

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

**University of California, Santa Cruz
Professional Services Division
May 2021**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of California, Santa Cruz**. 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	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	5	1	0
Preliminary Single Subject	6	5	1	0
Bilingual Authorization	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, Santa Cruz

Dates of Visit: March 14 - 16, 2021

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: April 12, 2012	Accreditation

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

All general and program preconditions are aligned.

Program Standards

All program standards are met for Preliminary Multiple Subject and Single Subject, except for Program Standard 3: Clinical Practice A. Organization of Clinical Practice Experiences and D. Criteria for Selection of District-Employed Supervisors which is **met with concerns**.

All program standards are **met** for Bilingual Authorization.

Common Standards

All common standards are **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject were met except for Program Standard 3: Clinical Practice A. Organization of Clinical

Practice Experiences and D. Criteria for Selection of District-Employed Supervisors, and all standards for Bilingual Authorization were met, and that all common standards were met, the team 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
Preliminary Single Subject
Bilingual Authorization

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- University of California, Santa Cruz be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of California, Santa Cruz continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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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
Interactive Journals
TPE Developmental Continuum
Examination Results
Accreditation Data Dashboard
Employer Survey Results
Student Support Communications
TPA Resource Website

Assessment Materials
Candidate Handbooks
Cooperating Teacher Handbook
Teacher Supervisor Handbook
Survey Results
Precondition Responses
TPA Results and Analysis

Interviews Conducted

Stakeholders	TOTAL
Candidates: Multiple & Single Subject	47
Candidates: Bilingual Authorization	11
Completers	24
Employers	12
Institutional Administration	6
Program Coordinators	3
Faculty	14
Adjunct Faculty	7
TPA Coordinator	4
Advisors	1
Teacher Supervisors	7
Cooperating Teachers	25
Credential Analysts and Staff	1
Teacher Education Committee	6
TOTAL	168

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

Founded in 1965, the University of California, Santa Cruz (UCSC), is renowned internationally as a university with “high-impact research and an uncommon commitment to teaching and public service.” The campus is located south of San Francisco and sits adjacent to the city of Santa Cruz on two thousand acres of rolling forested hills overlooking the Pacific Ocean and Monterey Bay. UCSC boasts many awards, honors, and achievements including the contributions of graduates and faculty to global communities and to being selected in 2019 as one of the top 50 public universities in the U.S. by the Center for World University Rankings.

During the fall quarter 2020, UCSC admitted just over 19,000 students, ten percent of whom were graduate students. There are 59 undergraduate degrees from which to choose in the five divisions of arts, engineering, humanities, physical and biological sciences, and social sciences. Graduate students have the choice of more than 40 academic programs as they work towards graduate certificates, master’s degrees, or doctoral degrees. A portion of these graduate students are candidates in the University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program).

Education Unit

The University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) is one of several programs housed within the Education Department under the Division of Social Sciences. Additional academic programs within the Education Department include a Ph.D. Program, Undergraduate Education Major: Education, Democracy, and Justice (Social and Cultural Contexts of Education and Learning and Teaching), Education Minor and STEM Minor, and 4+1 programs in Critical Race and Ethnic Studies in Science Education.

Program leadership in concert with five full-time faculty, and seven adjunct faculty and lecturers, ensure that the program mission and vision to “Develop teachers who are advocates for social justice dedicated to fostering equitable and effective schooling and life opportunities” remains front and center to their work. Credential options include preliminary multiple subject (typically K-5), preliminary single subject (English, social studies, mathematics, and sciences), and Bilingual Authorization.

Table 1: Program Review Status

Program Name	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple Subject	39	25
Preliminary Single Subject	30	37
Bilingual Authorization	16	13

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. There were no other unusual circumstances.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject, Preliminary Single Subject, and Bilingual Authorization

Program Design

The UCSC MA/Credential Program has a clear vision statement to develop teachers who are advocates for social justice dedicated to fostering equitable and effective schooling and life opportunities for all students. The vision is grounded by seven overarching themes that guide the program design and the curriculum: consciousness, community, connections, experiences, perspectives, critical lens, and advocacy/activism. The program design is thoughtfully constructed to support candidates in developing these competencies. Supported by research, key tenets of the program design are extensive clinical practice, a cohort model, and a strong curriculum supporting the idea of teaching as inquiry. The program's theoretical foundations are reflected in the organization, scope, and sequence of the curriculum provided to candidates. A particular strength is the clinical experience that begins with observation hours in the first week of school and credential coursework that begins in the summer quarter.

