

**Notre Dame de Namur University
1500 Ralston Avenue
Belmont, California 94002**

SCHOOL OF EDUCATION AND PSYCHOLOGY

**PRELIMINARY MULTIPLE SUBJECT
CREDENTIAL PROGRAM HANDBOOK**

**FOR STUDENT TEACHER/INTERNS, INTERN LIAISONS,
UNIVERSITY SUPERVISORS, MASTER TEACHERS,
AND SCHOOL ADMINISTRATORS**

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FOREWORD

This Handbook has been compiled to serve as a guide and source of information for student teacher/interns, supervisors, and public and private school personnel who are participating in Notre Dame de Namur University's Multiple Subject Credential Program.

The Multiple Subject Credential Program at Notre Dame de Namur University is designed as a concurrent program to provide candidates with a philosophy of education that encompasses theory and practice. It is the role of the University Director to advise and assist the students so that these requirements and needs are met, which will then enable students to become confident, productive, reflective, and effective educators. Candidates can complete the Credential program in one calendar year.

The program is largely dependent upon the cooperation and support of master teachers and administrators in the public and private schools with whom we have contracts. Fundamental to its success is a thorough understanding of the role to be played by each of the participating members—the University Supervisor, the Master Teacher, the Administrator, the Intern Liaison, and the Student Teacher/Intern. Each assumes certain responsibilities, not only to other members, but also to the profession as a whole. Foremost among these is the responsibility for the preparation of well-qualified teachers.

Suggestions from master teachers, administrators, intern liaisons, and student teachers/interns have been incorporated in the contents of this Handbook. We invite further suggestions toward the improvement of our programs.

We have revised our program to incorporate the new Teacher Performance Expectations (TPEs). Candidates completing their credential requirement Fall 2017 and Spring 2018 will complete the Teaching Performance Assessment [Performance Assessment for California Teachers (PACT)] adopted by the Commission on Teacher Credentialing embedded in their credential coursework. In addition, there is a PACT Handbook, which details the requirements regarding teacher performance assessment. A new Teaching Performance Assessment (TPA) is currently being reviewed and will be adopted for all candidates who will complete their credential after May 2018.

Notre Dame de Namur University extends a very sincere note of gratitude to the superintendents, principals, master teachers, and intern liaisons that have made student teaching/intern teaching a successful, professional experience for Notre Dame de Namur University's teacher candidates.

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Director, Multiple Subject Credential Program

Caryl Hodges, Ed.D.
Dean

I. INTRODUCTION

A. Mission Statement

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

B. Vision Statement

Notre Dame de Namur University will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into high quality academic programs. NDNU's programs will be widely known for their innovative synthesis of liberal arts learning, professionally-oriented learning, and core values.

C. Core Values

Notre Dame de Namur University was founded by the Sisters of Notre Dame de Namur and the values espoused by the Sisters continue to inspire the University. The Core Values expressed here are closely linked to the [*Hallmarks of a Notre Dame de Namur Learning Community*](#) developed by the Sisters in collaboration with NDNU and other SND learning communities. These values should be considered in the context of the *Hallmarks*.

The Core Values are listed in alphabetical order. There is no ranking implied. Commitments following each value elaborate rather than define the values.

1. Community

- A commitment to build a diverse, collaborative, open, and student-centered community that holds itself and its members accountable to learn, serve, work, and grow together in partnership.
- A commitment to share the responsibility of governance and to create transparency and accountability in our decision-making.

2. Diversity

- A commitment to celebrate, embrace, value and learn from the voices, perspectives, and experiences of all our community members.
- A commitment to ensure that the University offers its students, faculty, and staff of diverse backgrounds opportunities that are accessible and fair to all constituents.
- A commitment to seek and respect diverse points of view in the academic arena.

3. Excellence

- A commitment to excellence in every academic and professional pursuit.

4. Integrity

- A commitment to honor the sacredness and dignity of each person and the development of the whole person through our collaborative practices.
- A commitment to match our actions and our words.

5. Justice

- A commitment to enhance the application of ethics, justice, and peace at the personal, community, and global levels.

6. Learning

- A commitment to innovative learning of what is necessary for life, both as a directed process and as a lifelong practice.
- A commitment to the search for truth, knowledge, and meaning.

7. Service

- A commitment to community-based learning and other forms of service.

We view the teaching-learning process as student-centered, cooperative and transactional. Learning, accomplished by the learner, must be active. Teaching is a multifaceted role – that of observed, model, encourager, facilitator, presenter of direct instruction, among others. Teaching and learning are integrative, utilizing the variety of resources, which surround us, personal, cultural, and technological. Finally, assessment reflects as much as possible the use to which learning is put in the world outside school.

In keeping with Notre Dame de Namur University's Mission Statement, we commit ourselves to building a student-centered environment, which reverences the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we will ensure the right to equal access to challenging learning opportunities.

II. MULTIPLE SUBJECT CREDENTIAL PROGRAM OVERVIEW

Notre Dame de Namur University's Multiple Subject Credential Program is approved by the California Commission on Teacher Credentialing as it complies with Senate Bill 2042. The Multiple Subject Credential authorizes the holder to teach multiple subjects in a self-contained classroom. Instruction in this situation occurs most frequently in elementary and early childhood education. A teacher who is authorized for Multiple Subject instruction may be assigned, with his/her consent, to teach, any self-contained classroom—preschool, kindergarten, grades 1 to 12 inclusive, or in classes organized primarily for adults (Ed. Code 13129). **Please Note:** Graduate students are eligible for the University's Student Medical Insurance Plan. Please contact the office of Student Services for further information.

The Multiple Subject Credential program at Notre Dame de Namur University provides student teacher/interns the opportunity to achieve competence through participation in three areas:

A. Professional Coursework

1. Participation in all phases of group class work.
2. Development of individual and group projects as designated in course requirements.
3. Completion of reading assignments and written papers on those topics deemed necessary and appropriate.
4. Presentation of oral assignments as required.
5. Passing of mid-term and final examinations.

B. Student Teaching

1. Observation of different teaching - learning environments, teaching strategies and styles.
2. Preparation, teaching, and evaluation of teaching/learning experience.
3. Continuous conferencing with master teacher and supervisor regarding strategies, material, preparation, and presentation.
4. Observation and reaction by Notre Dame de Namur University supervisor.
5. Written appraisal of growth in teaching by the master teacher and the supervisor.
6. Participation in workshops and in-services offered by the school or district where student teaching is taking place.

C. Seminars and Orientation

1. First semester student teacher/interns are **REQUIRED** to attend orientations. No excuses.
2. Attendance at weekly seminars is **required**.
3. The topics of lesson planning and classroom management are the foci of the seminar.
4. Individual conferencing with resource persons who can be of assistance at both Notre Dame de Namur University and the candidate's school will be arranged.

III. ADMISSION TO THE CREDENTIAL PROGRAM

Each prospective candidate for a teaching credential must hold a Bachelor's Degree before filing an application for admission to graduate standing. This application should be sent to Graduate Admission, 1500 Ralston Avenue, Notre Dame de Namur University, Belmont, California 94002. Any questions, please contact Admissions at 650-508-3600.

A personal interview with the Program Director is required to assess the applicant's suitability for teaching.

A candidate for a teaching credential must have at least a 2.5 cumulative grade point average for admission to graduate standing and must maintain a 3.0 grade point average while in the program. Occasionally, a student with a grade point average less than 2.5 is considered for acceptance if the overall assessment indicates strong potential for success.

IV. ACCEPTANCE PROCEDURE FOR THE CANDIDATE

1. Obtain application materials from Graduate Admissions or online application.
2. Return the completed application materials to Graduate Admissions including:
 - Official Transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from a regionally accredited institution in the U.S., or equivalent academic preparation outside of the U.S.
 - Undergraduate cumulative grade point average of 2.5 or better
 - Two letters of recommendation
 - Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) or proof of having taken or registered for CBEST examination. NOTE: Basic Skills completion verification is required prior to enrollment in student teaching.
 - Proof of subject matter competency (CSET for Multiple Subject and Education Specialist applicants; CSET or a Subject Matter Competency waiver form from an accredited subject matter preparation program for Single-Subject applicants) or proof of having taken or registered for CSET examination. NOTE: Subject matter competency verification is required prior to enrollment in student teaching.
 - Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting (can be completed after conditional admission and as part of Foundation course work).
 - A Statement of Intent – Describe your interest in the Credential/MA program applying to, relevant experience, connection to our NDNU mission, and qualities you would bring to our program (can be completed during interview process).
3. Interview with the Director of the Multiple Subject Credential Program. The purpose of this interview is to explain the Multiple Subject Credential Program, to discuss the student's timeline and develop a possible program plan and to allow the director to become acquainted with the applicant.

