



**PRELIMINARY EDUCATION SPECIALIST
CREDENTIAL PROGRAM
HANDBOOK**

**Notre Dame de Namur University
1500 Ralston Avenue
Belmont, California 94002
www.ndnu.edu**

**FOR STUDENT TEACHERS/INTERNS, INTERN LIAISONS/DISTRICT
SUPPORT PROVIDERS, UNIVERSITY CLINICAL FIELD
SUPERVISORS, COOPERATING TEACHERS,
AND SCHOOL ADMINISTRATORS**

2023-2024

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Education Specialist Handbook Signature Page

I _____ (print candidate's name) attest that I have received a hard copy of this handbook at orientation and an electronic copy has been provided to me. I understand that the contents of this handbook are my responsibility to adhere to and understand.

Candidate Signature: _____

Date: _____

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FOREWORD

This Handbook has been compiled to serve as a guide and source of information for student teachers/interns, supervisors, and public and private school personnel who are participating in Notre Dame de Namur University's Education Specialist Credential Program. The Education Specialist Credential Program at Notre Dame de Namur University is designed as a concurrent program to provide candidates with a philosophy of education that encompasses theory and practice. It is the role of the Program Director to advise and assist the students so that these requirements and needs are met, which will then enable students to become confident, productive, reflective, and effective educators

The program is largely dependent upon the support of cooperating teachers and administrators in the public and private schools with whom we have contracts. Fundamental to its success is a thorough understanding of the role to be played by each of the participating members—the University Supervisor, the Cooperating Teacher, the Administrator, the Intern Liaison, and the Student Teacher/Intern. Each assumes certain responsibilities, not only to other members, but also to the profession. Foremost among these is the responsibility for the preparation of well-qualified teachers.

Suggestions from cooperating teachers, administrators, intern liaisons, and student teachers/interns have been incorporated in the contents of this Handbook. We invite further suggestions toward the improvement of our programs.

We have revised our program to incorporate the new Teacher Performance Expectations (TPEs) and embedded the California Teaching Performance Assessment (CalTPA) across the curriculum. Candidates complete Cycle 1 of the CalTPA during their first semester student/intern teaching assignment (EDU 4250) and Cycle during their second semester student/intern teaching assignment (EDU 4251).

Notre Dame de Namur University extends a very sincere note of gratitude to the superintendents, principals, cooperating teachers, and intern liaisons that have made student teaching/intern teaching a successful, professional experience for Notre Dame de Namur University's teacher candidates.

Sharon O'Neil, Ed.D., Director, Education Specialist Credential Program
Kelly Vaughn, Ph.D., Interim Dean, School of Education

INTRODUCTION

A. Mission Statement

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

B. Vision Statement

Notre Dame de Namur University will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into high quality academic programs. NDNU's programs will be widely known for their innovative synthesis of liberal arts learning, professionally- oriented learning, and core values.

C. Core Values

Notre Dame de Namur University was founded by the Sisters of Notre Dame de Namur and the values espoused by the Sisters continue to inspire the University. The Core Values expressed here are closely linked to the Hallmarks of a Notre Dame de Namur Learning Community developed by the Sisters in collaboration with NDNU and other SND learning communities. These values should be considered in the context of the Hallmarks.

The Core Values are listed in alphabetical order. There is no ranking implied. Commitments following each value elaborate rather than define the values.

Community

- A commitment to build a diverse, collaborative, open, and student-centered community that holds itself and its members accountable to learn, serve, work, and grow together in partnership.
- A commitment to share the responsibility of governance and to create transparency and accountability in our decision-making.

Diversity

- A commitment to celebrate, embrace, value and learn from the voices, perspectives, and experiences of all our community members.

- A commitment to ensure that the University offers its students, faculty, and staff of diverse backgrounds opportunities that are accessible and fair to all constituents. · A commitment to seek and respect diverse points of view in the academic arena.

Excellence

- A commitment to excellence in every academic and professional pursuit.

Integrity

- A commitment to honor the sacredness and dignity of each person and the development of the whole person through our collaborative practices.
- A commitment to match our actions and our words.

Justice

- A commitment to enhance the application of ethics, justice, and peace at the personal, community, and global levels.

Learning

- A commitment to innovative learning of what is necessary for life, both as a directed process and as a lifelong practice.
- A commitment to the search for truth, knowledge, and meaning.

Service

- A commitment to community-based learning and other forms of service.

We view the teaching-learning process as student-centered, cooperative, and transactional. Learning, accomplished by the learner, must be active. Teaching is a multifaceted role – that of observed, model, encourager, facilitator, presenter of direct instruction, among others. Teaching and learning are integrative, utilizing the variety of resources which surround us, personal, cultural, and technological. Finally, assessment reflects as much as possible the use to which learning is put in the world outside school.

In keeping with Notre Dame de Namur University's Mission Statement, we commit ourselves to building a student-centered environment, which reverences the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we will ensure the right to equal access to challenging learning opportunities.

EDUCATION SPECIALIST CREDENTIAL PROGRAM OVERVIEW

The NDNU Education Specialist Credential Program offers two credential options, Mild Moderate Support Needs and Extensive Support Needs, that prepared candidates to teach in special education settings in public and private schools, TK-12, and up to age

22. Mild/Moderate Support Needs (MMSN) credential holders teach students in resource specialist programs, special day classes for learning disabilities, and some full inclusion students. Extensive Support Needs (ESN) credential holders teach students whose needs are more severe.

The Education Specialist Credential program at Notre Dame de Namur University provides student teacher/interns the opportunity to achieve competence through participation in three areas:

A. Professional Coursework

1. Participation in all phases of group class work.
2. Development of individual and group projects as designated in course requirements.
3. Completion of reading assignments and written papers on those topics deemed necessary and appropriate.
4. Presentation of oral assignments as required.
5. Passing midterm and final examinations.
6. A GPA of 3.0 must be maintained in the program which equates to grades of B or better across the coursework.

