

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, appropriate to the programs.

Common Standard Element	Required Documentation
3.1 Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<u>Teaching Credentials</u> Candidates in all three teaching credential programs (Education Specialist, Multiple Subject, and Single Subject) complete 2 semesters of student/intern teaching that allow them to see the start and end of a TK-12 school year. The Placement Coordinators work with districts/schools to identify placements which must provide the opportunity for candidates to work in schools with diverse student populations as well as English Language learners, including redesignated EL students. Candidates are informed of the requirements for student/intern teaching placements by their Program Director during the development of their program plan. The requirements related to placement in diverse settings and across grade levels appropriate to the specific credential are also stated in the program handbooks. In situations where the candidate has a teaching or aide job in a school, the Program Director and Placement Coordinator work

with the district and school administrators to arrange alternative ways for the candidate to meet these requirements.

In all three teaching credential programs, clinical placement occurs concurrently with student/intern teaching seminar courses and curriculum and instruction (C&I) courses which are hands-on practice based. During this time, the candidates implement what they learned in the foundation courses in their C&I course assignments which are immediately put into practice in their clinical placement classrooms.

The Preliminary Administrative Services Credential Program does not currently have candidates in the program.

Artifacts and Evidence

Links to Handbooks on NDNU website

Multiple Subject Credential Program:

<https://www.ndnu.edu/school-of-education/credentials-multiple/>

Single Subject Credential Program:

<https://www.ndnu.edu/school-of-education/credentials-single/>

Education Specialist Credential Programs:

<https://www.ndnu.edu/school-of-education/mase/>

[Multiple Subject Program Plan](#)

[Single Subject Program Plan](#)

[Education Specialist MMSN Program Plan](#)

[Education Specialist ESN Program Plan](#)

3.2 Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<u>Teaching Credential Programs</u> As set out in the <i>NDNU Memorandum of Understanding and Agreement to Provide Unpaid Student Teaching Placements for Multiple Subject, Single Subject and Education Specialist Credential Candidates</i> DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES 1. The District will provide the Unpaid Student Teachers with supervised teaching experience. The District’s Designated Supervisor(s), referred to as Cooperating Teacher, will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years’ experience in that field. As set out in the <i>Notre Dame de Namur University Memorandum of Understanding and Agreement to Provide Education Specialist and Teaching Interns</i> DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES 1. Prior to the Intern Teacher's first day as teacher of record, provide each Intern Teacher with a certified, experienced district-employed Intern Mentor/Liaison who will work collaboratively with the University Supervisor to support the Intern Teacher in achieving competency in the Teaching Performance Expectations. District will verify, per CTC requirements, that the district- employed Intern Mentor/Liaison holds a Clear Credential in the content area for which he/she is providing supervision, a minimum of three years of content areas K-12 teaching experience, has demonstrated exemplary teaching practices, and has been prepared by the district for the roles and responsibilities of an Intern Mentor/Liaison. <u>Artifacts and Evidence</u> NDNU Unpaid Student Teacher MOU NDNU MOU for Education Specialist and Teaching Interns
--	--

3.3 The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<u>Teaching Credential Programs</u> Based on the MOU agreements, the NDNU Placement Coordinators work directly with District/School personnel , typically HR and school principals, to review the selection criteria, as set out in the MOUs. Some districts have specific requirements for the selection of district employed supervisors for student teachers and interns. Placement Coordinators work with District personnel, within district and NDNU guidelines, on selection of site-based district-employed supervisors who have demonstrated effective teaching practice, the ability to mentor others, both peers and credential candidates in improving their teaching practice, and hold the appropriate teaching credential. District employed supervisors currently working as NDNU Cooperating Teachers and Intern Mentors often recommend colleagues who they believe meet the criteria and would provide excellent support to credential candidates in their clinical placements.
3.4 Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<u>Teaching Credential Programs</u> All Site-based supervisors are asked completed an <i>NDNU Verification of Professional Development for District Employed Supervisors</i> detailing the professional development they have completed. In addition, all site-based supervisors attend a workshop at the beginning of each semester that outlines their role and responsibilities. This workshop is recorded so those who cannot attend can complete the workshop by viewing the video. NDNU University Supervisors hold an initial meeting with each site-based supervisor to review their joint roles in mentoring a NDNU student/intern teacher including a review of the time commitment and all forms that needs to be completed during the semester. NDNU University supervisors meet with the site-based supervisor throughout the semester during site visits to check in on the candidate's program, including a more formal 3-way conference at mid-term and end of the semester to evaluate the candidate's progress in meeting the Teaching Performance Expectations for their credential. At the end of the semester, candidates are asked to complete an <i>Evaluation of District Employed Supervisor</i> form which is shared with the Placement Coordinators and Program Directors.

At the end of each year, prior to commencement, district employed/site-based supervisors, school administrators and district administrators are invited to a reception/dinner to recognize and honor their contribution to our candidates and program. Candidates, staff, and faculty attend with candidates introducing their site-based supervisor to the gathering and presenting the supervisor with a gift from NDNU. In addition, site-based supervisors are paid a small stipend of \$200.

Artifacts and Evidence

Cooperating Teacher Workshop Zoom Recording Link and Password

[Recording Link](#)

Passcode: S1ieYq!5

Link to Orientation for Student/Intern Teachers and Cooperating Teacher Workshops, Fall 2023 and Spring 2024

https://docs.google.com/document/d/1o5amc3Xpvl_3GpdIRQw-D9CC6Q0i91vB49G05DaVBp8/edit?usp=sharing

[NDNU Verification of Professional Development for District Employed Supervisors](#)

[Evaluation of Student/Intern Teacher Effectiveness Education Specialist ESN](#)

[Evaluation of Student/Intern Teacher Effectiveness Education Specialist MMSN](#)

[Evaluation of Student/Intern Teacher Effectiveness General Education](#)

[NDNU Transition to Induction Plan](#)

[Evaluation of District Employed Supervisor](#)

[Appreciation Reception Invitation](#)

3.5 All programs effectively implement and evaluate fieldwork and clinical practice	<u>Teaching Credential Programs</u> All candidates enrolled in their first semester of student/intern teaching attend an orientation workshop for 4 evenings the week before the start of the semester. The workshop provides time for mini-workshops on teaching P.E. Music, and Art; a review of UDL; Lesson Planning; review of policies and procedures for student/intern teaching; CaTPA orientation; and meetings with university supervisors <u>Artifacts and Evidence</u> <i>Orientation Schedule Fall 2023</i> Student Teacher Orientation with Agendas for Arts, PE, and Music Link to Orientation for Student/Intern Teachers and Cooperating Teacher Workshops, Fall 2023 and Spring 2024 https://docs.google.com/document/d/1o5amc3Xpvl_3GpdIRQw-D9CC6Q0i91vB49G05DaVBp8/edit?usp=sharing <u>Evaluation forms</u> Professional Behavior Checklist Evaluation of Student/Intern Teacher Effectiveness Education Specialist ESN Evaluation of Student/Intern Teacher Effectiveness Education Specialist MMSN Evaluation of Student/Intern Teacher Effectiveness General Education NDNU Transition to Induction Plan
3.6 For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	<u>Clinical Placements for Student Teaching</u> Candidates in all three credential programs (Education Specialist, Multiple Subject, and Single Subject) complete 2 semesters of student teaching that allow them to see the start and end of a TK-12 school year. In order to allow

maximum benefits to the candidates, the Placement Coordinators for each credential program coordinate with the candidate, school, and district prior to the placement. The placement must provide the opportunity for student teachers to work in schools with diverse student populations with English Language learners, including redesignated EL students. Candidates must student teaching in at least one public school setting with a curriculum that utilizes UDL. The district- employed supervisor (Cooperating Teacher) must have the same credential as the one the student teacher is earning, have completed at least three years of successful teaching experience, and be recommended by the district as a cooperating teacher.

Candidates are typically placed in two different schools for their student teaching assignments. For candidates completing an Education Specialist credential, it is anticipated that one assignment will be at the elementary level and the other at the secondary level because the Preliminary Education Specialist Credential notes certification in K to 22 years of age. For Multiple Subject candidates, 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. For Single Subject candidates, student teachers will usually be assigned student teaching for one semester at the middle school level and one semester at the high school level. Student teachers and interns will be assigned to a minimum of 3 periods and will attend class whenever those 3 periods meet. This will be different depending on the school calendar at the placement school but will be the equivalent of 3 periods a day, 5 days a week for a total of 15 hours a week over 20 weeks.

Clinical Placements for Internships

Before candidates accept an intern position, the Placement Coordinator and Program Director must approve the school and district based on: 1) whether an MOU between Notre Dame and the district is in place; 2) the school has a diverse student population with English Learners, including redesignated EL students; for Education Specialist candidates on their caseload must include English Language learners; 3) The district has designated a district-employed supervisor/mentor for support (CTC requirement). The district employed supervisor must have the same credential as the intern is earning, and have at least three years of successful teaching experience. Additionally, the classroom curriculum must utilize Universal Design for Learning (UDL).

Exceptions, related to placements may be made under certain situations with the approval of the program director. Typically, an exception is made when an applicant already holds a job in a school, either as an aide or a teacher on credential (PIP, STSP, TPSL). The program works closely with the district and school to ensure that the candidate has experiences across grade levels and with diverse student populations, including working with English Language learners.