The UCSC MA/C offers Multiple Subjects and Single Subject credentials (MS/SS) and the Bilingual Authorization (BiLA). Students earn both a Master of Arts degree in education and a teaching credential in twelve months. Students experience the program as part of a cohort that meets weekly in student teaching seminars taught by teacher supervisors (TS). Review of course syllabi emphasize connections between research theory and practice. In addition to coursework and student teaching, candidates create a capstone portfolio that includes a Becoming an Educator essay, a reflective paper on their development as an educator connecting experience research theory and practice. The MS/SS program requires seven foundational courses, six are taught by department faculty. The clinical experience is supervised by teacher supervisors. Teacher supervisors both supervise the field experience and teach the weekly student teaching seminar. There are three courses required for the Bilingual Authorization, all of which are taught by a single adjunct faculty member.

In the 2021 school year with a pandemic, students are doing one placement for the full year in the same classroom. The program sees the benefits of this and may continue this practice in the next academic year. Interviews with program supervisors indicated that program supervisors and cooperating teachers can get to know their students very well and are more clearly able to see their progression in the Teaching Performance Expectations (TPEs). The

program's TPE Continuum, therefore, is a more accurate reflection of candidates' developmental trajectory and growth. This is one of many examples of why students, faculty, teacher supervisors, cooperating teachers (CTs), and staff all confirmed the responsiveness of program leadership. In interviews, program leadership was commended for their accessibility and for providing and using multiple pathways for feedback including, end-of-program student surveys, input from teacher supervisors and cooperating teachers, question and answer sessions, etc. The feedback loops happen organically and are highly effective.

Additional changes include the formation of "cohesion and alignment expert cohort teams." In interviews with the Teacher Education Committee (TEC), members reported that in June 2020, the program formed cohort teams of supervisors and faculty who collaborated to ensure that seminar and coursework for each cohort were aligned, cohesive, and that there was a progression towards deepening understandings of equity, social justice, and anti-racism. The MA/C teacher supervisors reported that they participated in a summer study group to read and discuss the Education 207, Social Contexts of Education course readings. A review of the documents referred to a Multi-Year Plan, one component of which is to provide professional development for teacher supervisors and cooperating teachers aligned to the program's focus on equity, social justice, and anti-racism. Document review and interviews with program leadership shared that there will be additional changes to the program based on analysis of end-of-year student surveys including changes to the quarters in which some courses are offered in support of student needs and reexamining the final summer quarter courses for possible placement during the academic year. UCSC MA/C faculty, adjunct faculty, and teacher supervisors all reinforced that the frequent communication, strong collaboration, and support of one another achieve coherence both between classes and through the entire experience for students. The UCSC MA/C faculty is a group that believes in collaborative and continuous learning.

Communication in the program is conducted through diverse avenues. Communication is extensive both within and beyond the program. Interviews with MA/C staff reported that students receive monthly bulletins with detailed information on upcoming deadlines, requirements, and events. They also receive multiple reminders via email from program staff and a Google Calendar is provided as a resource for current students. Website communication from program staff is also extensive. Students and cooperating teachers validated the frequent communication from the program to keep them current, commending program leadership, supervising teachers, and staff for their efforts. Program leadership meets monthly with teacher supervisors to address topics and issues related to students' course performance, assessment, field placements, professional development, and school partnerships. The TEC also meets monthly and provides an avenue through which program policies are developed and reviewed. Interviews with TEC members reported that the TEC does programmatic evaluations and initiates program revisions. The TEC makes recommendations to the faculty regarding changes in curriculum or actions related to candidate progress in the program, whether that be support suspension or dismissal. The TEC also initiates the development of new programs and student assessments.