B. Fieldwork/Clinical Practice (“Student/Intern Teaching”)

1. Observation of different teaching - learning environments, teaching strategies and styles.
2. Preparation, teaching, and evaluation of teaching/learning experience.
3. Continuous conferencing with cooperating teacher/intern support provider and supervisor regarding strategies, materials, preparation, and presentation.
4. Observation and reaction by Notre Dame de Namur University supervisor.
5. Written appraisal of growth in teaching by the cooperating teacher/intern support provider and the supervisor.
6. Participation in workshops and in-services offered by the school or district where clinical practice/student teaching is taking place.

C. Seminars and Orientation

1. First semester student teachers/interns are REQUIRED to attend orientations. No excuses.
2. Attendance at weekly seminars is required.
3. The topics of lesson planning, instructional strategies, and classroom management are the focus of the seminar.
4. Individual conferences with resource persons who can be of assistance at both Notre Dame de Namur University and the candidate’s school will be arranged.

ADMISSION TO THE CREDENTIAL PROGRAM

Each prospective candidate for a teaching credential must hold a bachelor’s degree before filing an application for admission to graduate standing. The application for

admission can be found online at: www.ndnu.edu/admissions/apply/. Any questions, please contact the School of Education Admissions.

A personal interview with the Program Director is required to assess the applicant's suitability for teaching.

A candidate for a teaching credential must have at least a 2.5 cumulative grade point average for admission to graduate standing and must maintain a 3.0 grade point average while in the program. Occasionally, a student with a grade point average of less than 2.5 is considered for acceptance if the overall assessment indicates strong potential for success.

ACCEPTANCE PROCEDURE FOR THE CANDIDATE

1. Complete the online application at: www.ndnu.edu/admissions/apply/
2. Return the completed application materials to Graduate Admissions including:
 - Official Transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from a regionally accredited institution in the U.S., or equivalent academic preparation outside of the U.S.
 - Undergraduate cumulative grade point average of 2.5 or better
 - Two letters of recommendation
 - Proof of completion of the Basic Skills Requirement: As of June 29, 2024, a bachelor's degree demonstrates completion of the Basic Skills Requirement. See PSA 24-07 on the CTC website:
https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
NOTE: Basic Skills completion verification is required prior to enrollment in student teaching.
 - Proof of subject matter competency (CTC website:
[https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-\(cl-561c\)](https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-(cl-561c)) Individuals may satisfy the subject matter competency requirement through the following options:
 - 1) Pass the Multiple Subject CSET
 - 2) Completion of an academic major from regionally-accredited college or university in liberal studies or an interdisciplinary major that includes coursework in the content areas identified in subdivision (b) of California Education Code section 44282;
 - 3) Complete coursework addressing each of the CTC adopted subject matter domains
 - 4) Completion of a combination of coursework and CSET subtests that meets or exceeds the subject matter domains.**NOTE:** Subject matter competency verification is required prior to enrollment in student teaching.
- A Statement of Intent – Describe your interest in the Credential/MA program applying to, relevant experience, connection to our NDNU

mission, and qualities you would bring to our program (can be completed during the interview process).

- 3) Interview with the Director of the Multiple Subject Credential Program. The purpose of this interview is to explain the Multiple Subject Credential Program, to discuss the candidate's timeline and develop a possible program plan and to allow the director to become acquainted with the applicant.
- 4) When the above steps are complete, a notice indicating acceptance status will be emailed.
- 5) At this time, the applicant must schedule an appointment with the Credentials Analyst to review credential requirements and receive the information for the Certificate of Clearance before beginning student teaching.

OFFICE HOURS AND ACADEMIC ADVISING

The School of Education office can be reached by contacting the Executive Administrative Assistant to the Dean at 650-508-3430 or at schoolofeducation@ndnu.edu. Academic advising is provided by the Special Education Program Advisor, Dr. Sharon O'Neil, soneil@ndnu.edu.

PROGRAM AND CREDENTIAL REQUIREMENTS

The following requirements are part of the qualifications for a recommendation for the Preliminary Multiple Subject Teaching Credential and are intended to prepare candidates for success in the teaching profession. Requirements necessary before a candidate is allowed to begin coursework or student teach/intern include:

1. **Completion of an undergraduate degree.** Submit official transcript showing a baccalaureate or higher degree.
2. **Proof of completion of the Basic Skills Requirement:** As of June 29, 2024, a bachelor's degree demonstrates completion of the Basic Skills Requirement. See PSA 24-07 on the CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
NOTE: Basic Skills completion verification is required prior to enrollment in student teaching
3. **Subject Matter Competency Verification:** CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>
Individuals may satisfy the subject matter competency requirement through the following options: 1) Pass the Multiple Subject CSET; 2) Completion of an academic major from regionally-accredited college or university in liberal studies or an interdisciplinary major that includes coursework in the content areas identified in subdivision (b) of California Education Code section 44282; 3) Complete coursework addressing each of the CTC adopted subject matter domains 4) Completion of a combination of coursework and CSET subtests that

meets or exceeds the subject matter domains. **NOTE:** Subject matter competency verification is required prior to enrollment in student teaching.

4. **Successful completion of an approved course or examination on the United States Constitution.** To meet this requirement, verify one of the following: a) bachelor's degree from a California State University campus or b) Two semester or three quarter unit approved university course in the provisions and principles of the U.S. Constitution, or c) Passage of an approved examination in the U.S. Constitution. NDNU offers an online exam at www.USConstitutionExam.com. Call (650) 508-3545 for the NDNU student discount.
5. **Completion in CPR training** that meets the standards established by the American Heart Association or the American Red Cross for infant, child, and adult. Provide a copy of the front/back of the card.
6. Submission of current negative **TB test** results to the Credential Analyst.
7. **Certificate of Fingerprint Clearance** from the California Commission on Teacher Credentialing (CCTC).

