

Common Standard 4 – Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

4.1 The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

Faculty regularly review unit and program data at the end of each semester and at an end-of-year retreat. During the year, as specific data becomes available, it is reviewed in monthly meetings that review issues and data related to the unit and each program. Monthly University Supervisor meetings with the Program Director and Placement Coordinator review credential specific issues and data related to student/intern teaching in each credential program. Supervisors share updates on each candidate's progress to meeting NDNU and CTC requirements, as well as information about the placement site and district-employed supervisor feedback. When issues or concerns are identified, this is the first group to identify and plan how to address these issues. Monthly Ed Committee meeting review concerns related to candidate success/support issues, beyond what has already been provided by the specific credential program, that are needed for a referred candidate.

Data reviewed includes:

End-of-Semester Course Evaluations: All faculty are evaluated each semester using a survey of candidate opinion of instruction and their (candidate) opportunities to learn and demonstrate that learning. Faculty have access to their own course evaluations through the Campus Portal. The Dean has access to all faculty evaluations and reviews these. Data is used by: 1) individual faculty for self-assessment and to identify how to improve in their course(s) based on candidate feedback; 2) Education Department faculty to identify areas for changes in the curriculum for course improvement; 3) Program Directors to make recommendations to the Dean

for the retention of part-time faculty, the need for part-time faculty to be supported/engaged in professional development to improve their instructions, and to identify part-time faculty who should not be retained; 4) the Dean to make decisions about support and professional development for faculty (full and part time) where evaluations indicate need for improvement;

Candidate Assessment:

- Course Assessments: Faculty teaching each course determine, through assessment of student participation, presentations, discussions, projects, and papers, each student's attainment of course learning outcomes. Assessment guidelines are provided to candidates in the course syllabus. Data is used by faculty to identify candidates who may be struggling and need additional support as the program progresses. Faculty share concerns about candidates with the Program Directors to plan for appropriate action.
- Evaluation of Student/Intern Teacher Effectiveness (TPEs): During each semester the candidate (student teacher or intern) university supervisor, and district employed supervisor (Cooperating Teacher or Intern Mentor) meet at mid-term and end of the semester to discuss and complete the Evaluation of Student/Intern Teaching Effectiveness indicating the candidates progress to meeting the TPE competencies: identify areas of strength, areas for growth and set goals. At mid-term, the evaluation is used to identify goals for growth in the remainder of the semester. At the end of the semester, the evaluation is used to determine if the candidates is ready to enroll in the next semester (move from Student/Intern Teaching 1st semester to Student/Intern Teaching 2nd semester or has met requirements for credential recommendation) or needs additional time in the current placement (enrollment in Extended Student/Intern teaching).
- RICA (Multiple Subject and Special Education candidates): The program tracks passage of the RICA examination as one point of data related to how well courses prepare candidates to plan, deliver, and assess reading and literacy instruction at the beginning teacher level.
- CalTPA: NDNU School of Education regularly uses the TPA scores from their teacher candidates for formative assessment in their program improvements. Every May as part of their annual Department retreat meeting, faculty reflect on the TPA scores analysis prepared by the University's TPA Director (see [PDF](#) or [Google Slides](#) version for the most recent 2022-23 reports). Scores include both year-long and accumulative since 2018 CalTPA implementation for aggregate longitudinal comparison and/or statewide comparison, as well as disaggregate comparison among

each CalTPA rubric. In addition, the NDNU TPA Director leads and facilitates professional development workshops and meetings with faculty at various times through the academic year: August and about 1-2 times per semester.

