

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

## University of California, Davis

Professional Services Division

June 2022

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of California, Davis**. 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

Common Standards	Status
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

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject/Single Subject	6	6	0	0
Agricultural Specialist	12	12	0	0
Bilingual Authorization: Mandarin and Spanish	6	6	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:** University of California, Davis

**Dates of Visit:** May 1-4, 2022

**Accreditation Team Recommendation:** Accreditation

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">June 2014</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, completers, local school personnel, and external stakeholders. 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

All Preconditions have been determined to be aligned.

Program Standards

All program standards for the Preliminary Multiple Subject/ Single Subject programs were Met.  
All program Standards for the Agricultural Specialist program were Met.  
All program standards for the Bilingual Authorization: Mandarin and Spanish programs were Met.

Common Standards

All Common Standards were Met.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential programs were met, all Agricultural Specialist program standards were Met, all Bilingual Authorization: Mandarin and Spanish program standards were Met, and that all Common Standards were met, the team recommends Accreditation.

In addition, staff recommends that:

- The institution’s response to the preconditions be accepted.

- University of California, Davis be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of California, Davis 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.

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/Single Subject Credential  
 Agricultural Specialist Credential  
 Bilingual Authorization: Mandarin and Spanish

**Accreditation Team**

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**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

Candidate Files  
 Assessment Materials  
 Candidate Handbooks  
 Survey Results  
 Performance Expectation Materials  
 Precondition Responses  
 Examination Results  
 Accreditation Data Dashboard

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	133
Completers	56
Employers	12
Institutional Administration	8
Program Coordinators	4
Faculty	47
Field Supervisors – Program	16
Field Supervisors – District	64
Credential Analysts and Staff	5
External Stakeholders	47
<b>TOTAL</b>	<b>402</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

The University of California, Davis (UC Davis) opened in 1908 as the University Farm, the research and science-based instruction extension of UC Berkeley. By 1959, UC Davis had grown into its own UC campus. In 2007, the campus expanded to 5300 acres, making it the largest UC campus in acreage. UC Davis is located in Yolo County, just 20 minutes from the state capital of Sacramento and currently hosts 38,400 students, offers 107 academic majors, and houses 6 professional schools. The current demographics for UC Davis are reported as follows: 25.6% Asian, 25.2% White, 21.6% Hispanic, 5.5% Two or more races, 2.17% Black or African American, 0.328% Native Hawaiian or Other Pacific Islander, and 0.0164% American Indian or Alaska Native.

### Education Unit

The School of Education (SOE) at UC Davis was established in 2002 with the vision of breaking traditional molds of education. At the heart of the School of Education's vision is a fundamental concern with influencing the practice of education through research and training. Its faculty and graduate students are engaged on local and regional levels and with national and international educational reform and policy. The UC Davis SOE especially seeks to confront and eliminate inequities in the schooling opportunities for diverse learners. While the SOE does not have a departmental structure, it houses the Education Undergraduate Program, the Teacher Education Program, the Capital Area North Doctorate in Educational Leadership (CANDEL) Ed.D. Program, and the Graduate Group in Education (PhD Program). According to their 2019-20 Snapshot, they awarded 264 minors in education, 131 teaching credentials, 151 MA degrees, 68

Ed.D.s, and 66 Ph.Ds. The SOE includes 45 full-time faculty and 21 part time faculty. The School of Education is currently ranked #32 in the U.S. World and News Report.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Preliminary Multiple Subject/Single Subject	122	111
Agricultural Specialist	4	5
Bilingual Authorization- Mandarin, Spanish	3 Mandarin, 17 Spanish	1 Mandarin, 17 Spanish

**The Visit**

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

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject/Single Subject Credential Program**

#### **Bilingual Authorization: Mandarin and Spanish**

##### Program Design

The Teacher Education programs are housed within the School of Education (SOE) and predate the School. Since the last accreditation cycle, the Teacher Education program has undergone several administrative and structural changes. The founding dean of the SOE served until 2016, followed by an interim dean. In 2017 the current dean joined the SOE. Within Teacher Education, there have been three different directors/co-directors and two different associate directors since the last accreditation visit. In January of 2018, a new Director of Teacher Education was named. Subsequently, the director title was changed to a chair title in 2019. During the 2019-20, the position of associate director was dissolved and reconstituted and the responsibilities within that position were redistributed among the director and various staff members. The Chair of Teacher Education is directly accountable to the Associate Dean of Academic Programs who is in turn accountable to the dean.

