



## Yolo-Solano Center for Teacher Credentialing (Davis Joint USD, LEA)

### CS 1.1 Institutional Vision and Description to support Educator Preparation

*1.1 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.*

**Overarching Mission of the Yolo-Solano Center for Teacher Credentialing:** To prepare, support and sustain educators in an evolving educational environment through structured systems of support in order to prepare students for success in a global environment.

**Mission of Davis Joint Unified School District:** To ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world.

**Mission of Yolo County Office of Education:** To provide inspiration, leadership, support, and advocacy that ensures equity and access to high quality education for all students

**Mission of Solano County Office of Education:** Promoting equity and excellence by working with our school districts and community partners to create opportunities that address the needs of every student.

The Yolo-Solano Center for Teacher Credentialing (YSCTC), a regional consortium in continuous operation since 1998 under the leadership of Davis Joint Unified School District (DJUSD), is primarily comprised of two county offices of education and eight public school districts. YSCTC also serves schools in neighboring counties and partner LEAs across the state. YSCTC operates the following programs:

- Two-year induction clear credential program, including a state-wide agriculture teacher focused program,
- Career Technical Education (CTE) preliminary credential program,
- CTE clear credential program,
- Education specialist-mild/moderate intern credential teacher program,
- Education specialist-moderate/severe intern credential teacher program, and
- Multiple subject intern credential teacher program

Each program is designed in a purposeful, research-based manner to meet the needs of all teacher candidates and co-sponsors regionally. The California Teaching Performance Expectations (TPEs), the California Standards for the Teaching Profession (CSTPS), state-adopted academic content standards and performance levels, state adopted curriculum frameworks, CTE Pathway Standards and Frameworks, and CCTC Program Standards guide all programming. YSCTC integrates those standards into each program's formative assessment system of job embedded, site-based support and coaching in a supportive manner.

YSCTC leadership implements programs aligned to CCTC standards and informed by current research, labor statistics, and local experience. YSCTC's program design is based on providing candidates with standards-based preparation, student-centered support services, and a collaborative mentoring environment. From research, we know that principal and teacher quality account for almost 60% of a schools' total impact on student achievement (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Marzano, Waters & McNulty, 2005). Therefore the following research guides all program design and delivery:

- Components of professional learning communities from Education Change Theory (Fullan, Senge, & DuFour, 1998) are incorporated into all program designs to facilitate the development of teachers and the the capacity of both organizations and individuals to learn. All programming utilizes Malcom Knowles' six (6) principles of adult learning.
- The five essential components of induction programs identified by New Teacher Center that feature professional standards, performance assessments integrating teaching practice and student learning, institutional commitment and support, professional learning communities, quality mentoring and useful feedback (Accomplished California Teachers, 2012; Darling-Hammond, 2012; NBPTS, 2012) are incorporated into all programs to create systems of support in schools which will aid in teacher development and retention.
- Mentoring programs can increase teacher retention, satisfaction, and student achievement (Ingersoll and Strong, 2011). As a result, Mentoring Matters, 3rd Ed. (Lipton, Wellman, 2018) and Cognitive Coaching: Developing Self-Directed Leaders and Learners, 3rd. Ed. (Costa, Garmston, Hayes, Ellison; 2015) are utilized across all programs to develop a quality pool of mentors, support providers and field supervisors, and to provide ongoing and intensive training for those assigned to support our newest teachers.

YSCTC also focuses on the real impact they are having. Regular monitoring, followed by adjustment, is the only way to expect success (Schmoker, 1996). Regular data collection assists leadership in formatively evaluating the facilitation and quality of programs. A formative system of inquiry and action research provides the teacher candidates with tools enabling them to regularly monitor student progress and to adjust their practice in response to student learning. YSCTC programs serve to form a professional basis upon which the beginning teacher may build their teaching career and develop as life-long learners. Evidence indicates that educators are more likely to remain in demanding jobs when they feel they are making a difference (Bryk & Schneider, 2002). YSCTC ensures a comprehensive, coherent system supporting teachers across the continuum, linking their experiences in preparation, induction and teaching standards and bridging to leadership opportunities.