- Exit Interviews: In the final class of Student/Intern Teaching seminars for each credential program (EDU 4231 Spec. Educ.; EDU4345 Multiple Subject; EDU 4445 Single Subject), candidate completing their program participate in a group exit interview. This allows us to collect responses from all candidates completing the program. A faculty member who has not taught any courses for the candidates in that credential program is the moderator of the interview session. Four questions are posted, either on Chart paper for in-person seminar meetings or on white boards for online seminar meetings. Candidates have 20 minutes to post their responses to each question. Multiple responses are encouraged. When candidates indicate they have completed this first step, the faculty moderator goes through each question response by response – asking for additional input or clarification which is added in a different color print. When this process has been completed for all 4 questions, candidates are asked for any other input – which is recorded. The exit interview ends with the faculty moderator thanking the candidates and reviewing their next steps in completing their program – responding to an individual exit survey and making an appointment with the credential analyst to complete their credential application process. The faculty moderator submits the responses to the SOE office to be recorded for review by faculty and staff at the next Faculty meeting and end-of-year-retreat.
- Exit Surveys: Exit Surveys are sent to candidates via email with a request to complete and return to the SOE office within 2 weeks. Candidates are asked to respond to 21 questions using a 4-point scale (well prepare; prepared; somewhat prepared; not prepared) and the 4 questions asked during the Exit Interview. Repeating these questions give candidates who may have been reluctant to post their responses in the group, a chance to post theses as an individual. Exit Surveys are sent as 2 documents – A cover sheet with personal information and the survey. This allows for the survey to be downloaded with code so it is anonymous. If surveys haven't been returned within 2 weeks, a second email is sent with a reminder and the coversheet and survey attached.

The return rate on exit surveys is very low as can be seen in a tally of returned exit surveys from Fall 2022-Fall 2023. At the end of their program candidates are focused on submitting their final CalTPA, RICA test preparation (for Multiple Subject and Special Education candidates),

final course assignments, credential application, and jobs. We find the responses to the Exit Interview provide better data than the surveys. However, survey responses in the *somewhat prepared* and *not prepared* columns, even if only 1-2 candidates are of concern. These are discussed, including review of course content for each program, and adjustments are made to better cover the lack of preparation indicated for that question. For example, in Spring 2022, in addition to adding the separate courses for CalTPA support, the faculty determined EDU 4119 *Assessment in the Classroom* (2 units) needed to be expanded to better cover current trends and issues in TK-!2 assessment. A unit was added to that course. The faculty also identified the need for additional focus for Education Specialist credential candidates including how to utilize tools for their LEA's management of information systems, strategies for contentious IEP meetings, legal issues, SEIS training, etc. A pilot course on Professional Preparation for Special Education Teachers was developed and offered first in Fall 2023.

NOTE: The total number of units the candidates complete for their credential programs were not change, just rearranged.

Support Services

To determine the effectiveness of support services, candidates are asked to provide feedback on the support they received from their district-employed support provider, university supervisors, and a range of NDNU support services. The evaluations of district employed support providers are reviewed by Program Directors and Placement Coordinators and used in future collaboration with districts when identifying and assigning district employed supervisors to NDNU candidates. The evaluations of university supervisors are reviewed by Program Directors, in collaboration with the Dean, to identify any areas of improvement/professional development required as well as any issues related to retention of any individual for the coming term.

Feedback about SOE services are shared with faculty and staff, during monthly meetings and the end-of year retreat to identify areas of strength and areas that need to be changed/improved.

Artifacts and Evidence

[Course Evaluation Template](#)

	Evaluation of Cooperating Teacher/Intern Liaison Evaluations of University Supervisor Sample Education Specialist Exit Interview Responses Fall 2023 Sample General Education Exit Interview Responses Fall 2023 Exit Survey Cover Template Exit Survey Template Exit Survey Fall 2022 to Fall 2023 Tally
4.2 Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	As provided in 4.1, the School of Education and its programs regularly and systematically collect, analyze and use data to evaluate the effectiveness of unit operations to improve programs and services. Data shared at monthly meetings and the end of the year retreat. If changes or improvements are identified at monthly meetings, and agreement is made on how to implement improvements, these are done at that time. For example, as a result of moving online during COVID, the need to move from a paper document/file focused unit to one using e-documents and electronic systems became apparent. The need to move to electronic format for documents [observation forms, lesson plan templates, etc.] was identified as an immediate need, though a challenging one for many. Some of whom had limited technology skills or resources. Forms were moved to a e-format that allowed students, university supervisors and faculty to access, complete and submit the forms. This also meant the School of Education use of paper filled student files needed to change. Canvas files were created for each student that allowed students, university supervisors, and SOE staff to upload and track all required documents in each student's file. This change also identified a need for professional development and training for faculty, university supervisors, and candidates on how to access and use the NDNU LMS [Canvas]. Training on how to access and use Canvas was pushed into new student [candidate] orientation. Workshops and 1:1 training was provided for faculty and university supervisors.

