

Notre Dame de Namur University

From: School of Education

Credential Programs

Re: HEOA Sec. 201 Amended HEA Title II, Part A

Section 1

- Goals – Credential programs are governed by the State of California through the Commission on Teacher Credentialing. Teacher shortages in the State of California are mainly in urban communities with high percentages of minorities in the population. Along with this population come the students who are English Language Learners and students with other special needs.
 - Goals for training teachers to deal with high need populations are embedded in our documentation in three specific places:
 - Program documents for Multiple Subjects, Single Subject, and Education Specialist (Special Education) Credentials that are filed with the State at the inception of new programs and updated biennially.
 - Syllabi for each of the courses in all credential programs including foundation courses, and methods courses.
 - Learning outcomes that serve both the standards and the Western Association of Colleges (WASC) standards.
 - Activities implemented to achieve goals Implementation is embedded in two places:
 - Program documents for Multiple Subjects, Single Subject, and Education Specialist (Special Education) Credentials that are filed with the State at the inception of new programs and updated biennially.
 - Syllabi for each of the courses in all credential programs including foundation courses, and methods courses.
 - Steps taken to improve performance in meeting goals are the following:
 - Collection of key assessment data from within courses and from state required testing.
 - Institution and monitoring of Embedded Signature Assignments, those assignments designated in various courses designed to speak to the needs of teacher candidates' needs as identified by assessment data.
 - Monthly Education Department meetings with dean, department chair, program directors, and instructors to discuss progress toward goals and modifications to program assignments based on assessment data.

Section 2

Assurances

- The Commission on Teacher Credentialing (CTC), State of California, requires evidence/ documentation for candidates in Multiple and Single Subjects programs to have the following courses as integral components of their program:
 - A course on Sociological /Multicultural Foundations
 - A course on Foundations for Teaching English Language Learners
 - A course on Special Education for the Classroom Teacher
- The CTC also requires that components of diversity/English Language Learners, students with special needs/disabilities be integrated into each of the methods classes.
- NDNU has an Education Specialist (Special Education) Credential program with a Mild/Moderate Concentration and a Moderate/Severe Concentration. The program director and the instructors work with the staff at the San Mateo County Office of Education to coordinate efforts to better serve the needs of the students of the county and beyond. For example, there is a need in the county and the state as a whole for more teachers trained in Autism. Therefore, plans are in the works for an added authorization in Autism for the near future. This would allow teachers with a Special Education credential to add a Certificate in Autism to their existing credential, and thus, expand the pool of teachers in this area.
- **Teaching Students with Limited English Proficiency**
 - California state standards also call for integration of assessing and teaching English language learners into all credential courses. This includes foundation classes – Psychological Foundations and Sociological/Multicultural Foundations – and assessment courses, as well as methods courses
 - A separate course, Foundations for Teaching English Language Learners, is mandatory for all credential candidates, both regular and special education
 - In selected courses across all credentials candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, it is very often assessment of English language learners, instruction in Academic Language, and case studies featuring ELLs.