Credential Requirements:

All the requirements listed above plus the following must be met to qualify for the credential:

1. **Passage of the Reading Instruction Competence Assessment (RICA).**
Submit: A front/back copy of your official RICA test results or preferably, request Notre Dame de Namur University to be included among the institutions to receive your score results.
2. Successful completion of the **Teaching Performance Assessment (TPA)** which will be completed as part of your student teaching or internship experience. Candidates completing their credential requirements will complete the California Teaching Performance Assessment (CalTPA). **Note*:** Candidates enrolled in the Special Education program are subject to a \$250 CalTPA Cycle 1 fee at the time they enroll in their first semester student/intern teaching course (EDU 4250) and a \$250 teaching CalTPA Cycle 2 fee at the time they enroll in their second semester student/intern teaching course - EDU 4251 (*fee subject to change).

All documents must be on file in your student file on Canvas. For any questions regarding any of the requirements listed above, please contact the NDNU Credentials Office at (650) 508-3545 or credentials@ndnu.edu.

REQUIRED COURSEWORK AND FIELD EXPERIENCE

Notre Dame de Namur University's Special Education Program is post-baccalaureate and requires a full fifth year of study. The concurrent program offers students the

opportunity to complete professional coursework and two clinical practice/student teaching experiences within 5 semesters.

Coursework Requirements

ESN Education Specialist Credential	
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 4250 Student/Intern Teaching I ES	3
EDU 4251 Student/Intern Teaching II ES	3
EDU 4260 CalTPA Support Cycle 1	.5
EDU 4261 CalTPA Support Cycle 2	.5
Total SPED Foundation Units	21
C&I: ESN 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 Credential	44
**120 hours required for Intern Credential	

MMSN Education Specialist Credential	
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 4250 Student/Intern Teaching I ES	3
EDU 4251 Student/Intern Teaching II ES	3
EDU 4260 CalTPA Support Cycle 1	.5
EDU 4261 CalTPA 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
**120 hours required for Intern Credential	

Dual Credentials

If an education specialist credential candidate wishes to add a second special education credential, additional coursework and a clinical placement (at least 160 hours) in that credential area is required. Please check with the education specialist program director for specific requirements.

Transfer students must complete a minimum of 15 units at NDNU if they desire NDNU to recommend their candidacy to the Commission on Teacher Credentialing. Those units are to be determined by the Program Director and the Dean.

Clinical Practice/Student Teaching Requirements

The student teacher is assigned to two semesters of field experience in cooperating school districts as pre-arranged by Notre Dame de Namur University. The assignments are made by the placement coordinator for student teachers. At least one assignment will be in a diverse, multicultural setting, which has English Learners (EL).

Candidates should contact the Student Teacher Placement Coordinator they have been assigned during the semester **before** the intended semester of initial student teaching to secure a placement. In order to be cleared to advance to student teaching, each candidate must have the following documentation on file with the Credentials Office the semester before student teaching.

Deadlines: All candidates for Student Teaching must submit all documentation to their canvas shell by **October 15 for Spring** semester and by **April 15 for Fall semester**. Having documents submitted to your school district does not meet the requirement. The following documents must be in your canvas file by the appropriate deadline:

- Verification of basic skills requirement
- Verification of subject matter competency
- Certificate of fingerprint clearance or previous teaching credential (including substitute) posted on CTC website. Certificate of Clearance (COC) not applied to a credential is valid for 5 years.
- Copy of negative TB test results (valid for 2 years).
- Completion of EDU 4107 Foundations for Teaching English Learners (3 unit).
- Completion of EDU 4200, Program Management (3 units).
- Completion of EDU 4203, Clinical Assessment (3 units).
- Completion of the class corresponding to the credential you are earning: EDU 4234 Curriculum Modification: Mild/Moderate or EDU 4237 Curriculum Modifications: Moderate/Severe
- Enrollment in EDU 4250, Student/Intern Teaching Seminar Special Education, Semester 1
- It is strongly recommended that two additional courses, Counseling for Special Education (EDU 4209) (3 units) and Technology for Special Education (EDU 4207) (3 units) be completed prior to beginning fieldwork.

Diversity of Experiences. Candidates who are student teaching will have two different student teaching assignments during the two fifteen-week semesters. 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**. In order to allow maximum benefits to the candidates, the Student Teacher Placement Coordinator will coordinate with the candidate, school and district prior to the placement. The placement must also provide the opportunity for student teachers to work with EL (including redesignated EL) students.

General Education Classroom Experience: Candidates without a prior Multiple Subjects or Single Subject Teaching Credential or teaching experience in a general

education classroom are required to complete 50 hours of observation in the general education classroom. See Appendix B for a full explanation of requirements.

Student Teaching Schedule: To ensure that the candidate is able to earn the requisite 300 hours, the student/intern teaching schedule must be pre-approved by the placement coordinator before school begins. **If a student teacher is being asked to substitute for more than two consecutive days, a consultation is needed with the placement coordinator, who will work with the education specialist program director and site principal for approval.**

Public School Experience: By CTC regulation, candidates must student teach in at least one public school setting as part of their fieldwork. The curriculum must utilize UDL. The 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.

Changes in Assignments

If a student teacher has been in his/her initial assignment for a reasonable time and the cooperating teacher, and supervisor feel that the assignment is not appropriate, the supervisor will initiate the proper steps to be taken with the university placement coordinator for a change in assignment. At all times, changes in assignments or resolving differences between cooperating teacher and student teacher should involve all parties concerned: student teacher, cooperating teacher, principal (if necessary), university supervisor, and university program director. Candidates may not arrange or change their own placements.