Course of Study (Curriculum and Field Experience)

Multiple Subject and Single Subject program coursework spans five quarters beginning with the initial summer with a six-week summer bridge program. Students take a minimum of 15 or more quarter credits each quarter through summer, fall, winter, and spring. There is a summer session at the conclusion of the program where students finish courses and finalize their capstone project, the Becoming an Educator essay. In addition, the program requires participation in several events in which topics are presented that are not included in coursework or placement seminars. These events include topics such as supporting LGBTQ+ students and families, gang violence awareness, school funding and teacher compensation, preparing for interviews, and preparing for the job search. These events are addressed in the Context of Education, a two-credit course offered in the spring. Bilingual Authorization students take a course in the fall, winter, and spring quarters to receive their authorization. The fall quarter class is on bilingualism and biliteracy history politics theory and practice. The winter quarter course is language literacy and content instruction. The spring quarter focuses on community and school partnerships. In addition, bilingual authorization candidates are required to pass the CSET LOTE subtests 3 and 4. Applicants submit verification of passage of these tests prior to completing their final quarter in the program if they choose to apply for the Bilingual Authorization concurrently with their preliminary credential. Program staff report that some candidates take the CSET post-graduation and that they continue to support candidates who may apply for the Bilingual Authorization post-graduation.

The MS/SS programs are designed to integrate course work with field experience. All programs include field placements that begin in August before the first day of school and extend through the last day of K-12 school in June. The summer field placements are approximately 10 hours per week through Labor Day and 16 hours per week in the fall and winter quarters. This clinical experience for multiple subject candidates culminates in a 35 hour a week placement in the spring, essentially full-time, with candidates appearing at the school site before the school day begins and staying after the school day ends to get the full professional experience. Multiple subject candidates have a total of 756 hours of field experience; single subject candidates have a total of 760 hours. Cooperating teachers commend the program for this design saying that it more fully prepares candidates for the most challenging parts of a teacher's year - the beginning and ending of school. The program course workload is adjusted to mirror the demands of the clinical field placement, with approximately 16 hours a week in class in the initial summer quarter going down to three hours per week in the spring. Students enroll in advanced student teaching in the spring and their permission to enroll is based on an assessment of their academic performance experience leadership and initiative shown in prior placements. Program leadership and staff report that passing the CSET examination is a requirement for advanced student teaching. Students who have not completed the CSET prior to Winter quarter are asked to take a leave from the program. This requirement has been waived this year according to COVID legislation. Field placements for bilingual authorization candidates occur in classrooms that serve largely Spanish-speaking students. Elementary candidates are placed in classrooms with bilingual instruction. Typically, single-subject candidates are in classrooms with larger percentages of Spanish-speaking students.

The teacher supervisors supervise all placements. The list of clinical sites reflects socioeconomic and cultural diversity, support for English Learners and students with disabilities. All are documented as having a fully qualified site administrator. Interviews with teacher supervisors and cooperating teachers confirm the care given to the process of matching student teachers with their cooperating teacher. Both teacher supervisors and cooperating teachers described a practice of gathering information on the candidate's strengths and needed areas of development and thoughtfully and carefully matching candidates to cooperating teachers who will be able to support and coach them in those areas. Cooperating teachers report that they have developed a relationship with the program, and they are passionate about supporting the candidates. The program has long-term relationships with cooperating teachers. Interviews with cooperating teachers confirm their dedication and commitment to the UCSC MA/C credential program as many have been with the program as long as 15 years. Completers report that many have bonded closely with their cooperating teachers and maintain relationships well beyond the completion of their assignments.

The program has clear criteria for the selection of teacher supervisors. The program provides orientation for new teacher supervisors that includes an extensive explanation of the program, expectations for candidates (lesson planning, etc.) supervision expectations, evaluation timelines and instruments, TPEs and TPAs as well as guidance on identification and support to be provided for struggling students. Evidence is provided on the process and documentation of the annual evaluation of TSs. The program provides a website with additional resources to remain current in knowledge and skills for candidate supervision and program expectations. The Teacher Supervisor Handbook clearly outlines the roles and expectations of the cooperating teacher and teacher supervisor. The handbook maps out a clear, scaffolded sequence of experience leading to successful assuming of teaching responsibilities. The handbook also outlines all formative and summative evaluation checkpoints with clear directions for the guidance provided. In 2019-2020, guidelines were established for video observation. The handbook includes guidelines for evaluation of teacher supervisors.