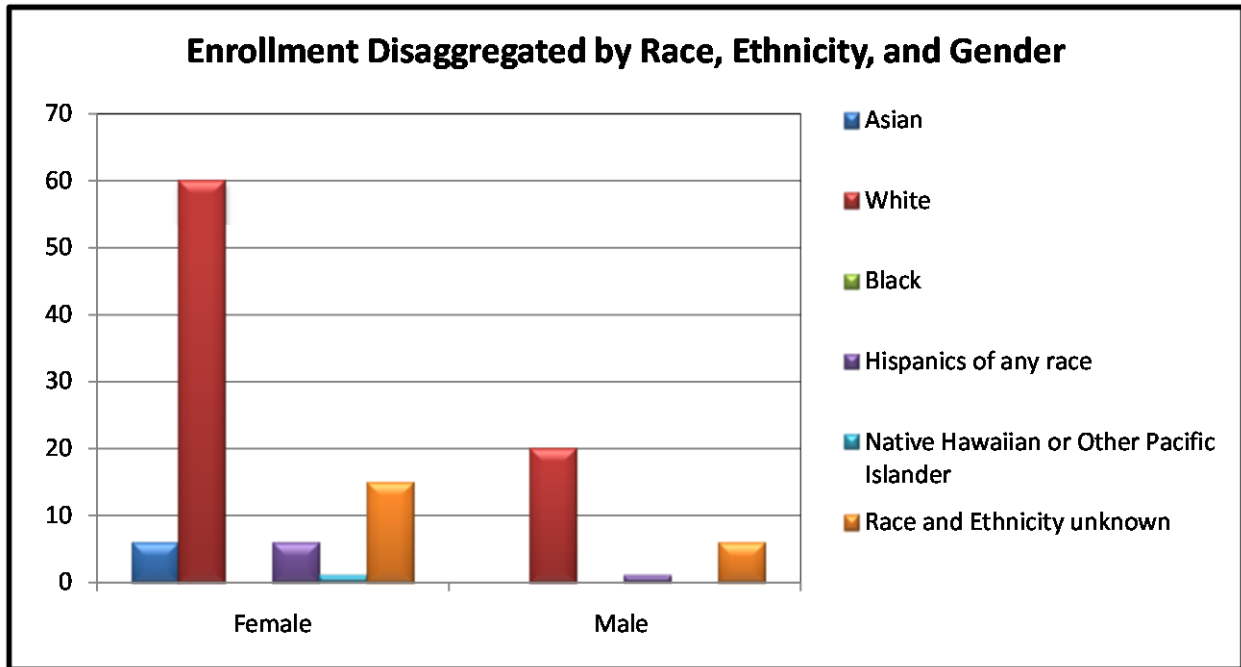
Fall 2011

Average Number of Hours of Supervised Clinical Experience — 2,300 hours

Number of Full time Equivalent Faculty— 2.6

Number of Full-Time Equivalent Students in the Supervised Clinical Experience — 115

Number of Full-Time Equivalent Faculty in the Supervised Clinical Experience — 22