Staff and faculty noted that communication during COVID moved from setting up in-person meetings and phone calls, to a post-COVID email-based communication system of longer and more complex messages even after campus and offices reopened. It became clear, particularly for the Credential Analyst due to all the COVID related changes at the CTC, that we needed a system through which candidates could submit, and staff could track requests that identify what was needed and the immediacy of the need. The SOE Executive Assistant created a system, CASPER, by which candidates could submit their requests which could be track by date/time submitted, tagged by urgency, and then notes can identify what was done and when request was fulfilled. This allows a more efficient way to track candidate requests/needs. This also identified the need for more than one Credential Analyst. In fall 2023, the Dena received permission to hire a full-time Credential Data Analyst who began the position in November 2023.

If faculty agree more data is needed, then data continues to be collected and shared, Major revisions to the unit and/or programs are typically considered and decisions made at the End-of-Year Retreat in May.

For example, changes in CalTPA support were the result of feedback from candidates in exit interviews, faculty in student/intern teaching seminars and C&I courses. This collective input has led our department to do the following improvements:

- CalTPA Support Document for University Supervisors. List of thoughtful, timely questions that supervisors can ask at each observation in alignment to student/intern teacher's progress in their CalTPA Cycle 1 or 2.
- NDNU CalTPA Policy Handbook. Provides direction for remediation and additional CalTPA support for NDNU student/intern teachers.
- NDNU CalTPA Course Mapping Spreadsheet. Faculty compared the CalTPA 4 steps within Cycles 1 and 2, and provide input in this spreadsheet of how their courses align with the aforementioned steps.
- Creation of CalTPA Support Classes EDU 4260 (formerly 4886.4), 4261, 4360, 4361, 4460, 4461, and 4886 Cycle 1 and 4886 Cycle 2 (links go to current syllabi). Also see page 10 of NDNU CalTPA Policy Handbook. Since its initial offering in Spring 2023, our Education Department has noticed the following improvements: More NDNU student/intern teachers have submitted their CalTPA within the academic

	year; higher passing rate and rubric scores in comparison to previous years. As outlined in response to CS 4.1, data from Exit Interviews and Exit Surveys is reviewed and used by faculty to made changes in the curriculum to improve the program content and support for candidates. Artifacts and Evidence Credential Analyst Website: https://www.ndnu.edu/credentials-office/ Click on link at bottom titled: <i>Submit a Credential Office Request</i> End of Year Retreat Agenda Course Evaluation Template Sample Education Specialist Exit Interview Responses Fall 2023 Sample General Education Exit Interview Responses Fall 2023 Exit Survey Cover Page Template Exit Survey Template
4.3 The continuous improvement process includes multiple sources of data including: 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituents such as employers and community partners about the quality of the preparation.	<u>Candidate Preparation to enter Professional Practice:</u> In addition to successfully completing all courses and student/intern teaching clinical practice [Evaluation of Student/Intern Teaching Effectives form, University Supervisor observations], and CTC requirements, candidates demonstrate the extent to which they are prepared to enter professional practice through: • Professional Behavior Checklist: The checklist is completed at the beginning and end of each semester instructors and during clinical placements by university supervisors. The checklist focuses on the candidate's demonstration of professional behaviors and disposition as a professional educator (teacher or administrator). The form is intended to facilitate discussion of professional behavior expectations in the profession as well as to determine that candidates meet program expectations for demonstration of these qualities in their interactions with stakeholders at their placements and at the university. It is one indicator of extent to which an individual candidate is prepared to enter the professional and be recommended for a preliminary credential.

- Transition to Induction form is completed by the candidates in collaboration with their university supervisor and district-employed supervisor. Candidates describe and reflect on the work they have done in each TPE(CSTP), their goals going forward and what professional learning opportunities they would like to experience in each TPE(CSTP) as they enter the profession. This is the form candidates take with them into their Induction Program.

