

**Commission on Teacher Credentialing  
Common Standards Preliminary Report of Findings**

<b>Institution</b>	Notre Dame De Namur
<b>Date of Review</b>	3/15/2024

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website in preparation for the 2024-25 Site Visit.

<b>Standards Found to be Preliminarily Aligned</b>	1, 4, 5
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General Comments: Program reviewers reported some difficulty in navigating documents for the program review process. The Common Standards online website appeared easy to navigate.

<b>Standards Requiring More Information</b>	<b>More Information Needed: Part(s) of the standards for which more information is needed</b>	<b>Additional Specific Evidence Needed for the Site Visit</b>	<b>Response from Program (Addendum)</b>
<b>Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Standard 2: Candidate</b>	2.4 Please provide evidence regarding candidates' progress in meeting competency and performance expectations and how it is	Provide clear evidence of how candidate assessments and performance	Assessment of candidate progress prior to approval to enroll in student teaching:

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<b>Recruitment and Support</b>	consistently used to guide advisement and candidate support efforts.	expectations are used to guide progress through programs. For example, prior to student teaching is there a clear assessment and support plan for candidates.	<p>a. During the recruitment process interview, the Program Director “walks” the applicant through the Credential Program Plant, providing an overview of process and requirements for each step of the program, from the first semester through recommendation for a credential. At the point the applicant is admitted and becomes a candidate, the Program Director meets with the new candidate to plan out progress through the program – identify milestones that must be met to continue to the next semester. The candidate is given a copy of her/his Program Plan which is updated at regular meetings with the Program Director throughout the program.</p> <p>b. Candidate must demonstrate satisfactory progress in completing all Foundation courses by the following: satisfactory completion of all course content through active course participation, submission of all course assignments, and receiving a posted passing grade (B- or better). Candidates must complete any Incomplete or In</p>

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			<p>Progress grades and have a posted passing grade prior to be eligible to enroll in student teaching.</p> <p>c. As they progress through the program, candidates are expected to review and ensure that the following required documents are upload in their student canvas file: Official transcript with bachelor's degree posted which also serves as verification of meeting the Basic Skills Requirement; evidence of meeting the subject matter competency requirement; verification of a Certificate of Clearance; negative TB test. Additional documents required either prior to an intern credential being issues or prior to recommendation for preliminary credential include verification of meeting the US Constitution requirements and verification of current Infant Child, Adult CPR.</p> <p>d. Candidates meet with their Program Director/Advisor at mid-term and the beginning of each semester to track their progress in both coursework and submission of CTC documentation required to be</p>

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			<p>eligible to enroll in student/intern teaching. Program Directors and candidates review their individual Program Plans [<b>Program Plans provided as separate documents in Common Standards Response to Reviewer Feedback</b>], verify that candidates have made satisfactory progress and review that all required documents required prior to register for student/intern teaching are in the candidate's student canvas file.</p> <p>e. After meeting with a candidate and verifying the individual has meet the requirements register for student teaching, the Program Directors must enable registration in student/intern teaching courses on the Campus Portal. Until the Program Director grants clearance, the candidate is blocked from registering for the course.</p> <p>f. The Placement Coordinators for each credential program have access to the candidate canvas shells. The Placement Coordinator also tracks submission of the documents required to be eligible for a student/intern placement and</p>

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			<p>records these on a spreadsheet [sample Placement Coordinator spreadsheet provided as separate files in <i>Common Standards Response to Reviewer Feedback</i>]. The Placement Coordinators work closely with Program Directors/Advisors and candidates to monitor their progress toward complete submission of all required documentation. The Placement Coordinator also meets with candidates to determine potential placement options based on candidate's credential.</p> <p>g. Throughout the program, instructors provide feedback on candidates during faculty and program meetings. In addition to demonstrating they have meet academic requirements, candidates are also expected to demonstrate the disposition and professionalism expected of teachers. This is monitored using the Professional Behavior Checklist [copy provided in <i>Common Standards Response to Reviewer Feedback</i>]. During the program, candidates who may be struggling either academically or</p>

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			<p>with professional behavior are recommended to the Ed Committee. This Committee works with candidates, their Program Director/Advisor, and other instructors to develop a plan to support the candidate in meeting all requirements. This is a very focused process providing the candidate with every opportunity to meet the requirements. If at any point, it is determined the candidate cannot meet the requirements to be placed in student/intern teaching, the individual is counseled out of the program.</p>
<p><b>Standard 3: Course of Study, Fieldwork, and Clinical Practice.</b></p>	<p>3.1 and 3.6 Please Provide evidence that the programs offered by the unit provide candidates with opportunities to experience issues of diversity that affect school climate and 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. How are placements made that represent the diversity in California public schools in all programs offered?</p>	<p>Provide evidence that shows the student diversity at sites at which candidates complete field experiences across programs, including student teaching and internships.</p>	<p>NDNU current places candidates for student teaching and internships in four counties in the San Francisco Bay Area: San Mateo, Santa Clara, Alameda and Contra Cost. NDNU currently has MOUs with 72 districts/schools, the majority of which are in San Mateo County.</p> <p>While candidates have input into the selection of districts for their student teaching placements, NDNU requires</p>

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			<p>that candidates complete at least one placement in a school with a diverse student population including ethnicity, language, special needs, and socioeconomic status. This requirements is set out in Credential Program Handbooks [<a href="#">copies in Common Standards Response to Reviewer Feedback</a>]. Placement Coordinators identifying and arranging placements know the demographics of the districts/schools and work with district personnel to ensure placements meet these requirements.</p> <p>While NDNU has less control over assignments for candidates hired as interns, Program Director review placements to be sure they are appropriate for interns and interns in those placements can meet the requirements related to providing experience in teaching diverse student populations.</p> <p>A separate document in the <i>Common Standards Response to Reviewers</i> [<a href="#">School District Data</a>] provides a list of sample districts and links to the district profiles provided by the California</p>

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			Department of Education. The profiles provide demographic information by school, total for district, and then a comparison of the district total with the county total.
<b>Standard 4: Continuous Improvement</b>			
<b>Standard 5: Program Impact</b>			