Background: Credential programs are governed by the State of California through the California Commission on Teacher Credentialing (CTC). California K-12 schools serve a very diverse student population. According to data from the California Department of Education, as of spring 2014, 75% of K-12 students are students of color with the largest portion (53%) being Hispanic or Latino. A quarter of all K-12 students are classified as English Language Learners (ELL) with 73% of ELL students enrolled in the elementary grades. Forty-three percent (43%) of all K-12 students speak a language other than English at home with these languages representing 60 language groups. Over 700,000 K-12 students have identified special needs across 13 categories. The largest numbers of identified special needs are in Specific Learning Disabilities, Speech and Language Impairment (with largest number of students in the elementary grades), and Intellectual Disability.

Goals: There are currently an estimated 100,000 California teacher at or beyond traditional retirement age as well as a current teacher shortage in hard to staff schools, primarily in urban communities. These schools tend to have a high percentages of minority students and students for whom English is a second language. In addition, across all K-12 schools, there is a critical need for teachers holding Education Specialist credentials to work with identified special needs students across the spectrum.

• Goals for training teachers to deal with high need populations are embedded in our documentation in four specific places:
  o CTC standards have specific requirements related to preparing teachers to work with diverse populations, especially English Language Learners and special needs students. Program documents for Multiple Subjects, Single Subject, Education Specialist (Special Education), and Administrative Services Credentials are filed with the State at the inception of new programs and updated regularly through the CTC Committee on Accreditation (COA) 7-year accreditation cycle. This cycle requires programs to collect and analyze data across the unit and across programs on a regular basis, reporting this analysis, and identifying how it is used for program monitoring and improvement biennially. In year 4 of the cycle, an in-depth self-study of each credential program is submitted along with supporting documentation (syllabi, course assignment, grading rubrics, performance assessment results, etc.). In year 6 of the cycle, an accreditation team spends 4 ½ days on campus to review documents and conduct interviews with all constituents to verify the program meets state accreditation standards. A response to CTC Common Standards, which apply to all credential programs across the unit, is submitted 6 months prior to the on-site accreditation visit.
  o Syllabi for each of the courses in all credential programs are reviewed annually by faculty to ensure consistency across the program and across sections. In addition, this process provides the opportunity to update course content to meet current research and requirements in the field to meet the educational needs of a diverse K-12 student population, as well as to verify alignment with CTC Program Standards.
Learning outcomes that serve both the CTC program standards and the Western Association of Colleges (WASC) standards have been identified and form the foundation for both program and course learning outcomes. Data measuring credential candidate attainment of these outcomes are reviewed annually by faculty to ensure candidates meet the requirements to be recommended for a California teaching credential.

Recruit, retain, and graduate a more diverse pool of credential candidates. In the state of California the current majority (2013-2013) of credentialed classroom teachers are female (73%) and white (66%). There is a need in teacher education to recruit and graduate more teachers who represent the same diversity as the K-12 students in our schools. NDNU School of Education and Leadership faculty continues to explore ways of recruiting and support a more diverse pool of credential candidates in our credential programs.

Implementation: Activities implemented to achieve goals are detailed in:
- 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 regularly through the 7-year accreditation cycle.
- Syllabi for each of the courses in all credential programs.
- Teaching Performance Assessment (TPA).
- Review and expansion of recruiting venues to reach out to diverse populations and communities.

Program Improvement: Steps taken to improve performance in meeting goals include:
- Collection of key assessment data from within courses and from state required testing.
- Institution and monitoring of Embedded Signature Assignments. Developed to identify credential candidate progress toward meeting CTC standards (Teacher Performance Expectations) for credential recommendation and program learning outcomes, these assignments are situated in key courses throughout the program. Data are used to measure candidate progress as well as to identify program effectiveness and potential areas for program improvement.
- Monthly School of Education and Leadership Department meetings with dean, department chair, program directors, and instructors include discussions of progress toward goals and modifications to program assignments based on assessment data. Monthly review of recruitment data, applications submitted, and follow-up on applicants admitted to the programs.
- Yearly review of Teaching Performance Assessment (TPA) data by dean, department chair, program directors, and instructors provides additional data for review progress toward goals and program improvement.