4. When the above steps are complete, a notice indicating acceptance status will be mailed.
5. At this time, the applicant should schedule an appointment with the Credential Analyst to review credential requirements and receive the information for the Certificate of Clearance before beginning student teaching.

V. OFFICE HOURS AND ACADEMIC COUNSELING

The School of Education and Leadership office is open from 9:00 a.m. to 12:30 p.m. and 1:30 p.m. to 5:00 p.m. Monday through Thursday and Fridays from 9:00 a.m. to 12:30 p.m. and 1:30 p.m. to 4:00 p.m. Academic counseling is provided by the Multiple Subject Program Advisors.

VI. PROGRAM REQUIREMENTS

The following requirements are part of the qualifications for a recommendation for the Preliminary Multiple Subject Teaching Credential, and are intended to prepare you for success in the teaching profession.

Requirements necessary before a candidate is allowed to student teach or intern:

1. Completion of an undergraduate degree.
Submit: Official transcript showing a baccalaureate or higher degree.
2. Field Experience. Document of field experience of at least forty (40) clock hours with students in a school setting. Submit: *Pre-Acceptance of Field Experience* form with any applicable documentation as indicated on the form. If you do not have this requirement met prior to admissions, you must notify the Program Director immediately. NOTE: Requirement can be completed following conditional admissions using volunteer hours and hours required during Foundation coursework.
3. Satisfy the Basic Skills requirement. To meet this requirement, verify **one** of the following:
 - a. Passage of the California Basic Educational Skills Test (CBEST); or
 - b. Passage of CSET Multiple Subjects plus Writing Skills (subtest IV), or,
 - c. Other Options: Pass the basic skills exam from another state or CSU placement exams. See www.ctc.ca.gov/credentials/leaflets/cl667.pdf for details.
4. Passage of the California Subject Examinations for Teachers (CSET) prior to student teaching. Proof of subject matter competency through CSET for Multiple Subject and Education Specialist applicants: CSET or an Elementary Subject Matter Competency waiver form from an accredited subject matter preparation program or proof of having taken or registered for CSET examination. NOTE: Subject matter competency verification is required prior to enrollment in student teaching.
5. Successful completion of an approved course or examination on the United States Constitution. To meet this requirement, verify one of the following:

- a. Bachelors degree from a California State University campus or
 - b. Two semester or three quarter unit approved university course in the provisions and principles of the U.S. Constitution, or
 - c. Passage of an approved examination in the U.S. Constitution. NDNU offers an online exam at www.USConstitutionExam.com. Call (650) 508-3545 for the NDNU student discount.
6. Completion in CPR training that meets the standards established by the American Heart Association or the American Red Cross for infant, child and adult. Provide a copy of the front/back of the card.
 7. Submission of current negative TB test results to the Credential Analyst.
 8. Certificate of Fingerprint Clearance from the California Commission on Teacher Credentialing (CCTC).

Credential Requirements:

All the requirements listed above plus the following must be met in order to qualify for the credential:

7. Passage of the Reading Instruction Competence Assessment (RICA). Submit: A front/back copy of your official RICA test results or **preferably**, request Notre Dame de Namur University to be included among the institutions to receive your score results.
8. Successful completion of the Teaching Performance Assessment (TPA) which will be completed as part of your student teaching or internship experience. Candidates completing their credential requirements will complete PACT (Performance Assessment for California Teachers). **Please Note:** Candidates enrolled in the Multiple Subject program are subject to a one-time \$250 teaching performance assessment fee regardless of when the candidate began the program. For more information on PACT, see your seminar instructor or www.pacttpa.org. New Teaching Performance Assessments, approved by the Commission on Teacher Credentialing will be implemented in Fall 2018. NDNU is in the process of reviewing the new approved TPA options and will announce a selection by March 1, 2018.

All documents **must be** on file in the Credential Office.

For any questions regarding any of the requirements listed above, please contact the NDNU Credentials Office at (650) 508-3545 or credentials@ndnu.edu.

VII. REQUIRED COURSEWORK AND FIELD EXPERIENCE

Notre Dame de Namur University’s Multiple Subject program is post-baccalaureate and requires a full fifth year of study. The concurrent program offers students the opportunity to complete the professional coursework and two student teaching experiences within a calendar year. Multiple

Subject Credential candidates must complete one semester of student teaching at a lower elementary grade and one semester at an upper elementary level, unless they hold an intern contract (**please see section on Intern Teaching**). This may be changed, with the approval of the Program Director.

A. Coursework Requirements

	<u>Units</u>
EDU4100 Psychological and Developmental Foundations of Education	3
EDU4104 Sociological and Multicultural Foundations of Education	3
EDU4107 Foundations for Teaching English Language Learners	3
EDU4110 Special Education for the Classroom Teacher	2
EDU4113 Technology Applications in the Classroom	1
EDU4116 Health Education	1
EDU4119 Assessment in the Classroom	2
EDU4330 Reading and Language Arts - Primary Grades	3
EDU4333 Reading and Language Arts - Upper Grades	3
EDU4336 Curriculum Elementary Mathematics	2
EDU4339 Curriculum Elementary Social Studies/Science	2
EDU4342 Student Teaching/Intern Seminar	4
EDU4345 Student Teaching/Intern Seminar	<u>4</u>
	33

Transfer students must complete a minimum of 15 units at NDNU if they desire NDNU recommend their candidacy to the Commission on Teacher Credentialing. Those units are to be determined by the Program Director and the Dean.

B. Student Teaching Requirements

The student teacher is assigned to two semesters of field experience in cooperating school districts as pre-arranged by Notre Dame de Namur University. The assignments are made by the Placement Coordinator for student teachers. At least one assignment will be in a diverse, multicultural setting, which has English Language Learners (ELL). Student teachers usually will be assigned student teaching for one semester in classes at the **primary** level and a second semester to classes at the **intermediate** level. Student teacher assignments ordinarily will be at different schools with pupils of varying ethnic and socio-economic backgrounds. However, an exception may be made under certain situations with the approval of the program director.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of the California’s student population. NDNU will review how the private school where the candidate is teaching to determine if it aligns with the above requirements. In addition, the school must be WASC accredited and have a teacher who meets the CTC and NDNU requirements to serve as a district employed supervisor.

The Notre Dame de Namur University student teacher seminar is four (4) graduate units per semester.

If a student teacher has been in his/her initial assignment for a reasonable time and student master teacher, and supervisor feel that the assignment is not appropriate, the supervisor will initiate the proper steps be taken with the University Placement Coordinator for a change in assignment. At all times, changes in assignments or resolving differences between master teacher and student teacher should involve all parties concerned: student teacher, master teacher, principal (if necessary), University Supervisor, and University Program Director.

Duration of Student Teaching Placements

Please Note: Because the start of school varies, all teacher candidates are to report to their assigned schools as soon as possible. If school is not in session, this time may be used to become familiar with the school policies and to assist the master teacher and school in preparation for the opening. **The student teacher is to remain in the assignment for the full (public school) semester. This is a CTC requirement.**

In the absence of the master teacher a student teacher may assume responsibility for the teacher as a substitute if requested by the school district. Occasional short-term service as a paid substitute teacher must never conflict or interfere with coursework in the Credential program. When a candidate is asked to serve as a paid substitute for the master teacher, he/she should inform the Program Director. Application for an emergency permit credential is made through the Certificated Human Resources office of the individual school district. This policy reflects the School of Education and Psychology's mission as a collaborative partner with local school districts and takes into account the current shortage of qualified substitute teachers in many areas.