In August of 2021 an associate chair was hired. Programmatic leadership is distributed among various non-Senate Faculty members using a shared governance model. Non-Senate Faculty are individuals who are employed full time but are not tenured or on tenure track. The Multiple Subject and Single Subject Programs are led by core faculty who regularly teach in the program. They in turn oversee field supervisors who work within the programs. The responsibility of the Bilingual Program is shared by two faculty members, one overseeing the Mandarin portion and another member the Spanish portion.

This report also addresses the components of the credential program for candidates obtaining the Bilingual Authorization (BILA) in Spanish or Mandarin. These candidates are all concurrently enrolled in the Multiple/Single Subject credential program. Additionally, program standards that are specific to the BILA are met through the three-course bilingual authorization sequence

UC Davis offers a Multiple Subject preparation program and a Single Subject preparation program in agriculture, English, mathematics, science, and social sciences. As noted previously, the Bilingual Authorization program prepares Multiple Subject and Single Subject teacher candidates to teach bilingually in either Spanish/English or Mandarin/English. All programs follow the traditional student teaching pathway. The UC Davis School of Education does not offer an Intern program in any credential area.

Within the Teacher Education program, the Chair of Teacher Education communicates directly with all faculty, lecturers, field supervisors, resident teachers, and school administrators. The

chair communicates, at a minimum, weekly with students, faculty, and supervisors about topics related to teacher education. Lead faculty communicate weekly with field supervisors through seminar courses which supervisors and students attend during the academic year. Chair-led faculty meetings are held every two weeks, field supervisor meetings are held quarterly, and resident teacher meetings are held at various times throughout the academic year. In addition, frequent and direct communication between the credential analyst and candidates is ongoing with many opportunities to interact by appointment and during open advising hours.

In interviews, current students and completers spoke about receiving information about program and credential requirements in information sessions before the program began, during orientation activities, and via “constant reminders” from the program administration. Completers also referenced hearing from the credential analyst who attended courses with a checklist of credentialing activities.

Field supervisors confirmed communicating regularly with the core faculty members who keep them up to date on programmatic issues. Instructors and field supervisors referenced bi-monthly meetings for faculty members and monthly meetings for field supervisors to discuss changes in the program or other issues.

The Teacher Education program is a combined credential and master’s degree graduate program. It is a six-quarter program beginning in the summer with candidates earning their credential at the completion of the fourth quarter. Teacher candidates attend courses that meet the credential requirements and others that meet the MA requirements concurrently. The credential year coursework incorporates a theoretical-practical approach to the teaching-learning process, encouraging close interactions among teacher candidates and teacher education faculty.

Faculty confirmed that they seek to integrate new knowledge and research into their courses while maintaining a focus on the appropriate TPEs. Completers and current candidates attested to the supportive environment that faculty created.

Candidates are immersed in the total environment of a public-school classroom while concurrently enrolled in required coursework. They are required to engage in field experience from the opening day of their K-12 school placement through the end of the spring quarter. As per district employed supervisors, the candidates from UC Davis have realistic expectations of the profession and are well prepared to teach in K-12 classrooms due to this immersion.

Over the past few years, the program has been making modifications. In 2018 a summer quarter was instituted to reduce the number of course credits previously required in the fall quarter and to support field placements that begin before the fall quarter at UC Davis. As of 2018, the program has also been engaged in ongoing efforts to Re-Imagine Teacher Education at UC Davis. A Re-Imagining Committee was appointed by the dean and has begun laying the foundation for ongoing and future programmatic and curricular modifications.

As per program faculty, a group of faculty members met recently to “revamp” some of the key aspects of the program. They revised the lesson plan templates and the observation/supervising protocols. This group was focused on creating tools that supported diversity, social justice, and equity. They wanted to ensure that observation protocols focused on relevance of content and relationship building and to facilitate asking these types of questions during classroom observations. Faculty who were interviewed also stated that changes are being made to courses related to teaching with technology and working with students with disabilities.

### Course of Study

Four principles and roles define and guide the curriculum and field experiences in the teacher education program. The programs seek to prepare candidates that are:

- Collaborative professionals who work with students, colleagues, and parents to forge effective teaching practices;
- Advocates for educational equity who champion high learning expectations for all students;
- Investigative teachers who continuously use inquiry to examine, define, and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus; and
- Reflective practitioners who employ classroom inquiry to improve teaching practice and create effective classroom communities.

Candidates in the Bilingual Authorization pathway enroll in a core curriculum that addresses 1) language structure, acquisition, and development in the primary and target language; 2) methods, bilingual, English language development, and academic content; 3) culture and cultural diversity and its impact on language, learning, and literacy; 4) training in methodology for primary language instruction; 5) proficiency in the primary language; and 6) knowledge of the culture of emphasis. Teacher candidates read about current theory related to bilingual and dual language education and literacy instruction in first and second language.