Section 2
Assurances: The California Commission on Teacher Credentialing (CTC) requires evidence/documentation for candidates in Multiple and Single Subjects programs to have the following content as integral components of their program. NDNU School of Education and Leadership offers three specific courses focus on this content:
- Sociological /Multicultural Foundations
- Foundations for Teaching English Language Learners
- Special Education for the Classroom Teacher
To meet CTC standards/requirements, components of how to plan/teach/differentiate instructions to meet the needs of a diversity student population is integrated/infused into all courses, with
special emphasis on working with English Language Learners and students with special needs/disabilities.

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, a need in the county and the state as a whole for more teachers trained in Autism was identified. Based on this need, NDNU developed and now offers a CTC approved added authorization in Autism. This 4 course (12 total units) sequence allow teachers who already hold an Education Specialist 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: CTC Program Standards require that credential programs include course work that prepares credential candidates (both in general education and special education classrooms) to teach students for whom English is a second language across the range from Limited English Proficient to Fully English Proficient. There is the expectation of offering a course specific to teaching English Language Learners. The course, Foundations for Teaching English Language Learners, is mandatory for all credential candidates, both regular and special education. In addition, content focused on preparing candidates to plan/teach/assess English language learners is integrated within all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses as well as the demonstration of the ability to plan/teach/assess these students during field practicum courses (student teaching).

In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include assessment of English language learners, instruction in Academic Language, and case studies featuring ELLs.

Clinical Experience Data per Semester

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
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<tbody>
<tr>
<td>Average Number of Hours of Supervised Clinical Experience</td>
<td>2,430 hours</td>
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<tr>
<td>(Minimum supervision hours range from 24 hours/student/semester in a standard student teaching placement to a minimum of 30 hours/student/semester in an internship-style placement)</td>
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</tr>
<tr>
<td>Number of Full-Time Equivalent Faculty</td>
<td>5</td>
</tr>
<tr>
<td>Number of Full-Time Equivalent Students in the Supervised Clinical Experience</td>
<td>90</td>
</tr>
<tr>
<td>Number of Full-Time Equivalent Faculty in the Supervised Clinical Experience</td>
<td>22</td>
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### SEL Credential Candidate Enrollment by Ethnicity and Gender

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<thead>
<tr>
<th></th>
<th>Fall 2014</th>
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<th>Fall 2013</th>
<th></th>
<th></th>
<th>Fall 2012</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
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<tr>
<td>Race and Ethnicity unknown</td>
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<td>8</td>
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<td>5</td>
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<tr>
<td>Asian</td>
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<td>6</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
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<td></td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
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<tr>
<td>White</td>
<td>19</td>
<td>40</td>
<td>59</td>
<td>13</td>
<td>46</td>
<td>59</td>
<td>9</td>
<td>40</td>
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<tr>
<td>Two or more races</td>
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<td></td>
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<td>1</td>
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<td>1</td>
<td>3</td>
<td></td>
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<tr>
<td>Nonresident</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td>3</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>28</td>
<td>65</td>
<td>93</td>
<td>21</td>
<td>70</td>
<td>91</td>
<td>13</td>
<td>68</td>
<td>81</td>
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</table>

### Ethnic Distribution of Public School Teachers: 2012–13

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Male Teachers</th>
<th>Number of Female Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>481</td>
<td>1,065</td>
<td>1,546</td>
</tr>
<tr>
<td>Asian</td>
<td>3,383</td>
<td>11,376</td>
<td>14,758</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>260</td>
<td>669</td>
<td>929</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,033</td>
<td>2,967</td>
<td>4,000</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>14,276</td>
<td>36,913</td>
<td>51,188</td>
</tr>
<tr>
<td>African American</td>
<td>3,370</td>
<td>7,897</td>
<td>11,267</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>51,158</td>
<td>136,885</td>
<td>188,027</td>
</tr>
<tr>
<td>Two or More Races Not Hispanic</td>
<td>627</td>
<td>1,573</td>
<td>2,200</td>
</tr>
<tr>
<td>No Response</td>
<td>2,682</td>
<td>6,731</td>
<td>9,413</td>
</tr>
<tr>
<td>*<em>Total</em></td>
<td><strong>77,231</strong></td>
<td><strong>205,978</strong></td>
<td><strong>283,186</strong></td>
</tr>
</tbody>
</table>

*Some totals in the Public School Teachers table may not match due to difference in reporting strategy.