C. Intern Teaching Requirements*

*Note on usage: Because those who work in private schools (and, under certain circumstances, may use their position as a student teaching placement) are receiving compensation, they are sometimes colloquially referred to as "interns". These do not require a CTC issued internship credential.

Notre Dame de Namur University has a CTC-approved Intern option in the Multiple Subject program. This option is open to candidates who have demonstrated that they are qualified to be fully responsible for taking over a class **without a master teacher**, and have met all pre-service requirements (experience, courses, exams, and statutory requirements) for the internship credential. Although paid internship opportunities are rare, they do occasionally occur. The Placement Coordinator does not search for internship placements. If you are offered a paid internship opportunity, you must secure the approval of the Placement Coordinator and the Program Director, and apply for a California Commission on Teacher Credentialing (CCTC) university internship credential via the NDNu Credentials Office. The Program Director reserves the right to make modifications on qualifications for internships in certain circumstances. The

requirements for the intern credential include all of the requirements for student teaching. See *Student Teaching Clearance Checklist* form (Appendix C) **plus**:

1. Submission of an official offer of employment on district or private school letterhead from a public school district or WASC-accredited private school with which NDNU has an internship agreement.
2. Verification of U.S. Constitution by exam or coursework. See **Program Requirements (page 5)** for the three methods to meet this requirement.
3. Approval of the Program Director of the internship setting.
4. Completion of required pre-service coursework, as follows:

<u>Course Number</u>	<u>Course Name</u>	<u>Units</u>
EDU4100	Psychological & Developmental Foundations	3
EDU4107	Foundations for Teaching English Learners	3
EDU4342	Student/Intern Teaching/Seminar	4
EDU4330	Elementary Reading/Language Arts: Primary Grades	3
EDU4336	Curriculum – Elementary Math	2
Or	Or	
EDU4339	Curriculum – Social Studies/Science	2

Intern Teaching - District Personnel and Hiring School Responsibility

1. To notify the Placement Coordinator that a school is desirous of hiring a credentialed intern.
2. To offer an internship contract after consultation with the Placement Coordinator. The intern is responsible for applying for the position and arranging for the intern credential through the Credential Analyst.
3. Unusually difficult classes are not acceptable for the intern experience.
4. To provide the intern with orientation to the school’s policies and procedures with the same thoroughness that is provided to all other teachers.
5. To facilitate an intern/department staff relationship that will ensure guidance in matters of curriculum and resources.
6. To provide the intern with an on-site intern liaison. The University supervisor will provide a form for this purpose. The form will include the name of the designated liaison and requires the liaison’s signature. The liaison is expected to observe the intern periodically and to provide needed assistance.

7. To include the intern in the school or district's program of in-service for new teachers.
8. To provide the intern with adequate teaching materials to accomplish his/her teaching responsibilities.
9. To advise the intern candidate that he/she must apply for an internship credential through the Notre Dame de Namur University.
10. To collaborate with NDNU to supply the requisite 144 hours of supervision and support per year to interns plus additional ELL support as necessary.

All other requirements as noted in this Handbook apply to intern teachers as well as student teacher/interns.

Intern Teaching - Notre Dame de Namur University Staff Responsibility

1. To determine the professional readiness of the candidate to serve as an intern.
2. To determine whether or not the candidate's first semester of student teaching qualifies them for the proposed internship.
3. To monitor the progress of the intern through classroom observations and evaluations by the University supervisor.
4. To share observations and coordinate ideas for special assistance with a designated administrator at the assigned school. An *Intern Orientation Agreement* form is provided for this purpose. The University supervisor is responsible for grading the performance of the intern.
5. To make sure students have completed the coursework to meet the pre-service course and statutory exam requirements for interning in a public school setting.

VIII. RESPONSIBILITIES OF STUDENT TEACHER/INTERN

1. Student teachers/interns must meet NDNU's standards for professional behavior.
2. Student teachers/interns will arrive at school and leave the school premises at a time agreed upon by the principal, master teacher and supervisor.
3. Student teachers/interns are expected to attend a weekly seminar that is directly related to the student teaching/intern experience. **Attendance and participation will be considered when the grade is given.**
4. Student teachers/interns will dress appropriately and will maintain a satisfactory personal appearance.

5. The student teacher/intern will be excused from his/her student teaching assignment whenever there is a conflict between a required University course and the student teaching assignment. All such conflicts are to be discussed with the University supervisor and the master teacher prior to the conflicting date.
6. The student teacher/intern will cooperate fully with the rules and regulations of the master teacher, the school, and the district.
7. Items of school law which refer specifically to their duties will be presented to the student teacher /intern at one of their seminars. Student teachers/interns are advised to inquire about the local school building rules that they will be expected to observe.
8. If, for any reason, the student teacher/intern is unable to keep the pre-arranged schedule, he/she should call the school so that both the principal and master teacher are notified. **The student teacher/intern is responsible for notifying their supervisor.**
9. Student teachers/interns are cautioned that all information, both written and verbal, with which they come in contact during their work in the school, is to be considered confidential.
10. Student teachers/interns are advised to arrange with their University supervisors and master teachers for regular conferences at times when pupils are not present.
11. Student teacher/interns should give copies of their schedules of University classes to the master teacher and supervisor.
12. The student teacher/intern is not to assume the responsibility of taking students off campus for any activities.
13. The student teacher/intern is responsible for making an appointment with the Credential Analyst at the beginning of his/her last semester and to follow through with the credential audit process at the end of the program.
14. Ordinarily, a student teacher will teach all-day 2 days per week and 3 half-days per week. Student teachers will also complete four (4) weeks of solo, co-teaching or the equivalent during the program. NDNU recommends that student teachers complete two (2) solo weeks within each semester. The following are options for configuring the two solo weeks:
 - 2 weeks consecutive
 - 2 days, then 3 days then 5 consecutive
 - 1 day, then 2 days, then 2 days, then 5 consecutive

Note: The two weeks do not necessarily need to be consecutive. The following guidelines must also be incorporated:

- 5 consecutive days must include a Monday and a Friday

- (e.g. Thursday, Friday, Monday, Tuesday, Wednesday or Monday-Friday)
- 1 solo day must occur prior to the midterm evaluation
- University supervisor must approve the solo days/weeks schedule

15. Student teacher/interns are **not authorized** to administer over the counter or prescription medication to children in school settings **at any time**.

Applying for Your Credential - Documents and Timelines

During the final semester you should submit to the Credentials Office a completed *Application for Credential Recommendation* form. When you have completed all requirements (including a required course grades posted on your transcript), the Credentials Analyst will assemble the required documents (including NDNU transcripts) and submit a university recommendation to the Commission on Teacher Credentialing on your behalf. By having the documents above submitted in advance, the candidates will help ensure that the credential recommendation is processed in a timely manner. After the recommendation has been submitted, you will receive an email from the CTC requiring you to complete an online application and submit a CTC application fee electronically. Within 10-14 days after completion of this step, you should receive your credential from the CTC via email.

The Professional Clear 2042 - Multiple Subject Credential

California has a two-tier credential structure. The Preliminary Multiple Subject Credential remains valid for a maximum of five years. The holder of the preliminary credential must complete requirements for the professional clear credential before the expiration of the preliminary credential or the holder will be unable to teach in California's public schools. Requirements for the professional clear credential are typically met via a state accredited induction program offered through the employing school district. Credential holders working in private or parochial schools or in districts not offering an induction program can clear their credential via a CTC-approved clear credential program. (See the CTC website for options: www.ctc.ca.gov).

IX. FIELD EXPERIENCE GUIDELINES

Phase I - Observation

A strong observation period for student teachers is essential. It is recommended that the observation period be two or three weeks **based on the experiential background of the student teacher**. This period should include observation of:

- A. Classroom Management
 - Establishing classroom standards
 - Communicating with children
 - Preventive discipline
 - Handling discipline problems

- Follow through with consequences
- Classroom procedures
- Setting the educational environment
- Procedural details, i.e., seating arrangements, access to supplies

B. Curriculum and Instruction

- Curriculum Guidelines/Content
- Lesson planning and unit planning, including PACT lessons
- Effective teaching of the state-adopted academic content standards
- Ability to meet the Teaching Performance Expectations
- Adapting to individual differences
- Assessment and evaluation

C. Total School Awareness

- School facility
- School community
- Support programs
- Faculty

Phase II – Guided Teaching Practice

A. Initial Practice

- Small group instruction
- Content area in which student teacher feels most knowledgeable
- Student teacher responsible for planning
- Student teacher assumes some administrative duties, i.e., attendance, lunch count, etc.