Literacy Standards and TPE 7 – Placement Requirements

During course work (observations and tutoring hours) and clinical placements (2 semesters of student/intern teaching), candidates will demonstrate they are meeting the CTC Literacy Standards and TPE 7. Candidates will plan with the course instructor, cooperating teacher and/or university supervisor times during their tutoring or clinical placement to be observed in lessons/activities related to the Literacy Standards and TPE 7 listed below. The course instructor, cooperating teacher and/or university supervisor observing the candidates will provide an observation form providing formative feedback to guide improvement. During these planned observations in clinical settings, candidates will demonstrate:

1. satisfactory research-based comprehensive reading knowledge of and ability to teach organized, systematic, explicit skills including phonemic awareness, explicit phonics and decoding skills in clinical settings that prepare candidates to take/pass the CTC approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy. Education Code Section 44259(b)(4)(A)(i) and (B).

2. satisfactory research-based knowledge of and ability to teach a strong literature, language, and comprehension component with a balance of oral and written language. Education Code Section 44259(b)(4)(A)(ii)
3. preparation to understand and can implement research-based ongoing diagnostic techniques and inform teaching and assessment as well as early intervention techniques, as appropriate to the credential and as identified in the TPEs and standards. Education Code Section 44259(b)(4)(A)(iii) and (iv)
4. Opportunities to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

Duration of Student Teaching Placements

Note: Because the start of school varies, all teacher candidates are to report to their assigned schools as soon as possible, typically the Monday following the last day of orientation. If school is not in session, this time may be used to become familiar with the school policies and to assist the cooperating teacher and school in preparation for the opening. The student teacher is to remain in the assignment for the full (public school) semester during each semester in order to experience both the beginning and the end of the K-12 school year.

Evaluation of Student/Intern Teaching Effectiveness

The NDNU supervisor will also provide support and feedback through a minimum of six observations of the candidate in the classroom per semester. The candidate is required to write 6 reflections and 5 formal lesson plans for these observations.

The cooperating teacher, student teacher, and university supervisor will meet at the beginning of the semester, mid-semester, and at the end of the semester to jointly discuss the student teacher's growth in meeting the Teaching Performance Expectations by completing the Evaluation of Student/Intern Teaching Effectiveness ([Appendix D](#) and [Appendix E](#)).

All candidates will also be evaluated twice during each semester on personal and professional behaviors ([Professional Behavior Checklist](#)). The credential candidate must be open to change and new ideas and must demonstrate an eagerness to explore the new approaches to education in keeping with emerging research and practice. Teaching to a diverse population with special needs in California schools is only one of the many unique challenges facing today's teachers.

Candidates who leave a placement without completing the semester and without prior meetings to resolve issues with their cooperating teacher, university supervisor, and program director will be referred to the [Education Committee](#) and may be disqualified from the program.

Qualifications for an Intern Credential

Given the shortage of teachers holding preliminary or clear California teaching credentials, school districts may hire candidates in credential programs as teachers of

record on a university Intern teaching credential. Notre Dame de Namur University has a CTC-approved Intern option in the Special Education Program. This option is open to candidates who have demonstrated that they are qualified to be fully responsible for taking over a class without a cooperating teacher, and have met all pre-service requirements (experience, courses, exams, and statutory requirements) for the internship credential.

The placement coordinator does not search for internship placements. If a candidate is offered a paid internship opportunity, they must secure the approval of the placement coordinator and the program director, complete an Intern Authorization Form with signatures ([Appendix C](#)) and return the form to the credential analyst. Candidates apply for a California Commission on Teacher Credentialing (CTC) university internship credential via the NDNU Credentials Office. The program director reserves the right to make modifications on qualifications for internships in certain circumstances. At NDNU, to be eligible to be recommended for an intern credential, a candidate must have:

- Completed 120-hour intern preservice preparation, through coursework [EDU4107 Foundations for Teaching English Learners (3), EDU 4200 SPED Program Management (3), EDU 4203 Clinical Assessment (4), and one of the following based on credential being earned: EDU 4234 Curriculum Modification: Mold/Moderate (3) or EDU 4237 Curriculum Modification: Moderate/Severe (3)] which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners
- Basic skills requirement
- Subject matter competency requirement
- Certificate of Clearance
- Negative TB test
- Be in good academic standing
- Permission of Program Director

Eligible credential candidates can be hired by a district as an intern if the district has no qualified certificated persons holding the credential available for the job opening. An intern cannot displace certificated district employees.

Once a job offer is received, the NDNU credential analyst will work with the candidate and the district to complete the paperwork to recommend the candidate to the CTC for an intern credential.

While working as an intern, candidates receive supervision and support from a NDNU university supervisor and a district-employed intern supervisor. This support will provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. Interns will receive a minimum of 5 hours of support each week from one or both supervisors. NDNU interns are asked to complete

and submit to their student/intern teaching seminar instructor a NDNU Intern Support and Supervision Record each month.

In addition, as with student teachers, NDNU university supervisors will observe intern candidates teaching a minimum of 6 times per semester. The intern is required to write 6 reflections and 5 formal lesson plans for these observations. The district-employed supervisor or intern liaison, the intern, and university supervisor will meet at the beginning of the semester, mid-semester, and at the end of the semester to jointly discuss the intern's growth in meeting the Teaching Performance Expectations by completing the Evaluation of Student/Intern Teaching Effectiveness (Appendix D and Appendix E).

As with candidates in student teaching placements, interns will also be evaluated twice during each semester on personal and professional behaviors (Professional Behavior Checklist).