Field experiences develop further competence through the integration of the knowledge gained through coursework and implemented and analyzed in the classroom setting. Coursework begins in early August and the student teaching assignment begins with the start of the public-school year. Student teaching concludes with the end of the public-school year.

Similarly, for candidates in the bilingual pathway, coursework and field experiences are purposefully and developmentally sequenced to prepare teacher candidates to be able to deepen knowledge and engage in pedagogical practices that support bilingualism. Bilingual teacher candidates are able to demonstrate and enact an understanding of bilingualism, biliteracy, translanguaging, second language acquisition, and culturally sustaining practices. Faculty referenced the introduction of a translanguaging framework used to support multilingual students. Bilingual candidates confirmed the use of the framework and having the opportunity to see what translanguaging looks like in the classroom.



One of the strengths of the programs is the coordination of coursework and fieldwork. Core Teacher Education faculty have dual appointments as lecturers and field supervisors; therefore, faculty make explicit ties between what they teach in methods courses and observe in student teaching visits. Faculty also lead a student teaching seminar in which they discuss connections and contradictions between what teaching candidates are learning in courses and seeing in placements. Candidates confirmed that many of their classes require that they bring back artifacts/classroom materials from their placements. They saw a direct connection to their coursework and student teaching placements. For single subject candidates this is especially true in their content methods courses. In response to a question on coordination of fieldwork and coursework, a completer noted that at the height of the pandemic when some schools were moving to online instruction, one of the instructors would share practices and demonstrate what the practice looked like when used in an online setting and what it would look like in person. This completer saw this as indicative of the effort of faculty to connect to their experiences in the field.

To further make the connections between coursework and field experience, there is a common observation tool that is used at the end of each quarter to assist with aligning programmatic expectations. Supervisors, district employed supervisors, candidates, and completers all confirmed that these quarterly meetings were focused on their progress towards meeting TPEs and goal setting was an aspect of what was discussed.

Courses build on and complement each other. The program engages in continuous improvement and revisit curriculum annually to make needed adjustments for the following year. Prior to the beginning of each quarter, faculty also have an opportunity to share the assignments to discuss any overlap and how assignments can be supported across courses. Faculty confirmed that this process of discussing changes in syllabi or courses in general was a collaborative and collegial process. Larger changes require program, school, and university approval.

Additionally, in response to the 2017 Commission on Teacher Credentialing (Commission) requirements to incorporate special education and technology throughout all coursework, the program has sought to create collaboration with faculty content experts and embed concepts across courses. Faculty have been working to develop a common language and understanding of Universal Design for Learning across several courses. According to Completer Survey on the Commission's Accreditation Data Dashboard, completers were asked to evaluate how well the UC Davis program prepared them to work with students with disabilities. On a Likert scale with 5 being "very well" and 1 "poorly", the mean score for the Multiple Subject credential candidates was 4.16 and the mean response for Single Subject candidates was 4.22.

Despite the changes that have been made recently, as indicated above, and the positive results from completers in the survey, in interviews, some completers and current students noted that they felt unprepared to support students with special needs. In particular, completers expressed that more exposure to reading IEPs and 504 plans was needed. Others indicated that they felt prepared to read IEPs and to support students with disabilities due to the work with

their district employed supervisors. District employed supervisors invited them to IEP meetings and helped them understand how to better support the students in their classroom. However, not all completers had the same experience in the field. Moreover, some district employed supervisors noted that candidates incorporated strategies to support all learners as part of their daily practice while others noted the need for growth in candidates' ability to differentiate instruction. Although the content is being covered in coursework, the program may want to continue to discuss ways to expand opportunities for candidates to obtain more extensive opportunities in these areas.

Faculty confirmed curricular changes had been made to EDU 115 "Educating Children with Disabilities" and were continuing to be made. Recently a course was created, EDU 199 "Applying Inclusive Strategies in Classroom Settings," for students who had already taken EDU 115 as undergraduates. EDU 115 takes a "more foundational" approach and is taken together by all credential candidates, both single subject and multiple subject. EDU 199 takes a case studies approach, dives more deeply into the content introduced in EDU 115, and is more hands-on. Efforts are underway to create a new course which merges EDU 199 and 115 and to offer this course separately for students in the multiple subject and secondary credential pathways.

Similarly, while the content EDU 180 "Computers in Education" has undergone some changes, per program completers, the course content was not relevant or helpful when the pandemic forced many schools to go online. Completers referenced the support that they received to teach online in other settings as being more helpful. The program is responding to this feedback by continuing to make changes. In interviews with faculty, they confirmed a new focus for the course—how to use technology with intention and purpose. The course, in response to student feedback, is incorporating choice and revising assignments to make them meaningful and relevant. For example, one assignment is for students to choose whether to create a classroom website, a personal website, or a digital portfolio that candidates can use to document their preparation to teach. Authentic assessment is built into the assignments. For example, digital portfolios will be evaluated by school site administrators.