Feedback from employers and community partners: The primary source of feedback from the key survey collected as part of the Advisory Council meeting each fall semester. Feedback is also collected throughout the year in meetings and communications with district employed supervisors, school and district administrators (superintendents, principals, HR staff, etc.) by university supervisors, faculty, and staff. Information is shared with relevant faculty and staff to be incorporated in faculty or program meeting agendas for discussion and determination of action to be taken either within the semester or for the coming year. During the past 2 years, the majority of feedback has focused on the recruitment and training of new teachers. This resulted in the establishment of additional pipeline programs with districts partnering with NDNU to that reach out to aides, substitute teachers, parents, and staff within district to recruit individuals into credential programs. NDNU faculty work with districts to help identify potential grants districts can apply for to help financially support candidates within your employees. In addition, NDNU has made a commitment to provide tuition reductions and additional scholarship support for pipeline candidates as well as work with the district to create onsite cohorts of credential candidates that are focused on district issues, student needs, and can incorporate district faculty in presenting/co-teaching courses.

Ayudando Latinos A Soñar (ALAS)/NDNU Partnership

Since 2014, NDNU candidates in EDU 4107 *Foundations for Teaching English Learners* have traveled to Half Moon Bay to tutor children served by ALAS year-round. This partnership came about when a faculty member from NDNU found a need within the Half Moon Bay Community to provide academic support for children in the Latino community. The format of the tutoring, hours spent each semester and additional involvement in a summer school session have expanded as a result of feedback from ALAS. See Common Standard 5.2 for additional details.

Artifacts and Evidence

	Professional Behavior Checklist Template Transition to Induction form Template.
--	--

NDNU Course Evaluation

The NDNU Course Evaluation is done online. Below is a screen shot of the survey questions as it appears on the administrator log-in. When candidates open the survey through the Campus Portal it appears in a format that more closely resembles a pdf document.

Candidates use a 5-point Likert scale to respond to the Multiple Choice Questions: Strongly Disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, Strongly Agree = 5.

NDNU Teaching Effectiveness Evaluation (People-based)

Multiple Choice Questions

- ☐ 1) The instructor defined the course objectives, learning outcomes, and grading policy clearly in the syllabus. 5-Point Likert Scale
- ☐ 2) The instructor used a variety of methods that stimulated my critical thinking. 5-Point Likert Scale
- ☐ 3) The assignments, projects, and tests were appropriate to the fulfillment of course objectives. 5-Point Likert Scale
- ☐ 4) The instructor provided useful and timely feedback to me relative to my performance and progress. 5-Point Likert Scale
- ☐ 5) The instructor effectively communicated the central concepts of the course. 5-Point Likert Scale
- ☐ 6) The instructor used class time efficiently. 5-Point Likert Scale

Open Ended Questions

- ☐ 1) What are the strengths of this course? Long Answer
- ☐ 2) What recommendations would you make to improve this course? Long Answer
- ☐ 3) Considering everything, what was the most valuable "lesson or experience" from the course that will most significantly affect your future? Long Answer
- ☐ 4) How did the instructor(s) encourage a classroom environment and curriculum that was sufficiently diverse, inclusive, safe, and respectful of all cultures and individuals? Long Answer
- ☐ 5) Knowing what you know now, would you enroll in another course with this instructor(s)? Long Answer
- ☐ 6) What would you tell a potential student about this course? Long Answer
- ☐ 7) How did the instructor(s) relate this course to the mission of the university? Long Answer

EVALUATION OF UNIVERSITY SUPERVISOR

Name of Supervisor: _____

____ 1st Semester Candidate ____ 2nd Semester Candidate Date _____

1. Did the Supervisor observe you on a regular basis? How often?
2. Did the Supervisor conference with you regularly (pre-observation, post-observation) regarding the observation?
3. What level of support (advice, modeling, resources, etc.) did the Supervisor 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 Supervisor assist/support you in understanding and demonstrating the Teaching Performance Expectations?
5. In what ways did your Supervisor support you in your growth as a teacher?
6. In what ways could your Supervisor have provided more support?