B. Extended Practice

- Teaching large group
- Assuming responsibility for evaluating, grading, and discipline
- Reflecting evaluations from master teacher in improving each day's lessons
- Communicate with master teacher on an on-going basis

Phase III - Independent Teaching Experience

During this phase, the student teacher will have full planning and teaching responsibilities monitored by the master teacher and the NDNU Supervisor.

Master teacher, supervisor, and student teacher/intern will communicate with each other on *Evaluation of Student Teacher/Intern Teacher Effectiveness* form.

During the initial lessons, the Master Teacher should remain in the room. As the student teacher takes increased control, the Master Teacher should be absent a portion of the period, then later for whole periods; however, the student teacher should always know how to locate the Master Teacher in case of an emergency.

X. EVALUATION

1. The Master Teacher and the NDNU Supervisor will provide the teacher candidate with regular feedback concerning his/her progress. The NDNU Supervisor is required to complete a *Teacher Observation* form (see Appendix A) report at each visit and present one copy to the student teacher/intern. The Master Teacher may also wish to keep written records of observations and conferences. The University supervisor will complete a *Professional Behavior Guidelines* form for student teacher/interns each semester.
2. The Master Teacher and the University Supervisor will meet periodically to discuss the teacher candidate's progress. The supervisor will keep the Program Director informed as to each candidate's progress.
3. If at any time during the semester, conflicts develop between any of the personnel involved in the student teacher/intern experience, the University supervisor and/or the Program Director will set up conferences and procedures for resolving conflicts. The student teacher/intern, the master teacher, and the University supervisor should notify the director of the program immediately if any problems occur and will be referred to the Education Committee of the School of Education and Leadership for discussion and determination.
4. At midterm the *Evaluation of Student Teacher/Intern Effectiveness* form should be completed. The supervisor should advise the teacher candidate in writing about his/her midterm grade at this time. (See Appendix B).
5. Near the end of the semester, the master teacher, student teacher/intern, and the University supervisor will complete the *Evaluation of Student Teacher/Intern Effectiveness* form regarding the work of the teacher candidate.
6. At the end of the semester, the University Supervisor will complete a *Summary Evaluation* form and determine the letter grade to be assigned for the semester student teaching experience.

Because student teaching often goes beyond the time when NDNU grades need to be submitted, a grade of IP will be assigned until completion of student teaching after which a final grade will be submitted.

XI. RESPONSIBILITIES AND QUALIFICATIONS OF THE MASTER TEACHER

The Master Teacher is the teacher of the class to which the student teacher is assigned. This teacher is selected by the school administration, in collaboration with NDNU Multiple Subject Placement Coordinators and Program Director, because of outstanding professional competency including capabilities and interest in helping others to learn to teach.

The Master Teacher:

- holds a Clear Credential in the content area and a minimum of three years of content area PK-8 teaching experience, including experience working in diverse school settings as well as knowledge/experience teaching English Language learners
- will conduct classrooms which:
 1. provide a healthy emotional climate for students
 2. have a constructive program of discipline
 3. provide for individual differences
 4. make use of sound teaching-learning processes
- will model effective teaching of the State Content Standards, including CCSS (Common Core State Standards) and Next Generation Science Standards as well as use of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS).
- will assist candidates in meeting Teacher Performance Expectations (TPEs).
- will assist candidates in completing Teaching Performance Assessment (TPA) requirements.
- will provide an overview of the program including goals and objectives for the class, anticipating learning activities, sources for instructional materials, and means of assessment, including how everything relates to the State-adopted academic standards and teacher performance expectations
- will maintain an ethical attitude toward the teaching profession in both words and actions and be able to:
 1. share educational expertise with a beginner
 2. take the time for orientation and supervision of a student teacher/intern
 3. cooperate with the University supervisor in a program to give the student teacher/intern the best possible experience
 4. evaluate the student teacher/intern's progress and work on a regular basis through written observations and verbal feedback.
- will define what she/he expects of the student teacher/intern. This may be done in conference with both supervisor and student teacher/intern and may include:

1. The student teacher/intern's ultimate responsibilities in setting objectives, writing lesson plans, planning activities, and evaluating progress.
 2. Routines and procedures already established with the pupils and how flexible she/he wishes it to be.
 3. Expectations regarding punctuality, dress, and the reporting of student teacher/intern absences (Refer to student teacher/intern responsibilities).
 4. Observe the student teacher/intern presenting lessons on a regular basis. Give both oral and written feedback.
 5. Monitor/evaluate professional, legal and ethical obligations as noted in section *CSTP 6: Developing As a Professional Educator (TPE 6)*.
- acquaint the student teacher/intern with the school procedures, forms, and equipment, such as:
 1. Policy Handbook
 2. Calendar of school events
 3. Master schedule and special day schedule
 4. Copies of school forms (hall passes, attendance forms, referral forms, counseling forms, etc.)
 5. Report cards, pupil progress reports, and conference notices
 6. Parental notes
 7. Fire and disaster drill procedures
 8. Medical service, first-aid procedures, and other emergencies
 9. Accident reports
 10. Counseling and guidance procedures
 11. Library facilities
 12. Duplicating equipment
 13. Technology services and equipment
 14. Routine and disciplinary action
 15. Curriculum guides, study guides
 16. Use of pupil cumulative records
 17. Teacher mail boxes
 18. Services available through the district office
 19. Procedure for providing lesson plans for substitute teachers
 20. Awareness of legislation regarding harassment
 21. Awareness of legislation regarding student discipline
 - will provide opportunities for the student teacher/intern to observe and teach all curricular areas appropriate for the assigned grade level.
 - will participate in the interim and final evaluations of the student's teaching effectiveness.
 - Upon request, write a letter of recommendation for the candidate's file.

If the master teacher is displeased with the performance of the student teacher/intern, he/she should discuss this with the student teacher/intern and the supervisor. If necessary, the school principal and Program Director should be requested to come in for a conference. If the problem cannot be resolved, the student teacher/intern may be removed from the student teaching assignment. Consideration of another assignment is the responsibility of the University.

XII. RESPONSIBILITIES OF SCHOOL PRINCIPAL

1. The district office or the school principal, in collaboration with NDNU, is responsible for the final selection of master teachers. She/he encourages the Master Teacher to provide the teacher candidate with the packets of necessary instructional materials and to acquaint the teacher candidate with schedules.
2. The school principal will advise the teacher candidate of orientation meetings, in-service, and workshops that the candidate could attend and that might be of value to the candidate in his/her teaching experience.
3. The master teacher should be advised by the principal whenever he/she thinks it is appropriate for the teacher candidate to attend the faculty meeting.
4. The school principal should be included in the evaluation conferences whenever the master teacher, student teacher/intern, or University supervisor think it is necessary. On occasion, the principal may be asked by the teacher candidate to write a letter of recommendation for his/her placement file.

XIII. RESPONSIBILITIES OF UNIVERSITY PROGRAM DIRECTOR

1. The University PROGRAM director interviews each candidate at the time he/she applies for admission to the teacher education program. After the candidate has been accepted into the program, the Placement Coordinator of Student/Intern teacher assignments is responsible for making all arrangement for assignments.
2. The program director is responsible for the initial preparation and update of a Handbook with necessary information for the teacher candidate and those parties concerned with the student teaching experience.
3. The program director or other Education Faculty member is responsible for the initial orientation seminars for teacher candidates.
4. The Student Teaching/Intern Seminar instructor, in collaboration with the program director, is responsible for planning and conducting weekly seminars.
5. The program director is to be available for conferencing with all parties involved in the student teacher/intern experience whenever deemed necessary.