Intern Credentials are valid for two calendar years. Employment is restricted to a specific school agency. If an intern changes jobs and moves to a new school agency, the intern must work with the credential analyst to apply and be issued an intern credential specific to that school agency. A one-time, one-year extension by appeal is available at the request of the commission-approved university intern program when an educator fails to complete the program in the time allotted due to hardship. Application for an extension requires submission of a paper application through the program sponsor. Candidates teaching on an intern credential must remain enrolled in a credential program while teaching on an intern credential.

Intern Teaching – District Personnel and Hiring School Responsibilities

1. To notify the placement coordinator and program director that a school is desirous of hiring a credentialed intern.
2. To offer an internship contract after consultation with the placement coordinator. The intern is responsible for applying for the position and arranging for the intern credential through the credential analyst.
3. Unusually difficult classes are not acceptable for the intern experience.
4. To provide the intern with orientation to the school's policies and procedures with the same thoroughness that is provided to all other teachers.
5. To facilitate an intern/department staff relationship that will ensure guidance in matters of curriculum and resources.
6. To provide the intern with an **on-site, district employed, intern liaison prior to the intern assuming teaching responsibilities**. The placement coordinator will work with district HR and the school principal to identify an intern liaison. The intern liaison is expected to provide weekly support, observe the intern periodically, and to provide needed assistance.
7. To include the intern in the school or district's program of in-service for new teachers.

8. To provide the intern with adequate teaching materials to accomplish his/her teaching responsibilities.
9. To advise the intern candidate that he/she must apply for an internship credential through NDNU.
10. To collaborate with NDNU to supply the requisite **144 hours of supervision and support** per year to interns plus **45 hours of support and supervision specific to teaching English learners** and a **minimum of 5 hours of support each week** from one or both supervisors.
11. Interns record their own hours on the NDNU Support and Supervision Record Form.

All other requirements as noted in this handbook apply to intern teachers as well as student teachers.

Intern Teaching – Notre Dame de Namur Staff Responsibility

1. To determine the professional readiness of the candidate to serve as an intern.
2. To determine whether the candidate's experiences qualifies them for the proposed internship.
3. To monitor the progress of the intern through classroom observations and evaluations by the university supervisor.
4. To share observations and coordinate ideas for special assistance with a designated administrator at the assigned school. The university supervisor is responsible for grading the performance of the intern.
5. To make sure candidates have completed the coursework to meet the pre-service course and statutory exam requirements for interning in a public-school setting.

Responsibilities of Student Teacher/Intern

1. Student teachers/interns must meet NDNU's standards for professional behavior.
2. Student teachers/interns will arrive at school and leave the school premises at a time agreed upon by the principal, cooperating teacher, and supervisor.
3. Student teachers/interns are expected to attend a weekly seminar that is directly related to the student teaching/intern experience. Attendance and participation will be considered when the grade is given.
4. Student teachers/interns will dress appropriately and will maintain a satisfactory personal appearance.
5. The student teacher/intern will be excused from his/her student teaching assignment whenever there is a conflict between a required university course and the student teaching assignment. All such conflicts are to be discussed with the university supervisor and the cooperating teacher prior to the conflicting date.
6. The student teacher/intern will cooperate fully with the rules and regulations of the cooperating teacher, the school, and the district.

7. Items of school law which refer specifically to their duties will be presented to the student teacher /intern at one of their seminars. Student teachers/interns are advised to inquire about the district and school rules that they will be expected to observe.
8. If, for any reason, the student teacher/intern is unable to keep to the pre-arranged schedule, he/she should call the school so that both the principal and cooperating teacher are notified. The student teacher/intern is responsible for notifying their supervisor.
9. The student teacher/intern will be formally observed at least 6 times by the supervisor. The candidates is required to write 6 reflections and 5 formal lesson plans for these observations.
10. Student teachers/interns are cautioned that all information, both written and verbal, with which they come in contact during their work in the school, is to be considered confidential.
11. Student teachers/interns are advised to arrange with their university supervisors and cooperating teachers for regular conferences at times when students are not present.
12. Student teachers/interns should give copies of their schedules of university classes to the cooperating teacher and supervisor.
13. The student teacher/intern is not to assume the responsibility of taking students off campus for any activities. The **candidate must be accompanied** by a credentialed teacher on field trips and should never take students in her/his car.
14. The student teacher/intern is responsible for making an appointment with the credential analyst at the beginning of his/her last semester and to follow through with the credential audit process at the end of the program.
15. The student teacher will teach a minimum of 20 contact hours with students (exclusive of planning, meeting and break times that do not involve students) per week for a total of 300 contact hours with students per semester and 600 total over 2 semesters.
16. Student teachers will also complete four (4) weeks of solo, co-teaching, or the equivalent during the program. NDNU requires that student teachers complete two (2) solo weeks within each semester. The first Solo "Week" should occur around mid-term with a series of five (5) days over a period of two weeks, not necessarily consecutive, with full teaching responsibility closely monitored and evaluated by the Cooperating Teacher. The second Solo Week should occur at the end of the semester and consists of five consecutive days with the candidate fully responsible for the classroom. The Student Teacher has full-responsibility for content in all curricular areas: planning, teaching, and evaluating student performance; responsibility for all administrative tasks for the classroom; Classroom/behavior management; and coordination of paraprofessionals is part of the teaching responsibility.
17. Student teachers are required to give university supervisors a copy of the daily classroom schedule, location of the classes and the school site schedule.

Student teachers are ***not authorized*** to administer over the counter or prescription medication to students in school settings **at any time**.

Independent Teaching Experience

During this phase, the student teacher will have full planning and teaching responsibilities monitored by the cooperating teacher and the NDNU supervisor. The cooperating teacher and supervisor will collaborate on marking the candidates' progress on Evaluation of Student Teacher/Intern Teacher Effectiveness Form (Appendix D and Appendix E) and Growth Plan/Individualized Development Plan at midterm and final, and on the Professional Behavior Checklist.

