

**Recommendations by the Accreditation Team and Report of the
Accreditation Visit for Professional Preparation Programs at
University of California, Davis**

Professional Services Division

June 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at the University of California, Davis. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation** is made for the institution. Following is a summary of the Common Standards and Program Standards decisions for the institution:

**Common Standards and Program Standard Decisions
For all Programs Offered by the Institution**

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District-Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	19		
Single Subject	19	19		
Bilingual Authorization	6	6		
Agriculture Specialist Instruction Program	12	12		

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

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

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

Institution: University of California, Davis

Dates of Visit: April 27-30, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, completers, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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 related to the accreditation status of the institution was based upon the following:

Common Standards

Team members discussed all documentation, evidence, and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 2 which is **Met with Concerns**.

Program Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Program Standards for the Preliminary Multiple Subject, Preliminary Single Subject, Bilingual Authorization, and Agriculture Specialist programs were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, University Supervisors, District-Employed Supervisors, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards are **Met**, with the exception of Common Standard 2 which is **Met with Concerns**, and that all program standards are **Met**, the team recommends an accreditation decision of **Accreditation**.

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

Initial/Teaching Credentials
Multiple Subject
Single Subject

Advanced/Service Credentials
Multiple Subject Bilingual Authorization,
Spanish
Single Subject Bilingual Authorization,
Spanish
Agriculture Specialist

Further, Staff recommends that:

- The institution's response to the preconditions be accepted.
- The University of California, Davis be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The 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.
- The University of California, Davis provide documentation in their next Biennial Report that their Unit and Program Assessment system is being implemented and used to evaluate and improve all programs and unit processes.

Accreditation Team

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Staff to the Visit:

Geri Mohler
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Documents Reviewed

Common Standards Report	Faculty Vitae
Biennial Reports	Course Syllabi
Biennial Report Response	Candidate Files
Program Summaries	Schedule of Classes
Program Standards Reports	Advisement Documents
Program Assessment Feedback	Program Handbooks
Meeting Agendas & Minutes	University Budget Information
TPA Data	Program Assessment Documents
Application and Admission Materials	Candidate Work Samples
Candidate Tracking Database	UC Davis Website
University Catalog	Assessment Protocol and Data
Field Experience Notebooks	Entrance Assessment for BiLA
Observation forms for field work	Evaluation forms for fieldwork
Employer Surveys	Graduate Surveys

Interviews Conducted

	Team Lead	Common Standards Cluster	Program Sampling Cluster	TOTAL
Advisory Board Members	5	4		9
Candidates	21	98	29	148
Completers	5	33	25	63
Credential Analyst and Staff	3	2		5
District-Employed Supervisors	10	17	7	34
Employers/Site Administrators	4	15		19
Field Supervisors - Program		21	22	43
Institutional Administration	10	5		15
Institutional Staff		3		3
Program Faculty	14	33	29	76
TPA Coordinator		2		2
TOTAL	72	233	112	417

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background:

UC Davis was recently ranked among the top 10 public universities in the country by U.S. News and World Report. As a foremost public research university, the university is committed to advancing the human condition by improving the quality of life throughout California, across the nation and around the world. Since its founding in 1908, UC Davis has been dedicated to the land-grant tradition, which holds that the broad purpose of a public university is service to people and society. For more than a century, UC Davis has prepared and inspired students, identified

some of society's most pressing problems, and worked to shape solutions to those very challenges. Looking to the future, the university's mission reflects those achievements and its enduring responsibility.

The Regents of the University of California formally approved the creation of the School of Education (SOE) in July 2002. This action came after years of campus discussions about how UC Davis could best respond to the continuing challenge of strengthening the education profession and improving the nation's schools. Mindful of this larger goal, and critical of past efforts at Davis and other research universities, the proposal establishing the School included several innovative features. First, the School was to be a campus-wide enterprise through which faculty and staff from a range of campus departments could participate in educational research, instruction, and public service/engagement. Second, the School was designed to support collaborative research and development projects with K-12 schools, especially through the agency of the school's Cooperative Research and Extension Services for School (CRESS) Center. Third, the School was organized to foster, as a national model, the intellectual and programmatic integration of research, doctoral education, pre-service and in-service education for K-12 teachers and undergraduates in education.

The UC Davis School of Education (SOE) marshals the knowledge and resources of the University of California to confront and eliminate inequities among people and communities through the generation of impactful knowledge and the promise of education. They accomplish this by engaging in research and policy analysis that bear on student attainment and success, by preparing and mentoring high quality teachers and educational leaders who serve as advocates for all learners, by forging partnerships and collaborations that make a difference in students' lives today and tomorrow, by broadening definitions of learning and the locations in which it takes place, and by offering interdisciplinary programs that position completers to provide leadership and insight into the greatest challenges facing educators in California, in the nation, and around the world.

The mission of the Teacher Education program at UC Davis is to continue to produce influential leaders for California's schools. The Teacher Education Program is characterized by faculty who help candidates bridge research and practice. Candidates learn together in small cohorts to better prepare them for leadership among their peers. The program's culture encourages close interactions between each teacher candidate and teacher education faculty, as well as among the teacher candidates of each year's class.

The UC Davis School of Education offers a 15-month credential/Master of Arts program. Credential requirements are completed at the end of the first academic year. Credential authorizations offered are the Preliminary Multiple Subject Credential and the Preliminary Single Subject Credential in the areas of English, Mathematics, Science, Social Science, Agriculture, and the Agriculture Specialist Instruction Credential. A Bilingual Authorization in Spanish emphasis option is available to all credential candidates who pass the oral and written language proficiency examination.

Credential candidates enroll as a cohort in the fall quarter. Required coursework and student teaching is scheduled concurrently each quarter. Although full-time student teaching begins during the winter quarter and extends into the spring quarter, candidates are in a school

placement for the entire public school academic year. Preparation for the Performance Assessment for California Teachers (PACT) begins during fall quarter for all candidates. Candidates complete the PACT teaching event at the end of the winter quarter or the beginning of the spring quarter to allow ample time for scoring, and if needed remediation and PACT resubmission.