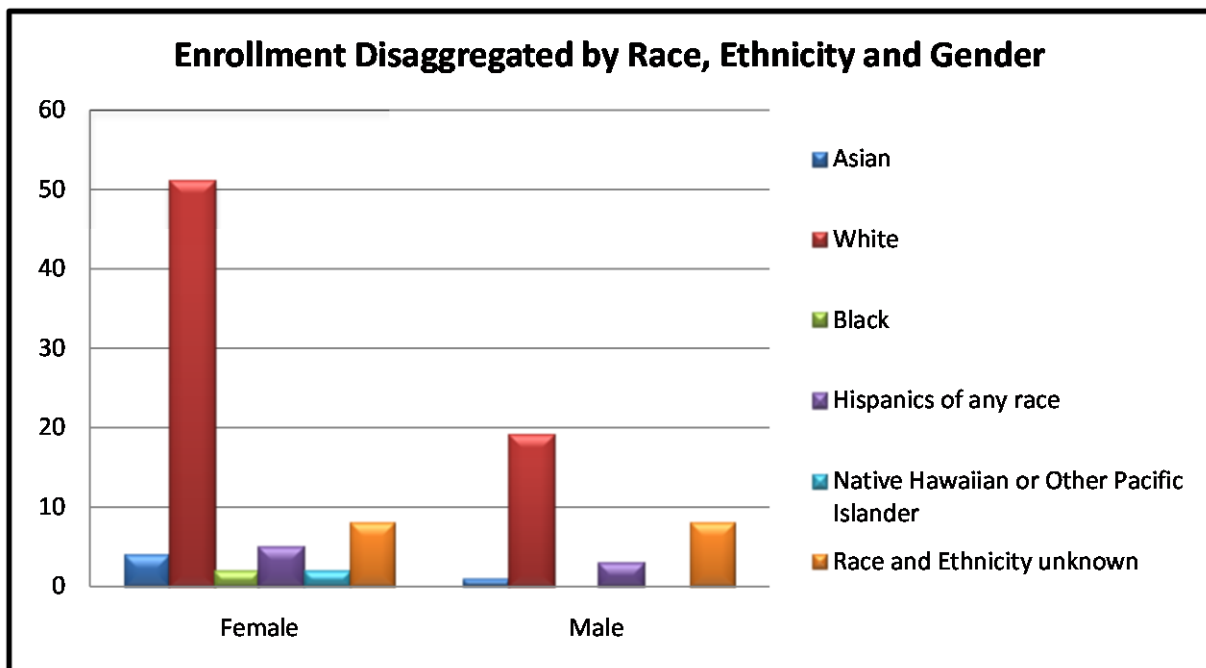
Spring 2011

Average Number of Hours of Supervised Clinical Experience — 2,160 Hours

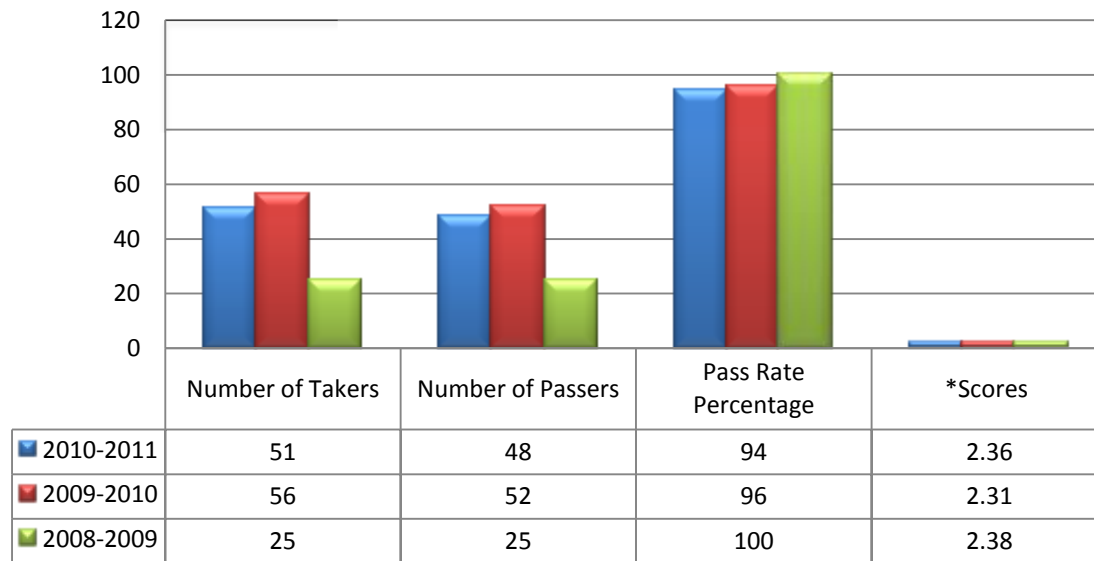
Number of Full time Equivalent Faculty— 2.4

Number of Full-Time Equivalent Students in the Supervised Clinical Experience— 108

Number of Full-Time Equivalent Faculty in the Supervised Clinical Experience — 22

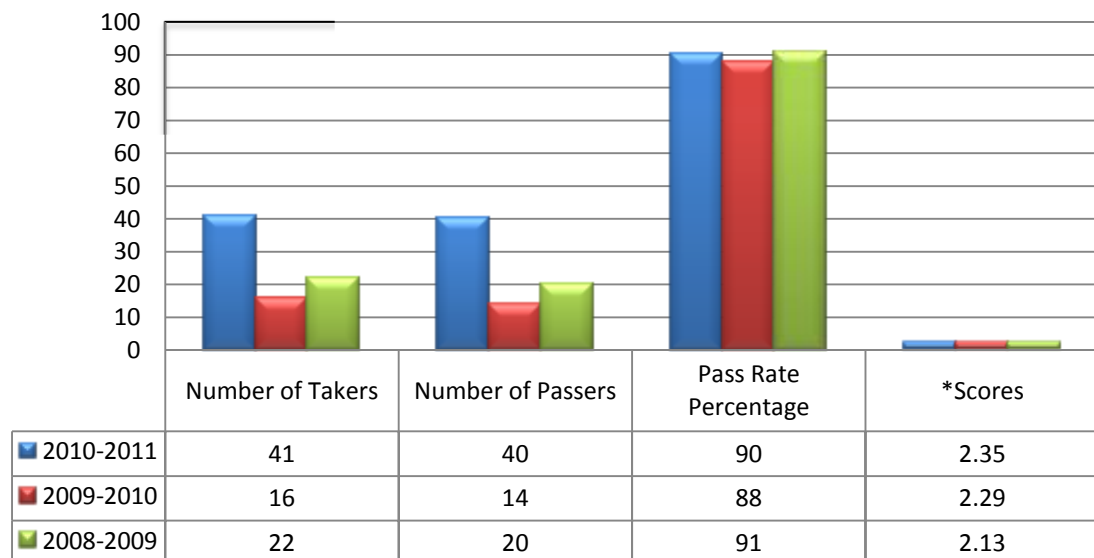


PACT Results Multiple Subject



*Candidates must successfully pass the Performance Assessment for California Teachers (PACT) before they can be recommended for a teaching credential. The PACT includes the required Teacher Performance Assessments (TPAs) and demonstrates that candidates have met the California Teacher Performance Expectations (TPE's) Assessments are scored on a scale of 1 to 4. A score of 2 is a passing score, and a score of 1 is a failing score. A score of 4 is usually reserved for highly experienced teachers and is not expected to occur frequently in a population of pre-service teachers.

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Admission Criteria

Education Specialist

Requirement: A baccalaureate degree from an accredited college or university with a GPA of 2.5 or above.