EVALUTION OF COOPERATING TEACHER/INTERN LIAISON

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

Name: _____

School/Grade/Subject _____

7. Did the Cooperating Teacher/Intern Liaison assist you on a regular basis? How often?
8. Did the Cooperating Teacher/Intern Liaison model lessons that teach to the State-adopted academic content standards and/or Common Core State Standards? Yes ____ No ____
9. What level of support (advice, modeling, resources, time to observe other teachers, etc.) did the Cooperating 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					

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

Educational Specialist Credential Exit Interview
11/30/2023

Questions

What 3-4 things were most valuable/useful for you in your credential program?

- Supportive, experienced instructors
- Flexible schedule
- Helpful staff X 2
- Insightful lessons
- Online classes X3
- The classes are well related to classrooms we work in
- Tech class
- Mostly flexible and understanding instructors.
- Tech and Health, a balance of -in-person-synchronous-asynchronous – nice to fit into my schedule; didn't need to drive

What 3-4 things would you change in your credential program?

- Less focus on C&I courses [these are the gen ed course MM candidates take] for SPED; great classes, content good but amount of work too much
- As Resource teacher – how many lessons plans needed; differentiated/adjust not as useful
- More classes on behavior and social learning for SPED students
- Less reading and homework
- Hybrid class with co-teaching focus
- Balance between how to write for all [class] + how to accommodate 1 or small group
- Scaffolding for a student in a content area
- High school vs elementary
- If want' co-teaching math, would be helpful [math course]

What 2-3 things would you add to your credential program?

- More summer classes x2 – do reading classes in summer for full 15 weeks
- Behavior intervention class for SPED instead of curriculum
- IEP Rehearsal training
- Free access to IEP goal banks/programs X2 – Palo Alto Goal Book

Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom? Please provide an example.

- Increased student independence: i.e. use of each to support them, independently seeking help from all teachers, not just SPED teacher X2
- Student wants to come to resource room .
- Engaged, interactive small group lessons.
- Positive relationships/trust X2
- Students growing socially and emotionally? X4
- Connection, leading to academic improvement.
- Students know that they are supported.

Questions

What 3-4 things were most valuable/useful for you in your credential program?

- First class I took, Psych/Development Foundations – really important,, opened my eyes to what was important for students and how to be effect (2)
- The way that Cathy led the secondary education class; in-person, all of her information/content that she taught was cyclical – what was interesting about the class – I didn't have to student for the class because the information was in the clas, when the quiz came what was extraordinary – what she taught weekly came into play on the assessment
- Valuable for me was the – student teaching Kelly V.: having to be able to sit there and ask questions; she is willing to take it one step at a time and break it down; the other one valuable was the Health class, didn't know a lot about that stuff, opened my eyes to the world and these kids (2) –
- Christy class very valuable – exception to my general rule – the schedule should be set in stone ahead on time; canceling because it is hot, go to zoom, switching back and form, the reason Christy work because she said this is how we are meeting and it was set in stone; easy to keep track, content interesting
- Health – social emotional learning a big deal; health class content is too much, slides 100 slides, there is nothing wrong with the content – the content doesn't equal the one units; all agree a lot for 1 unit
- 1 unit for technology [Gadus]– that one felt like a 1-unit class; used with her own class
- NDNU is very personal, a great; Jilacame out to see 6 times; then another 6 times; can just talk to them; a very personal approach – a hallmark of the program; (2)
- I had Julie and she helped me have hard conversations; helped me walk through the conversations
- Sherry – it is just really after a year and a half – NDNU has the way to credential students; they see me; they know what I do; in communication with MT; lots of communication; know if in trouble or not; if you need help
- I like getting BA here, then credential and MA
- Because the teachers are so experienced, they offer really good books, like now in Assessment – Grading....; Yardsticks – go to that – need that to remind me of the difference between grades; develop the pedagogy
- Yardsticks – students falling out of chairs; when my student teacher – kid falling out of his chair; glad I was prepared for it, it is normal
- Oats rule – hard fast rules – really helpful, tips that can hard ; Cameron – make sure you are connected with other teachers; be creative; change things, use my creativity to design things keep things fresh
-

What 3-4 things would you change in your credential program?