**Approved Credential Programs Offered by Institution
2031-2014**

Credential Program	Current Enrollment	Completers 2012-13	Completers 2011-2012	Agency Reviewing Programs
Preliminary Multiple Subject	81	67	52	CTC
Preliminary Single Subject	83	69	79	CTC
Bilingual Authorization	23	18	11	CTC
Agriculture Specialist Instruction	5	4	2	CTC

The Visit

The accreditation site visit to the University of California, Davis, began on Sunday, April 27, 2014. On the first evening, the Provost and Executive Vice Chancellor, Vice Provost and Dean of Graduate Studies, and Dean of the School of Education welcomed the team and many attendees, gave a brief introduction and overview of the unit, followed by a number of interviews with various constituents. The six-member team met and held interviews with the School of Education leadership team, faculty, candidates, completers, employers, advisory committee members, and District-Employed Supervisors. Data collection and interviews continued on Monday, April 28th and Tuesday, April 29th. A mid-visit report was provided to the School of Education Dean, Associate Dean, Director of Teacher Education, Associate Director Emeritus and Associate Director of Teacher Education, and the Accreditation Coordinator on Tuesday morning. Consensus was reached on all standard findings and the accreditation recommendation. The visit concluded with an exit report mid-day on Wednesday, April 30, 2014.

Common Standards

Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The UC Davis Teacher Education Program is grounded in a philosophy that learning is both an individual and a collaboratively-constructed endeavor that occurs in communities. Education is viewed as a process of integrating the language and culture of the home with practices valued in school to create a new community of learners, empowered by what they bring to school and how the school supports them as learners. The UC Davis Teacher Education Program aims to prepare professionals who can reflect inwardly to acknowledge and examine their understandings of their students and classroom practices and outwardly to focus on the social and historical events that shape them. The goal is to develop educators who investigate through systematic inquiry the efficacy of the learning environment for all students, particularly the students from diverse cultural and linguistic backgrounds and student with special needs.

The principles guiding the program include:

- Preparing candidates and educators to become advocates for educational equity.
- Preparing candidates to be reflective investigative practitioners.
- School of Education faculty assuming the role of collaborative professionals who work with students, practitioners, and others to generate meaningful relationships in educational contexts.
- School of Education faculty, as professional researchers on practice, working to help candidates develop an inquiry stance to teaching and learning.

These principles provide the foundation that supports all facets of the UC Davis Teacher Education Program. The major overarching organizers of the program's design that emerge from these research-based principles include: situated instruction, fostering collaboration and community, building on the experiences and resources of credential candidates, and fostering inquiry and reflection about professional practice.

The Dean of the School of Education provides the leadership for all credential programs and, with the Associate Dean, represents the program to campus Deans, Vice Chancellors, the Provost, and Chancellor. The Teacher Education Director and Associate Director oversee the program and provide status reports to the Dean at monthly meetings.

The faculty within each of the three credential programs, along with leadership from the Director and Associate Director of Teacher Education and input from the Teacher Education Advisory Council (TEAC), work together to ensure that credential programs are conducted effectively and

that relevant stakeholders are informed of and have opportunities to provide input on all Teacher Education Programs. TEAC members serve 3-year terms and are selected from the greater educational community, including schools and school districts where UCD credential candidates carry out their field placement teaching assignments. In addition, two clinical Teacher Education faculty members serve on the Council. The Director of Teacher Education chairs TEAC quarterly meetings where members discuss the curriculum, current topics in education, and updates on credential requirements.

The Agriculture Specialist Advisory Board is composed of faculty from the Agriculture Specialist Program, completers of the program, teachers who serve as District-Employed Supervisors to candidates in the program, and representatives from Career Technical Education. The Board meets two to three times per year to discuss the curriculum for the Agriculture Specialist credential, current topics in Supervised Agriculture Experience, and updates on curriculum requirements. The faculty coordinator for the Agriculture Specialist Credential chairs the Board meetings.

The Agricultural Education Partnership is an advisory group made up of lead faculty members in the Agriculture Specialist Program and the Associate Deans of both the School of Education and the College of Agricultural and Environmental Sciences. The group meets annually to discuss the curriculum for the Agriculture Specialist Credential including the pathway from the undergraduate program in agriculture to the credential program.

A full-time Credential Analyst tracks the completion of the credential program requirements for all candidates using a database specifically designed to track candidates from the point of inquiry through admission to program completion. The Credential Analyst prepares an Academic Progress Report that is provided to candidates at the beginning of the program to assist them in tracking their progress. As candidates move through the program the database is regularly updated to indicate what they have completed in the Academic Progress Report and the Credential Analyst emails each candidate quarterly to encourage them to check and update their copy. To ensure the credential recommendation procedures are systematically applied, an audit is conducted by the Associate Director of randomly selected candidate files at the end of each summer. In addition, an audit of the database is conducted by an administration staff member who does not enter data, to ensure accuracy of context.

Through a review of documents provided by the program and interviews with faculty, staff, advisory board members, and District-Employed Supervisors, the team confirmed that the School of Education leadership and staff provide for and ensure a well-developed vision and appropriate experiences for today's P-12 educators.

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

Evaluation is an on-going endeavor of the UCD Teacher Education Programs and the School of Education. Data are collected and analyzed as a way to evaluate unit and program effectiveness. The program believes the evaluation of courses, professional preparation models, and field experiences continue to be the backbone of an exemplary program looking to improve the quality of its professional preparation of teachers. Additionally, the School of Education periodically reviews and evaluates its mission and core principles to ensure they reflect the vision of the School.

In the Teacher Education Program, candidates are assessed using criteria aligned with the program's conceptual framework, the California Standards for the Teaching Profession (CSTP), California's Teaching Performance Expectations (TPEs), and the subject-specific state curricular standards. Candidate scores from the annual administration of PACT and the Credential Program Effectiveness Survey are analyzed and form the basis of the pre-fall annual program-wide meeting to discuss program strengths and challenges as well as to identify means of addressing challenges during the upcoming year.