During the initial lessons, the cooperating teacher should remain in the room. As the student teacher takes increased control, the cooperating teacher should be absent for a portion of the period, then later for whole periods; however, the student teacher should always know how to locate the cooperating teacher in case of an emergency.

EVALUATION OF CANDIDATE

1. The cooperating teacher and the NDNU supervisor will provide the candidate with regular feedback concerning his/her progress. The NDNU supervisor is required to complete an Observation form (see Appendix K) report at each visit and present one copy to the student teacher/intern. The cooperating teacher may also wish to keep written records of observations and conferences. The cooperating supervisor will complete a Professional Behavior Guidelines form for student teachers/interns each semester.
2. The cooperating teacher and the university supervisor will meet periodically to discuss the teacher candidate's progress. The supervisor will keep the program director informed as to each candidate's progress.
3. If at any time during the semester, conflicts develop between any of the personnel involved in the student teacher/intern experience, the university supervisor and/or the program director will set up conferences and procedures for resolving conflicts. The student teacher/intern, the cooperating teacher, and the university supervisor should notify the director of the program immediately if any problems occur and will be referred to the Education Committee of the School of Education for discussion and determination.
4. At midterm the Evaluation of Student Teacher/Intern Effectiveness form (Appendix D and Appendix E) should be completed. The supervisor should advise the teacher candidate in writing about his/her midterm grade at this time. (See Appendix H).
5. Near the end of the semester, the cooperating teacher, student teacher/intern, and the university supervisor will complete the Evaluation of Student Teacher/Intern Effectiveness form (Appendix D and Appendix E) again regarding the work of the teacher candidate.

6. Because student teaching often goes beyond the time when NDNU grades need to be submitted, a grade of in progress, IP, will be assigned until completion of student teaching after which a final grade will be submitted.

At the end of the semester, the university supervisor will complete a *Summary Evaluation* form ([Appendix I](#)) and determine the letter grade to be assigned for the semester student teaching experience. In general, a “B” grade represents very good work and an “A” grade represents outstanding work. A “C+” or lower grade means the course must be repeated. The grade for fieldwork is then incorporated into the student teaching seminar grade. A GPA that falls below a 3.0 will place a candidate on probationary status. The student must meet with the [Education Committee](#), the program director, the dean of the school of education and the university supervisor to ascertain whether she/he should repeat the semester or be withdrawn from the program.

INDIVIDUAL DEVELOPMENT PLAN/TRANSITION TO INDUCTION

Student/intern teaching provides candidates with the opportunity to apply the knowledge and skills they have learned/practices in the foundation courses and field experiences. Throughout the student/intern teaching placements, candidates are asked to reflect on how they are applying what they have learned and growing as a teacher. As part of this process, at the mid-term and end of each semester, candidates meet with their university supervisor and district employed support provider [cooperating teacher or intern support provider] to reflect on and self-assess how they are demonstrating the Teaching Performance Expectations. As part of this process, at mid-term, candidates are asked to identify several growth/individual development plan (IDP) goals to pursue in the weeks prior to end of the semester. At the end of the semester, in another 3-way meeting with the university supervisor and district employed supervisor, the process is repeated with the candidate reflecting on and updating self-assessment of the TPES and revising growth/individual development goals as appropriate. This process continues into the final semester of student/intern teaching. At the final 3-way meeting of this semester, the candidates complete the final version of the individual development plan. The candidate, university supervisor, and district employed supervisor sign the final IDP. Candidates retain the IDP to provide to their Induction Program as they transition from credential candidate to credential teacher. While they are asked to upload a copy in their student file, it is not required. ([Growth Plan Appendix J](#) and [Individualized Development Plan/Transition to Induction Form in Appendix M](#))

RESPONSIBILITIES AND QUALIFICATIONS OF THE COOPERATING TEACHER/DISTRICT INTERN SUPPORT PROVIDER

The Cooperating Teacher is the teacher of the class to which the student teacher is assigned. This teacher is selected by the school administration, in collaboration with NDNU multiple subject placement coordinator and program director, because of outstanding professional competency including capabilities and interest in helping others to learn to teach.

The District Intern Support Provider assigned to provide support for an intern teacher is selected by the district, is a teacher or administrator, preferably at the school site, who meets the same requirements as a cooperating teacher and does not evaluate the intern.

The cooperating teacher/intern liaison:

- Holds a Clear Credential in the content area and a minimum of three years of content area PK-8 teaching experience, including experience working in diverse school settings as well as knowledge/experience teaching English Learners
- Will/Has conducted classrooms which: a) provide a healthy emotional climate for students b) have a constructive program of classroom management c) provide for individual differences d) make use of sound teaching-learning processes
- Will model effective teaching of the State Content Standards, including Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as well as use of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS).
- Will assist candidates in meeting Teacher Performance Expectations (TPEs)
- Will assist candidates in completing Teaching Performance Assessment (TPA) requirements.
- Will provide an overview of the program including goals and objectives for the class, anticipating learning activities, sources for instructional materials, and means of assessment, including how everything relates to the state-adopted academic standards and teaching performance expectations.
- Drive instruction. Using student IEPs and psychoeducational reports.
- Provide support in conducting and interpreting assessments as it pertains to writing IEP goals and objectives.
- Participate in IEP meetings.
- Will maintain an ethical attitude toward the teaching profession in both words and actions and be able to: a) share educational expertise with a beginner b) take the time for orientation and supervision of a student teacher/intern c) cooperate with the University supervisor in a program to give the student teacher/intern the best possible experience d) evaluate the student teacher/intern's progress and work on a regular basis through written observations and verbal feedback.
- Will define what she/he expects of the student teacher/intern. This may be done in conference with both supervisor and student teacher/intern and may include a)

The student teacher/intern's ultimate responsibilities in setting objectives, writing lesson plans, planning activities, and evaluating progress. B) Routines and procedures already established with the students and how flexible she/he wishes it to be. c) Expectations regarding punctuality, dress, and the reporting of student teacher absences (Refer to student teacher/intern responsibilities). D) Observe the student teacher/intern presenting lessons on a regular basis. Give both oral and written feedback. E) Monitor/evaluate professional, legal and ethical obligations as noted in section CSTP 6: Developing as a Professional Educator (TPE 6).