The program also has clear criteria for the selection of cooperating teachers. The Cooperating Teacher Handbook clearly articulates the requirements for cooperating teachers: possessing a professional clear credential in the content area of the candidate; three successful years of teaching experience; diverse standards-based curriculum and good relationships with colleagues. Recommendation of the site principal is also required. A power point presentation orientation for cooperating teachers is designed to ensure that supervisors are knowledgeable about the program curriculum and assessments, as well as the TPEs and the TPA. Interviews with candidates, teacher supervisor and cooperating teachers confirmed that all cooperating teachers receive a copy of the Cooperating Teacher Handbook. The website states that all cooperating teachers receive Observation Documentation Forms, Collaborative Assessment Forms, and the TPE Developmental Continuum, which provide explicit guidance on TPE evaluation criteria. Cooperating teachers who are new to the UCSC MA/Credential Program, receive an email stating the ten mandatory hours of professional development (PD), options for that PD, and guidance for documenting their PD hours. Interviews with candidates and

cooperating teachers confirmed that cooperating teachers had not all participated in the ten hours of PD and were unclear on expectations for evaluations and program timelines.

Assessment of Candidates

Both MS/SS course matrices support candidates' multiple opportunities to learn, apply and reflect on each Teaching Performance Expectations in their coursework. As candidates progress through the program, pedagogical and clinical performance in relation to the TPEs and provide formative and timely feedback toward mastery through individual meetings and evaluation forms. Coursework and assignments in courses are carefully sequenced to develop candidate understanding of teaching and learning. Faculty clearly articulate the TPE focus of their courses and the design of assignments with rubrics to give feedback specifically on TPEs. Candidates are provided regular feedback on TPEs in clinical practice from supervising teachers as a part of the evaluation process. assignments are increasingly complex and challenging. The Becoming an Educator essay frames one of the capstone portfolio assignments assessing candidate mastery of the guiding principles of the program. The capstone assessments are used formatively through the program to assess candidate progress culminating in the final essay at the end of the program.

Multiple Subject, Single Subject, and Bilingual Authorization candidates are assessed four times each quarter on the Teacher Performance Expectations (TPEs) Most recently, a rubric was developed to carefully track development on the TPEs through the course of the program. The rubric identifies students who may need additional support. This was developed in response to some teacher supervisor concerns about the validity of ratings on a prior instrument. The TPE Developmental Continuum was designed and went through multiple rounds of piloting; in 2018 was the first full year the instrument was used, and data was collected. Two of the assessments are based on formal teacher supervisor observation that includes a pre-observation conference to provide feedback on the lesson plan and a formal observation and post-observation debriefing based on the TPEs. In post-observation conferences, candidates receive feedback on their performance on TPEs via discussion in a conference and in writing. In the post-conference, candidate's performance development is discussed. Two TPE evaluations quarterly are done via video observation as an assignment embedded in teaching student teaching seminars. The final TPE evaluation is also done as an assignment through select courses each quarter. Bilingual Authorization candidates may submit videos in Spanish for assessment. Interviews with program leadership indicate this could be an area to strengthen.

It is clear that faculty, teacher supervisors, and cooperating teachers monitor and support candidates during their progress towards mastering the TPEs. The Teacher Development Continuum completed quarterly tracks progress on TPEs through the program with comments from the cooperating teacher and supervisor. The comprehensive continuum documents areas of strength as well as areas for growth. Students complete their reflection on TPEs and meet with their teacher supervisor and cooperating teacher for conferences. Candidates look forward to these meetings and speak to how it focuses their development and coherent support from teacher supervisors and cooperating teachers. Evidence regarding candidate

progress and performance is used to guide advisement and assistance efforts. Effective communication between the program faculty and the program leadership is evident in interviews with teacher supervisors and cooperating teachers, monitoring students who need additional support and providing that in a personalized and individualized manner. Program leadership takes a personal interest in students and follows up directly to provide support and academic advisement when the need becomes apparent. There is clearly a personalized and individualized “safety net” for students. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching.

There is clear evidence of an Individual Development Plan (IDP) for each candidate, collaboratively developed, which includes goals that are generated based on the continuum of teaching practice used throughout the year. COVID modifications are evident with clear documentation and tracking of students who have not completed preliminary credential requirements that will have to be completed in the induction year. The program archives all IDPs on a program website.