Through review of documents provided by the program and interviews with faculty, staff, advisory board members, and District-Employed Supervisors, the team confirmed that the School of Education uses a variety of assessment practices to evaluate and improve their programs and the unit.

The Associate Director summarizes PACT data and the exit survey (Credential Program Effectiveness Survey) by program and across the unit. In addition, the SOE conducts a survey of employers and District-Employed Supervisors. The Associate Director aggregates the survey data, which are reviewed by faculty at the annual faculty retreat. The unit and programs have made changes based on the data they gather from these two sources. Documents cite and interviews confirmed that they have used these data to re-evaluate and make changes in program and unit processes and practices.

Completers of each credential program are contacted annually to update the records of their employment and reflect on the training they received in their credential programs. These findings are compiled by the Associate Director and shared with faculty. Faculty members use the results to inform what they emphasize in their instruction and the kind of feedback they provide to their candidates.

Several courses are mentioned as places where candidates are assessed using benchmarking assignments. However, no evidence was provided that the data are aggregated to assess the program and/or the unit.

The team was able to find numerous examples of assessment of individual candidates. For example, each program's university supervising faculty provides feedback from observations of student teachers. In some programs, candidates maintain reflective journals that are reviewed regularly by their supervisors. Across all programs, supervising faculty meet and/or are in contact regularly with candidates and District-Employed Supervisors to discuss progress during the field placement. At the end of each quarter the supervising faculty meet with the candidate and District-Employed Supervisor for a culminating student teaching evaluation. A Mid-Quarter Student Teaching Progress Report and a Final Evaluation of Student Teaching are completed each quarter.

Rationale

Although the institution collects data from multiple sources, it does not appear to use these for determining systemwide strengths and areas for improvement. Aside from the PACT, the unit relies heavily on results of surveys for unit-wide assessment. During the review of documents and interviews with faculty, the team found multiple data points that could be more effectively analyzed and used for unit review and improvement.

There are some points where students meet with supervisors or faculty that could be documented and retained as a measure of unit-wide candidate performance and improvement in weak areas. For example, supervisors meet with candidates and District-Employed Supervisors to discuss progress at the end of the fall quarter of field placement. At that time, they complete the Final Evaluation of Student Teaching. Because the same evaluation is used at the end of each quarter, overall candidate improvement can be tracked across the full program and general candidate strengths and weaknesses could be identified and used to inform the curriculum and/or student teaching seminars. Additionally, if a standardized set of core questions and measurement scales can be agreed upon across all programs, this aggregate data could also be examined for overall strengths and weaknesses of candidates, both individually and as a group, allowing the program to use these data both for review of candidate support systems, for review of specific credential programs, and for the Teacher Education Program as a whole.. Given the current workload of the faculty and staff, the unit might consider allocating additional resources to coordination and analysis of unit level data.

Findings on the Standard:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, advisory board members and District-Employed Supervisors, the team determined that this standard was **Met with Concerns**.

Standard 3: Resources

Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

In 2011-2012, the University of California, Davis began moving toward a new campus-wide budget process in which all Schools and Colleges are allocated a mixture of permanent (annual) and one-time funds, depending on various factors such as class enrollment and research needs. Each spring, the School of Education submits a budget for the following academic year. The Associate Director of Teacher Education develops the operational budget request for the Teacher Education Program. The budget provides for qualified personnel, adequate facilities and other resources required to prepare candidates to meet the state adopted standards for educator preparation programs. The budget is reviewed by the Associate Dean and then presented to the Dean. The Dean makes the final decision about allocations. The Dean shares the Teacher Education Program's commitment to maintaining a high quality program, recognizes the stewardship of the resources allocated, and is fully supportive of the Teacher Education Program budget requests.

Interviews with candidates and completers, as well as personnel who provide program specific information (recruiting, admissions, advising, credential process information, etc.), indicate that personnel actively interact with candidates in several ways. Beginning with the admissions process, administrative personnel and faculty meet with candidates in groups and individually to provide information/advising. This continues at consistent times as candidates move through the program. Personnel are also available through email to provide both information and one-on-one assistance to meet specific candidate needs.

Interviews with constituent groups (candidates, completers, faculty, administration, University Supervisors) indicate sufficient resources to support the effective operation of each credential program.

The campus assigned control of seven classrooms to the School of Education in which all Teacher Education classes are scheduled. These assigned classrooms, designated as demonstration classrooms, allow the program to schedule its classes in a manner that accommodates the unique needs of credential candidates rather than conforming to the alternative day/time block model that most undergraduate and graduate classes follow. The allocated classroom spaces afford the Program the flexibility for both small and large groups of candidates. One of the rooms is a dedicated computer classroom equipped with 30 workstations (both MAC and PC) and with software requested by instructors. All computer screens are visible to the instructor to facilitate instruction/assistance to an individual or groups of candidates during any point in the class session. Currently the School of Education, where administration and faculty offices are located, is being remodeled. School of Education classrooms, in another building, are scheduled to be remodeled and upgraded with a focus on technology. The School of Education Director of Information Technology, working with the School of Education

Technology Committee, has purchased the necessary equipment and developed a two-phase plan for upgrading classrooms to meet School of Education technology needs. This project, beginning with a new upgraded computer lab, will provide state of the art technology resources and training for faculty to use in instruction and in preparing candidates with the technology skills and resources during their year-long school placement. In addition, the School provides checkout video cameras for filming the PACT teaching segment.

In addition to the resources and services offered by the School of Education, credential candidates have access to extensive library resources with a dedicated Education librarian as well as extensive technology resources with a number of campus resources to support candidate access and use of technology. A School of Education Technology Committee composed of faculty and computer support personnel meets regularly to discuss and implement needed updates and resources for all students. Faculty in the School of Education have a key role in the model project previously mentioned. The Student Academic Success Center provides access to writing and English Language support. The campus Internship and Career Center presents workshops on resume writing and job interviewing skills and presents online and general resources for students across the campus about these topics.