1. Prospective Candidate without a Regular Education Teaching Credential. Students, who have not been previously trained as teachers, may apply directly for the Education Specialist Credential program. In addition to coursework, they must take the CBEST, the CSET, and the RICA. Candidates must pass the CBEST and CSET before beginning student teaching or internship.
2. Prospective Candidate Who Seeks a Regular Education Teaching Credential and Education Specialist Credential. Students, who have not been previously trained as teachers, may combine the basic credential with the special education credential. In addition to coursework, they must take the CBEST, the CSET, and the RICA. (Please see the Multiple Subject or Single Subject Intern Program Handbook for more specifics). It is expected that students will pass the CBEST and CSET before beginning student teaching or internship.
3. Prospective Candidate with a Regular Education Teaching Credential. Students who already hold a credential may apply directly to the Education Specialist Credential program.

Multiple Subject

1. A candidate must hold Bachelor's Degree and have at least a 2.5 cumulative grade point average for admission and must maintain a 3.0 grade point average while in the program. A personal interview with the Program Director is required to assess the applicant's suitability for teaching.
2. Documentation of field experience of at least forty (40) clock hours working with students in a school setting. Submit: Pre-Acceptance of Field Experience form with any applicable documentation as indicated on the form.
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.

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.
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.
7. Passage of the Reading Instruction Competence Assessment (RICA) test.
8. Successful completion of the Performance Assessment for California Teachers (PACT). PACT will be completed as part of your student teaching or internship experience. Candidates will submit **one teaching event** for PACT in *elementary mathematics; one task in elementary science; one task in elementary history-social science; and one task in elementary literacy.*

Single Subject – Admission to the Credential Program

1. Candidate must hold a bachelor's degree before filing application for admission to graduate standing. One official transcript and two letters of recommendation must be in the candidate's file in Graduate Admission prior to acceptance.
2. A personal interview with the Program Director is required to assess the applicant's suitability for teaching.
3. 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.

State Requirements

The following requirements are State requirements for a recommendation for the

Preliminary Single Subject Teaching Credential.

1. Complete an undergraduate degree.
Submit to Admissions Office an official transcript showing a baccalaureate degree.
2. Field experience. Document a field experience of at least forty (40) clock hours with students in a school setting before student/intern teaching
3. Satisfy the California Basic Skills requirement. Pass of the California Basic Educational Skills Test (CBEST).

There are alternatives to taking the CBEST. Verify **ONE** of the following:

- a) Pass another basic skills exam, e.g., GRE General Test, SAT Reasoning Test or ACT plus Writing Test (approved scores set by the CTC).
 - b) Pass the basic skills exam from another state.
4. Satisfy the 'Subject Matter Competence' requirement. Pass the California Subject Examinations for Teachers (CSET) in the subject in which you wish to be authorized to teach, prior to 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 **three** options with the Credentials Office:
- a. Bachelors degree from a California State University campus.
 - b. Two semester or three quarter unit course specifically in the provisions and principles of the U.S. Constitution.
 - c. Passage of an approved examination in the U.S. Constitution.
6. Complete CPR training that meets the standards established by the American Heart Association or the American Red Cross for infant, child and adult
7. Successfully complete the Performance Assessment for California Teachers (PACT).

Section 6 Description of Activities that prepare teachers to effectively use technology in instruction and to collect, manage and analyze data

- **Teaching with Technology (Required by California State Standards)**
 - Separate technology classes for Multiple and Single Subjects credential candidates and another course for Special Education Candidates. Topics cover Websites, assistive technology, Universal Design, and
 - California state standards also call for integration of technology into all credential courses. This includes foundation classes – Psychological Foundations, Sociological/Multicultural Foundations, and Foundations for Teaching English Language Learners – assessment courses, and methods courses
 - Instructor modeling for effective use of technology using flash drives, Power Points, slide shows, etc.

- **Data Management**
 - Technology and Seminar classes also use TaskStream for data collection.
 - Assessment classes include systems for collecting, managing and analyzing data.

Section 7 Description of Activities that prepare teachers to effectively teach students with disabilities and students who have limited English proficiency

- **Teaching Students with Disabilities**
 - California state standards also call for integration of assessing and teaching students with disabilities into all credential courses. This includes foundation classes – Psychological Foundations and Sociological/Multicultural Foundations – and assessment courses, as well as methods courses
 - Regular education classes include a course in Special Education for the Classroom Teacher
 - Special Education candidates take all the foundation and methods courses with regular education candidates. In addition, they take methods courses tailored to their particular subgroup – students with Mild/Moderate disabilities and students with Moderate/Severe disabilities.
 - In selected courses across all credentials candidates are given Signature Assignments that target curricula areas that are most problematic for candidates.