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 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. Candidates who are working in a private school that does not meet these requirements must complete a semester of teaching in a diverse public school setting or for Multiple and Single Subject candidates, consider completing their credential the CTC *Requirements for Teachers with Private School Experience* (CL-834).

Artifacts and Evidence

Links to Handbooks on NDNU website

Multiple Subject Credential Program:

<https://www.ndnu.edu/school-of-education/credentials-multiple/>

Single Subject Credential Program:

<https://www.ndnu.edu/school-of-education/credentials-single/>

Education Specialist Credential Programs:

<https://www.ndnu.edu/school-of-education/mase/>

NDNU Multiple Subject Program Plan

Name:

ID:

CTC Requirements

Basic Skills Requirement:	Subject Matter Competency Requirements:
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
CalTPA: Cycle 1 CalTPA: Cycle 2	RICA

Courses	Summer Session I	Summer Session II	Fall	Spring
Foundations (Semester 1) (Basic Skills and Subject Matter Competency verification not required)				
**EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
**EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				
**EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
Health & Technology should be take prior to final semester of student/intern teaching				
EDU 4116/ Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
Student/Intern Teaching I & C&I courses (requires verification of Basic Skills and Subject Matter Competency)				
EDU 4330/Reading in Primary grades (3 units)				

EDU 4338 Curriculum: Science (1 unit)				
EDU4337/Curriculum: Social Studies (1 unit)				
EDU 4342/Student Teaching: Primary Grade (3 units) (TPA:LIT)				
EDU 4360 CalTPA Support Cycle 1 (.5)				
Student/Intern Teaching II & C&I courses				
EDU 4333/Reading in Upper grades (3 units)				
EDU 4336/Curriculum: Math (2 units)				
EDU 4119/ Assessment in the Classroom (3 units)				
EDU 4345/Student/Intern Teaching: Upper Grade II (3 units) (TPA:MTH)				
EDU 4361 CalTPA Support Cycle 2 (.5)				

Notes:

****Foundation courses required prior to enrollment in student teaching.**

Requirements for Student/Intern Teaching:

Two requirementgs are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

Requirements for an Intern Credential: Basic skills, Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

NDNU Single Subject Program Plan

Name:

ID:

CTC Requirements

Basic Skills Requirement:	Subject Matter Competency Requirements:
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
CalTPA: Cycle 1	
CalTPA: Cycle 2	

Courses	Summer Session I	Summer Session II	Fall	Spring
Foundations (Basic Skills and Subject Matter Competency verification not required)				
**EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
**EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				
**EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
Health & Technology should be take prior to final semester of student/intern teaching				
EDU 4116/Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
Student/Intern Teaching I & C&I courses (requires verification of Basic Skills and Subject Matter Competency)				
EDU 4405 Teaching and Pedagogy (3 units)				

EDU 4407 Secondary Curriculum (2 units)				
EDU 4442 Student/Intern Teaching Semester I (3 units)				
EDU 4460 Cal TPA SS Support Cycle 1 (.5)				
Student/Intern Teaching II & C&I courses				
EDU 4410 Language and Literacy in Content Areas (3 units)				
EDU4119 Assessment in the Classroom (3 units)				
EDU 4445 Student/Intern Teaching Semester II (3 units)				
EDU 4461 Cal TPA SS Support Cycle 2 (.5)				

Notes:

****Foundation courses required prior to enrollment in student/intern teaching.**

Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

Single Subject candidates adding a second single subject authorization: Single Subject candidates wanting to add a second authorization: Take EDU 4405 with mentor in the additional subject area and verification of subject matter competency in the additional subject area.

Multiple Subject candidates adding a single subject authorization: Multiple Subject candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area.

Special Education candidates adding a single subject authorization: Special Education candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area. In addition, candidates complete a single subject student teaching placement and the CAITPA.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

NDNU Special Education Program
Mild/Moderate Support Needs Program Plan

Name:

ID:

Basic Skills Requirement	Subject Matter Competency Requirements
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
*CalTPA: Cycle 1 *CalTPA: Cycle 2	RICA
50 hours General Education classroom:	

*Requirement for candidates admitted after July 1, 2022

MMSN Education Specialist Credential		Course Schedule
Course Number Title	Units	
Foundation All Credential candidates		
EDU 4100 Psychological Foundations	3	
EDU 4104 Sociological/Multicultural Foundations	3	
**EDU 4107 Foundations for Eng. Lang. Learners	3	
EDU 4116 Health Education	1	
Total Foundation Units	10	
SPED Foundation Courses All candidates		
**EDU 4200 SPED Program Mgmt	3	
**EDU 4203 Clinical Assessment	4	
EDU 4207 Tech in SPED	3	
EDU 4209 Counseling in SPED	3	
EDU 4886 SPTP Prof Dev SPED Teachers	1	
EDU 4230 Student/Intern Teaching I ES	3	
EDU 4260 Ca TPA SPED Support Cycle 1	.5	
EDU 4231 Student/Intern Teaching II ES	3	
EDU 4261 Cal TPA SPED Support Cycle 2	.5	
Total SPED Foundation Units	21	
C& I Mild/Mod Candidates		
**EDU 4234 Curriculum Mod: M/M	3	
EDU 4336 Curr: Elem Math	2	

EDU 4337 Curr. Elem Soc. Science	1	
EDU 4338 Curr. Elem Science	1	
EDU 4330 Reading/LA: Primary	3	
EDU 4333 Reading/LA: Upper	3	
Total C&I Courses	13	
Total Units for M/M Credential	44	
MA Course		
EDU 4880 Portfolio/Capstone	3	
Total Units for Credential + MA degree	47	

Notes:

****Foundation courses required prior to enrollment in student teaching.**

Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component; approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential.

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

NDNU Special Education Program
Extensive Support Needs Program Plan Options

Name:

ID:

Basic Skills Requirement	Subject Matter Competency Requirements
Certificate of Clearance	Negative tb Test
US Constitution	CPR [Infant, Child, Adult]
*CalTPA: Cycle 1 *CalTPA: Cycle 2	RICA
50 hours General Education classroom:	

***Requirement for candidates admitted after July 1, 2022**

ESN Education Specialist Credential		Course Schedule
Course Number Title	Units	
Foundation All Credential candidates		
EDU 4100 Psychological Foundations	3	
EDU 4104 Sociological/Multicultural Foundations	3	
**EDU 4107 Foundations for Eng. Lang. Learners	3	
EDU 4116 Health Education	1	
Total Foundation Units	10	
SPED Foundation All candidates		
**EDU 4200 SPED Program Mgmt	3	
**EDU 4203 Clinical Assessment	4	
EDU 4207 Tech in SPED	3	
EDU 4209 Counseling in SPED	3	
EDU 4886 SPTP Prof Dev SPED Teachers	1	
EDU 4230 Student/Intern Teaching I ES	3	
EDU 4260 Ca TPA SPED Support Cycle 1	.5	
EDU 4231 Student/Intern Teaching II ES	3	
EDU 4261 Cal TPA SPED Support Cycle 2	.5	

Total SPED Foundation Units	21	
C& I: Mod/Severe Candidates		
**EDU 4237 Curriculum Mod: M/S	3	
EDU 4251 Teach Students w/ Motor, Sensory & Health Needs (Spring Semester ONLY)	2	
EDU 4252 Core Curr. Access Students w/ Severe Disabilities (Fall Semester ONLY)	2	
EDU 4330 Reading/LA: Primary	3	
EDU 4333 Reading/LA: Upper	3	
Total C&I Courses	13	
Total Units for M/S Credential	44	
MA Course		
EDU 4880 Portfolio/Capstone	3	
Total Units for credential + MA degree	47	

Notes:

****Courses required prior to enrollment in student teaching.**

Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

Basic skills requirement (Reading/writing/mathematics up to 8th grade level): Meet requirement through undergraduate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component; approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential.

Financial Aid, Scholarships, Grants

Financial Aid: <https://www.ndnu.edu/plan-your-finances/> Minimum 6 units = part-time student; 12 units = full time student for Financial Aid

NDNU Endowed Scholarship Application: <https://www.ndnu.edu/plan-your-finances/endowed-scholarships/>

Golden State Teacher Grant: <https://gstg.csac.ca.gov/>

Notre Dame de Namur University
Memorandum of Understanding and Agreement
to Provide Unpaid Student Teaching Placements for
Multiple Subject, Single Subject and Education Specialist Credential Candidates

This Memorandum of Understanding and Agreement (the “Agreement”) is between _____ (“District”) and Notre Dame de Namur University (“University”), who may be referred to collectively as the parties. This Agreement supersedes and replaces all prior Preliminary Multiple Subject, Single Subject and Education Specialist Student Teaching Placement Agreements between the Parties through which University candidates gain experience in Unpaid Student Teacher placements that are part of a California Commission on Teacher Credentialing (CTC) accredited teaching credentialing program.

RECITALS

University operates a program for the education and training of candidates pursuing a California Preliminary Education Specialist (Mild/Moderate Support Needs and Extensive Support Needs) Teaching Credential and Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) (referred to as Credential Candidate), and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code § 44320 *et seq.*, to collaborate with institutions of higher education in providing training and experience to credential candidates.