The program maintains a website which clearly identifies the program faculty and staff responsible for implementing the chosen TPA model. Interviews with candidates, teacher supervisors and cooperating teachers confirm that the program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the TPA model and the passing score standard for the assessment and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model’s implementation requirements. Review of the website confirms that it includes all required forms of support for candidates: access to handbooks and materials; thorough explanations of TPA tasks, templates, and rubrics; links to TPA websites for policy questions and guidance on resubmitting tasks components consistent with the model guidelines, passing criteria and retake policy. Candidates and teacher supervisors confirm that the TPA is supported through their seminar class, with teacher supervisors providing explanation, time for peer review, and follow up on student questions. Teacher supervisors provide individual remediation and support for retake when necessary. Directions to candidates are thorough regarding videorecording in their student teaching placements indicating that all candidates are in placements that will support their successful completion. Cooperating teachers are also kept well informed on expectations for the TPA.

A review of documents and interviews with staff and program leadership confirm that the program maintains candidate level TPA data, including both individual and aggregate data. Interviews with staff validate a well-established system for gathering data and reporting data to program leadership, faculty, and teacher supervisors in an efficient and timely manner. Staff reports that they immediately identify students who have not passed and are in contact with program leadership and teacher supervisors to provide support for retake. Interviews with program leadership and teacher supervisors confirm that TPA data are studied as a regular part of their meetings and program modifications are made when necessary.

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, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the University of California, Santa Cruz Master of Arts in Education and Credential Program except for the following:

Standard 3: Clinical Practice A. Organization of Clinical Practice Experiences and D. Criteria for Selection of District-Employed Supervisors – Met with Concerns

For district-employed supervisors of clinical practice, preliminary multiple subject and single subject programs provide a minimum of ten hours of initial orientation related to program curriculum, effective supervision approaches, adult learning theory, and current content-specific pedagogy and instructional practices to ensure that all supervisors understand their role and expectations. Though the UCSC MA/C Program provided handbooks and invited new cooperating teachers to participate in an orientation, interviews with cooperating teachers indicated that there was no required orientation or related professional development to support them with understanding their roles and expectations in working with program candidates. Additionally, during interviews, candidates expressed that cooperating teachers were not familiar with program timelines, assignments, and observations and might benefit from some communication from the program.

INSTITUTION SUMMARY

The overarching goal of the University of California, Santa Cruz Master of Arts/Credential Program (UCSC MA/C Program) is to develop high quality teachers who are advocates for social justice dedicated to fostering equitable and effective schooling and life opportunities for all students. The impact of the program is clear, as candidates report that they feel well prepared, and employers laud the quality of teachers who graduate from the program.

Strong and dedicated leadership is a hallmark of the UCSC MA/C Program. Program leadership, and the committed and collaborative faculty and staff, are responsive to individual student needs and build strong relationships with local education agencies. A steady flow of formal and informal information and feedback between program and stakeholders results in an organic continuous improvement process. The program is nimble with data and responsive to stakeholder needs, which leads to just-in-time updating of programs.

Additionally, initiatives are in place to increase diversity among candidates including the Latinx Teacher Initiative, Science Education and Mentorship in Latino Lives in Academia (SEMILLA) Project, and other pathways to attract UCSC undergraduates to join the education community.

Last, the program maximizes resources for the full potential, and there is clear commitment from campus leadership to continue to support the program and to stably fund the program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The overarching goal of the University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) is to develop teachers who are advocates for social justice dedicated to fostering equitable and effective schooling and life opportunities for all students. A graphical representation, referred to as the “wheel,” shows how Consciousness, Community, Connections, Experiences, Perspectives, Critical Lens, Advocacy/Activism surround and influence the UCSC MA/C Program goal to “Raise Academic Expectations and Performance for all Students.” In interviews, teaching staff, candidates, and completers referenced the “wheel,” with a faculty member noting that they are trying to “keep the wheel real.” While faculty, candidates, and completers all note that it can be challenging at times to find a field placement where students can put into practice what they have learned about social justice teaching, the program strives to improve in this area. On the UCSC accreditation website, the program details the research base for the program design, incorporating a strong curriculum tied to extensive clinical practice, the cohort model, and teaching as inquiry.