The program has also attended to several critical areas based on student feedback and research initiatives. Senate and non-Senate faculty drew on research to address critical areas such as preparing teachers to work with culturally and linguistically diverse students and more specifically, English learners, and with students in Special Education. Faculty have worked to integrate an understanding of supporting English learners across content areas.

Completers and current students reported feeling prepared to work with students from diverse backgrounds. Current students confirmed that they were asked to address issues of equity in their lesson plan template and encouraged to use diverse texts. In interviews, candidates in the bilingual pathway reported a programmatic emphasis on culturally relevant pedagogy and thinking about K-12 students' social capital. They were asked to assess students' funds of knowledge as part of their planning process. According to results from the Completer Survey on the Commission's Accreditation Data Dashboard, completers were surveyed to evaluate how

well the UC Davis program prepared them to work with English learners. When asked how well the UC Davis prepared them to work with students who were English learners, the Multiple Subject candidates' average rating was 4.42 on a Likert scale with 5 being "very well" and 1 "poorly"; Single Subject candidates' mean score was 4.22.

District employed supervisors noted that equity dispositions and instructional practices were evident in the candidates placed with them. Several district employed supervisors who have worked with the program over a number of years noted that they had seen growth in this area.

Candidates in the bilingual pathway participate in a student teaching field placement in which Mandarin or Spanish, depending on the language of their authorization, is used as the language of instruction at least part of the day.

District employed supervisors, field supervisors, and multiple subject, single subject, and bilingual candidates confirmed appropriate field placements. Single subject completers and current candidates referenced two placements as an opportunity to experience different grades levels, i.e. middle school and high school.

Staff advisors provide advising in regard to enrollment and programmatic requirements. Faculty provide advising pertaining to coursework performance. Supervisors serve as the primary advisors for clinical practice performance and check in with students once a week, while staff advisors and graduate advisors meet with students as needed.

Candidates and completers reported being able to locate credentialing advisement materials on the program website. They confirmed weekly meetings with seminar faculty and bi-monthly lesson observation and debriefing meetings with supervisors as well as regular communication from the program regarding credentialing. Supervisors, current students, and completers also referenced these structured meetings and other informal advisement and support of candidates.

District employed supervisors collaborate with teacher candidates. They meet with teacher candidates for a minimum of five hours per week for planning and consulting purposes with the goal of incrementally increasing responsibilities for teacher candidates aligning with a co-teaching model and solo take-over opportunities.

Completers, current students, and district employed supervisors confirmed regular meetings (sometimes on the weekend) to plan and to give feedback on proposed lesson plans.

### Assessment of Candidates

At the program level, teacher candidates are assessed in summative and formative assessment ways. Beginning at program orientation, teacher candidates are informed of program expectations. During the program kick-off, teacher candidates are provided with an overview of key benchmarks. These include expectations regarding coursework, fieldwork, and completion of additional requirements. The Student Handbook provide details regarding expectations.

Candidates and completers confirmed receiving program expectations as part of onboarding activities. District employed supervisors, completers, current candidates, and supervisors, confirmed the use of a common student teacher evaluation form. This document is completed together by the supervisor, district employed supervisor, and candidate with input from all parties to inform candidates of their progress. Further, district employed supervisors reported provided weekly written feedback to candidates. They also reported giving more informal daily feedback verbally.

Bilingual authorization candidates complete a number of projects as a way to demonstrate the knowledge of instructional methods in their coursework and clinical practice. Assignments include lesson plan units, demonstration of bilingual lessons, and demonstration of an understanding of various bilingual and dual language program models. Throughout their field placement assignment, the university supervisor observes candidates teaching in either Mandarin or Spanish. This was confirmed by district employed supervisors, completers, and current candidates. Additionally, district employed supervisors and candidates confirmed that candidates are evaluated by the university supervisor and district employed supervisor on the same criteria used in non-bilingual placements as well as the ability to deliver instruction in either Spanish or Mandarin.

Any student not meeting program benchmarks meets with their lead faculty member, student teaching supervisor, and a graduate advisor or Chair of Teacher Education to establish a Candidate Improvement Plan (CIP). CIPs use the Teaching Performance Expectations (TPEs) as a guide for identifying areas of improvement, articulating behavior changes needed to ameliorate the problem, articulating support the program will provide, establishing and recording a timeline, establishing a follow-up, and stating potential program consequences if satisfactory progress is not made.