6. The program directors present reports to the School of Education and Psychology Education Committee twice a semester.
7. The Program Director, in conjunction with the supervisor, facilitates any change in a student teaching assignment.

XIV. RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

The University supervisor is the University counselor/teacher to whom the student is assigned. The University supervisor serves as liaison between school district and Notre Dame de Namur University. The Master Teacher and University supervisor share the responsibility of guiding the student teacher/intern's progress toward becoming a flexibly competent teacher by means of regular classroom observations and private conferences. The needs and growth of the student teacher/intern are assessed by all involved.

The University supervisor has the following responsibilities:

- A. Meet with the principal and master teacher prior to or during the first week of the student teacher/intern's assignment to discuss the experiences desired for the student teacher/intern, conferences, evaluation procedures, and schedules.
- B. Visit the school regularly to observe the student teacher/intern (a minimum of 6 formal visits). If the assignment is at a partnership school, a weekly visit is minimum.
- C. Conference with the student teacher/intern following the observation period and discuss competencies as well as suggestions to help the student teacher/intern.
- D. Write a summary of the observation and conference on the *Teacher Observation* form provided by the University. The student teacher/intern should receive one copy.
- E. Confer with the master teacher and student teacher/intern on a regular basis so that there is an awareness at all times of the student teacher/intern's progress.
- F. Advise the Program Director of any problems or concerns that may need conferencing with the student teacher/intern and/or master teacher. Complete a *Progress Report* form if student is having difficulties.
- G. Assist in conducting weekly seminars with the student teacher/interns in which problems of concern to the student teacher/interns can be discussed.
- H. Assist the student teacher/intern to overcome areas of weakness identified by the student teacher/intern, master teacher or supervisor.
- I. On the scheduled dates, submit a report on teacher candidate's progress by completing the *Evaluation of Student Teacher/Intern Effectiveness* form provided by the University during midterm and final evaluation. At the end of each semester, a letter grade is given.

- J. Upon request, will write a letter of recommendation for the student file.
- K. Attend monthly University supervisor meetings, led by the Placement Coordinator and program Director, to discuss progress of candidates.
- L. Attend a School of Education and Psychology meetings when requested.

XV. RESPONSIBILITIES OF PLACEMENT COORDINATOR FOR STUDENT TEACHER/INTERN

- A. Coordinates and negotiates student teaching placements with school and district administrators.
- B. Provides School of Education and Psychology Executive Assistant with a matrix of placement data.
- C. In collaboration with the School of Education and Psychology Executive Assistant, oversees student teaching contracts and district/school memorandum of understanding (MOUs).
- D. Maintains current contact and placement data.
- E. In collaboration with program director, plan and co lead monthly University supervisor meetings.

XVI. UNIVERSITY SUPERVISOR – GUIDELINES FOR OBSERVING STUDENT TEACHER/INTERN

The student teacher/intern will be observed on a regular basis by the University supervisor. Strengths, weaknesses, special problems, and general progress will be noted by the supervisor and will be discussed with the candidate following each observation.

Following are some guidelines that the University supervisor may use while observing the teacher candidate:

The relationship of the teacher candidate with her/his pupils may include:

- A. Classroom management
- B. Delivery of directions, statements, questions
- C. Sensitivity to learning problems by altering lessons as needed
- D. Awareness of disrupting occurrences and methods for solving them
- E. Special problems in the classroom

The teaching procedures employed by the teacher candidate may include:

- A. Indication of prior planning, formulation of goals and objectives, and organization
- B. The relation of the lesson to the normal sequence of the curriculum
- C. The appropriateness for the class of the teaching methods used
- D. Instructional materials
- E. Assessment techniques
- F. Techniques for transfer of learning and reinforcement

The learning environment may include:

- A. Personal characteristics of the teacher candidate
 - 1. Appearance and voice
 - 2. Language usage, including spelling and handwriting
 - 3. Vitality and enthusiasm
 - 4. Pacing
 - 5. Any idiosyncrasies that might affect teaching effectiveness
- B. Room characteristics:
 - 1. Cleanliness
 - 2. Light
 - 3. Ventilation
 - 4. Relevance of bulletin boards and displays to subject matter and teaching situation
 - 5. Organization
- C. Environment that encourages group cohesiveness and cooperative efforts.
- D. Professional behavior monitored/evaluated for legal and ethical obligations as noted in section *CSTP 6: Developing As a Professional Educator (TPE 6)*.
- E. Monitor completion of the Teaching Performance Assessment (TPA) requirements.

XVII. ARTICULATION BETWEEN NDNU'S CREDENTIAL AND MASTER'S PROGRAM

Graduates of NDNU's credential program have a unique opportunity to count up to twelve credential units toward a Master's Degree. Courses approved for articulation include: EDU4100, EDU4104, EDU4110, EDU4107, EDU4119, EDU4330, EDU4333 and EDU4410. It is important to note that the Master's degree must be completed within seven years of taking the first graduate class. In other words, if a student enrolls in EDU4100 in the fall of 2014 and the student is counting that course toward a Master's Degree, then the student must complete his/her Master's Degree by August 15, 2021.

The opportunity to count credential courses toward a Master's Degree significantly reduces the time and financial resources required to earn the advanced degree. Additional financial assistance (e.g., Institutional Scholarships) is available to qualified applicants. This is a wonderful opportunity for educators to improve their practice, engage in the required number of professional development hours, qualify for a higher salary, and develop the skills, knowledge, and habits of thoughtful educational leaders

XVIII. NDNU POLICES AND PROCEDURES

A. REPEAT POLICY

Students may repeat courses in which "C", "D", or "F" grades were received. Grades for all attempts appear on the transcript, but only the highest grade is computed in the GPA, and credit is earned only for the highest grade. Independent Study may not be used to repeat a course.

Should a Notre Dame de Namur University student earn a grade of "F" in a course at Notre Dame de Namur University and then subsequently repeat the course and earn a "C" or higher grade at a fully accredited institution, the grade earned outside of the University will be admitted to the student's record at the University. This applies only to a student who has been placed on academic warning, probation, or disqualified status at Notre Dame de Namur University and has repeated a course for the purpose of raising his or her grade point average. For a full listing of policies, please review the University Academic Catalog online. Questions regarding the Repeat Policy may be directed to your faculty advisor or go online to the Registrar Office link at, <http://www.ndnu.edu/academics/registrar/>.

B. EDUCATION COMMITTEE

The Education Committee is a group of experienced faculty members who meet regularly to review the progress of students in credential programs and to recommend next steps for those who have been identified as experiencing difficulty successfully meeting requirements for a credential. The Committee is composed of directors of the credential programs, a member of the undergraduate faculty, the Credential Analyst, advisors and the Dean of the School of Education and Leadership. The Chair of the Education Department also serves as chair of the Education Committee. Students are recommended to the Committee by the program director, advisor, course instructor or supervisor for the intern/student teaching experience.

Any student demonstrating difficulty in student or intern teaching must be referred to the Committee by the University supervisor in consultation with the program director. Additionally, the chair of the Committee polls instructors of all foundation courses each semester for names of students whose progress and/or social skills in class indicate that they may have difficulty succeeding in the teaching profession. Other students may be referred by any faculty member or by the Dean of the School of Education and Leadership after consultation with the student's advisor and program director. The Education Committee keeps in mind two goals in its discussion of such referrals:

- Early identification of students who need extra help in succeeding in the program
- Early identification of individuals who, in spite of academic success in classes, may not be able to succeed in the teaching profession

On rare occasions, the Committee may make any of the following recommendations:

- Require that a student successfully complete a third semester of supervised field experience (intern or student teaching)
- Require that an intern be dropped from the internship and complete the supervised field experience through student teaching
- Disqualify a student from the credential program

Any student who has been referred to the Education Committee will receive a letter detailing the recommendations of the Committee. Decisions of the Committee are final unless appealed to the Dean of the School of Education and Leadership within fourteen (14) calendar days. The decision of the Dean is final. A student may have recourse to the University Grievance process as detailed in the student handbook.