One or more District employees who are credentialed, experienced faculty members at a District high school, middle school, or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate and may be referred to below as Cooperating Teacher.

University employs one or more experienced credentialed teachers, administrators, or doctoral candidates who have agreed to provide direct classroom supervision and support to credential candidates and cooperating teachers. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of ____ years beginning _____ and ending _____, unless terminated sooner. Either party may terminate this Agreement on 30 days’ written notice to the other party; provided, however, that credential candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

2. The District will provide the Unpaid Student Teachers with supervised teaching experience. The District’s Designated Supervisor(s), referred to as Cooperating Teacher, will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years’ experience in that field.
3. The District’s Cooperating Teacher will participate with the University Supervisor and Unpaid Student Teacher in planning, implementing, and coordinating the Unpaid Student Teacher’s Program.
4. The District’s Cooperating Teacher will maintain complete records and reports as outlined by the University Supervisor on each Unpaid Student Teacher’s performance and provide an evaluation to the University on forms the University shall provide.

5. The District may, in its sole discretion, refuse to accept as a participant in a student teaching placement any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University Unpaid Student Teacher.
6. After the District accepts assignment of the student, the District may terminate the student teaching placement for good cause. “Good cause” may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section.
7. District shall, on any day when a Unpaid Student Teacher is receiving training at its facilities, arrange for the Unpaid Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Unpaid Student Teacher.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District’s HR department, school site administration, and staff in the assignment of the Unpaid Student Teacher.
2. University will confer regularly with District and site administration and district-employed supervisor (Cooperating Teacher) through meetings, telephone calls, and/or e-mail.
3. University will guarantee that credential candidates have met California Commission for Teacher Credentialing (CTC) basic skills and subject matter competence prior to commencing independent student teaching.
4. University will undertake to have credential candidates remain in their student teaching assignments until the end of the requisite public-school year unless removed for cause by the District or University.
5. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Unpaid Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
6. University will guarantee that Unpaid Student Teachers and University supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
7. University will instruct Unpaid Student Teachers in state laws regarding child abuse reporting, sexual harassment and professional conduct.
8. University supervisors will conduct systematic and regular observations (minimum 6 per semester) of Unpaid Student Teacher’s performances in the District’s classrooms.
9. University will be responsible for ensuring that Unpaid Student Teachers have appropriate insurance coverage.
10. Per California Commission on Teacher Credential (CTC) Preliminary Multiple and Single Subject Teaching Credential Program Standard 3D: Clinical Supervision, the University will, in collaboration with the District, provide and/or verify that the “district employed supervisors have a minimum of 10 hours of initial orientation to the program curriculum as well as professional develop in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.”

UNPAID STUDENT TEACHER RESPONSIBILITIES

1. Provide the District with the following documentation:
 - a. a copy of the letter from the University assigning the student to the District.
 - b. a background check/ fingerprint clearance report,
 - c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Unpaid Student Teacher.
3. Comply with the District’s policies and procedures, and applicable state and federal laws and regulations while serving as a Unpaid Student Teacher.

4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Unpaid Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the credential program. The discussion, transmission, or narration in any form by Unpaid Student Teachers of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the credential program is forbidden except as a necessary part of the practical student teaching experience. Otherwise, Unpaid Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teaching experience with University, its employees, agents or others.
6. Attend school placements for the required number of hours based on University/CTC requirements and the cooperating teacher's schedule unless given prior written approval by the University's Program Directors for the listed credential programs.
7. Meet regularly to co-plan with cooperating teachers throughout the academic year. Per CTC Preliminary Multiple Subject and Single Subject Credential Program Standard 3A: "*The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.*"
8. Co-teach with cooperating teachers throughout the academic year based on individually developed plans which emphasize credential candidate's gradual assumption of responsibility culminating in a solo teaching experience.
9. Participate in District department/school meetings and faculty meetings when possible.
10. Attend Back to School Nights and Open Houses.
11. Execute any credential candidate contract adopted by the parties.

DISTRICT-EMPLOYED SUPERVISOR (COOPERATING TEACHER) RESPONSIBILITIES

1. Meet regularly with Unpaid Student Teacher to co-plan lessons and units throughout the academic year. Per CTC Preliminary Multiple Subject and Single Subject Credential Program Standard 3A: "*The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.*"
2. Co-teach with Unpaid Student Teacher based on individually developed plans which emphasize Unpaid Student Teacher's gradual assumption of planning, teaching and assessment responsibilities culminating in a solo teaching experience.
3. Plan regularly with the Unpaid Student Teacher to provide specific support and supervision in addressing the needs of English Language Learners and students with identified special needs.
4. Regularly observe Unpaid Student Teacher teaching lessons and provide constructive feedback to support Unpaid Student Teacher in meeting CTC requirements to be recommended for a preliminary teaching credential.
5. Assist the Unpaid Student Teacher in creating networks with faculty, staff, and administrators who can provide additional support.
6. Maintain complete records and reports as outlined by the university supervisor on Unpaid Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
7. Attend NDNU Cooperating Teacher Orientation at the beginning of the semester which provides an "orientation to the NDNU credential program curriculum as well as professional develop in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices."
8. Meet with the Unpaid Student Teacher, and university supervisor at mid-term and the end of the semester to review Unpaid Student Teacher's performance and complete the *Evaluation of Student/Intern Teacher Effectiveness* form.
9. For Unpaid Student Teachers completing their final semester, meet with Unpaid Student Teacher and University supervisor to complete the *Transition to Induction* form.

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED SUPERVISOR (COOPERATING TEACHER) JOINT RESPONSIBILITIES

1. The District's Cooperating Teacher will participate with the University Supervisor and Unpaid Student Teacher in planning, implementing, and coordinating the Unpaid Student Teacher's Program.
2. Meet with the Unpaid Student Teacher in a 3-way conference at the beginning of the semester to identified goals aligned with the California Teaching Performance Expectations (TPEs). The goals will be reviewed in a 3-way conference at mid-semester and end of the semester when the *Evaluation of Student/Intern Teacher Effectiveness* form is completed and updated by the Unpaid Student Teacher, Cooperating Teacher and University Supervisor.
3. For Unpaid Student Teachers completing their final semester, meet in a 3-way conference to complete the *Transition to Induction* form.

STATUS OF UNIVERSITY, DISTRICT, AND UNIVERSITY STUDENTS

The parties expressly understand and agree that all University students serving as Unpaid Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only and are not considered employees or volunteers of either University or District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of the University to provide written notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

LIABILITY INSURANCE

The University shall maintain a policy of commercial general liability insurance (including personal injury and property damage with limits not less than \$1 million per occurrence, \$2,000,000 aggregate, with no exclusion for sexual abuse or molestation. University shall maintain an Excess Liability policy of \$25,000,000 per occurrence, \$25,000,000 aggregate including abuse. General Liability and Excess Liability policies will cover Unpaid Student Teachers and name District as an additional insured under such insurance policy or policies. Further, University agrees to maintain professional liability insurance, for limits not less than \$3,000,000 per occurrence, \$6,000,000 aggregate on a claims-made basis and maintain coverage for 3 years after the Agreement terminates.

Further, University shall provide written notice that should any of the above-described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on Unpaid Student Teachers, any individuals characterized as employees of the University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

University shall maintain Auto Liability limits of not less than \$1,000,000 per accident.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement, any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any University Unpaid Student Teachers or employees while they are on the premises of the District or while performing

any duty whatsoever under the terms of the Agreement or while going to or from any of the placement sites. University shall provide written notice to each University employee regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (including but not limited to attorney fees and costs) incurred in the dispute.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. If insurance market conditions change dramatically and affect University's availability or affordability of required limits or coverage, University will give District 30 days' notice to renegotiate the insurance requirements.

THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For Notre Dame de Namur University:

Lizbeth J. Martin, Ph.D., President

Date

Notre Dame de Namur University
1500 Ralston Avenue, Belmont, CA 94002

For _____ School District:

_____ Name, Title	_____ Date
School District Name	

Notre Dame de Namur University Memorandum of Understanding and Agreement to Provide Education Specialist and Teaching Interns

This agreement (the “Agreement”) is between _____ ("District") and Notre Dame de Namur University ("University"), who may be referred to collectively as the parties. This Agreement supersedes and replaces all prior Education Specialist and Teaching Interns agreements between the Parties.

RECITALS

University operates a program for the education and training of candidates pursuing a California Preliminary Education Specialist (Mild/Moderate Support Needs and Extensive Support Needs) Teaching Credential and Preliminary Multiple Subject Teaching Credential and/or Single Subject Teaching Credential with English Learner Authorization (ELA) (referred to as Credential Candidate or Intern Teacher) and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs. Individuals qualified for and granted CTC Intern Credentials are District employees.

The District is authorized under Education Code 44320 et seq., to cooperate with institutions of higher education in providing training and experience to credential candidates.

One or more District employees who are credentialed, experienced faculty members at a District high school, middle school, or elementary school have agreed to be responsible for a class or classes assigned to a credential candidate and may be referred to below as Intern Mentor/Liaison.

University employs one or more experienced credentialed teachers, administrators, or doctoral candidates who have agreed to provide direct classroom supervision and support to credential candidates and intern mentor/liaison. Such individuals may be referred to below as university supervisors.