- Keeping class schedules consistent – not changing on the day especially if taking multiple classes; also participation is a huge part of your grade
- When I was student teaching as opposed as sub - could have taken more units same with student teaching – I didn't have to be there for the whole time – could have taken more than 10 units; but this semester trying to keep up with 11 units it is the hardest – I have law degree and passed the bar – harder than anything I have done – too much; more flexibility to front load
- Could have done without being in a classroom – could have taken the reading without being a teacher/sub/intern; SPED in the Classroom – set-up with a way to do the work; a way around (2) so consider rearranging requiring classes to be taught together; with teaching demands it is too much; take course when you can, have the bandwidth for it
- Do either canvas or google – pick one – too much to keep going between –
- InSpace – made it so clear and consistent in her syllabus; not change it once; kept it and made it possible to follow along; need to be consistent.
- All of them are using google classroom – not the greatest but what we are used to; Miks HS using canvas
- Giving us the – if miss a class, give leeway – overnights – instead of a 5 page paper; go over slides, give a reflect; not impacting the grade;

What 2-3 things would you add to your credential program?

- A limit on the number of textbooks you need to purchase – don't need 7 or 10 for one class – primary and upper elementary – too much; some of it is 3 chapter – rather than whole book
-

Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom? Please provide an example.

- I just finished my ST conferences; one of the parents said to me – I am so glad you are my daughter's teacher, she came here 3 years ago, not comfortable, missed a lot of school – now that I am her teacher she wants to come to school every day
- You get obfuscated by your principal – the comments from him, the comments from Sherry while they observe – when you get the feedback – their comments confirm what I want to be – Parents coming up to you and confirming that relational; internal when you wake up and love what you doing, going to work; on that point when you have those students who are yelling at you – don't know what they are doing; need to turn that negative on the student – give them time off, let relax
- Student who feels out of sync – told principal I wasn't a good teacher = after summer – he was the one greeting her – Hi, how are; we missed you, it is calm in here; parents tell her they want to come to school they want to learn
- Cameron – make sure you are connected with other teachers; be creative; change things, use my creativity to design things keep things fresh
- Just texting someone – stay together
- Something I learned – have days where feeling stuck in a rut – I realized I'm in a bad place, step away but should have stepped into another school. Didn't realize the impact school I had on my life.

NDNU School of Education and Psychology Education Department Exit Survey Cover Page

The purpose of this survey is to obtain your views regarding a variety of aspects of the credential programs at NDNU. Your input will help us review and improve the programs. We will not report any individual responses to this survey or any other information about you. This Cover Page will be removed from the survey pages prior to the data being recorded.

CTC Accreditation Standards require us to track our graduates for up to five (5) years after the completion of their program. We will contact you get your continuing input on how the program provided you with the knowledge and skills to support you in your job and to ask if, given your current position, you have suggestions that will help us build a stronger program.

Please help us stay in touch!

Name _____

Email address you will use after program completion? _____

Phone _____
Area Code

Cell Phone _____
Area Code

Best mailing address for use after graduation

Permanent (family) mailing address

Street Address

Street Address

City State Zip Code

City State Zip Code

NDNU School of Education and Psychology
Exit Survey of Credential Programs

1. What credential program have you completed? (Please mark response)

- A. Multiple Subjects Teaching Credential
- B. Single Subject Teaching Credential (specify subject) _____
- C. Mild/Moderate Education Specialist Credential
- D. Moderate/Severe Education Specialist Credential

As a result of coursework and field experience, how well prepared were you to . . .	<i>Well Prepared</i>	<i>Prepared</i>	<i>Somewhat Prepared</i>	<i>Not Prepared</i>
2. Create and maintain an effective environment for student learning?				
3. Plan instruction and design learning experiences appropriate for all students?				
4. Understand and organize curriculum for student learning?				
5. Engage and support all students in learning?				
6. Assess student learning?				
7. Engage families and communities in student learning?				
8. Interpret and use standardized test results?				
9. Collaborate with colleagues, including other teachers, paraprofessionals, and staff providing student support?				
10. Work with culturally and linguistically diverse learners & communities?				
11. Understand school, district, and other organizational structures?				
12. Differentiate instruction to meet the needs of all learners?				
13. Make decisions about teaching based on student and classroom evidence?				
14. Understand educational policies and legal implications of schooling?				
15. Use a variety of formative assessment methods to inform teaching?				
16. Be reflective on my teaching and improve my practice?				
17. Use Common Core State Standards (CCSS) and other state adopted academic standards and curriculum materials to plan instruction that meets the needs of all students in the classroom?				
18. Select and integrate appropriate technology in teaching to support all students in learning?				