Faculty confirmed the supports provided to students who might need additional assistance. They reported that if a student is struggling they might go to core faculty first and if more is needed then a formal meeting is called to develop a Candidate Improvement Plan.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Multiple Subject and Single Subject programs, and the Bilingual Authorization: Mandarin and Spanish programs.

### **Agricultural Specialist**

#### Program Design

The Agricultural Specialist program is part of Teacher Education in the UC Davis School of Education and is coordinated by faculty members within the School of Education, in conjunction with faculty from the College of Agriculture & Environmental Science.

The Agricultural Specialist program and its prerequisites include a fully developed and sequenced course of study and field experiences preparing candidates as Agricultural Specialists in California. These courses are taught by the School of Education (SOE) Agricultural Science Education faculty, along with assistance from College of Agriculture faculty. Teaching methods courses for agricultural mechanics are taught by faculty members from the Department of Agriculture. The faculty members involved have backgrounds of advanced study and experience in agricultural education related to their assignments. Documents provided and interviews confirmed the expertise of faculty serving in these teaching roles. Current candidates and program completers expressed appreciation of the faculty and their courses, particularly their agriculture mechanics methods course instructor, as being instrumental to their success in the classroom.

Candidates for the Agriculture Specialist authorization enroll simultaneously in the Single Subject Agriculture program and the Agriculture Specialist program. Within this blended program, the Agriculture Specialist component takes four quarters. During the regular fall, winter, and spring quarters, candidates are placed at a local school site for their field experience, allowing them the opportunity to return to campus after the school day to attend courses necessary for credentialing.

The Agriculture Specialist program is delivered through a model where candidates are involved in a regular summer quarter, plus two weeks. This begins in the summer with two teaching methods classes: one for agricultural science and one for agricultural mechanics. Interviews with candidates verified the timing of these summer courses is instrumental in their success once the Fall quarter starts. The addition of this formal summer quarter was instituted in the Agriculture Specialist program, and other credential programs, as a part of major program changes in 2018. The additional two weeks allow for candidates to experience the typical first week of school for an agriculture educator, including all in-service their site-based supervisor attends.

Fall coursework contains a series of field experiences classes where candidates may also participate in a Fall Fair where they can supervise student projects. During this fall experience candidates begin teaching either a traditional (science-based) or non-traditional (lab-based) course. Candidates acknowledged attending the National Future Farmers of America (FFA) convention during the fall portion of their experience as very beneficial to their field experience, especially for those candidates who do not have their own agricultural education background. During this quarter, candidates return to the UC Davis campus five times per week.

During the winter quarter, candidates add a second course to teach, opposite of the format of their first course (e.g., lab-based versus science-based). They also continue to be involved with FFA and student project supervision with the guidance of their district employed supervisor. During this quarter, candidates return to UC Davis two evenings a week per class.

In the spring quarter, candidates work on adding courses to their teaching load until they are teaching the same number of classes as a full-time teacher would. Another component of this quarter includes scheduled visits to other programs, which was reinforced as very beneficial by

current and past candidates. Candidates return to campus one time per week for class during this quarter.

Core faculty overseeing the Agriculture Specialist program are faculty appointed by the UC Davis SOE and act as liaisons between the Agriculture Specialist Program, the partner schools, and site-based supervisors hosting Agriculture Specialist candidates. Additionally, two faculty in the Agriculture Specialist program, including the core faculty, are appointed in the SOE providing a redundant pathway for information conveyance to Agriculture Specialist candidates, site-based supervisors, and university supervisors. These appointed faculty regularly attend SOE meetings and confirmed the collaborative partnership between all individuals supporting the Agriculture Specialist candidates at UC Davis.

Communication within the institution is shared by the dean, the SOE department chair, and by the Chair of Teacher Education. Within Teacher Education, the chair communicates directly with all faculty, lecturers, site-based supervisors, and school administration. This communication occurs at least weekly with students and faculty about teacher education related topics. Primary communication concerning the Agriculture Specialist Program comes from the core faculty lead as the primary instructor and university supervisor.

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

A logical and sequential course pathway that meets Commission standards is provided and articulated. Findings from interviews with program completers, credential candidates, and district employed supervisors indicated the courses are properly aligned with concurrent field experiences, relevant to content area, and necessary for a successful introduction into the profession. Document review and interviews with the university supervisor and credential candidates revealed coursework is developed and sequenced purposefully and practically with opportunity to scaffold TPE acquisition over the entire program.

Candidates spoke highly of how they felt supported by their district employed supervisors, university supervisor, and the other members of their student teaching cohort. Candidate interviews also revealed the implementation of coursework and experiences allowing for them to implement “rigor and relevance” through the three agricultural education components: Classroom (cognitive), Supervised Agricultural Experience (experiential), and FFA (affective).