- Acquaint the student teacher/intern with the school procedures, forms, and equipment, such as:
 - Policy Handbook
 - Calendar of school events
 - Master schedule and special day schedule
 - Copies of school forms (hall passes, attendance forms, referral forms, counseling forms, etc.)
 - Report cards, student progress reports, and conference notices
 - Parental notes
 - Fire and disaster drill procedures
 - Medical service, first-aid procedures, and other emergencies
 - Accident reports
 - Counseling and guidance procedures
 - Library facilities
 - Technology services and equipment
 - Routines and classroom management procedures
 - Curriculum guides, study guides
 - Use of student cumulative records
 - Teacher mailboxes, email, classroom webpage
 - Services available through the district office
 - Procedure for providing lesson plans for substitute teachers
 - Awareness of legislation regarding harassment
 - Awareness of legislation regarding student discipline
- Will provide opportunities for the student teacher/intern to observe and teach all curricular areas appropriate for the assigned grade level.
- Will participate in the interim and final evaluations of the candidate's teaching effectiveness.
- Upon request, write a letter of recommendation for the candidate's file.

If the cooperating teacher/intern liaison is concerned with the performance of the student teacher/intern, he/she must communicate this with the student teacher and the university supervisor. If necessary, the school principal and program director should be requested to come to a conference. The student teacher/intern may be referred to the Education Committee. If the concerns cannot be resolved, the student teacher/intern

may be removed from the student teaching assignment. Consideration of another assignment is the responsibility of the university.

RESPONSIBILITIES OF SCHOOL PRINCIPAL

1. The district office or the school principal, in collaboration with NDNU, is responsible for the final selection of cooperating teachers. She/he encourages the cooperating teacher to provide the teacher candidate with the packets of necessary instructional materials and to acquaint the teacher candidate with schedules.
2. The school principal will advise the teacher candidate of orientation meetings, in-service, and workshops that the candidate could attend and that might be of value to the candidate in his/her teaching experience.
3. The cooperating teacher should be advised by the principal whenever he/she thinks it is appropriate for the teacher candidate to attend the faculty meeting.
4. The school principal should be included in the evaluation conferences whenever the cooperating teacher, student teacher/intern, or university supervisor think it is necessary. On occasion, the principal may be asked by the teacher candidate to write a letter of recommendation for his/her placement file.
5. If the school principal has concerns about the student teacher/intern, they must notify the program director.

RESPONSIBILITIES OF UNIVERSITY PROGRAM DIRECTOR

1. The university program director interviews each candidate at the time he/she applies for admission to the teacher education program. After the candidate has been accepted into the program, the placement coordinator of student/intern teacher assignments is responsible for making all arrangements for placement assignments.
2. The program director is responsible for the initial preparation and update of a handbook with necessary information for the teacher candidate and those parties concerned with the student teaching experience.
3. The program director or other education faculty member is responsible for the initial orientation seminars for teacher candidates.
4. The student teaching/intern seminar instructor, in collaboration with the program director, is responsible for planning and conducting weekly seminars.
5. The program director is to be available for conferencing with all parties involved in the student teacher/intern experience whenever deemed necessary.
6. The program director presents reports to the School of Education's Education Committee.
7. The program director, in conjunction with the supervisor, facilitates any change in a student teaching assignment.

RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

The university supervisor is the university support person to whom the candidate in student teaching or an intern placement is assigned. The university supervisor serves as liaison between the school district and Notre Dame de Namur University. The cooperating teacher/intern support provider and university supervisor share the responsibility of guiding the student teachers/intern's progress toward becoming a flexibly competent teacher by means of regular classroom observations and private conferences. The needs and growth of the student teacher/intern are assessed by all involved. The university supervisor has the following responsibilities:

1. Meet with the principal and cooperating teacher/intern support provider prior to or during the first week of the student teacher/intern's assignment to discuss the experiences desired for the student teacher/intern, conferences, evaluation procedures, and schedules.
2. Visit the school regularly to observe the student teacher/intern (a minimum of 6 formal visits). If the assignment is at a partnership school, a weekly visit is minimum.
3. Conference with the student teacher/intern following the observation period and discuss competencies as well as suggestions to help the student teacher/intern.
4. Write a summary of the observation and conference on the Observation Report (Appendix K) provided by the university. The student teacher/intern should receive one copy.
5. Confer with the cooperating teacher and student teacher/intern on a regular basis so that there is an awareness at all times of the student teacher/intern's progress.
6. Advise the program director of any problems or concerns that may need conferencing with the student teacher/intern and/or cooperating teacher.
7. Assist in conducting weekly seminars with the student teacher/interns in which problems of concern to the student teacher/interns can be discussed.
8. Assist the student teacher/intern to address areas for improvement identified by the student teacher/intern, cooperating teacher, or supervisor.
9. On the scheduled dates, submit a report on teacher candidate's progress by completing the Evaluation of Student Teacher/Intern Effectiveness form (Appendix D and Appendix E) provided by the university during midterm and final evaluation. At the end of each semester, a letter grade is given.
10. Upon request, write a letter of recommendation for the student file.
11. Attend monthly university supervisor meetings, led by the placement coordinator and program director, to discuss progress of candidates.
12. Attend monthly University Supervisor meetings.
13. Attend School of Education faculty meetings when requested.