19. Address different levels of disability based on knowledge of each student's identified needs?				
20. Plan and teach lessons that support all English learners in developing literacy skills in English while providing opportunities for cross-language connections with their home language?				
21. Address classroom management issues by creating a classroom community that engages students in the process?				
22. Maintain classroom and school safety that engages students in the process?				

23. What 3-4 things were most valuable/useful for you in your credential program?

24. What 3-4 things would you change in your credential program?

25. What 2-3 things would you add to your credential program?

26. Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom? Please provide an example.

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			

Revised, August 2023



School of Education ♦ Professional Behavior Checklist

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:



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 final 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 University 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



End of Year Retreat Agenda
Tuesday, May 16, 2023, Noon to 4:00 pm

<u>Agenda</u>	Time
<u>Additions / Approval of Agenda</u>	12:00
<u>Agenda items:</u>	
• End of year update Joint Labor Management Committee - Kelly Vaughn • End of Year update Faculty Governance Committee – Kelly Delaney	12:05
• Summer School Enrollment – Check-in	12:15
• HNU Closures • Guidelines for admissions of HNU credential and MA candidates • Alignment of HNU courses with NDNU courses by program • Bringing HNU candidates into the NDNU community	12:20p
• Dyslexia Grant Review • Credential Program Reports: reviewed and aligned content within and across credential programs; adjustments to course content for Fall 2023	12:45p
• Update Student Teach/Intern forms (Introduces, Practices, Assesses) ○ Lesson Plan ○ Professional Behavior Checklist ○ Supervisor Observation	1:00p

○ Supervisor (Sandra's Rubric) ○ Midterm/Final Evaluation • Use Scaffolding – All students • Differentiation – English Learners ○ Reading ○ Writing ○ Speaking ○ Listening ▪ Include what teachers will do? ▪ what students are expected to do? • Learning Goals (used CalTPA cycles) = Lesson Objectives	
• CalTPA - Kelly Vaughn • Review of data for year: pass rates; review of rubric scores, • Feedback from faculty and candidates related to CalTPA Support • Proposal for changes in CalTPA support: removed TPA support from Student/Intern Student Teaching seminars and move to create CalTPA support classes	1:45p
• Exit documents review • Credential Programs • MA Education • MA TESOL • Proposal for changes based on exit review documents data	2:30:p
• Review Program Standards • Initial review of requirements for Program response to standards • Set meeting dates for each program to review syllabi and verify alignment with standards and TPE matrices. • Draft response to program standards due August 15	3:15p

• Closure	3:50p
<u>Education Meetings & Events</u>	
NDNU 2022-23 ACADEMIC CALENDAR	FULL-SEMESTER CLASSES
Summer Semester 2023	
CLASSES BEGIN	May 8
Last Day to Add/Drop	May 19
Holiday – Memorial Day	May 29
Holiday - Juneteenth	June 19
Holiday – Fourth of July	July 4
Last Day to Request Grade of “W”	August 11
CLASSES END	August 19
SEMESTER ENDS	August 26
Summer 2023 Final Grades Due	August 30
Fall Semester 2023	
CLASSES BEGIN	August 28
Holiday - Labor Day	September 4
Last Day to Add/Drop	September 8
Advance Registration for Spring	October 23 – November 10
Incompletes Due	November 17
Holiday – Thanksgiving	November 23 – 24
Last Day to Request Grade of “W” December 1	Last Day to Request Grade of “W” December 1

CLASSES END December 9	CLASSES END December 9
December 16 SEMESTER ENDS	December 16 SEMESTER ENDS
Fall 2023 Final Grades Due December 20	Fall 2023 Final Grades Due December 20