This graph represents average (mean) score for each rubric, with the exception of #13 which is the overall PACT average score. There were 33 assessors scoring the PACT for NDNU in the 2011-12 year, and 26 assessors scoring in the 2012-13 year. Two assessors completed initial training at NDNU in the 2011-12 year, and two additional assessors completed initial training in the 2012-13 year. Thirteen assessors recalibrated in the 2011-12 year; five recalibrated in the 2012-13 year. Double scoring occurs primarily for a teaching event that had an initial fail, and double scoring can be as high as 10% of all teaching events. Modifications made to assessor selection, training, and recalibration: Increased attrition among scorers who were initially trained/calibrated at NDNU led to contacting more assessors not affiliated with NDNU. It is expected that recalibration is facilitated by the host university with whom the scorer got his/her initial calibration training.
### 2012-2013 Comparison of Average PACT Scores in the Multiple and Single Subject Credential Programs

**MSCRED & SSCRED: COMPARISON OF AVG PACT SCORES FOR 2012-13**

![Average Scores Chart]

#### Average Scores of the MS and SS Programs

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>SS AVG</td>
<td>2.84</td>
<td>2.84</td>
<td>2.70</td>
<td>2.49</td>
<td>2.53</td>
<td>2.53</td>
<td>2.47</td>
<td>2.67</td>
<td>2.44</td>
<td>2.51</td>
<td>2.35</td>
<td>2.40</td>
<td>2.56</td>
</tr>
<tr>
<td>MS AVG</td>
<td>2.79</td>
<td>2.84</td>
<td>2.68</td>
<td>2.68</td>
<td>2.50</td>
<td>2.66</td>
<td>2.45</td>
<td>2.74</td>
<td>2.79</td>
<td>2.71</td>
<td>2.32</td>
<td>2.50</td>
<td>2.64</td>
</tr>
</tbody>
</table>
Admission Criteria

All Credential Program Applicants

- Posted Bachelor’s Degree: 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.
- Letters of Recommendation: Submit two letters of recommendation verifying the applicant’s ability to do graduate level work and potential/disposition for entering the teaching profession.
- Passing scores on California Basic Educational Skills Test (CBEST) or Basic Skills examination from states accepted by California Commission on Teacher Credentialing (CTC). Applicant may be admitted with proof of having attempted the CBEST examination. Multiple Subject and Education Specialist applicants can also satisfy this requirement by passing the CSET Writing sub-test.
- Passing scores on California Subject Examinations for Teachers (CSET) in credential content area. Applicant may be admitted conditionally with proof of registration for CSET during first semester of attendance. Single Subject candidates can meet this requirement by providing proof of having completed a CTC approved subject matter preparation program in the appropriate subject content area.

Candidates Who Already Hold a California Teaching Credential: Applicants who already hold a valid Preliminary or Clear California credential should make an appointment to meet with the Program Director to review options. Per CTC requirements, adding additional credentials requires:

- Passing scores on California Subject Examinations for Teachers (CSET) in the credential content area.
- Additional course work in the credential content area.
- Field work practicum depending on the content area of the additional credential.

Additional Requirements for All Credential Candidates Prior to Program Completion

- Requirements to complete following admission (prior to Drop/Add date)
  - Proof of negative TB test within past 6 months
  - Complete application for Certificate of Clearance (finger print clearance)

- Requirements prior to registration for Student Teaching
  - Verification of 40 hours of field experience by
    - Completing EDU 2006 with a grade of B or better; OR
    - Verification of volunteer or teaching experience completed with appropriate age students in a school setting. Provide NDNU form signed by the site supervisor or an official letter on school letterhead from the school principal.
  - Passing CBEST scores
  - Verification of subject matter preparation through passing CSET scores or for Single Subject credential proof of having completed a CTC approved subject matter preparation program in the appropriate subject content area.
  - Signed NDNU Release of Liability Form
• Requirements to be recommended for a California Teaching credential
  o Completion of all credential coursework with a grade of B- or better. Candidates must maintain a 3.0 (B) grade point average while in the program.
  o Successful completion of 2 semesters of field practicum (student teaching or internship) in a classroom setting with diverse student populations and that corresponds to the credential being completed. In order to meet the requirements for a California teaching credential, the candidates must complete their field practicums in classrooms that include students who are designated as English Language learners (not fully English proficient) and with identified special needs students. The district-employed mentor teachers who support candidates during their field practicums, as well as the NDNU University Supervisors, must meet specific qualifications in terms of years of teaching experience and hold teaching credentials in the grade level/content area that indicate they are qualified to teach English Language Learners and special needs students in their credential area.
  o Successful completion of an approved course or examination on the U.S. Constitution.
  o Completion of CPR training (infant, child, adult) that meets the standards established by the American Heart Association or the American Red Cross.
  o Passage of the Reading Instruction Competence Assessment (RICA) test (Multiple Subject and Education Specialist credential candidates only).
  o Successful completion of a CTC approved Teaching Performance Assessment (Multiple and Single Subject candidates only). NDNU currently uses Performance Assessment for California Teachers (PACT) to meet this requirement.

