Credentialing Grant Program that supports the transition of classified employees to become teachers. The classified workforce reflects a very similar diversity as the student population, and this is allowing DJUSD to build and employ a more diversified workforce. The district's deputy superintendent described a partnership with the National Equity Project that is also supporting their intent to recruit and hire for diversity. Additionally, collaborative communities for teachers of color are in place to assist in the retention of these teachers.

Information on qualifications for becoming a mentor, coach, or one of the instructional faculty is clear and emphasizes the need for those who have experience in implementing effective practices for all learners based upon the content standards, frameworks, and accountability systems, as well as the specific needs of different communities of learners in the region.

The executive director is directly responsible for the implementation and monitoring of the credential recommendation process and reviews and monitors programs regularly to assure that the recommendation of a credential represents a highly qualified teacher who has met or exceeded all requirements.

Upon completion of all requirements, each candidate's records are assembled by an administrative support team member according to a credential recommendation checklist. The record is then reviewed by one of the program directors and the program manager. Once it has been determined that program requirements have been successfully met, the candidate is recommended for the appropriate credential. Credential personnel verified and evidence was

provided demonstrating that the process is systematic and carefully documented. Candidates can track their progress through the program’s online learning management system, Canvas. All completion requirements and criteria are included in each program handbook, as is the grievance process.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Data and evidence reviewed during the site visit confirmed that DJUSD is able to recruit highly qualified and academically capable candidates. The established programs have strong retention and completion rates and support candidates toward success in their educator preparation program. Candidates, who enter their programs in cohorts, reported receiving information on program requirements during the admission process and continually through program completion and credential recommendation.

Program directors, managers, and credential analysts described admissions processes that use multiple measures of candidate qualifications for admission purposes. Program staff described how recruitment takes place and how candidates are supported in various phases of the programs.

The programs communicate a mission that is equity-focused, with a deliberate emphasis on preparing reflective educators. Program directors and staff work in partnership with local



universities and the community to recruit qualified candidates with their vision of diversifying the educator pool in consortium districts. Interviews with stakeholders and candidates demonstrate the robust recruitment activities including holding recruitment fairs, information sessions, and offering grant opportunities for classified employees within the districts. Information meetings in local communities also helped to increase the diverse pool of candidates. The intern programs' conscious efforts and success with recruitment, using the Classified Grant and other funds, is reflected in the diversity of their candidates. The program director reports that 85-90% of the intern candidates are receiving some sort of financial assistance through these grant programs. During interviews with intern candidates, several commented that they could not have been in a teacher preparation program without the grant.

Individual credential programs have specific recruitment strategies and outreach opportunities with research to practice partnerships across program areas. The CATIP has strong partnerships statewide and a variety of support personnel to work with candidates in this program. The unit has designated program facilitators and mentors to guide and support candidates in each program. There was evidence of use of program and semester academic plans and program handbooks. Candidates receive strong support to successfully complete all requirements and show competency of the program standards, TPEs, and CSTPs. The programs have advising systems in place to assess attainment of candidate competencies and guide overall candidate progress in meeting all program requirements. During interviews with program directors, program facilitators, and mentors, processes to support candidates who are struggling were defined. Professional development networks and research to practice partnerships provide additional opportunities for candidates to develop their professional skills.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

DJUSD has designed a planned sequence of coursework and clinical experiences for each of its approved programs. All coursework is aligned to the specific program standards, TPEs, and CSTPs. Course matrices, course syllabi, and other resources show direct links of TPEs and CSTPs in course topics, assignments, and rubrics. Additionally, the ILP and the candidate competency records also reflect alignment with program standards, TPEs, and CSTPs. Interviews with instructors, mentors, and facilitators confirmed that there is a strong link between coursework and fieldwork. Programs are designed to provide candidates with sequential experiences to support their professional development and demonstration of the knowledge and skills to educate and provide services to all students. In the intern and induction programs, instructors, facilitators, mentors, and school site principals indicated that candidates are provided with opportunities to experience issues of diversity at school sites and participate in school-based programs designed to promote equity and inclusion. Facilitators and mentors noted that candidates implement research-based strategies into their teaching.

Interviews with district partners, Human Resources directors, and school administrators confirmed that the programs collaborate in the selection of school sites and site-based mentors. Resources and interviews with school principals, facilitators, and program staff

provided evidence that site-based supervisors are certified and experienced in teaching the specified content in the clinical practice phase of the program and provide effective and knowledgeable support. During interviews, candidates described their mentors as “experts in the field” and talked about the importance of the time they spend with them. All programs have a system in place to evaluate fieldwork and clinical practice. These opportunities help to provide feedback and encourage candidates to reflect on their own practice. DJUSD’s programs also provide candidates with significant experience in a variety of school settings and at various grade levels. The intern program includes the California content standards and frameworks in the program of study. Candidates and completers reported confidence in their knowledge of and ability to teach to the California state standards.