C. UNIVERSITY SUPERVISOR'S LINK WITH THE EDUCATION COMMITTEE OF THE SCHOOL OF EDUCATION AND LEADERSHIP

Students who are experiencing problems will receive a Progress Report identifying the areas of difficulty. The Education Committee composed of undergraduate and graduate faculty, Dean of the School of Education and Leadership, Program Director, and Credential Analyst, will review such reports and make an appropriate recommendation. The School of Education and Leadership Committee participates in all decisions related to *Progress Reports* and *Evaluation of Student teacher/Intern Effectiveness* forms. On rare occasions, the School of Education and Leadership Committee may recommend that it is necessary for the student teacher/intern to take three full semesters of student teacher/intern to meet University expectations. Very rarely, the Committee may determine that a teacher candidate should not continue the program. The Committee's decision is final unless appealed within fourteen (14) calendar days to the Dean.

D. NOTRE DAME DE NAMUR UNIVERSITY'S POLICY FOR STUDENT TEACHER/INTERNS DURING A TEACHER STRIKE

Notre Dame de Namur University shall maintain a position of neutrality in any strike involving school districts with which it has contracts for the placement of student/intern teachers.

Notre Dame de Namur University has an obligation to protect its students and to provide them with instruction. In the event of a strike, an immediate reassignment normally will not be initiated. University supervisors shall meet with student teacher/interns for seminar on campus and assign teaching-related duties. Such duties shall be integral parts of the teacher preparation program and shall constitute assignments related to student teaching. If it appears, however, that the strike may be of long duration and that the teacher candidate may be deprived of adequate

teaching experience, the Program Director may re-assign the teacher candidate to a non-striking district.

The student teacher/intern candidate has the responsibility of notifying the University supervisor, program Director and Chair of the Department that a strike has begun or has been called for a certain time. Candidates may request immediate reassignment to a non-striking district. Such requests shall be made directly to the Director and the Coordinator of Student Teaching Assignments.

No student teacher/intern candidate will assume control of a classroom in lieu of a credentialed teacher during a strike. Should a student teacher/intern accept employment on an emergency credential, it shall be presumed that the student teaching status has been terminated.

Teacher candidates are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the Director and to the Dean of the School of Education and Leadership at Notre Dame de Namur University.

Neither University nor district personnel shall refer to student teacher/intern strike actions when evaluating for the purpose of preparing rating sheets or letters of recommendation.

E. NOTRE DAME DE NAMUR UNIVERSITY'S SEXUAL HARASSMENT POLICY

As stated in the document, Student Rights, Freedoms, and Responsibilities, Notre Dame de Namur University will not tolerate any behavior, which constitutes sexual harassment, discrimination or other inappropriate action. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of the status of the student in a course, program, activity or work situation.
2. Submission to or rejection of such conduct by the student is used as a basis for academic or job-related decisions affecting the student.
3. Such conduct has the purpose or effect of substantially interfering with the educational or work experience of the student by creating an intimidating, hostile, or offensive academic/work environment.

If a student believes she/he has been subjected to such behavior, she/he should report the incident to:

1. Vice President for Campus Life at Notre Dame de Namur University
2. Personnel Office at the student's place of employment
3. Director of Program

E. ACADEMIC HONESTY

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Plagiarism, defined as the act of stealing or using as one's own the ideas or writings of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a as though it were own." (Modern Language Association Handbook, New York: MLA, 1977, p. 4).

Whenever you quote from, make references to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content if such communication clearly originates from an identifiable source. If you do not, whether deliberately or accidentally, you have committed plagiarism. The University subscribes to Turnitin (www.turnitin.com), an Internet service designed to detect plagiarized work. The sanctions for plagiarism range from reprimands and counseling to expulsion from the University. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work: <http://ndnu.smartcatalogiq.com/en/2016-2017/Student-Handbook/Student-Code-of-Conduct/Academic-Conduct>

F. STUDENT DISABILITY SERVICES

As required by Section 504 of the Rehabilitation Act, the instructor will make appropriate accommodations for all students with documented disabilities. If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The main number for Counseling, Health and Disability Services is 650-508-3714 or disabilityservices@ndnu.edu

G. STUDENT GRIEVANC PROCESS

Complaints About Student Conduct

Any member of the campus or wider community may report alleged student misconduct. 'Student misconduct' is any form of student behavior which violates the Student Conduct Code or any University policy applicable to students. Reports can be made about the behavior of an individual student, groups of students, or a student organization. Reports can be made orally, but should be followed-up in writing to the Dean of Students or designee, most often, the Assistant Dean of Students. Reports should contain all the relevant facts including the names of the student(s) involved, where known; physical description(s) of the student(s) involved, if the names are not known; the time and place of the incident; and a detailed, impartial

description of the actions or behavior. Where possible, the names of any witnesses should also be listed.

Conduct reports should be made as soon as possible after the incident. Reports will normally not be accepted if they are received more than two weeks after the date of the alleged misconduct. Exceptions to this include, but are not limited to, sexual misconduct cases. Reports must be received prior to the graduation of the accused student(s). Form for submitting complaints about conduct by a student, or a group of students, are available online on the Student Affairs / Dean of Students webpage. The form can also be accessed by clicking this link: <https://cm.maxient.com/reportingform.php?NotreDamedeNamurUniv>

Grievance Process Related to Faculty, Staff, or Administrators

A student may file a grievance related to the conduct of a faculty, staff, or administrative member of the campus community. An appropriate first step is to consult the Student Ombudsperson, who will discuss the options, which are available. The Student Ombudsperson is Dr. William Barry (wbarry@ndnu.edu). Usually the Student Ombudsperson will first suggest speaking with the faculty member, staff person, or administrator directly. If this is unsuccessful, then the student (complainant) may submit his/her complaint in writing as indicated below.

The student's written complaint should state the name and position of the University employee (respondent) with whom the issue exists. The written complaint should describe the incident, which forms the complaint. Supporting materials should be submitted with the complaint if available. The complaint must be submitted electronically only via the complainant's official University e-mail account. If it is submitted in print copy, the complainant must date and sign the complaint. The written documentation, whether electronic or print copy, should be submitted to the supervisor of the respondent or to the Dean of Student's Office (which will redirect the complaint to the appropriate supervisor for action.)

In most cases, the supervisor of the respondent will contact the complainant within 10 calendar days after receiving the written complaint to discuss the case. A complainant will be notified within 30 calendar days that the grievance has been resolved. Outcomes of grievances are not made public especially as it relates to a personnel action. If there is a remedy other than a personnel action the complainant will be advised by the responding supervisor.

If the complainant disagrees with the outcome of the grievance, s/he can appeal further to the appropriate next level supervisor. If the complainant is not certain of the next level supervisor the appeal can be submitted to the Director of Human Resources, who will forward it to the appropriate person, appoint a designee, or who will hear the appeal herself. The appeal should contain the original complaint, and also state the reasons why the decision is being appealed. The appeal may be submitted electronically via the complainant's official University e-mail account. If it is submitted in print copy, the complainant must date and sign the appeal.

The appeal officer will conduct a review process and respond within 45 calendar days after receipt of the appeal. The decision of the appeal officer is final.

Grievance Process Related to Other Students

A student may file a grievance related to the conduct of another student. This may be done electronically via the form provided on the Student Affairs / Dean of Students webpage. The form can also be accessed by clicking this link:

<https://cm.maxient.com/reportingform.php?NotreDamedeNamurUniv>

It may also be done in person to the Assistant Dean of Students.

Once an allegation relating to the conduct of another student has been received by the Student Affairs Office, a staff member will be designated to investigate. Witnesses' statements and other pertinent information will be collected. If there is enough information to proceed, the allegation will be heard as a case using the Student Conduct process. At the conclusion of this process, the complainant will be notified about the steps taken in the grievance, and whether the case was heard as a conduct case. The specific outcome of any resulting conduct case will not be shared, as it is information, which is protected under the Family Educational Rights and Privacy Act (FERPA). **Any allegation pertaining to sexual misconduct will use the procedures outlined in the Sexual Misconduct Policy**

APPENDICES

Appendix A

NOTRE DAME DE NAMUR UNIVERSITY
School of Education and Leadership

TEACHER OBSERVATION

Name _____ Date _____

Class/Period _____

Instructional Planning – Lesson planning: i.e. (factors that influence planning and teaching, learning objectives, instructional materials, assessment opportunities)

Instructional Presentation (e.g. engagement of learners): i.e. (organization-progression of tasks, relationship of objectives/tasks to student’s knowledge/needs, specific strategies-opportunities to intellectually engage in tasks, content accuracy)

Management of student behavior and instructional time: i.e. (working structures or routines that support respect and engaged behaviors, time management)

Accommodations to different learning needs: i.e. (specific planned strategies, forms of support for varied needs)

Assessment of student learning: i.e. (assessments match objectives, monitoring strategies, assessment instrument or process to measure proficiency [productive/receptive modalities]).