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 CTC Program Standards): California Commission on Teacher Credential Program Standards set out the requirements for technology content to be covered during the credential program, for both general education and education specialist teachers. Two credential specific technology courses are offered at NDNU: one for Multiple and Single Subjects credential candidates and one for Education Specialist candidates. The technology standards include the expectations that candidates:
  o Have experiences that allow them to identify, and select appropriate technologies to use to facilitate the learning/teaching process based on state adopted academic content standards and the needs of their students;
  o Demonstrate they understand the legal and ethical issues related to the appropriate use of technology in an instructional setting;
  o Can use electronic research tools and can assess the reliability and validity of the data obtained;
  o Are able to determine the varied technology knowledge and skills of their students and can provide equitable access and opportunities for students to engage in the use of technology in the classroom setting for research, learning activities, and presentations;
  o Have experience with and understand the range of assistive technology available to support students in the classroom.

• Course topics covered in media tools, cyber safety, assistive technology, information literacy, web site design, web lessons, and Universal Design.
• CTC Program Standards also call for integration of technology into all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural
Foundations; Foundations for Teaching English Language Learners), assessment courses, and methods courses. Instructors model for effective use of technology using flash drives, Power Points, slide shows, web resources, etc. and encourage candidates to use technology in the assignments and lessons they develop. Candidates are expected to demonstrate their ability to use appropriate technology during their field practicums (student teaching).

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: CTC Program Standards require that credential programs include course work that prepare all Multiple and Single Subject credential candidates to teach students with disabilities/special needs. Candidates in the Multiple and Single Subject credential program take a specific course focused on teaching special needs students in a general education classroom: Special Education for the Classroom Teacher. CTC Program Standards also call for integration of methods for planning, teaching, and assessing students with special needs into all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses. Multiple and Single Subject credential candidates are expected to demonstrate their ability to plan, teach and assess special needs students during their field practicum placements (student teaching).

Education Specialist candidates take the foundation and methods courses with general education (Multiple and Single Subject) candidates. In addition, they take methods courses specific to planning, teaching, and assessing special needs students as well as a method course tailored to their particular subgroup: students with Mild/Moderate disabilities and students with Moderate/Severe disabilities.

In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include differentiating instruction and assessment to meet the needs of special needs students, the use of assistive technology, working on IEPs teams, and case studies featuring special needs students.

Teaching Students Who Have Limited English Proficiency: CTC Program Standards require that credential programs include course work that prepares credential candidates (both in general education and special education classrooms) to teach students for whom English is a second language across the range from Limited English Proficient to Fully English Proficient. There is the expectation of offering a course specific to teaching English Language Learners. The course, Foundations for Teaching English Language Learners, is mandatory for all credential candidates, both regular and special education. In addition, content focused on preparing candidates to plan/teach/assess English language learners is integrated within all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses as well as the demonstration of the ability to plan/teach/assess these students during field practicum courses (student teaching).

In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include assessment of English language learners, instruction in Academic Language, and case studies featuring ELLs.
Additional Requirements for Candidates on Intern Credentials: In July 2014, the California Commission on Teacher Credentialing (CTC) implemented additional requirements for candidates employed as teacher of record with an intern credential. In the state of California, for a candidate to be recommended for/granted an intern credential that individual must meet all requirements to be recommended for a Preliminary Credential except for completion of a credential program. Given the challenges this presents to the intern, every credential program submitted their individual program plans to meet the new requirements for providing specific mentoring and support for candidates with intern credentials. One of the requirements is that each intern be provided with a credentialed mentor teacher who holds an ELL authorization. The candidate and mentor are expected to spend a minimum of 5 hours per week, during the school year, focused on how to plan instruction, select appropriate instructional strategies for both academic content and the development of English Language skills (both academic content language and social interaction language), assessments, and then the use of data to identify next steps to support each student in making progress toward grade level academic learning outcomes.