Program coursework includes preparation in working with English learners and students with diverse learning needs. Faculty in the Agriculture Specialist program commended the SOE on the quality of programming provided to their candidates in these critical areas. Social justice education is evident in the types of field experiences candidates participate in, including the implementation of student leadership development and work-based learning for all learners. Conversations surrounding Career and Technical Education’s role in teaching diverse populations and the historical context of vocational education with special student populations are a part of required coursework. The inclusion of programming around these critical areas was confirmed by program faculty. Effectiveness of the programming was substantiated by program completers and current candidates.

District employed supervisors confirmed candidates participate in a single field placement over three quarters. During the fall quarter, they return to the UC Davis campus for classes five nights per week. During winter quarter, candidates return to campus for class two nights per week. In the spring, candidates increase their teaching load to that of a full time teacher at their site.

The Agriculture Specialist program provides numerous opportunities for candidates to integrate programmatic elements of comprehensive school-based agricultural education programs into their field experience. Candidates are visited by their university supervisor every other week, resulting in multiple points of contact. Each meeting consists of time to visit with the candidate and the site-based supervisor independently, followed by a meeting with all three parties to determine areas of strength and goals for future improvement. Candidates noted that they receive regular formative assessment surrounding meeting the TPEs for the Agriculture Specialist program from both their site-based supervisor and university supervisor. A summative evaluation is completed at the end of each quarter and revisited in winter and spring quarters for progress with a final evaluation at the end of the field experience.

#### Assessment of Candidates

Candidate assessment occurs at the program levels summatively and formatively beginning with program orientation in May, prior to the summer start of courses. Here, the UC Davis Principles of Community are established as norms. An overview of benchmark norms is presented to students concerning coursework, field work, and additional requirements (e.g., CSET, edTPA) as expected. These requirements are evidenced in the Student Handbook. Concerning Agriculture Specialist program assessments, students demonstrate proficiency by completing projects such as a grant application and demonstration of teaching in a laboratory-based class. These assessments were confirmed in candidate interviews.

During field experience, the university supervisor visits each candidate at their placement site every other week. Candidates acknowledged the frequency of the visits. Goals of these visits include developing pedagogy concerning the delivery of agricultural content, opportunity to participate in leading FFA activities, and practicing Supervised Agricultural Experience supervision. Candidates note that these activities are scaffolded to help develop skills in the classroom, project supervision, and leadership development. Evaluation forms, aligned with the TPEs are completed by the university supervisor during classroom visits.

A common student teacher evaluation form is used by the supervisor and site-based supervisor, to show the candidate their progress. Candidates and site-based supervisors noted the triad meetings with the university supervisor being instrumental as informal assessment in keeping all parties informed of progress towards TPEs.

Occupational experience is also assessed via a pre-credential recommendation meeting where the core program faculty verifies completion of hours of work experience. Documents and interviews verified the inclusion of this assessment piece.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, program completers, faculty, and site-based supervisors, the team determined that all program standards are met for the Agriculture Specialist Program.



## INSTITUTION SUMMARY

The UC Davis School of Education is committed to preparing teachers who will become advocates for educational equity in schools. Harnessing the resources of the University of California system, the faculty and staff are committed to influencing change in schools through research, policy analysis, preparing high quality teachers, and by collaborating with partners in schools. The commitment of the UC Davis School of Education to make an impact in education dates back to the first teacher training program in 1922. The establishment of the School of Education in 2002 reinforced the key role that the University of California plays in rural and urban schools in the Sacramento region. Each year, the teacher credential candidates impact the lives of more than 11,000 PK-12 students in 18 school districts. In 2022, the UC Davis School of Education was ranked 32<sup>nd</sup> among all Schools/Colleges of Education in the United States (US News and World Report).

Throughout the site visit, candidates and completers spoke very highly of the faculty and staff at UC Davis School of Education. Multiple candidates felt that they were mentored to become excellent teachers. Employers and other district administrators stated repeatedly that the UC Davis completers were well prepared to teach in their school settings and were often the first candidates they would interview for open positions.

The UC Davis Teacher Preparation programs fulfill a need in the schools they serve. UC Davis is one of the few institutions in the state that offer an Agricultural Specialist program which is offered in collaboration with the College of Agriculture. UC Davis also prepares bilingual teachers in Spanish and Mandarin to support dual language programs in the region. Educators also benefit from resources provided by centers such as the Center for Applied Policy in Education, Sacramento Area Science Project, or the Transformative Justice in Education Center. Graduates of the program state that their teaching preparation program prepared them to be effective teachers. In the 2019-2020 surveys conducted by the Commission on Teacher Credentialing, 90.2% of the completers in the Multiple Subject program stated their program was highly effective or effective; 94.1% of the Single Subject program candidates rated the program as effective or highly effective.