Faculty, instructional personnel, and relevant internal stakeholders are actively involved in the organization, coordination, and decision making for all educator preparation programs. The Teacher Education Committee brings together faculty, the MA/C program director, and staff; and supervisors of teacher education monthly to set program policy and address issues related to curriculum, students, and program elements. The teacher education supervisors meet monthly, making decisions regarding the program, students, supervision, teacher supervisor professional development. Major decisions about curriculum and students are discussed in meetings of the whole Education Department faculty. There is a strong informal link between the program and teachers, principals, and other K-12 leaders in the surrounding area. Formal feedback on the operation of the program is solicited through an annual Employer Survey, and a recently constituted Steering Committee.

Faculty in the UCSC MA/C Program regularly and systematically collaborate with colleagues in P-12 settings through providing professional development to K-12 teachers, serving on school committees, serving as informal advisors to programs, and conducting research in school settings.

Although the UCSC MA/C Program has struggled to maintain commitments of sufficient financial resources in the past from the university, interviews with program and institutional leadership signal the current importance of teacher education in the university and a commitment to providing adequate on-going funding.

Review of job advertisements and policies, combined with what was learned from program leaders through interview, indicate that the institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Recruitment and professional development processes support hiring and retention of faculty who represent and support diversity.

The TEP has a long serving credential analyst and a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Common Standard 2: Candidate Recruitment and Support	Team Finding
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.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) has established multiple initiatives to ensure recruitment and admission of diverse candidates committed to exemplifying the social justice focus that drives the program. Candidate demographic data combined with recruitment materials evince the program’s commitment to the diversification of the teaching profession. Interviews with employers and local school district leaders confirmed that program candidates are not only equity-minded, but also representative and products of the school communities into which they are placed. Cooperating teachers, program candidates, and program completers highlighted the selection process during admissions as a key factor in the impressive quality of program candidates.

An individualized and student-centered approach drives the advisement, support, and assistance candidates receive in the UCSC MA/C program. The credential recommendation process, monthly program bulletins, meeting notes, and student support communications indicate that the candidates’ progress is closely and continuously monitored. Any indication that a candidate may be struggling within the program is quickly communicated to program leadership and forwarded onto appropriate personnel for a collaborative approach to

determine the supports required. Program completers and candidates attested to the direct, immediate, and individualized support they received when they reached out for assistance.

The Teaching Performance Expectations (TPE) set the base upon which the program monitors and determines candidate development. Review of the TPE Developmental Continuum, TPE candidate evaluation forms, Collaborative Assessment forms, Observation documents, and course syllabi establish the primacy of the TPEs in understanding candidate development, competency, and performance. Interviews with candidates, completers, and faculty triangulate the effective use of the TPE’s for candidates’ self-reflection and evaluation of their own development. Coordinating teachers and supervisors also verified the consistent use of the TPE’s as a factor in candidate growth during student teaching.

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

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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 students and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) is designed as an intensive 12-month program of study that centers candidate development through clinical practice and course content. Review of course sequences, syllabi, and matrices validate the intentional efforts made to articulate the curriculum for cohesion in candidate learning. Interviews with faculty, supervisors, and program leadership indicated that curricular adjustments are a program mainstay to ensure candidates receive appropriate scaffolding throughout their courses. During interviews candidates referred to the program design and coursework as key factors in their developing competency and existing confidence in their preparation as teachers.

The program’s clinical fieldwork design allows candidates to experience the cycle of a school year through their placements. Review of program documents (course syllabi, meeting agendas) indicate that once candidates enter student teaching, course content is designed to complement the candidates’ practical experience in the field and is standards-based. During interviews, cooperating teachers spoke to the beneficial impact of candidates’ ability to not only understand the standards, but also competently plan and execute a lesson based on standards. School leadership and employers also noted this feature as a unique aspect of preparation that the program provides the candidates that will benefit them as they enter the profession.