TERM OF THE AGREEMENT

This Agreement shall remain in effect for a term of five (5) years beginning August 15, 2022 and ending June 30, 2027, unless terminated sooner. Either party may terminate this Agreement on 30 days' written notice to the other; provided, however, that Credential Candidates shall be allowed to conclude any ongoing assignments. Performance under this Agreement shall be reviewed annually, and the parties may agree to annual extensions after expiration of the initial term.

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS

In 2013, the CTC adopted policies that specify the number of hours of general support and supervision, as well as additional specific English

learner support and supervision, which must be provided to interns. The regulations (California Education Code §44321) were approved and became effective in 2014.

Under the newly approved regulations, the University and District must ensure:

- A minimum of 144 hours per year (**72 hours per semester**) of support/mentoring and supervision must be provided to each Intern Teacher including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem- solving regarding students, curriculum, and development of effective teaching methodologies.
- **A minimum of five hours of support/mentoring and supervision must be provided to an Intern Teacher every five instructional days.** The University Supervisor and District Intern Support Provider will collaborate on meeting this requirement.
- The District must identify a Intern Mentor/Liaison or other designated individual who meets the CTC's specified criteria prior to an Intern Teacher assuming daily teaching responsibilities.
- An additional 45 hours per year (**23 hours per semester**) of support/mentoring and supervision specific to meeting the needs of English learners is required for an Intern Teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the District employed Intern Mentor/Liaison. The individual(s) providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Crosscultural Language and Academic Development (CLAD) Certificate.

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Intern Teacher's first day as teacher of record, provide each Intern Teacher with a certified, experienced district-employed Intern Mentor/Liaison who will work collaboratively with the University Supervisor to support the Intern Teacher in achieving competency in the Teaching Performance Expectations. District will verify, per CTC requirements, that the district- employed Intern Mentor/Liaison holds a Clear Credential in the content area for which he/she is providing supervision, a minimum of three years of content areas K-12 teaching experience, has demonstrated exemplary teaching practices, and has been prepared by the district for the roles and responsibilities of an Intern Mentor/Liaison.
2. The District will provide each Intern Teacher with supervised internship experience. The District's Intern Mentor/Liaison(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Intern Mentor/Liaison will provide the Intern Teacher with at least five hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
3. Provide new teacher orientation, on-going support and other clinical/professional experiences for interns teaching in the District's schools under the supervision of a district-employed Intern Mentor/Liaison.
4. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
5. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by an Intern Teacher. University will cooperate with District in any investigation concerning the reported violation.

6. District will instruct Intern Teacher in District and school policies regarding child abuse reporting, sexual harassment, and professional conduct.
7. The University and the District certify that interns do not replace certificated employees in the District.
8. District acknowledges the contracting of a University candidate as an Intern Teacher pursuant to this Agreement demonstrates the lack of available qualified certificated persons holding the credential to fill the position for which the intern has been retained.
9. District acknowledges that, for the NDNU University Intern Program, no intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.
10. District acknowledges that each intern certificate will be valid for a period of two (2) years. However, a certificate may be valid for three (3) years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four (4) years if the intern is participating in an intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.

UNIVERSITY RESPONSIBILITIES

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Intern Teacher(s).
2. University will guarantee that Intern Teacher(s) have met CTC requirements for an intern credential (Certificate of Clearance, basic skills, subject matter competence, Negative TB test, U.S. Constitution) and University requirements (satisfactory completion of course work that meets the CTC pre-service requirement, satisfactory completion of one standard student teaching placement, a copy of the district offer of employment) prior to recommending the candidate for an intern credential.
3. University will confer regularly with District and site administration and district-employed Intern Mentor/Liaisons through meetings, telephone calls, and/or e-mail.
4. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by an intern in the school.
5. University will guarantee that intern and university supervisors have appropriate TB and fingerprinting clearance.
6. University will instruct Intern Teacher(s) in state laws regarding child abuse reporting, sexual harassment and professional conduct.
7. University supervisors will conduct systematic and regular observations of Intern Teachers' performances in the District's classrooms (minimum 6 per semester).
8. University supervisors will confer regularly with district-employed mentor/liaison and with the site administration through meetings, telephone calls, and/or e-mail.
9. Per CTC Preliminary Multiple and Single Subject Teaching Credential Program Standard 3D: Clinical Supervision, in collaboration with the district, the program will provide and/or verify that the "district employed supervisors have a minimum of 10 hours of initial orientation to the program curriculum as well as professional develop in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices."

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIASION RESPONSIBILITIES

10. Collaborate to ensure that the Intern Teacher receives a minimum of five hours of support/mentoring and supervision every five instructional days.

11. Collaborate to ensure that the Intern Teacher receives specific support and supervision in addressing the needs of English Language Learners.
12. Use the list of activities (*Intern Support and Supervision Record*) that satisfy CTC support and supervision requirements to assist the intern teacher in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
13. Assist the Intern Teacher in creating networks with faculty, staff, and administrators who can provide additional support.
14. Meet with the Intern Teacher in a 3-way conference at the beginning of the semester to identified goals aligned with the California Teaching Performance Expectations (TPEs). The goals will be reviewed in a 3-way conference at mid-semester and end of the semester when the Evaluation of Student/Intern Teacher Effectiveness form is completed and updated by the Intern Teacher, District-Employed Supervisor(s) and University Supervisor.

INTERN TEACHER RESPONSIBILITIES

Provide services to District pupils only under the direct supervision of District staff.

1. Document required hours weekly using the University *Intern Support and Supervision Record*.
2. Review the *Intern Support and Supervision Record* with both the University Supervisor and District-employed Intern Mentor/Liaison to ensure that he/she is receiving the required support/mentoring and supervision.
3. Submit signed *Record* at the end of each month to the University.

DISTRICT DISCRETION

It is at the sole discretion of the District to hire a University Credential Candidate for an intern position and to terminate the assignment in accordance with District policies and procedures. The District will notify the University of any review that could result in termination of the Intern Teacher's assignment in the District. The University will notify the CTC to withdraw the intern credential of an intern who is terminated by the District.

LIABILITY INSURANCE

The University shall maintain a policy of commercial general liability insurance (including personal injury and property damage with limits not less than \$1 million per occurrence, \$2,000,000 aggregate, with no exclusion for sexual abuse or molestation. University shall maintain an Excess Liability policy of \$25,000,000 per occurrence, \$25,000,000 aggregate including abuse. General Liability and Excess Liability policies will cover Intern Teachers and name District as an additional insured under such insurance policy or policies. Further, University agrees to maintain professional liability insurance, for limits not less than \$3,000,000 per occurrence, \$6,000,000 aggregate on a claims-made basis and maintain coverage for 3 years after the Agreement terminates.

Further, University shall provide written notice that should any of the above-described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. University also agrees to maintain statutory Workers' Compensation coverage on Intern Teachers, any individuals characterized as employees of University and instructors working at District pursuant to this Agreement at all times during the course of this Agreement.

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

University shall maintain Auto Liability limits of not less than \$1,000,000 per accident.

The District shall be named as an additional insured or covered party on the liability coverages maintained by the University set forth above.

NO WORKERS' COMPENSATION LIABILITY

The Parties agree that the District is not to assume, nor shall it assume by this Agreement, any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any University employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the placement sites. University shall provide written notice to each University employee regarding the lack of coverage of Workers' Compensation insurance by the District.

INDEMNIFICATION

University shall defend, indemnify and hold District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

District shall defend, indemnify and hold University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officials, agents, or employees.

ADDITIONAL PROVISIONS

9. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
10. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any

lawsuit concerning or arising out of this Agreement shall be venued in the County of San Mateo.

11. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
12. In the event of a dispute between the parties arising from this Agreement, the prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (including but not limited to attorney fees and costs) incurred in the dispute.
13. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
14. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
15. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
16. If insurance market conditions change dramatically and affect University's availability or affordability of required limits or coverage, University will give District 30 days notice to renegotiate the insurance requirements.

THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For Notre Dame de Namur University:

Lizbeth J. Martin, Ph.D., President
Notre Dame de Namur University
1500 Ralston Avenue, Belmont, CA 94002

Date

For School District:

Name, Title
School District

Date

Notre Dame de Namur Verification of Professional Development for District Employed Supervisors

Name: _____ Email: _____

District: _____ School: _____

The 2015 Multiple and Single Subject Program Standards, Standard 3 on Clinical Practice requires that programs:

- “provide district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district-employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.”

NDNU Education Department has determined that District Employed Supervisors can meet this 10 hour requirement through any combination of 8 hours of professional development, academic course work and/or degrees post-credential coursework, and/or completing Intersegmental Project (CEEDAR Center) videos in addition to 2 hours of orientation to the NDNU credential programs provided by NDNU University Supervisors.