Standard 4: Faculty and Instructional Personnel

Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

There are three groups of faculty differentiated by UC Davis School of Education: core clinical teacher education faculty, Senate faculty members, and adjunct supervisors of teacher education. The full-time, non-tenure track core teacher education faculty have appropriate backgrounds for the courses they teach in the credential programs and they are current in the field of education. The full time tenure-track (Senate) faculty represent scholarship in the disciplines of the single subject credential programs: Agriculture, English, Math, Science, and Social Sciences. The third group is part-time adjunct faculty who are either current or retired P-12 teachers and/or administrators.

The team found evidence that core teacher education faculty have teaching experience in K-12 schools and most are involved in K-12 initiatives currently. Tenured and tenure-track faculty are engaged in and publish educational research and contribute to regional and national conferences. The School of Education values K-12 experience for tenured and tenure-track faculty and the current core teacher education faculty have teaching backgrounds.

The School of Education is making an effort to increase the racial diversity of its faculty. This is also the commitment of the larger university which is making efforts to be a model for serving Hispanic students in California.

The team found abundant evidence that Core teacher education faculty, who are responsible for teacher education courses and who serve as University Supervisors for student teaching, consistently remain current with academic standards, frameworks, and accountability systems that drive the curriculum of public schools. The level of collaboration with the K-12 schools in the region is notable. For example, principals and other school administrators sit on advisory boards and participate in practice interviews of candidates near the completion of the credential programs. The Faculty collaborates on research projects with teachers in regional schools. The SOE invites teachers and administrators to attend events on campus, such as presentations by guest speakers.

UC Davis School of Education is supportive of the professional development of its faculty. There is a Professional Development Award Program for core teacher education faculty that awards different types of funding to support faculty research and other academic projects. Funds are also available to Senate faculty. All Education faculty members are supported by a website that links them to resources and media support.

The Director and Associate Director of Teacher Education read all end-of-course evaluations. Student evaluations of adjunct faculty and District-Employed Supervisors/resident faculty are considered when determining which members of these two groups to re-hire. Non-tenure track faculty are eligible for a continuing appointment in the 6th year.

Standard 5: Admission

Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The UC Davis School of Education admissions process is very strong and highly supportive of those applying to the program. Applicants have multiple ways of obtaining information about applying to the credential programs. There is an applicant checklist that itemizes all of the materials and associated fees for applying to the programs. The criteria for acceptance into each of the programs are available on the website. In addition, from October through May, the School of Education holds information sessions for prospective teacher credential candidates. At the information sessions, faculty and staff describe credential programs and the application process, including information about completing the FAFSA.

After an applicant completes an application through the Graduate School, the Admissions office creates a Communication Plan. From that point on, pre-candidates are contacted regularly with information regarding what requirements they are still needing to complete and information

about where their application is in the process. The applicants are well-informed at every step of the process.

The School of Education attracts and admits teacher candidates from diverse backgrounds. The team was able to observe that candidates appear to be representative of the demographics of the region. The team found abundant evidence that these processes are consistent, coherent, and well-implemented.

The School of Education has several points of verification for applicant pre-professional experience and personal characteristics. First, there are three essay questions that are evaluated. Second, applicants are asked related questions during the admissions interview. In the essay responses and responses to interview questions, applicants must demonstrate their sensitivity to diverse populations, communication skills, and prior experiences that suggest a strong potential for professional effectiveness. Applicants must submit official transcripts and results of CBEST test scores (when available) to show that they possess basic academic skills.

The School of Education collects documentation related to its admissions criteria: transcripts reflecting the minimum GPA, documentation of work with diverse populations (or of completion of specific Mathematics and Science Teaching courses), appropriate field experiences, CBEST and CSET records (applicants must at least be registered for the CBEST to be considered for admission), and essays.

After applications are reviewed, applicants are invited to an interview. Faculty interview single subject credential applicants one-on-one and multiple subject applicants are interviewed in small groups. Special arrangements are made for applicants who are out-of-state or abroad (e.g., Skype interviews). Faculty members use a rubric to evaluate applicants at the time of the interview.

School of Education admissions and advising personnel collaborate with the university office of financial aid that permits them to be able to make financial aid package notifications using an alternative calendar that allows them to make offers to prospective candidates in a timely manner.

Admissions personnel record information about all applicants' status in the application process on a spreadsheet that is updated weekly, and then daily in the weeks before decisions are made. Program specific updates are sent to the faculty coordinator for each program.

Standard 6: Advice and Assistance

Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Core teacher education faculty, the Student Affairs Officer for Admissions, the Credential Analyst and the Associate Director are available to assist candidates with questions about the credential programs as they progress. Much advising takes place prior to and during the admissions and orientation processes. Information is available electronically and personnel are available to answer questions for prospective students. There is a system of peer advising for potential teacher candidates. The Student Affairs Officer opens a Communication Plan for each applicant that tracks the individual from interest through application and acceptance into a credential program. Candidates frequently mentioned that the program faculty is very responsive during the inquiry and application process.

The Credential Analyst develops an Academic Progress Report for each candidate that lists all program requirements and courses that have to be completed throughout the program. It also indicates which things are the responsibility of the teacher candidate and which are the responsibility of the program. Candidates first review the Academic Progress Report at orientation and then the Credential Analyst sends emails with the report attached at multiple points during the credential program with reminders regarding any program requirements that are not yet met. In addition, candidates and faculty can access an individual Academic Progress Report via a password-protected web interface.

Each candidate is assigned a faculty mentor from the core teacher education faculty. Students who have difficulties with the testing and/or field placements work with School of Education faculty. If needed, elementary math program faculty work with students who have trouble with the math sections of the CBEST and subject area specialists work with students who have difficulties on a specific CSET. Multiple Subject candidates have the opportunity for extra assistance in math and math methods.

There are several points of individual advisement built into the program. During field placements, University Supervisors meet with candidates and their District-Employed Supervisors biweekly to discuss the candidate's progress and complete the student teaching evaluation each quarter. Candidates are also taking classes with their core faculty who serve as University Supervisors each week during the student teaching seminar. Candidates and completers tout advising as a great strength of the credential programs. In addition to regular appointments, candidates are able to email and text their faculty supervisors at all times.