Fall 2022 to Fall 2023 Exit Survey Tally

1. What credential program have you completed? (Please mark response) Surveys submitted for Fall 2022, Spring 2023, Fall 2023

A. **Multiple Subjects Teaching Credential:** Total Enrollment 12; Number submitting survey: 2

B. **Single Subject Teaching Credential:** Total Enrollment 15; Number submitting survey: 5

C. **Education Specialist Teaching Credential:** Total Enrollment 13; Number submitting survey: 2

Total Enrollment: 40 Total surveys submitted: 9

As a result of coursework and field experience, how well prepared were you to . . .	<i>Well Prepared</i>	<i>Prepared</i>	<i>Somewhat Prepared</i>	<i>Not Prepared</i>
2. Create and maintain an effective environment for student learning?	$1 + 3 + 0 = 4$	$1 + 2 + 2 = 5$		
3. Plan instruction and design learning experiences appropriate for all students?	$1 + 3 + 0 = 4$	$1 + 2 + 2 = 5$		
4. Understand and organize curriculum for student learning?	$1 + 3 + 1 = 5$	$1 + 2 + 0 = 3$	$0 + 0 + 1 = 1$	
5. Engage and support all students in learning?	$2 + 1 + 1 = 4$	$0 + 4 + 1 = 5$		
6. Assess student learning?	$0 + 3 + 0 = 3$	$2 + 1 + 1 = 4$	$0 + 1 + 1 = 2$	
7. Engage families and communities in student learning?	$1 + 1 + 2 = 5$	$0 + 3 + 0 = 3$	$1 + 1 + 0 = 2$	
8. Interpret and use standardized test results?	$0 + 1 + 2 = 3$	$2 + 2 + 0 = 4$		$0 + 2 + 0 = 2$
9. Collaborate with colleagues, including other teachers, paraprofessionals, and staff providing student support?	$1 + 3 + 2 = 6$	$1 + 2 + 0 = 3$		
10. Work with culturally and linguistically diverse learners & communities?	$0 + 2 + 2 = 4$	$2 + 3 + 0 = 5$		
11. Understand school, district, and other organizational structures?	$0 + 1 + 1 = 2$	$2 + 3 + 1 = 6$	$0 + 1 + 0 = 1$	
12. Differentiate instruction to meet the needs of all learners?	$2 + 1 + 1 = 4$	$0 + 4 + 1 = 5$		
13. Make decisions about teaching based on student and classroom evidence?	$0 + 3 + 0 = 3$	$2 + 2 + 2 = 6$		

14. Understand educational policies and legal implications of schooling?	$1 + 2 + 1 = 4$	$0 + 2 + 0 = 2$	$1 + 1 + 1 = 3$	
15. Use a variety of formative assessment methods to inform teaching?	$0 + 3 + 1 = 4$	$2 + 2 + 0 = 4$	$0 + 0 + 1 = 1$	
16. Be reflective on my teaching and improve my practice?	$1 + 5 + 1 = 7$	$1 + 0 + 1 = 2$		
17. Use Common Core State Standards (CCSS) and other state adopted academic standards and curriculum materials to plan instruction that meets the needs of all students in the classroom?	$1 + 4 + 0 = 5$	$1 + 1 + 1 = 3$	$0 + 0 + 1 = 1$	
18. Select and integrate appropriate technology in teaching to support all students in learning?	$0 + 4 + 1 = 5$	$1 + 1 + 0 = 2$	$1 + 0 + 1 = 2$	
19. Address different levels of disability based on knowledge of each student's identified needs?	$0 + 2 + 1 = 3$	$1 + 2 + 1 = 4$	$1 + 1 + 0 = 2$	
20. Plan and teach lessons that support all English learners in developing literacy skills in English while providing opportunities for cross-language connections with their home language?	$1 + 1 + 1 = 3$	$0 + 3 + 1 = 4$	$1 + 1 + 0 = 2$	
21. Address classroom management issues by creating a classroom community that engages students in the process?	$0 + 1 + 1 = 2$	$2 + 3 + 1 = 6$	$0 + 1 + 0 = 1$	
22. Maintain classroom and school safety that engages students in the process?	$0 + 4 + 1 = 5$	$2 + 1 + 1 = 4$		