All programs collect data for the purpose of evaluating the effectiveness of coursework, fieldwork, and the support provided to candidates.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

DJUSD’s credentialing unit develops and implements a comprehensive continuous improvement process at both the unit level and program level. This process identifies program and unit effectiveness and makes appropriate modifications based on those findings.

This process is outlined in DJUSD’s continuous unit, program, and candidate assessment cycle and clearly delineates the relationship between programs and measures used to evaluate the

effectiveness of each program. The desire to provide a workforce that is grounded in adherence to state requirements as well as the unique needs of the DJUSD region is evident in this comprehensive assessment cycle. Multiple sources of outcome data are described in the annotated list of data reflecting measures across the unit and program level. Key assessments along with other research-based methods appropriate to the program are used to measure success and are included in decision making.

It is clear from interviews with program leadership, current candidates, completers, and members of the program’s advisory board that significant sources of data including surveys, exit interviews, and analysis of key assessments have been collected and used to assess program effectiveness in relation to the course of study, fieldwork, clinical practice, and support services provided for candidates. Interviews with stakeholders confirmed that multiple sources of data are reviewed, and adjustments and modifications are made as appropriate. In addition to formal measures of feedback, candidates report that rapport with their mentors, administrators, faculty, and program leadership allow them to authentically share their experiences. Advisory board members remarked that there is a system of data analysis, both quantitative and qualitative, to ensure the DJUSD programs are meeting the educational needs across the region: “We use data to determine the needs across the region to identify programs of need; the county is more aligned as a result of our collaboration”; “The Moderate-Severe credential program is a result of feedback and input from the advisory board, based on needs across the county.” Program mentors shared that feedback is elicited from them on a regular basis and significant changes have been made based on their feedback: “Each summer, we’re invited to a meeting to review trends and we decide together on shifts to move forward. We look at areas for improvement – and changes are implemented.” One of the partner collaborators remarked, “Feedback is always sought – and improvements were made every single time we gave feedback, which made us keep doing what we’re doing because we knew our feedback mattered.”

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. All program mentors and field supervisors engaged in learning around *Mentoring Matters* to ensure coherence and consistency in the way relationships are built with new teacher candidates.

The DJUSD intern, induction, and credentialing unit meets regularly with the advisory board, regional collaborator group, and administrators/employers as a way to engage in continuous improvement that ensures the DJUSD programs are meeting the educational needs across the region. Documents reviewed confirmed coherence and transparency between programs within the unit and with the larger educational community.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

DJUSD’s intern, induction, and credentialing unit ensures that candidates preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to effectively educate and support all students in meeting state-adopted academic standards. Key assessments across the span of each program clearly indicate that candidates meet the Commission’s adopted competency requirements as specified in the program standards.

Throughout the visit, the team interviewed a full range of stakeholders including candidates, mentors, faculty, administrators, and program leadership who affirmed a comprehensive evaluation process is in place to assess continuous growth and development of the candidates. Numerous references to offerings of additional personalized support demonstrate the credentialing unit’s individualization of the credential programs. Interviewed candidates were able to speak to their development and growth with the CSTPs and could identify areas of personal strength and growth. Candidates also spoke highly of the support they receive from their mentors who help guide their development. One teacher candidate shared that her mentor told her that, “You assess the quality of your lesson on the evidence of student learning, not on how you feel about the lesson.” Candidates from across all programs noted that support and guidance is not only provided, but candidates are encouraged to seek individualized support to ensure their success.

As a credentialing unit, DJUSD collects and evaluates data to demonstrate its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools across the region. In addition to a multitude of anecdotal accounts of the impact of the programs on individual practice, the unit/programs have made a significant impact in schools and districts across the region. The Classified School Employee Grant helps to offset the current teacher shortage in high needs areas by providing a pathway for paraprofessional employees to earn a teaching credential, while creating a demographically similar teaching force to that of the local student population. Eighty-five percent of the current DJUSD M/M

and M/S teacher interns receive funding from the Classified Employee Grant. One particular district reports having 13 interns from the programs, which is a great source of support for the district: “We would never have been able to find teachers to fill these positions without the DJUSD programs.”

Many DJUSD program completers are serving as coaches, support providers, mentors, intern instructors, institutions of higher education master teachers, instructional coaches, professional development providers, district coordinators, and lead administrative positions such as district deputy superintendent and county associate superintendent. Over 75% of current induction mentors were previous DJUSD completers and, of the remaining 25%, many have been mentors since the beginning of the original induction program.