If a student teacher is struggling in a placement, University Supervisors work with District-Employed Supervisors and placement site administrators to determine if extra support is needed, or if the student teacher needs an alternative placement. University Supervisors record many interactions with the candidate and District-Employed Supervisors via email. They report that specific individualized attention or a change in the pacing of the program often helps the

candidate succeed. Occasionally, a candidate may opt out of continuing in a credential program and, on very rare occasions, a candidate may be counseled out of the program. There is a formal process in place outlining additional steps that are taken in working with candidates who are struggling in the program and who may need to be counseled out.

Standard 7: Field Experience and Clinical Practice

Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

As a result of multiple group interviews with a variety of stakeholders and an extensive review of program documents, it is evident that UC Davis and its P-12 partners design, implement and regularly evaluate a sequence of planned field-based and clinical experiences that are in alignment with the transition to the Common Core State Standards.

The unit and its partners engage candidates in a theory-to-practice approach with specific guidelines for number and length of fieldwork placements for all credential programs. Each credential program handbook delineates the fieldwork process, the roles of the University Supervisors, UC Davis faculty and field supervisors, and the district-employed supervising teachers. Throughout the interviews, and as evidenced by supporting documentation, the field placement experiences encompass an intentional process in which the supervisors scaffold the candidates' teaching responsibilities with opportunities to observe, acquire and apply appropriate pedagogical knowledge, skills and abilities as measured by multiple methods, formative and summative tools and procedures.

The handbooks outline the process for school site selections, the criteria for participating District-Employed Supervisors, and the candidate placement process for fieldwork experiences. All stakeholders collaborate to place the candidates in sites where they will have the best opportunity to be supported in their growth and development as novice teachers.

University core teacher education faculty select and evaluate potential placements for candidates based on evidence of high quality teaching, equitable practices and environments that match the unit's philosophy and mission. They seek placements that have a history of effectiveness in serving culturally and linguistically diverse populations and at least one placement must serve language minority students. Candidates have a voice in the process to determine the most beneficial settings for them.

All candidates have at least one placement in a classroom with language minority students. For Multiple Subjects candidates, the program aims to place each candidate in a classroom in which at least 25% of the students are English Learners. Secondary candidates are placed in at least one field experience placement where 10% of the students are English Learners and where the District-Employed Supervisor is trained in addressing the needs of English Learners.

During interviews with faculty and candidates and confirmed through documentation, it was evident that specific learning strategies and processes are used for students with exceptionalities and language minority students to access academic language through student-centered learning, project-based learning, and interdisciplinary units.

Candidates who were placed at a site with other UCD student teachers reported they found it a more supportive experience. This often provided an opportunity for Single Subject candidates to collaborate across disciplines.

Standard 8: District-Employed Supervisors

Met

District-Employed Supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

As evidenced through interviews and a review of the documentation, candidates are placed in classrooms where the District-Employed Supervisors have appropriate credentials and experience in the field. Many of the District-Employed Supervisors have over 10 years experience and have additional expertise in Cognitive Coaching and mentoring strategies.

Completers of the UC Davis Teacher Education Program are well represented in the group of District-Employed Supervisors, providing the candidates with an insider perspective on program expectations. Additionally, a number of District-Employed Supervisors have been BTSA support providers. Over half of the teachers serving as District-Employed Supervisors in 2013-2014 reported having recently participated in professional development focused on implementation of the Common Core Standards. A large number of the District-Employed Supervisors have participated in the California Subject-Matter Projects.

The UC Davis faculty and partnership districts collaborate to select supervisors with classrooms where at least 25% of the students represent culturally and linguistically-diverse backgrounds for Multiple Subject candidates and 10% for Single Subject candidates.

As evidenced through various stakeholder interviews, there is a process in place for adding additional student teaching sites that ensure that candidates have multiple opportunities to work with rural and urban sites with diverse populations.

Regular TEP meetings are held to inform faculty, University Supervisors and District-Employed Supervisors of the latest coaching and mentoring protocols, strategies and processes. For those who are unable to attend those meetings, a web-based information site contains notes and media with the information discussed at the meetings. The District-Employed Supervisors confer with the University Supervisors regularly to discuss mentoring, candidate lesson plans, reflection journals, various signature projects such as interdisciplinary units, community studies, inquiry projects, the student teaching two-week takeover, and the CAT/PACT. Formal and informal meetings with the candidates, the District-Employed Supervisors and the University Supervisors assist in monitoring, assessing, and informing candidate progress.

Across the unit, evaluation of District-Employed Supervisors is done through candidate and University Supervisor observations, discussions and a formal evaluation at the end of the placement through the Credential Program Effectiveness Survey. Although there are multiple opportunities for informal candidate feedback regarding their District-Employed Supervisors, candidates indicated a desire to provide formal feedback on their experience with their District-Employed Supervisors throughout their program.

A breakfast and/or dinner, small stipends, and personalized notes are given to District-Employed Supervisors to recognize their efforts and contributions to the Teacher Education Program. During interviews at the visit, many of these supervisors commented on the satisfaction of working with future teachers and contributing to the profession by serving as a mentor.

Standard 9: Assessment of Candidate Competence

Met

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

Findings

In each credential program, candidates engage in coursework and fieldwork that support the development of a theory-to-practice approach. Candidates demonstrate professional knowledge and skills through the design and implementation of lesson plans aligned to Common Core State Standards.

Throughout the visit, the team heard from a full range of stakeholders who spoke to the process used to assess continuous growth and development of the candidates. All stakeholders discussed in detail that, beginning with the application process, the candidates are highly supported by the UC Davis Teacher Education Program to succeed in their student teaching placements and in their coursework.

There is a deliberate effort made by the unit and the P-12 partners to ensure that candidates are continuously assessed through reflective journals, pre- and post-observation conferences with supervising faculty and/or District-Employed Supervisors, peer observations, and analysis of candidate videos, and lesson plan design and execution. There are numerous observation forms used to assess lessons across the credential programs; however, at this time, there are no standardized observation forms.