To be in compliance with the CTC standards, we are asking each of our District Employed Supervisors (Master Teachers, District Employed Intern Support Providers) to complete the form below to indicate how you meet this new requirement. Please mail to: NDNU Education Dept., 1500 Ralston Ave., Belmont 94002 or email anormantas@ndnu.edu

NDNU Program Orientation	Location Code	Duration (hrs./min.)	Date	Description
Orientation Workshop: Attended and participate in training				
Review Program Handbook w/ University Supervisor or Program Director				
Review Coaching & Evaluation Process w/ University Supervisor or Program Director				

Effective Supervision Approaches	Location Code	Total Duration (hrs./min.)	Date	Description
Approaches to coaching adult learners; Cognitive coaching, etc.				
Principles of adult learning				
Peer mentoring and support				
Effective feedback methods				
Organization; Maximizing time and attention				
Developing/applying reflective practitioner skills				

Effective communication techniques (face-to-face; when you can't meet face-to-face; etc.)				
---	--	--	--	--

Instructional Strategies for ALL Learners	Location Code	Total Duration (hrs./min.)	Date	Description
Elements of Effective Lesson Design & Delivery; Backwards Design; Formative & Summative assessment; Universal Design for Learning				
Content-specific Pedagogy Using the New Frameworks & Common Core Standards				
Managing the Instructional Environment; Building classroom communities				
Classroom Technology Integration				

Inclusive Education	Location Code	Total Duration (hrs./min.)	Date	Description
Approaches to Inclusive Education; Universal Design for Learning; etc.				
District/School-wide Systems of Student Support; Multi-Tiered Systems of Support (MTSS); etc.				
Approaches to Differentiate Instruction				
Working with English Language learners				

District Employed Supervisor Signature

Date

Location Code	
A	Dept. of Education, CTC, County Office of Education, District, School Professional Development , Webinars, etc.
B	Support Provider training
C	Annual Organization Conference or Professional Development training, Webinars, etc.
D	Museum, K-12 Education-focused Agency training, webinars, etc.

E	Company training, webinars, etc. specific to K-12 education (e.g. Apple, Goggle, etc.)
F	Other College/University courses (academic or CEU) post credential;
G	Central Project (CEEDAR Center)

**Evaluation of Student/Intern Teacher
Effectiveness Form [Extensive Support Needs Ed Specialist]
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester _____ Midterm _____ Final _____
2nd Semester _____ Midterm _____ Final _____

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/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students/families including use of technology to support, communicate expectations, and student progress.	0	1	2	3
1.3 Connect subject matter to real-life contexts; provide active learning experiences to engage, support, and motivate to extend learning.	0	1	2	3
1.4 Use variety of developmentally appropriate strategies & resources to support access to curriculum in general education classroom.	0	1	2	3
Assistive technology	0	1	2	3
Principle of Universal Design of Learning (UDL)	0	1	2	3
Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
1.5 Promote students' critical/creative thinking & analysis through opportunities for inquiry, problem solving, responding to/framing meaningful questions, & reflection.	0	1	2	3
1.6 Provide supportive learning environment for students' first and/or second language acquisition through research-based instructional approaches (e.g. SDAIE); demonstrate understanding instruction needed to acquire Standard English proficiency.	0	1	2	3
1.7 Provide students with opportunities to access the curriculum through visual and performing arts, as appropriate to content/learning context.	0	1	2	3
1.8 Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Identify factors associated with successful planning/implementation of appropriate transition options, programs, & life experiences; demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.	0	1	2	3
Demonstrate understanding of mandated considerations for augmentative & alternative communication technology (AAC) for students with extensive support needs.	0	1	2	3
1.3 Identify the unique features of deaf-blindness and the impact of combined hearing & vision impairments on communications, learning, & accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.	0	1	2	3
1.4 Use strategies to support positive psychosocial development & self-determined behavior of students with extensive support needs. (U1.1)	0	1	2	3
1.5 In collaboration with families & appropriate related services personnel, use students' present levels of academic achievement & functional performance from a variety of sources to plan, develop, & adapt/adjust IEPs and ITPs that address the unique learning, sensory & accessibility needs of students with extensive support needs.	0	1	2	3
1.6 Demonstrate the ability to collaboratively develop/implement IEP, including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, that lead to effective inclusion of students with disabilities in the general education core curriculum.	0	1	2	3

1.7 Demonstrate ability to identify appropriate supports of students with complex communication needs & design strategies in order to foster access & build comprehension, & develop appropriate language development goals within IEPs for those students. (U1.6)	0	1	2	3
1.8 Demonstrate knowledge of students' language development across disabilities & the life span, including typical & atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge & skills. (U1.6)	0	1	2	3
1.9 Monitor student progress toward learning goals as identified in the academic content standards & IEP/Individual Transition plan (ITP). (U1.4)	0	1	2	3
1.10 Demonstrate ability to develop IEPs/ITPs with students & their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum & life beyond high school. (U1.3)	0	1	2	3
1.11 Facilitate & support students in assuming increasing responsibility for learning & self-advocacy based on individual needs, with appropriate transitions between academic levels in programs & developing skills related to career, college, independent living & community participation. (U1.3)	0	1	2	3

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Promote students' socio-emotional growth, development, & individual responsibility using positive interventions/supports, restorative justice, & conflict resolution practices to foster a caring community.	0	1	2	3
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity & multiple perspectives & are culturally responsive.	0	1	2	3
2.3 Establish, maintain, monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe enabling students to learn, recognize & appropriately address intolerance & harassment among students.	0	1	2	3
2.4 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
2.5 Maintain high expectation for learning with appropriate support for the full range of students in the classroom.	0	1	2	3
2.6 Establish & maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

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

Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Use appropriate safe techniques, procedures, materials, educational technology, assistive technology, & other adaptive equipment for students with extensive support needs. Facilitate student health & mobility by practicing appropriate & safe techniques for lifting & positioning & instructing or supervising other personnel in such procedures.	0	1	2	3
2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment & implement specialized health care regulations & technological procedures required by students with extensive support needs who require medical services not requiring a physician.	0	1	2	3
2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication & social engagement within the context of age-appropriate, functional & meaningful activities as related to students with extensive support needs including those who are deafblind.	0	1	2	3
2.4 Collaborate with families & appropriate related services personnel to support access to, & optimal learning experiences for, students with extensive support needs in a wide variety of general education & specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals & treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	0	1	2	3
Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional & assistive technology, & AAC procedures to optimize the learning opportunities/outcomes for all students, & move them toward effective inclusion in general education settings. (U2.2)	0	1	2	3

2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools & the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage & operation of medical equipment (as appropriate) & other mobility & sensory accommodations. (U2.3)	0	1	2	3
2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability & have difficulty accessing their education due to physical limitations.	0	1	2	3
Demonstrate knowledge of communicative intent of students' behavior as well as the ability to help students develop positive communication skills & systems to replace negative behavior. (U2.1/ 2.6)	0	1	2	3
2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his/her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions & multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	0	1	2	3
2.10 Understand/access in a collaborative manner with other agency professionals the variety of interventions, related services & additional supports, including site-based & community resources & agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	0	1	2	3
2.11 Apply/collaboratively implement supports needed to establish & maintain student success in the least restrictive environment, according to students' unique needs.	0	1	2	3
2.12 Demonstrate skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, & disability-specific needs, including community-based instructional environments. (U2.5)	0	1	2	3

2.13 Implement systems to assess/plan/provide academic & social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral & emotional needs. (U2.6)	0	1	2	3
2.14 Demonstrate knowledge/skills/abilities to understand & address the needs of the peers & family members of students who have sustained a traumatic brain injury as they transition to school & present with a change in function.	0	1	2	3

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
3.1 Demonstrate subject matter knowledge, including the adopted California State Standards/curriculum frameworks, to promote access for all students.	0	1	2	3
3.2 Use knowledge about students & learning goals to organize the curriculum to facilitate student understanding of subject matter, & make accommodations and/or modifications as needed to promote student access to the curriculum.	0	1	2	3
3.3 Plan, design, implement, & monitor instruction consistent with current subject-specific pedagogy in content area(s); design/implement disciplinary cross-disciplinary learning sequences, including integrating the visual & performing arts.	0	1	2	3
3.4 Individually & through consultation/collaboration with other in larger school community, plan for effective subject matter instruction using multiple means of representing, expressing, & engaging students to demonstrate their knowledge.	0	1	2	3
3.5 Adapt subject matter curriculum, organization, & planning to support the acquisition/use of academic language within learning activities to promote the subject matter knowledge of all students, in the least restrictive environment.	0	1	2	3
3.6 Use/adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	0	1	2	3
3.7 Model/develop digital literacy using technology to engage students and support their learning, & promote digital citizenship, including respecting copyright law, understanding fair use guidelines, use of Creative Commons license, & maintaining Internet Security				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				

Additional Comments

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
3.1 Demonstrate depth of knowledge & skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, & science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)	0	1	2	3
3.2 Identify and utilize curricula & evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments & activities.	0	1	2	3
3.3 Effectively adapt/modify/accommodate/differentiate instruction of students with identified disabilities in order to develop appropriate goals & accommodations & facilitate access to the Least Restrictive Environment (LRE). (U3.5)	0	1	2	3
3.4 Demonstrate knowledge of disabilities & their effects on learning, skills development, social-emotional development, mental health, & behavior, & how to access & use related services & additional supports to organize & support effective instruction. (U3.2)	0	1	2	3
3.5 Demonstrate comprehensive knowledge of atypical development associated with various disabilities & risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience & protective factors (e.g. attachment, temperament), & their implications for learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Locate/apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short & long-term instructional planning.	0	1	2	3
4.2 Understand/apply knowledge of range and characteristics of typical and atypical child development [birth through adolescence] to inform instructional planning & learning experiences for all students.	0	1	2	3
4.3 Design/implement instruction & assessment that reflects the interconnectedness of academic content areas & related student skills development in literacy, mathematics, science, and other disciplines across the curriculum.	0	1	2	3
4.4 Plan/design/implement/monitor instruction; make effective use of instructional time; provide access to the curriculum for all students through instructional strategies	0	1	2	3
• Appropriate use of instructional technology including assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Principles Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
• Use developmental/linguistically/culturally appropriate activities, materials, resources for all students, including full range of English learners	0	1	2	3
• Appropriate modifications for students with disabilities in general education classrooms	0	1	2	3
• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services	0	1	2	3