Recommendation(s):

Signed: _____
Supervisor

Signed: _____
Student

Appendix B

**Notre Dame de Namur University
Multiple Subject
Evaluation of Student/Intern Teacher
Effectiveness Form
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester ____ 2nd Semester _____

School _____ Grade Level _____

Criteria for Evaluation:

0 = NOT OBSERVED

1 = BEGINNING - Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations.

2 = EMERGING - Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1st year teacher.

3 = APPLYING - Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1st year teacher.

Signatures:

Candidate/Inter

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of students to engage them in learning including:				
• Prior experiences, interests, and social-emotional learning needs,	0	1	2	3
• Their funds of knowledge and cultural, language and socioeconomic backgrounds	0	1	2	3
Maintain ongoing communication with students and families including use of technology to:				
• Communicate with/support students and families.	0	1	2	3
• Communicate achievement expectations and student progress.	0	1	2	3
Developmentally Appropriate Teaching Practices				
• Understanding important concepts about the learners	0	1	2	3
• Designing instructional activities	0	1	2	3
• Providing appropriate educational experiences	0	1	2	3
Connect subject matter to real-life contexts and provide active learning experiences to:				
• Engage student interest	0	1	2	3
• Support student motivation	0	1	2	3
• Allow students to extend their learning	0	1	2	3
Use a variety of developmentally appropriate strategies to support access to the curriculum for a wide range of learners in the general education classroom and environment including:				
• Developmentally and ability-appropriate instructional strategies and resources	0	1	2	3
• Assistive technology	0	1	2	3
• Principles of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
Promote students' critical and creative thinking and analysis through:				
• Activities that provide opportunities for inquiry and problem solving	0	1	2	3
• Responding to and framing meaningful questions	0	1	2	3
• Reflection	0	1	2	3
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including:				
• Focused English Language Development Specially Designed Academic Instruction in English (SDAIE), scaffolding across the content areas and structure English immersion	0	1	2	3
• Demonstrating an understanding of the difference among students whose only instructional need is to acquire:	0	1	2	3
• Standard English proficiency	0	1	2	3
• Students who may have an identified disability affecting their ability	0	1	2	3

to acquire Standard English proficiency				
• Students who may have both a need to acquire Standard English proficiency and an identified disability	0	1	2	3
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	0	1	2	3
Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	0	1	2	3
Additional Comments:				

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Promote students’ socio-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	0	1	2	3
Creating learning environments (e.g. traditional, blended, and online) that:				
Promote productive student learning	0	1	2	3
Encourage positive interactions among students	0	1	2	3
Reflect diversity and multiple perspectives	0	1	2	3
Are culturally responsive	0	1	2	3
Establish, maintain and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn and recognize and appropriately address instances of intolerance and harassment among students such as bullying, racism, and sexism.	0	1	2	3
Know how to access resources to support students, including those who have experiences trauma, homelessness, foster care, incarceration, and/or are medically fragile.	0	1	2	3
Maintain high expectation for learning with appropriate support for the full range of students in the classroom	0	1	2	3
Establish and maintain clear expectations for				
Positive classroom behavior	0	1	2	3
• Student-to-student interactions by communicating classroom routines, procedures and norms to students and families	0	1	2	3
• Teacher -to-teacher interactions by communicating classroom routines, procedures and norms to students and families	0	1	2	3

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	0	1	2	3
Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter to promote student access to the curriculum	0	1	2	3
Use knowledge about students and learning goals to make accommodations and/or modifications as needed promote student access to the curriculum	0	1	2	3
Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	0	1	2	3
Design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	0	1	2	3
Individual and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	0	1	2	3
Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language with learning activities to promote the subject matter knowledge of:				
• All students	0	1	2	3
• The full range of English learners	0	1	2	3
• Standards English learners	0	1	2	3
• Students with disabilities	0	1	2	3
• Students with other learning needs in the least restrictive environment.	0	1	2	3
Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to facilitate students' equitable access to the curriculum	0	1	2	3
Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship including respecting copyright law, understanding fair use guidelines, and the use of Creative Commons license, and maintaining internet security.	0	1	2	3
Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	0	1	2	3

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Locate and apply information about students' current academic status, content-and-standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	0	1	2	3
Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	0	1	2	3
Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	0	1	2	3
Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:				
<ul style="list-style-type: none"> • Appropriate use of instructional technology, including assistive technology 	0	1	2	3
<ul style="list-style-type: none"> • Applying principles of UDL and MTSS 	0	1	2	3
<ul style="list-style-type: none"> • Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners 	0	1	2	3
<ul style="list-style-type: none"> • Appropriate modifications for students with disabilities in the general education classroom 	0	1	2	3
<ul style="list-style-type: none"> • Opportunities for students to support each other in learning 	0	1	2	3
<ul style="list-style-type: none"> • Use of community resources and services as applicable 	0	1	2	3
Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g. IEP, IFSP, ITP, and 504 plans)				
Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	0	1	2	3
Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy and offer students multiple means to demonstrate their learning.	0	1	2	3
Additional Comments:				

CSTP 5: Assessing Student Learning (TPE 5)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
Collect and analyze assessment data from multiple measures and courses to plan and modify instruction and document students' learning over time.	0	1	2	3
Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	0	1	2	3
Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	0	1	2	3
Work with specialist to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	0	1	2	3
Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	0	1	2	3
Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3
Additional Comments:				

CSTP 6: Developing as a Professional Educator (TPE 6)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Reflect on their own teaching practice and level subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	0	1	2	3
Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative on the teaching and learning of students	0	1	2	3
Exhibit positive dispositions of caring, support, acceptance, and fairness	0	1	2	3

toward all students and families, as well as toward their colleagues.				
Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues	0	1	2	3
Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	0	1	2	3
Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, healthy, and safety of students and families.	0	1	2	3
Conduct themselves with integrity and model ethical conduct for themselves and others.	0	1	2	3
Understanding and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	0	1	2	3
Critical analyze how the context structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	0	1	2	3
Additional Comments:				

Appendix C

STUDENT TEACHING CLEARANCE CHECKLIST

Student Name: _____

ID: _____

All of the following must be completed and on file with Terrance Hanna, Credentials Analyst, in order to be eligible for student teaching. (For University Internships, additional requirements apply; see Internship Clearance checklist). Contact Terrance Hanna at 650-508-3545 or thanna@ndnu.edu.

Passage of Basic Skills Requirement (e.g. CBEST or 3 new options). For more information, see: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>. Passing score reports should be sent to **Notre Dame de Namur University, code: 188**. If scores were not sent, please provide the official report to the Education Department so we can make an official copy and return your originals to you.

Verification of Subject Matter Competence (e.g., CSET or Subject Matter Waiver). Passing score reports should be sent to **Notre Dame de Namur University, code: 518**. If scores were not sent, please provide the official report to the Education Department so we can make an official copy and return your originals to you. For subject matter programs (aka “waivers”), contact Credentials Office.

After passing CSET and CBEST, contact the Student Placement Coordinator, Susan Raffo at 650-343-7358 or ndnuraffo@gmail.com. All student teaching placements must be arranged by the placement coordinator.

Copy of negative TB test result from within two years. We need a legible photocopy of the doctor’s report.