In credential courses there are signature assignments used to assess candidate competence. Common evaluation tools for all candidates are: lesson plans, philosophical statement, a community study, processes for meeting the reading needs of students, inquiry projects, a portfolio for all single subject candidates, and successful performance on the PACT Assessment. Interviews with single subject candidates indicated that one of their assignments is to work with other candidates across disciplines to design and teach interdisciplinary units that prepare them for implementation of the Common Core State Standards. There are additional requirements for the Bilingual Authorization and the Agriculture Specialist Program candidates.

Program Standards

Preliminary Multiple Subject Credential Preliminary Single Subject Credential

Program Design

UC Davis offers a Multiple Subject Preparation Program and a Single Subject Preparation Program in agriculture, English, mathematics, science, and social sciences. The program includes three consecutive academic quarters of coursework. A review of program documents verified that candidates may complete requirements for a M.A. degree during two part-time quarters in the following academic year.

The Director of Teacher Education and the Associate Director both provide leadership to the program with the Director providing primary leadership. Both report to the Dean of the School of Education. Interviews with staff and faculty corroborate that the Director and Associate Director collaborate with the Teacher Education faculty in oversight and coordination of the Teacher Education Programs through an ongoing mutual relationship that assumes joint responsibility for program oversight, curriculum development, and goal setting for future Program direction.

Syllabi serve as testament that the credential year coursework incorporates a theoretical-practical approach to the teaching-learning process, encouraging close interactions among teacher candidates and teacher education faculty. Candidate and faculty interviews affirmed that fieldwork experiences are integrated in coursework. Program completers and candidates described how coursework is implemented and analyzed in the classroom setting. They also described the ways in which coursework helped them succeed in their fieldwork assignments.

Multiple Subject candidates participate in two different public school placements; single subject candidates also participate in two different public school placements and/or two different levels of instruction. During full-time student teaching, Multiple Subject candidates are responsible for full-day teaching for a period of two continuous weeks under the supervision of their University Supervisor and district-employed supervisor. The full-time student teaching for Single Subject candidates entails teaching two instructional periods commensurate with the subject area in which they are seeking their credential for at least one grading period. They are also supervised by a University Supervisor and a District-Employed Supervisor. Candidates participate in at least one student teaching placement in a classroom with at least 25 % English language learners for Multiple Subject candidates and 10% for Single Subject candidates.

Course of Study

Central to the UC Davis Teacher Education Program model is the inclusion of theoretical and empirical educational evidence about the practice of teaching and learning. Candidates have opportunities to examine the connections between the theories and practical implications of pedagogy. All candidates enroll in courses focused on the following topics: instructional design and classroom management (EDU 275), the instruction of English Learners and cultural diversity in California's classrooms (EDU 151 and 153), the instruction of students with disabilities (EDU 115), instructional technology (EDU 180), and reading (EDU 300 and 301). Additionally, all candidates enroll in methods courses specific to their area of specialization.

Each quarter, candidates also participate in a weekly student teaching seminar with others in their cohort (Multiple Subject or Single Subject content area) focused on pedagogy development and day-to-day issues of teaching. Teacher inquiry is a particular focus of the UC Davis Teacher Education program. For this reason, all candidates also enroll in two quarters of courses focused on teacher inquiry (EDU 206A and B). Candidate and completer interviews described the importance of the inquiry assignments as valuable components of the program.

Throughout their coursework, candidates are given the opportunity to develop and implement instructional units and lesson plans, focusing on standards, curricula, instructional and assessment decisions. These unit plans help candidates learn to utilize basic educational principles and the core curriculum while adapting and relating it to student backgrounds and interests, including those of second language learners and students with special needs. Candidates also scaffold lessons using graphic organizers and enhanced vocabulary assessment to ensure the success of their EL students. Interviews with District-Employed Supervisors described the elements of the lesson plan templates used by candidates as an important part of lesson planning in the field. Candidates and Supervisors described the lesson plan templates as a framework that ensures the coverage of meeting the needs of diverse learners, academic language, and formative assessments.

Once every two weeks (or more often if needed for candidates who are not making expected progress), UC Davis Teacher Education faculty visit school sites to observe the candidate's work, to conference with the candidate and District-Employed Supervisors, and guide the candidate's plan of work. District-Employed Supervisors and student teachers confer on a regular basis for analysis of and feedback on the candidate's work. Candidates confirmed that District-Employed Supervisors and University Supervisors conference with them after each lesson observation. They found these conferences to be an important part of making progress in their fieldwork placements.

University Supervisors observe the teaching practice of candidates bi-monthly. Working with District-Employed Supervisors, they coordinate observation schedules to maximize their support. At the conclusion of an observed student teacher's class, the district-employed supervisor meets with the candidate to discuss the lesson and to complete a formative observation report tied to the Teacher Performance Expectations (TPE).. Although there are some similarities in the forms used across the program, a systematic process for using evaluation and observation forms and a similar process for analyzing these data was not evident program-wide.. At the end of each quarter, the candidate, University Supervisor, and district-employed supervisor complete an evaluation for the quarter, which is keyed to the TPEs and the California Standards for the Teaching Profession (CSTP). The candidate, University Supervisor, and District-Employed Supervisors also discuss progress during the term and candidates complete a personal reflection on their growth and performance during the quarter. Candidates must demonstrate the ability to perform within the normal range of expectations (as observed by themselves, University Supervisors and the District-Employed Supervisors) before they can complete the program. Interviews confirmed that records of meeting such standards are maintained and are compiled in a number of ways: (1) interviews with candidates, supervisors and cooperating teachers, (2) review of student records, (3) observation notes, and (4) student teaching rating scales.

University Supervisors stated that candidates who are not successful in the program are given an option to repeat fieldwork or other courses. Depending on the circumstances, they may also be counseled out of the program. This type of consultation occurs after multiple documented observations, meetings with the core faculty/supervisor and the involvement of the associate director. Student teachers evaluate their District-Employed Supervisors at the end of the year, District-Employed Supervisors evaluates the student teacher, and both are evaluated by the University Supervisor.