4.5 Promote student success by providing opportunities for students to understand & advocate for strategies that meet individual learning needs & assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	0	1	2	3
4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
4.7 Plan instruction that promotes range of communication strategies & activity modes between teacher & student & among students that encourage student participation in learning.	0	1	2	3
4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content; provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy; offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Identify/utilize behaviorally based teaching strategies in the design & implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative & serve a function.	0	1	2	3
4.2 Demonstrate understanding of structure & function of the auditory & visual sensory systems & skills to interpret & contribute to functional hearing & vision assessment findings to guide program development.	0	1	2	3
4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment & materials to facilitate communication, curriculum access, & skills development of students with disabilities. (U4.4)	0	1	2	3
4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, determine variety of pedagogical approaches to instruction, including scope & sequences, unit & lesson plans, in order to provide students with disabilities equitable access to the content & experiences aligned with the state-adopted core curriculum. (U4.3)	0	1	2	3
4.5 Demonstrate the ability to create short & long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, & systematically adjusted to promote academic achievement within inclusive environments. (U4.1)	0	1	2	3
4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but	0	1	2	3

demonstrate difficulty acquiring & retaining new information due to poor memory processing, as well as neuro behavioral issues				
4.7 Coordinate/collaborate/co-teach/communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning & successful student transitions. (U4.6)	0	1	2	3
4.8 Use person-centered/family centered planning processes, & strengths-based, functional/ecological assessments across classroom & non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, & that support progress toward IEP goals and objectives. (U4.5)	0	1	2	3

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)

Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
5.2 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
5.3 Involve all students in self-assessment & reflection on their learning goals & progress; provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, & communicate learning outcomes to students and families.	0	1	2	3
5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.	0	1	2	3
5.6 Work with specialist to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.	0	1	2	3
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable; use this information in planning instruction.	0	1	2	3
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals & to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)

Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, & observational assessment data from multiple sources to develop effective evidence-based instructional supports & strategies for students with extensive support needs.	0	1	2	3
5.2 Apply knowledge of the purposes, characteristics, & appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, & services. Candidates apply knowledge of when & how to use assessment sources that integrate alternative statewide assessments, formative assessments, & formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)	0	1	2	3
5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	0	1	2	3
5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments & how to hold IEP meetings according to the guidelines established by law.	0	1	2	3
5.5 Demonstrate knowledge of requirements for appropriate assessment & identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	0	1	2	3
5.6 Demonstrate knowledge of second language development & the distinction between language disorders, disabilities, and language differences.	0	1	2	3
5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, & how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)	0	1	2	3

Additional Comments:

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

Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
6.1 Reflect on their teaching practice & level subject matter and pedagogical knowledge to plan & implement instruction that can improve student learning.	0	1	2	3
6.2 Recognize their own values, implicit/explicit biases, the ways in which these may affect teaching/learning, & work to mitigate any negative on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students/families, as well as toward their colleagues.	0	1	2	3
6.3 Establish professional learning goals & make progress to improve their practice by routinely engaging in communication & inquiry with colleagues	0	1	2	3
6.4 Demonstrate how & when to involve other adults & to communicate effectively with peers/colleagues, families, & members of the larger school community to support teacher & student learning.	0	1	2	3
6.5 Demonstrate professional responsibility for all aspects of student learning & classroom management: responsibility for learning outcomes of all students, along with appropriate concerns & policies regarding the privacy, healthy, & safety of students and families. Conduct themselves with integrity & model ethical conduct for themselves & others.	0	1	2	3
6.6 Understand/enact professional roles/responsibilities as mandated reporters & comply with all laws concerning professional responsibilities, professional conduct, & moral fitness, responsible use of social media, other digital platforms & tools.	0	1	2	3
6.7 Critically analyze how the context, structure, & history of public education in California affects & influences state, district, & school governance as well as state & local education finance.	0	1	2	3

Additional Comments:

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

Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
6.1 Create supportive partnerships with parents, families, teachers & employers to provide instructional, behavioral, social, communication, sensory, & pragmatically appropriate supports to students with extensive support needs.	0	1	2	3
6.2 Demonstrate the ability to coordinate/collaborate effectively with paraprofessionals & other adults in the classroom. (U6.4)	0	1	2	3
6.3 Identify/understand conflict resolution techniques that use communication, collaboration, & mediation approaches to address conflicts/disagreements that arise during the facilitation of IEP meeting or collaboration with other professionals.	0	1	2	3
6.4 Demonstrate knowledge of historical interactions & contemporary legal, medical, pedagogical, & philosophical models of social responsibility, treatment & education in the lives of individuals with disabilities. (U6.7)	0	1	2	3
6.5 Demonstrate knowledge of federal, state, & local policies related to specialized health care in educational settings.	0	1	2	3
6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.	0	1	2	3
6.7 Possess the knowledge that diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept & emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports & services to address these issues.	0	1	2	3

Additional Comments:

**Evaluation of Student/Intern Teacher
Effectiveness Form [Mild/Moderate Support Needs Ed Specialist]
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester ____ Midterm ____ Final ____
2nd Semester ____ Midterm ____ Final ____

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/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students/families including use of technology to support, communicate expectations, a& student progress.	0	1	2	3
1.3 Connect subject matter to real-life contexts; provide active learning experiences to engage, support, and motivate to extend learning.	0	1	2	3
1.4 Use variety of developmentally appropriate strategies & resources to support access to curriculum in general education classroom.	0	1	2	3
• Assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
1.5 Promote students' critical/creative thinking & analysis through opportunities for inquiry, problem solving, responding to/framing meaningful questions, & reflection.	0	1	2	3
1.6 Provide supportive learning environment for students' first and/or second language acquisition through research-based instructional approaches (e.g. SDAIE); demonstrate understanding instruction needed to acquire Standard English proficiency.	0	1	2	3
1.7 Provide students with opportunities to access the curriculum through visual and performing arts, as appropriate to content/learning context.	0	1	2	3
1.8 Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Demonstrate the ability to collaboratively develop & implement IEP, including instructional goals (California Common Core State Standards and/or California Preschool Learning Foundations) leading to effective inclusion of students with disabilities in general education core curriculum.	0	1	2	3
Demonstrate ability to identify appropriate supports of students with complex communication needs; design strategies to foster access/build comprehension, & develop appropriate language development goals within IEPs for those students. (U1.6)	0	1	2	3
1.3 Demonstrate knowledge of students' language development across disabilities & life span (typical & atypical language development, communication skills, social pragmatics, language skills) and/or vocabulary/semantic development related to acquisition of academic knowledge and skills. (U1.6)	0	1	2	3
1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	0	1	2	3
1.5 Demonstrate ability to develop IEPs/ITPs with students/their families, including independent living, post-secondary education, and/or careers goals, with connections between school curriculum & life beyond high school. (U1.3)	0	1	2	3
1.6 Facilitate/support students assuming increasing responsibility for learning & self-advocacy based on individual needs, with appropriate transitions between academic levels & developing skills related to career, college, independent living and community participation. (U1.3)	0	1	2	3
1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	0	1	2	3

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Promote students' socio-emotional growth, development, & individual responsibility using positive interventions/supports, restorative justice, & conflict resolution practices to foster a caring community.	0	1	2	3
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity & multiple perspectives & are culturally responsive.	0	1	2	3
2.3 Establish, maintain, monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe enabling students to learn, recognize & appropriately address intolerance & harassment among students.	0	1	2	3
2.4 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
2.5 Maintain high expectation for learning with appropriate support for the full range of students in the classroom.	0	1	2	3
2.6 Establish & maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

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

Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Develop accommodations/modifications specific to students with disabilities to allow access to learning environments to optimize learning opportunities/outcomes & move them toward effective inclusion in general education settings. (U2.2)	0	1	2	3
2.2 Demonstrate ability to support movement, mobility, sensory & specialized health care needs for students to participate fully in classrooms, schools & community. Organize a safe environment include barrier free space for independent mobility, adequate storage & operation of medical equipment & other mobility & sensory accommodations. (U2.3)	0	1	2	3
2.3 Demonstrate ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability & have difficulty accessing their education due to physical limitations.	0	1	2	3
2.4 Collaborate with families & appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in general education & specialized academic instructional settings	0	1	2	3
Demonstrate knowledge of communicative intent of students' behavior well as the ability to help students develop positive communication skills & systems to replace negative behavior. (U2.1/2.6)	0	1	2	3
2.6 Demonstrate ability to identify if student's behavior is manifestation of his/her disability; if so, develop positive behavior intervention plans inclusive of types of interventions & multi-tiered systems of supports needed to address these behavior issues. (U2.6)	0	1	2	3
2.7 Understand & access in collaborative manner with other agency professionals variety of interventions, related services & additional supports, including site-based	0	1	2	3

& community resources/agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)				
2.8 Apply & collaboratively implement supports needed to establish & maintain student success in least restrictive environment, according to students' unique needs.	0	1	2	3
2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)	0	1	2	3
2.10 Implement systems to assess, plan, & provide academic & social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral & emotional needs. (U2.6)	0	1	2	3
2.11 Demonstrate the knowledge, skills & abilities to understand/address needs of the peers & family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.				