### 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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
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>
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**

The UC Davis School of Education has a clear research-based vision of teaching and learning which aims “to confront and eliminate inequalities among people and communities through the generation of impactful knowledge and the promise of education.” Teachers who complete the program are expected to be collaborative, advocates, investigative, and reflective. Faculty, staff, community partners, and completers confirmed that this vision and mission of teaching is embedded in various activities of the teacher education program. Candidates stated that the mission and vision of the program were shared with them at many points during their experience including in the candidate handbook. Completers stated that the lesson plan they used in their student teaching had a section that focused on equity.

The UC Davis School of Education involves various stakeholders in the organization, coordination, and decision making for all educator preparation programs. For example, a quarterly meeting is conducted with induction partners so that the programs can receive feedback on their completers. District administrators who were interviewed confirmed they actively collaborate with the UC Davis School of Education through the Teacher Education Advisory Council (TEAC). Council members stated they meet every month and have seen program improvements as a result of their feedback. District administrators stated they work with UC Davis School of Education staff on recruitment to diversify the teaching force. Furthermore, district administrators hold UC Davis School of Education completers in high regard and appreciate the knowledge that they bring to their school sites.

Resources are allocated to the UC Davis School of Education programs in consultation with the program chair and administrators in the Dean’s office. In addition to revenue generated from tuition, funds are raised through donations from private donors. When the program needs additional resources, there is a process in place so the request can be approved by the Dean. Interviews with various personnel confirmed funds are allocated for faculty and staff professional development and scholarships for candidates.

UC Davis School of Education follows a written procedure for the recruitment of faculty and university supervisors. All candidates are required to complete a Diversity Statement, which is thoroughly reviewed as part of the hiring process. New hires are considered for their skill set, understanding of diversity, and support of an anti-racist viewpoint. In the last two years, UC Davis School of Education only hired one full time faculty member. A review of the documents provided during the visit and interviews with faculty confirmed that they have the opportunity to participate in professional development sponsored by the UC Davis School of Education.

Candidates and completers confirmed that they provide formal feedback through written evaluations on their faculty and district employed supervisors at the end of the quarter. Completers felt that the program was responsive to their feedback.

Designated personnel are tasked with implementing the credential recommendation process. These individuals participate in various professional development activities to ensure they are up to date on the credential requirements. Credential analysts attend the annual state conference for credential analysts. They participate in regular Commission activities and update

the program staff including faculty and the staff for recruitment and admissions. Candidate files are audited on a regular basis. Credential analysts monitor the credential application process until candidates complete the last step. Candidates and completers confirmed that they meet with the credential analyst regularly in addition to having access to information on a web site.

<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**

Candidates are admitted to the UC Davis School of Education teaching credential programs based on a criterion outlined in program website and other recruitment materials. An admission committee composed of instructional personnel in the School of Education evaluates all applicants and conducts interviews. Recommendations for admission are sent to Graduate Studies where a decision on admission is finalized. Faculty who were interviewed stated that candidates who do not meet the 3.0 GPA requirement for admission may still be admitted with support from the faculty of the program.

The UC Davis School of Education staff purposely recruits candidates to diversify the educator pool in California. UC Davis School of Education staff participate in the Northern California Diversity Forum. The Education Minor in the undergraduate program is also a mechanism for recruiting candidates of diverse backgrounds. The admissions team also works with various centers at UC Davis such as the Center for African Diaspora Success and the Center for Chicana and Latinx Academic Student Success.

Candidates stated that they receive support from their faculty and seminar leaders (especially during student teaching). Candidates are given information on their progress towards meeting credential requirements. Candidates received support on completing the Teaching Performance Assessment throughout the program. University supervisors provided constructive feedback that was helpful in their development as a teacher. Completers stated they received feedback on a regular basis from their district employed supervisors. Both candidates and completers stated that their faculty were outstanding mentors and were dedicated to their success. In some instances, faculty provided mental health support during the Covid pandemic.

<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>
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>

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

The UC Davis Teacher Education unit and partners design, implement, and regularly evaluate field-based and clinical experiences for supporting candidates in their respective programs. Their mission to confront and eliminate inequities, results in the placement of candidates in schools who practice inclusion with diverse populations. The sequenced coursework and clinical experience are coupled intentionally to provide an experience where candidates are able to apply theory into practice. Interviews with site-based supervisors, candidates, and core faculty acknowledged the effectiveness of the sequencing of coursework when paired with the fieldwork and clinical practice placement.