The program’s investment in candidate development combined with a collaborative approach to relationship-building with local school sites has resulted in a strong, multi-generational network of alumni and colleagues. This allows the program to have a robust pool from which to directly recruit supervisors and cooperating teachers. Indeed, interviews with supervisors, cooperating teachers, and employers confirmed the personal and relational nature of their history and experience in working with the program. Cooperating teachers shared their familiarity with the program as alumni or professional experiences with program personnel throughout their careers. Interviews with candidates and completers triangulated the positive impact of the student teaching experience based on the placement process as well as the ongoing support and communication from their supervisors and cooperating teachers.

While cooperating teachers confirmed receipt of the handbook, multiple opportunities for professional development and training, responsive program support, and ongoing collaboration with the supervisors, completion of initial orientation and preparation into the role could not be verified. This may have contributed to candidate feedback in interviews about inconsistency in cooperating teachers’ understanding of their role, expectations, and logistics. The program will benefit from bridging the gap of understanding so that cooperating teachers are uniformly aware of their responsibilities and prepared to execute them to the program’s standard. Interviews with cooperating teachers also confirmed that they would benefit from mandatory training opportunities and expectations. Once this outlying inconsistency is addressed, the program’s existing robust impact on the local school districts community relationship will be solidified. Interviews with candidates, completers, and employers confirmed that the program’s clinical experience design is foremost in preparing candidates for successful entry into their first year of teaching. Employers in particular identified the priority their schools and district give to this program in the recruitment/hiring of new teachers.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) has embedded their continuous improvement process into daily program functions such that data-informed program developments appear ongoing and organic. The prioritization of data-analysis and use results in almost immediate sharing of findings with pertinent program areas. Interviews with directors, supervisors, program staff and employers confirmed the program’s commitment to continuous improvement. Employers in particular attested that data are a part of every conversation with the program; data

collection and use of data by the program is clear. Program candidates and completers confirmed that changes based on their input occurs.

While the systemization of the continuous improvement cycle has become intuitive, there are multiple examples of modifications in program documentation (course sequencing, invited speakers/presentation series, assignment pacing). Program leadership, supervisors, and faculty were confirmed to hold a critical role in swift implementation of adjustments for the program in interviews with candidates, completers, and employers. Along with the standardization of analysis and use of data on student progress on the TPEs, TPA completion, CTC completer surveys, and the UCSC Employer Survey, the program also addresses data collection for key areas in line with their social justice values. Focus groups for underrepresented students as well as open forums and in-house program-designed surveys for student input have been instituted.

Interviews with program leadership and employers highlight the intentionality of new initiatives to more systematically create fruitful avenues to involve external partners and stakeholders in program feedback and work. Documentation and interviews confirmed that prior models (Superintendent Advisory Board, for example) have been re-imagined and a new model for a steering committee composed of external and internal partners has been launched. As this work is being re-envisioned, the program continues to be in constant dialogue with local school partners. Interviews with school district leaders and employers confirmed that the relationship between them and the program is viewed as an ongoing collaborative partnership.

The program should be commended for their commitment to ongoing continuous improvement and program development based on data-informed functions and work.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The University of California, Santa Cruz Master of Arts in Education and Credential Program (UCSC MA/C Program) actively collects and analyzes data to ensure that candidates “know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards.” Student progress towards meeting California Teacher Performance Expectations (TPEs) is continuously measured throughout the program using candidate self-assessments and monthly discussion of progress between candidates, cooperating teachers, and teacher education supervisors. The MA/C English and social science cohorts take the edTPA and the Math, Science and Multiple Subjects cohorts take the CalTPA. Teacher Performance Assessment (TPA) and TPE data are monitored by the program coordinator to ensure that candidates meet the Commission adopted competency requirements as specified in the program standards.

An annual employer survey is the primary means of assessing whether the program is having a positive impact on teaching and learning in schools. Sent to principals, superintendents, human resource directors, and assistant superintendents, questions ask about how well the program supports the preparation of teachers for their schools and districts.

The UCSC MA/C Program recently revived its steering committee, composed of administrators from local districts (e.g., principals, human resources administrators). Input from the steering committee, combined with data from the employer survey and a strong informal network among local superintendents and principals are all used to assess, evaluate, and demonstrate the impact of the TEP on teaching and learning in schools that serve California’s students. In interviews, school district leaders commented on their long-standing relationships with the program and the responsiveness of the program to their local needs.