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
3.1 Demonstrate subject matter knowledge, including the adopted California State Standards/curriculum frameworks, to promote access for all students.	0	1	2	3
3.2 Use knowledge about students & learning goals to organize the curriculum to facilitate student understanding of subject matter, & make accommodations and/or modifications as needed to promote student access to the curriculum.	0	1	2	3
3.3 Plan, design, implement, & monitor instruction consistent with current subject-specific pedagogy in content area(s); design/implement disciplinary cross-disciplinary learning sequences, including integrating the visual & performing arts.	0	1	2	3
3.4 Individually & through consultation/collaboration with other in larger school community, plan for effective subject matter instruction using multiple means of representing, expressing, & engaging students to demonstrate their knowledge.	0	1	2	3
3.5 Adapt subject matter curriculum, organization, & planning to support the acquisition/use of academic language within learning activities to promote the subject matter knowledge of all students, in the least restrictive environment.	0	1	2	3
3.6 Use/adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	0	1	2	3
3.7 Model/develop digital literacy using technology to engage students and support their learning, & promote digital citizenship, including respecting copyright law, understanding fair use guidelines, use of Creative Commons license, & maintaining Internet Security				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
3.1 Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)	0	1	2	3
3.2 Demonstrate knowledge of disabilities & their effects on learning, skills development, social-emotional development, mental health, and behavior; how to access/use related services/additional supports to organize & support effective instruction. (U3.2)	0	1	2	3
3.3 Demonstrate knowledge of atypical development associated with various disabilities & risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience & protective factors (e.g. attachment, temperament), & their implications for learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Locate/apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short & long-term instructional planning.	0	1	2	3
4.2 Understand/apply knowledge of range and characteristics of typical and atypical child development [birth through adolescence] to inform instructional planning & learning experiences for all students.	0	1	2	3
4.3 Design/implement instruction & assessment that reflects the interconnectedness of academic content areas & related student skills development in literacy, mathematics, science, and other disciplines across the curriculum.	0	1	2	3
4.4 Plan/design/implement/monitor instruction; make effective use of instructional time; provide access to the curriculum for all students through instructional strategies: technology, UDL, MTSS, developmental/linguistically/culturally appropriate activities; modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; use of community resources and services as applicable.	0	1	2	3
• Appropriate use of instructional technology including assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Principles Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
• Use developmental/linguistically/culturally appropriate activities, materials, resources for all students, including full range of English learners	0	1	2	3

• Appropriate modifications for students with disabilities in general education classrooms	0	1	2	3
• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services	0	1	2	3
4.5 Promote student success by providing opportunities for students to understand & advocate for strategies that meet individual learning needs & assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	0	1	2	3
4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
4.7 Plan instruction that promotes range of communication strategies & activity modes between teacher & student & among students that encourage student participation in learning.	0	1	2	3
4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content; provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy; offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Demonstrate ability to use assistive technology, augmentative & alternative communication (AAC) including low- and high-tech equipment & materials to facilitate communication, curriculum access, & skills development of students with disabilities. (U4.4)	0	1	2	3
4.2 Demonstrate ability to use evidenced-based high leverage practices with a range of student needs, & determine a variety of pedagogical approaches to instruction including scope & sequences, unit and lesson plans, to provide students with disabilities equitable access to the content & experiences aligned with the state-adopted core curriculum. (U4.3)	0	1	2	3
4.3 Demonstrate the ability to identify & use behaviorally based teaching strategies with the understanding that behaviors are communicative & serve a function.	0	1	2	3
4.4 Demonstrate ability to create short & long-term goals responsive to unique needs of students that meet grade level requirements of core curriculum, & systematically adjust to promote academic achievement in inclusive environments. (U4.1)	0	1	2	3
4.5 Demonstrate knowledge of core challenges associated with neurology of open or closed head injuries resulting in impairments & adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring & retaining new information due to poor memory processing, as well as neuro behavioral issues.	0	1	2	3
4.6 Coordinate, collaborate, co-teach & communicate effectively with other service providers, including paraprofessionals, general education teachers, parents,	0	1	2	3

students, & community agencies for instructional planning & successful student transitions. (U4.6)				
4.7 Use person-centered/family centered planning processes, & strengths-based, functional/ecological assessments across classroom & non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, & that support progress toward IEP goals and objectives. (U4.5)	0	1	2	3

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
5.2 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
5.3 Involve all students in self-assessment & reflection on their learning goals & progress; provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, & communicate learning outcomes to students and families.	0	1	2	3
5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.	0	1	2	3
5.6 Work with specialist to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.	0	1	2	3
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable; use this information in planning instruction.	0	1	2	3
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals & to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3

Additional Comments

CSTP 5: Assessing Student Learning (TPE 5)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, & services. Candidates apply knowledge of when & how to use assessment sources that integrate alternative statewide assessments, formative assessments, & formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)	0	1	2	3
5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative & alternative systems, 3) implement instruction of communication & social skills, 4) create/facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; 6) address unique learning, sensory & access needs of students with physical/orthopedic disabilities, other health impairments, & multiple disabilities.	0	1	2	3
5.3 Demonstrate knowledge of special education law, including the administration & documentation of assessments & how to hold IEP meetings according to the guidelines established by law.	0	1	2	3
5.4 Demonstrate knowledge of requirements for appropriate assessment & identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	0	1	2	3
5.5 Demonstrate knowledge of second language development & the distinction between language disorders, disabilities, & language differences.	0	1	2	3
5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates understand how to implement appropriate accommodations on assessments for students with	0	1	2	3

disabilities who do not fundamentally alter the nature and/or content of what is being tested, & how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)				
--	--	--	--	--

Additional Comments:

CSTP 6: Developing as a Professional Educator (TPE 6)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
6.1 Reflect on their teaching practice & level subject matter and pedagogical knowledge to plan & implement instruction that can improve student learning.	0	1	2	3
6.2 Recognize their own values, implicit/explicit biases, the ways in which these may affect teaching/learning, & work to mitigate any negative on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students/families, as well as toward their colleagues.	0	1	2	3
6.3 Establish professional learning goals & make progress to improve their practice by routinely engaging in communication & inquiry with colleagues	0	1	2	3
6.4 Demonstrate how & when to involve other adults & to communicate effectively with peers/colleagues, families, & members of the larger school community to support teacher & student learning.	0	1	2	3
6.5 Demonstrate professional responsibility for all aspects of student learning & classroom management: responsibility for learning outcomes of all students, along with appropriate concerns & policies regarding the privacy, healthy, & safety of students and families. Conduct themselves with integrity & model ethical conduct for themselves & others.	0	1	2	3
6.6 Understand/enact professional roles/responsibilities as mandated reporters & comply with all laws concerning professional responsibilities, professional conduct, & moral fitness, responsible use of social media, other digital platforms & tools.	0	1	2	3
6.7 Critically analyze how the context, structure, & history of public education in California affects & influences state, district, & school governance as well as state & local education finance.	0	1	2	3

Additional Comments:

CSTP 6: Developing as a Professional Educator (TPE 6)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
6.1 Demonstrate ability to coordinate/collaborate effectively with paraprofessionals & other adults in the classroom.	0	1	2	3
6.2 Identify/understand conflict resolution techniques that use communication, collaboration, & mediation approaches to address conflicts & disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	0	1	2	3
6.3 Demonstrate knowledge of historical interactions & contemporary legal, medical, pedagogical, & philosophical models of social responsibility, treatment & education in the lives of individuals with disabilities.	0	1	2	3
6.4 Demonstrate knowledge of federal, state, & local policies related to specialized health care in educational settings.	0	1	2	3
6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.	0	1	2	3
6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept & emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.	0	1	2	3

Additional Comments:

**Evaluation of Student/Intern Teacher
Effectiveness Form [General Education Credentials]
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester ____ Midterm ____ Final ____
2nd Semester ____ Midterm ____ Final ____

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/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Dat