Candidate Competence

To meet the Teaching Performance Assessment requirement, the UC Davis Teacher Education Program uses the Performance Assessment for California Teachers (PACT). Preparation for PACT begins during Fall Quarter. Candidates learn about the PACT Teaching Performance. Candidates confirm that PACT preparation is infused in all courses and in fieldwork activities.

Interviews with completers and candidates revealed that elementary and secondary credential candidates complete the PACT teaching event at the end of Winter Quarter (the second of three quarters) in order to allow ample time for scoring, remediation and PACT resubmission, if needed. Multiple subject candidates complete the entire Teaching Event in Elementary Mathematics. These candidates also complete one Teaching Event task in each of the additional core discipline areas (literacy, social science, and science).

UC Davis candidates receive PACT scores and commentary midway through Spring Quarter. Those who do not pass this assessment have an opportunity during spring quarter to revise or re-do the PACT. The science, literacy, and social science Content Area Tests (CAT) are completed in Fall, Winter, and Spring Quarters respectively. Candidates who do not pass this assessment are able to revise and resubmit in the same quarter in which the CAT is assigned. The process for revising and resubmitting was explained in interviews with University Supervisors, faculty, and candidates.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, advisory board members, and District-Employed Supervisors, the team determined that all Multiple and Single Subject Credential program standards have been **Met**.

Bilingual Authorization

Program Design

The UC Davis Bilingual Authorization (BilA) 2042 Credential program prepares candidates to teach bilingually through a purposeful and developmentally designed sequence of coursework and field experiences. The program develops teacher candidates who are able to demonstrate and enact an understanding of bilingualism, bi-literacy, second language acquisition, culture and content learning within the realities of California's diverse school populations.

In order to be admitted to the program, candidates must pass a fill-in-the-blank language exam, a written exam, and an oral exam. In addition, they are required to present a classroom lesson in Spanish. The lesson is 5-10 minutes long and allows for the participation of 2-4 individuals. The following is rated during the lesson: vocabulary, fluency, communicative competence, grammar, and pronunciation.

The teacher credential program at UC Davis spans three quarters and has teacher candidates in the field for approximately 700 hours of observation and teaching. The program begins with foundational courses, which address bilingual education and teaching in culturally diverse classrooms. These courses help teacher candidates learn about the frameworks and language to understand linguistically and culturally appropriate curricula and to develop pedagogy in future coursework, throughout their fieldwork, and during student teaching. All BilA teacher candidates complete their student teaching in either Spanish immersion or dual language program classrooms.

Course of Study

A review of syllabi demonstrated that the BilA teacher education program has a core curriculum that includes the following: Language structure, acquisition and development in the primary and target language, training in methodology for primary language instruction, developing proficiency in the primary language, and knowledge of the culture of emphasis. Interviews with candidates confirmed that the course structure throughout the BilA program includes readings, classroom discussions, and hands-on practice. Teacher candidates read current theory of bilingual education, dual language education, and literacy instruction in the first and second language. Candidates also consult websites to learn about current standards and assessment models. These activities serve as sources of classroom discussion, projects, and reflection.

During interviews, District-Employed Supervisors, University Supervisors, and candidates described their fieldwork placements. All confirmed that Bilingual candidates complete their field experiences in Spanish immersion and/or dual language classrooms alongside a bilingual-credentialed district field supervisor referred to as a District-Employed Supervisor. Bilingual candidates have opportunities to teach students in both Spanish and English and to focus on supporting their students' Spanish and English development while also attending to their academic learning. For each academic quarter, bilingual candidates are assigned a university supervisor with expertise in bilingual education.

Candidate Competence

Interviews with candidates confirmed that BilA candidates participate in a number of formative, summative, and benchmark assessments. These assessments are purposely presented over the course of the student teaching year, beginning with an entry level assessment of language and cultural knowledge prior to admission, and continuing with a variety of course requirements and exams.

Elementary BilA candidates complete the Bilingual Performance Assessment for California Teachers (PACT). Whenever possible, PACT is carried out in Spanish. Multiple Subjects candidates also complete Content Area Tests (CATs) in Literacy, Science, and Social Studies. BilA Multiple Subjects candidates complete the Literacy CAT in Spanish. Interviews confirmed

that bilingual candidates are advised of the credential program requirements for Bilingual certification, which are included on the UC Davis School of Education website. BiLA candidates are expected to earn a grade of B or higher in all courses, including the student teaching experience. They also must demonstrate satisfactory progress in the field placements as evidenced on the fall, winter and spring student teaching evaluation documents completed by bilingual supervisors and bilingual District-Employed Supervisors. Evaluation of teaching strategies, relationship with students and parents, and language proficiency are included on the evaluation forms.

According to interviews, once every two weeks (or more often if needed for candidates who are not making expected progress), UC Davis Teacher Education faculty visit each school site to observe the candidate's work, to conference with the candidate and district-employed supervisor, and to guide the candidate's plan of work. District-Employed Supervisors and student teachers confer on a regular basis for analysis of and feedback on the candidate's work. Candidates confirmed that District-Employed Supervisors and University Supervisors conference with them after each lesson observation. They found these conferences to be an important part of making progress in their fieldwork placements.

University Supervisors observe the teaching practice of candidates twice a month. Working with District-Employed Supervisors, they coordinate observation schedules to maximize their support. At the conclusion of an observed student teacher's class, the district-employed supervisor meets with the candidate to discuss the lesson and to complete a formative observation report tied to the Teacher Performance Expectations (TPE). However, interviews confirmed that the program does not have a program-wide process for using the forms. Although there are some similarities in the forms used across the program, a systematic process for using evaluation and observation forms and a similar process for analyzing this data is not currently in use. At the end of each quarter, the candidate, University Supervisor, and District-Employed Supervisor complete an evaluation for the quarter, which is keyed to the TPEs and the California Standards for the Teaching Profession (CSTP). The candidate, University Supervisor, and District-Employed Supervisor also discuss progress during the term and candidates complete a personal reflection on their growth and performance during the quarter.