The process and criteria for selecting site-based supervisors allows for the effective support of candidates and was revised in 2021-2022 to include the formal evaluation of a potential site-based supervisor, the placement site, and to share training needs. Sites for fieldwork and clinical experience are selected so that candidates are in settings where curriculum is aligned with California content standards and frameworks. Documents provided by UC Davis Teacher Education evidence placement sites host diverse populations of students. Interviews with candidates also describe opportunities to have field experiences in differing classes, so as to interact with different groups of students as well.

Site-based supervisors are identified by teacher education faculty based on many factors (e.g., requests, recommendations, and history with the program). Site-based supervisors confirmed these methods for selection when interviewed. Site-based supervisors must be fully-credentialed in the content area they are teaching in and the site must have fully credentialed administration in place. Site-based supervisors must complete 10-hours orientation modules prior to being added to the official list of supervisors. Additional training available includes an annual orientation by the Chair of the UC Davis School of Education and site-based supervisor meetings with cohort leads. Site-based supervisors acknowledged they were aware of, and have taken advantage of, the training to improve their own teaching efficacy. Interviews reiterated the quantity and quality of training provided for site-based supervisors.

The program prides itself on relationships with partners, which provides a level of trust critical in facilitating conversations about teaching and models of research-based practices. Site-based supervisors, and core faculty leads reinforced the importance of the personal relationships and time for informal feedback to drive effectiveness. End of quarter feedback is also formally

solicited by the UC Davis School of Education via an online assessment where candidates provide feedback. A formal, survey based, evaluation of site-based supervisors is conducted at the end of the field work experience. According to the Commission’s Accreditation Data Dashboards, 88% of Multiple Subject and (87.9%) of Single Subject candidates from the 2019-2020 academic year said their site-based supervisors were excellent role models.

This feedback is used by core program faculty to inform decisions in selecting resident teachers in the future, pairing candidates with resident teachers, and to tailor future professional development. Candidates, resident teachers, and core program faculty also spoke of the relationship with their site-based supervisor and university supervisor as being critical to their success in their field experience; weekly check-ins and triad meetings allow for conversations around strengthening resident teachers’ abilities to aid specific candidates during their field work. District administrators confirmed the positive relationship they have with UC Davis School of Education staff which allows them to make student teaching placements that benefit both the student teacher and the district employed supervisor.

<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**

The Teacher Education unit has developed and implemented a comprehensive continuous improvement process at both the unit level and within each of its programs. The Multi-Year Assessment Cycle uses data collection instruments that identify program and unit effectiveness throughout the year. Candidates’ course and program evaluations, an end-of-the-year survey, and surveys of several other indicators of quality are regularly administered. Results are

compared to those generated by the Commission’s surveys of program completers and employers. TPA results, as well as evaluations of candidates’ competence by resident teachers and university supervisors are examined for patterns of results that might warrant program modifications. Administrators stated in interviews that the Teacher Education programs participate in university-wide assessments activities for effectiveness such as the Graduate Review.

Mechanisms and processes for making modifications are directed by the Chair and Assistant Chair of Teacher Education and include an annual retreat at which faculty study the results and develop goals and steps to implementation of program improvements. Implementation is guided by the relevant person or group, from program chairs and faculty to the Chair and Associate Dean of Academic Programs and Instruction.

Based on candidates’ and others' feedback, an equity and social justice focus was infused more intentionally into teacher education coursework and clinical practice experiences. As a specific example, the Student Advisory Council recommended that a literacy course that focused on Chicano students be broadened to address literacy instruction for students with diverse backgrounds and needs. Candidates’ input also resulted in programmatic changes to require both a foundational course on neurodiversity/disabilities and a course focused on application of the concepts addressed in the foundational course.

<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.**

The UC Davis Teacher Education Program ensures that candidates know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. Resident teacher (onsite supervisor) and university supervisor evaluations, successful completion of coursework, and Teaching Performance Assessments of credential candidates indicate that they meet the Commission-adopted competency



requirements as specified in the program standards before they complete the program. Updates to courses are made when indicated by Commission standards changes.

The impact of the UC Davis Teacher Education Program is apparent in local schools and in some statewide activities. In interviews, district personnel confirmed that they hire UC Davis Teacher Education graduates whenever possible because of their teacher leadership and collaboration skills and the high level of preparation they have received. In turn, many of these teachers have become leaders in their districts. District personnel particularly mentioned their participation in mock interviews at UC Davis' job fairs as a way for them to give potential hires even more skills. District personnel also noted the opportunities for continued learning for their veteran teachers who are invited to attend university research presentations and who learn from their student teachers.

In addition, many volunteer activities in which candidates participate directly impact P-12 students. These include support activities for foster youth, Agriculture Field Days for high school students, and tutoring incarcerated youth.