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students/families including use of technology to support, communicate expectations, a& student progress.	0	1	2	3
1.3 Connect subject matter to real-life contexts; provide active learning experiences to engage, support, and motivate to extend learning.	0	1	2	3
1.4 Use variety of developmentally appropriate strategies & resources to support access to curriculum in general education classroom.	0	1	2	3
• Assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
1.5 Promote students' critical/creative thinking & analysis through opportunities for inquiry, problem solving, responding to/framing meaningful questions, & reflection.	0	1	2	3
1.6 Provide supportive learning environment for students' first and/or second language acquisition through research-based instructional approaches (e.g. SDAIE); demonstrate understanding instruction needed to acquire Standard English proficiency.	0	1	2	3
1.7 Provide students with opportunities to access the curriculum through visual and performing arts, as appropriate to content/learning context.	0	1	2	3
1.8 Monitor student learning and adjust instruction while teaching so 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)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Promote students' socio-emotional growth, development, & individual responsibility using positive interventions/supports, restorative justice, & conflict resolution practices to foster a caring community.	0	1	2	3
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity & multiple perspectives & are culturally responsive.	0	1	2	3
2.3 Establish, maintain, monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe enabling students to learn, recognize & appropriately address intolerance & harassment among students.	0	1	2	3
2.4 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
2.5 Maintain high expectation for learning with appropriate support for the full range of students in the classroom.	0	1	2	3
2.6 Establish & maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating 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)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
3.1 Demonstrate subject matter knowledge, including the adopted California State Standards/curriculum frameworks, to promote access for all students.	0	1	2	3
3.2 Use knowledge about students & learning goals to organize the curriculum to facilitate student understanding of subject matter, & make accommodations and/or modifications as needed to promote student access to the curriculum.	0	1	2	3
3.3 Plan, design, implement, & monitor instruction consistent with current subject-specific pedagogy in content area(s); design/implement disciplinary cross-disciplinary learning sequences, including integrating the visual & performing arts.	0	1	2	3
3.4 Individually & through consultation/collaboration with other in larger school community, plan for effective subject matter instruction using multiple means of representing, expressing, & engaging students to demonstrate their knowledge.	0	1	2	3
3.5 Adapt subject matter curriculum, organization, & planning to support the acquisition/use of academic language within learning activities to promote the subject matter knowledge of all students, in the least restrictive environment.	0	1	2	3
3.6 Use/adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	0	1	2	3
3.7 Model/develop digital literacy using technology to engage students and support their learning, & promote digital citizenship, including respecting copyright law, understanding fair use guidelines, use of Creative Commons license, & maintaining Internet Security				
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Locate/apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short & long-term instructional planning.	0	1	2	3
4.2 Understand/apply knowledge of range and characteristics of typical and atypical child development [birth through adolescence] to inform instructional planning & learning experiences for all students.	0	1	2	3
4.3 Design/implement instruction & assessment that reflects the interconnectedness of academic content areas & related student skills development in literacy, mathematics, science, and other disciplines across the curriculum.	0	1	2	3
4.4 Plan/design/implement/monitor instruction; make effective use of instructional time; provide access to the curriculum for all students through instructional strategies: technology, UDL, MTSS, developmental/linguistically/culturally appropriate activities; modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; use of community resources and services as applicable.	0	1	2	3
• Appropriate use of instructional technology including assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Principles Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
• Use developmental/linguistically/culturally appropriate activities, materials, resources for all students, including full range of English learners	0	1	2	3
• Appropriate modifications for students with disabilities in general education classrooms	0	1	2	3

• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services	0	1	2	3
4.5 Promote student success by providing opportunities for students to understand & advocate for strategies that meet individual learning needs & assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	0	1	2	3
4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
4.7 Plan instruction that promotes range of communication strategies & activity modes between teacher & student & among students that encourage student participation in learning.	0	1	2	3
4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content; provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy; offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
5.2 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
5.3 Involve all students in self-assessment & reflection on their learning goals & progress; provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, & communicate learning outcomes to students and families.	0	1	2	3
5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.	0	1	2	3
5.6 Work with specialist to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.	0	1	2	3
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable; use this information in planning instruction.	0	1	2	3
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals & to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3

Additional Comments:

CSTP 6: Developing as a Professional Educator (TPE 6)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
6.1 Reflect on their teaching practice & level subject matter and pedagogical knowledge to plan & implement instruction that can improve student learning.	0	1	2	3
6.2 Recognize their own values, implicit/explicit biases, the ways in which these may affect teaching/learning, & work to mitigate any negative on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students/families, as well as toward their colleagues.	0	1	2	3
6.3 Establish professional learning goals & make progress to improve their practice by routinely engaging in communication & inquiry with colleagues	0	1	2	3
6.4 Demonstrate how & when to involve other adults & to communicate effectively with peers/colleagues, families, & members of the larger school community to support teacher & student learning.	0	1	2	3
6.5 Demonstrate professional responsibility for all aspects of student learning & classroom management: responsibility for learning outcomes of all students, along with appropriate concerns & policies regarding the privacy, healthy, & safety of students and families. Conduct themselves with integrity & model ethical conduct for themselves & others.	0	1	2	3
6.6 Understand/enact professional roles/responsibilities as mandated reporters & comply with all laws concerning professional responsibilities, professional conduct, & moral fitness, responsible use of social media, other digital platforms & tools.	0	1	2	3
6.7 Critically analyze how the context, structure, & history of public education in California affects & influences state, district, & school governance as well as state & local education finance.	0	1	2	3

Additional Comments:



Transition from General Education and Education Specialist Credential Programs to Induction Document

Candidate Name:	Credential Received: Multiple Subject ☐		
University Supervisor:	Single Subject ☐	SS Content area(s):	
District- Employed	Special Education	M/M ☐	M/S ☐
Support Provider:			

Step 1: Based on evidence gathered during your teacher preparation program, please use the space below to describe your strengths in relation to the following:

TPE Domain	Describe the work you have done in this area during your credential program. Where would you like to go from here? What Professional Learning Opportunities would you like to receive within each area as you enter your teaching career?
TPE 1 (CSTP 1) Engaging and Supporting All Students in Learning	
TPE 2 (CSTP 2) Establishing and Maintaining Effective Environment for Student Learning	
TPE 3 (CSTP 3) Understanding and Organizing Subject Matter for Student Learning	
TPE 4 (CSTP 4) Planning Instruction and Designing Learning Experiences for All Students	
TPE 5 (CSTP 5) Assessing Student Learning	
TPE 6 (CSTP 6) Developing as a Professional Educator	

Step 2: Reflect on evidence gathered during your teacher preparation program and identify one to four tentative professional growth goals. (Box expands and/or use additional pages).

Step 3: The candidate is responsible for completion of this document during the 3-way meeting when the candidate, University Supervisor, and District Employed Support Provider complete the Evaluation of Student/Intern Teacher Effectiveness form at the conclusion of the second semester student/intern teaching placement. A copy of the document should be submitted by the District Supervisor along with the Evaluation of Student/Intern Teacher Effectiveness. The candidate should retain a copy to submit to his/her Induction Program Support Provider.

Candidate Signature/Date

University Supervisor Signature/Date

District Employed Supervisor Signature/Date

EVALUTION OF COOPERATING TEACHER/INTERN LIAISON

Check one: ____ Master Teacher ____ Intern Liaison Semester/Year _____

Master Teacher/Intern Liaison Name: _____

School/Grade/Subject _____

1. Did the Master Teacher/Intern Liaison assist you on a regular basis? How often?
2. Did the Master Teacher/Intern Liaison model lessons that teach to the State-adopted academic content standards and/or Common Core State Standards? Yes ____ No ____
3. What level of support (advice, modeling, resources, time to observe other teachers, etc.) did the Master Teacher/Intern Liaison provide you with in the following areas?

Lowest	Highest				
	1	2	3	4	5
Classroom management					
Lesson Planning, including use of formative and summative assessment					
Instructional Strategies, including use of technology					
Differentiation of instruction for diverse learners					

4. How did the Master Teacher/Intern Liaison assist you in developing and demonstrating the Teaching Performance Expectations?
5. In what ways was your Master Teacher/Intern Liaison most helpful during the student teaching/intern experience?
6. Would you recommend this individual as a Master Teacher/Intern Liaison for another NDNU candidate? Why or why not?

School of Education ♦ Professional Behavior Checklist

Check one: ___Candidate ___Instructor ___Supervisor ___Cooperating Teacher	
Candidate Name:	Evaluator Name:
Candidate Signature:	Evaluator Signature:
Date(s): Midterm _____ Final _____	Course Number and Name: EDU

Never - Seldom - Sometimes - Often - Consistently 1 2 3 4 5	Score MIDTERM	Score FINAL	Comments
1. Communicates effectively in oral form			
2. Communicates effectively in written form			
3. Works collaboratively and cooperatively with partner and in groups			
4. Responds favorably to suggestions for improvement			
5. Acts with poise, mature judgment, fairness, and self-control			
6. Demonstrates good listening skills			
7. Demonstrates ability to respond and adapt to changing situations.			
8. Is punctual and regular in attendance			

9. Sets appropriate priorities			
10. Meets deadlines			
11. Demonstrates a willingness to learn			

12. Exhibits the ability to make effective and timely decisions			
13. Strives continually for professional growth and development			
14. Demonstrates respect for personal, family, cultural, and community values			
15. Exhibits creativity and initiative			
16. Portrays a professional image consistent with school rules, regulations and standards, including attire and grooming			
17. Handles all professional responsibilities in an ethical manner			

Comments

Appreciation Reception Invitation

Please scroll down to next page

*Notre Dame De Namur's
School of Education*



*Cordially invites you to
an event honoring our
Master Teachers &
School District Partners*

Dinner & refreshments

by BonAppetit

at

NDNU Belmont Campus

Gellert Library

Thursday, May 4, 2023

from 5:00 to 7:00 PM



Please RSVP Here