Findings on Standards:

After review of the institutional report and supporting documentation, and after conducting interviews of candidates, completers, faculty, employers, advisory board members, and District-Employed Supervisors, the team determined that all Bilingual Authorization program standards have been **Met**.

Agriculture Specialist Instruction Program

Program Design

The Agriculture Specialist Instruction Credential program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that prepare candidates to serve as agriculture specialists in California schools and lead agriculture education programs. Candidates for the Agriculture Specialist Credential enroll simultaneously in the Single Subject Agriculture program, enabling them to teach all aspects of vocational agriculture in California. UC Davis undergraduate students who major in Agriculture and Environmental Education are able to fulfill some of the required courses as undergraduates, in addition to developing their subject matter expertise.

Courses within the program scaffold so that candidates gain the specialized knowledge necessary to run an agricultural science program, while also developing theoretical and practical knowledge of teaching. By design, the program provides extensive opportunities for candidates to learn and apply the concepts, skills and principles associated with the knowledge and understanding of developed agricultural education.

The Teacher Education program at UC Davis spans three quarters (fall, winter, spring) and has teacher candidates in the field for a full K-12 academic year, for approximately 700 hours of observation and teaching. Through their coursework, candidates engage in:

- discussions of the philosophy of Agricultural Education,
- implementation of the unique elements of Agricultural Education coursework versus other “science classes,” and
- learning how and why involving students in leadership opportunities through the Future Farmers of America (FFA) can and will be beneficial for those students.

Candidates remain in the same field experience location for the entire year so that they may be mentored through all facets of an agriculture program. Candidates and completers, as well as District-Employed Supervisors indicate this year-long process is one of the strengths of the program.

The Agriculture Specialist Program is coordinated by faculty members within the School of Education, in conjunction with faculty from the College of Agriculture and Environmental Science. In addition to the Teacher Education Advisory Council (TEAC) which meets quarterly to discuss the curriculum, current topics in education, and updates on credential requirements across all credential programs, the Agriculture Specialist program has two sources of stakeholder support and input, Agriculture Specialist Advisory Board and the Agricultural Education Partnership.

The Agriculture Specialist Advisory Board is composed of faculty from the Agriculture Specialist Program, completers of the program, teachers who serve as District-Employed Supervisors to candidates in the program, and representatives from Career Technical Education. Interviews with Board members indicated that the board meets two to three times per year to discuss the curriculum for the Agriculture Specialist credential, current topics in Supervised Agriculture Experience, and updates on curriculum requirements. The faculty coordinator for the Agriculture Specialist Credential chairs the Board meetings.

The Agriculture Education Partnership is an advisory group made up of lead faculty members in the Agriculture Specialist Program and the Associate Deans of both the School of Education and the College of Agricultural and Environmental Sciences. The group meets annually to discuss the curriculum for the Agriculture Specialist credential including the pathway from the undergraduate program in agriculture to the credential program.

Course of Study

Candidates are introduced to the philosophy, history and trends in Career Technical Education (CTE), specifically agricultural education. Candidates are exposed firsthand to trends in the agricultural science classroom. They spend time in agriculture classrooms, attend local FFA events, and assist with the FFA Field Day at UC Davis. Candidates learn that CTE must contain the components of “rigor and relevance” to survive in today’s public schools and that the “rigor and relevance” must be taught through the three components of agricultural science education: Classroom (cognitive), Supervised Agriculture Experience (experiential), and FFA (affective).

Integration of both the FFA and Supervised Agriculture Experience is what sets Agriculture Classes apart from other classes. Candidates are taught strategies and methodologies to incorporate both the FFA and Supervised Agriculture Experience into the science-based agriculture curriculum.

Candidates in the Agricultural Specialist Program complete a substantive, supervised field experience in a public high school approved by the California Department of Education, Adult Leadership Division, where CTE content standards are developed and monitored. The candidate’s placement is determined by the past successes of the school’s agricultural science department. The candidate begins at the school site by participating in the teacher in-services at the beginning of the year and stays at the same site through the end of the school year. The student teaching placement provides candidates with extensive experience related to Supervised Agriculture Experience and FFA.

Candidate Competence

Agriculture Specialist candidates complete a number of projects as a way to demonstrate the depth of their subject matter knowledge and to illustrate their developing knowledge of agriculture education. Projects include the design of an agriculture program, demonstration of an agriculture mechanics lesson, and completion of a grant application related to funding of an agriculture program.

Prior to recommending a candidate for the Agriculture Specialist Credential, the Program Coordinator verifies records of candidates' occupational experience to certify each candidate has completed a minimum of 2,000 hours of experience after high school graduation or a minimum of 3,000 hours of experience with no more than 1,500 hours completed prior to high school graduation.

Throughout the year, the University Supervisor visits each candidate in her/his field placement every 10-12 days to assure that the candidate is progressing in the classroom. The University Supervisor evaluates lesson plans for accuracy and for agricultural content. Candidates are also

evaluated on their students' participation in FFA activities, running an executive FFA meeting and chapter meeting, and coaching students in a leadership event and career development event team.

Candidates are evaluated by their District-Employed Supervisors and their University Supervisor on their knowledge of the philosophy, history, issues, and current research associated with CTE. Evaluation forms, aligned with the Teaching Performance Expectations, are completed by the University Supervisor during classroom visits. Preparation for PACT begins during Fall Quarter. Candidates learn about the PACT Teaching Performance Assessment (TPA) and the required passing score, relevant privacy and confidentiality requirements for K-12 students, schools, school districts, and others involved.

A strength of the program, cited consistently in interviews with all stakeholders, was the expertise, level of support provided, and professional involvement in the agriculture education community of the core teacher education faculty member overseeing the Agriculture Specialist credential program.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, employers, advisory board members, and District-Employed Supervisors, the team determined that all program standards have been **Met**.