Verification of fingerprinting clearance with the California Commission on Teacher Credentialing (also called a Certificate of Clearance).*

***Please note that fingerprinting clearance is a straightforward legal requirement. No exceptions, waivers, or accommodations of any sort will be considered.**

Note that in order to be eligible for student teaching, your fingerprints and clearance application must have been cleared by the CTC; simply having done fingerprinting is NOT sufficient. Your clearance appears on the state database, which we will access for confirmation before your placement. You may have done fingerprinting one or more times before. This may have been for the CTC, for a private school, or for an individual school district. **IF AND ONLY IF your clearance appears on the CTC website (www.ctc.ca.gov .click “look up a credential” to check) have your prints been cleared through the Commission.**

Having merely done LiveScan fingerprints and submitted a follow-up clearance application electronically is not sufficient, as the CTC regularly sends applications to the Division of Professional Practices for review, for any number of reasons which they do not disclose to us. Professional Practices reviews normally take 4-6 weeks.

Therefore, you should be certain to submit both your LiveScan fingerprints and your follow-up electronic application early enough, prior to consideration for student teaching, to insure that your application will be fully cleared before the placement coordinator begins the process of securing or confirming your placement.

For more information, see: <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>

Signed NDNU Release of Liability Form.

Verification of 40-Hours of Pre-Acceptance Field Experience. Provide the original form signed by the site supervisor or official letter of verification from the site.

Appendix D

SUGGESTED CALENDAR OF TASKS FOR CREDENTIAL STUDENTS

Below is a suggested list of activities that would help ensure timely processing of credential documents. Please note that this calendar is only a suggestion of activities based on previous experiences of credential analysts and does not account for any future changes at the university or state processing requirements. To the extent possible, candidates will be alerted to certification changes in advance.

Compliance with state and federal education codes regarding teacher credentialing is the responsibility of the candidate. Candidates will be held responsible for meeting mandated credential requirements **at the time of applying for the credential**. To the extent possible by law, NDNU will uphold the curricular program requirements at the time of **admissions to the program**.

Immediately after Admissions to the Credential Program:

- Create a credential file for personal record-keeping for academic and professional documents.
- Begin to satisfy the requirements for admission to Student Teaching. In all cases, students must pass CBEST and demonstrate “subject matter competency”, pass the CSET, hold a CTC fingerprint clearance (private or school clearance is NOT sufficient) and have a negative TB test on file prior to Student Teaching. Be sure to list NDNU as a recipient of official test results.
- Make arrangements for financial aid, if applicable, to ensure the ability to finish the program in a timely manner.
- **For those pursuing a Masters degree AND teaching credential, please be sure to submit an audit form to the Registrar’s office as soon as possible. For those graduating in May, there is no audit fee for forms submitted before October. The fees rise steeply with time and May graduates submitting forms after February 15 will not participate in Commencement ceremonies. See Registrar’s office for details.**

Semester or summer before Student Teaching or Internship:

- Communicate to the Placement Coordinator of intention to student teach.
- Complete all requirements for Student Teaching. If a student is not fully cleared by the Credential Analyst (see Appendix C - *Student Teaching Clearance Checklist*), by the announced submission deadlines which are August 1st for fall and December 1st for spring, it is not possible to student teach and program completion *may* be delayed.

- Pay particular attention to CTC fingerprint clearance. If you do not have an emergency teaching credential or other document issued by the CTC, apply for the Certificate of Clearance. Typically CTC processing takes a few weeks, but occasionally, for reasons the CTC does not release, candidates are referred to the CTC division of professional practices; the process then could take months. **YOU MUST HOLD A CTC CLEARANCE** or a substitute or other California credential (not just have been fingerprinted) **BEFORE** being assigned to fieldwork placement.
- Many students have had fingerprints done multiple times for schools or other agencies. California law and NDNU policy requires clearance specifically through the CTC before fieldwork begins. See the *Student Teaching Clearance Checklist*.
- Register for applicable classes and prepare for fieldwork responsibilities.
- Track your progress using the Program Checklist and/or the online campus portal.
- For internship candidates, submit an *Application for Credential Recommendation* form for a University Internship Credential through the Credentials Office.

Final Semester:

- Submit any missing credential documentation. In most cases, original forms are required. The CCTC has a helpful website for downloading forms, see: <http://www.ctc.ca.gov/credentials/materials.html>
- Complete and return a completed *Application for Credential Recommendation* form to the Credentials Office. Pay the Audit Fee to the Business Office.
- Complete all requirements; pass RICA, obtain a CPR card (adult/children/infants).

Upon completing all program requirements, including student teaching and PACT, credential candidates, who submit an application to the Credentials Office, will be recommended by NDNU to the CTC for the credential.

May Commencement Ceremony:

- **Credential Students:** be sure to submit the Petition to Walk form to the Credentials Office NO LATER than February 1. Students who are almost finished with the program and desire to participate in the May Commencement ceremony may do so if they have no more than 6 units remaining after the ceremony, if they file by the February 1 deadline.

Masters/Credential Students: See the Registrar's Office for details.

For Masters/Credential students, it is imperative to understand the difference between meeting degree completion/graduation requirements and certification/credential requirements. You are required to do both. Information about the Masters Program requirements is available in the Masters handbook, the NDNU catalog and through the Registrar's office. Information on certification is available through the Credentials Office.

Getting your Credential

After being recommended to the California Commission on Teacher Credentialing by NDNU, you will receive an email to which you must respond and pay the state certification fee. You will then be sent your credential, electronically, in 10-14 days.

Applying for Teaching Jobs

You will have an SB2042 Multiple subject credential with EL authorization. This means that your credential includes EL (CLAD) and NCLB compliance is met by your passing CSET scores.

Best wishes for a successful teaching career!

Appendix E
NOTRE DAME DE NAMUR UNIVERSITY
PERSONAL AND PROFESSIONAL BEHAVIOR CHECKLIST

Candidate Name:	_____ Self _____ Instructor _____ Supervisor _____ Date	Rating Scale
Course Name and Number:		(3) Exemplary (Demonstrated at a superior level)
Program:		(2) Acceptable (Consistently demonstrated) (1) Needs Improvement (not yet apparent or is emerging) (0) No Opportunity to Observe
Behavior	Rating	Comments
1. Communicates effectively in oral form.		
2. Communicates effectively in written form.		
3. Works collaboratively and cooperatively with partner & in groups		
4. Follows rules & regulations.		
5. Responds favorably to suggestions for improvement.		
6. Acts with poise, mature judgment, fairness, & self-control.		
7. Demonstrates good listening skills.		
8. Demonstrates ability to respond & adapt to changing situations.		
9. Is punctual & regular in attendance.		
10. Sets appropriate priorities.		
11. Meets deadlines.		
12. Demonstrates a willingness to learn.		
13. Exhibits the ability to make decisions.		
14. Strives continually for professional growth & development.		
15. Demonstrates respect for personal, family, cultural, & community values.		
16. Exhibits creativity & initiative.		
17. Approaches teaching with enthusiasm, energy, & humor.		
18. Portrays a professional image consistent with school standards, including attire and grooming.		
19. Handles all professional responsibilities in an ethical manner.	5	
20. Resolves Conflict		

Appendix F

Notre Dame de Namur University Lesson Plan Form

Teacher: _____ Subject: _____

Central Focus: _____ Grade Level: _____ Date: _____

State Adopted Academic Content Standard(s) and/or Common Core State Standards (Circle One)

Pre-Assessments connecting to prior knowledge/prior learning:

Instructor Goal(s):

Student Objective(s) What knowledge and skills will the students acquire?
The students will be able to:

Academic Language: *How will the students use the language necessary for the subject during the lesson?*

- a. **Form** (specific formats in which students will encounter academic language, different kinds of writing, speaking; specific words, vocabulary and sentence patterns):
- b. **Function** (The purpose/genre of academic communication in a lesson, which maps to lesson objectives):
- c. **Fluency** (Structured opportunities for students to understand (receptive modality) and practice (productive modality) new language):

Accommodations (for all students including IEP/504 students):

Lesson Delivery:

- a. Introduction (set)-connection of content to previous learning
- b. Instruction (including guided practice)
- c. Assessments (e.g. diagnostic/formative/summative, formal/informal)
- d. Closure (Final check for understanding of objectives)

Reflection:

- A. What is working? What is not? For whom? Why? (Consider teaching and student learning with respect to both content and academic language development.)
- B. How does this reflection inform what you plan to do in the next lesson?