RESPONSIBILITIES OF PLACEMENT COORDINATOR FOR STUDENT TEACHER/INTERN

1. Coordinates and negotiates student teaching placements with school and district administrators.
2. Provides School of Education executive assistant with a matrix of placement data.
3. In collaboration with the School of Education executive assistant, oversee student teaching contracts and district/school memorandum of understanding (MOUs).
4. Maintains current contact and placement data.
5. In collaboration with the program director, plan and co-lead monthly university supervisor meetings
6. If an intern position is approved by the program director, then the placement coordinator will ensure the school site provides the name and contact information for a district intern liaison. The intern liaison must be a teacher or administrator at the school site who meets the same requirements as a cooperating teacher and does not evaluate the intern.

UNIVERSITY SUPERVISOR – GUIDELINES FOR OBSERVING STUDENT/TEACHER/INTERN

The student teacher/intern will be observed on a regular basis by the university supervisor. Assets, areas for improvement, challenges, and general progress will be noted by the supervisor and will be discussed with the candidate following each observation.

Following are some guidelines that the university supervisor may use while observing the teacher candidate:

1. The relationship of the teacher candidate with her/his students may include:
 - a. Classroom management
 - b. Delivery of directions, statements, questions
 - c. Sensitivity to learning needs by adapting lessons as needed
 - d. Awareness of classroom management challenges and methods for solving them
 - e. Special challenges in the classroom
2. The teaching procedures employed by the teacher candidate may include:
 - a. Indication of prior planning, formulation of learning goals, and organization.
 - b. The relation of the lesson to the normal sequence of the curriculum
 - c. The appropriateness for the class of the teaching methods used
 - d. Instructional materials
 - e. Assessment techniques

- f. Techniques for transfer of learning and reinforcement
- 3. The learning environment may include:
 - a. Personal characteristics of the teacher candidate
 - b. Appearance and voice
 - c. Language usage, including spelling and handwriting
 - d. Vitality and enthusiasm
 - e. Pacing
 - f. Any idiosyncrasies that might affect teaching effectiveness
 - g. Room characteristics (organization of materials, light, ventilation, relevance of bulletin boards and displays to subject matter and teaching situation, environment that encourages group cohesiveness and cooperative efforts)
- 4. Professional behavior monitored/evaluated for legal and ethical obligations as noted in section CSTP 6: Developing as a Professional Educator (TPE 6).
- 5. Monitor completion of the Teaching Performance Assessment (TPA) requirements.

APPLYING FOR YOUR CREDENTIAL – DOCUMENTS AND TIMELINES

During the final semester candidates should submit to the Credentials Office a completed Application for Credential Recommendation link: (<https://files.constantcontact.com/6162c2a4701/2c9d82d0-477d-4870-bdea-269ad8c1cf26.pdf?rdr=true>). When they have completed all requirements (including required course grades posted on your transcript), the Credentials Analyst will review the required documents in the candidate's Student File on Canvas as well as NDNU transcripts and submit a university recommendation to the Commission on Teacher Credentialing on the candidate's behalf. By having the documents above submitted in advance, the candidates will help ensure that the credential recommendation is processed in a timely manner. After the recommendation has been submitted, the candidate will receive an email from the CTC requiring them to complete an online application and submit a CTC application fee electronically. Within 10-14 days after completion of this step, candidates should receive their credential from the CTC via email.

The Professional Clear – Education Specialist Credential

California has a two-tier credential structure. The Preliminary Education Specialist Credential remains valid for a maximum of five years. The holder of the preliminary credential must complete an Induction Program before the expiration of the preliminary credential to apply for a Clear Professional Credential to continue to teach in California's public schools. Requirements for the professional clear credential are typically met via a state accredited induction program offered through the employing school district. Credential holders working in private schools or in districts not offering an induction program can clear their credential via a CTC-approved clear credential program at a California university. (See the CTC website for options:

[https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-\(cl-561c\).](https://www.ctc.ca.gov/credentials/leaflets/multiple-subject-teaching-credential-(cl-561c).)

ARTICULATION BETWEEN NDNU'S CREDENTIAL AND MASTER'S PROGRAM

Completers of NDNU's Special Education credential program have a unique opportunity to complete the MA in Special Education by completing an additional 3-unit course: EDU 4880 Portfolio/Capstone. Prior to enrolling in the final semester of their credential program, candidates must apply to be admitted to the MA Special Education degree by completing the application on the NDNU Admissions website: <https://www.ndnu.edu/admissions/>

Candidates can complete the final course during their final semester in the credential program or complete the credential courses prior to enrolling in the final course in the next semester.

It is important to note that the master's degree must be completed within seven years of taking the first graduate class. In other words, if a student enrolls in EDU4200 in the fall of 2023, then the student must complete his/her master's degree by August 15, 2030.

The opportunity to count credential courses toward a master's degree significantly reduces the time and financial resources required to earn the advanced degree. Additional financial assistance (e.g., institutional scholarships) is available to qualified applicants. This is a wonderful opportunity for educators to improve their practice, engage in the required number of professional development hours, qualify for a higher salary, and develop the skills, knowledge, and habits of thoughtful educational leaders.

NDNU POLICIES AND PROCEDURES

REPEAT POLICY

A student must maintain a 3.0 cumulative GPA in graduate courses in order to remain in good standing. A course with less than a grade of "C" (2.0) must be repeated. Check with advisor or program director regarding grading standards/criteria in your department/program. With the exception of research courses, all courses taken to improve the GPA may be repeated only once. All grades, whether repeated or not, will appear on the student's transcript, but only the higher grade will be used to compute the GPA. Courses that are transferred into a graduate program or courses with a prefix of 6000 are not computed in the cumulative GPA.

EDUCATION COMMITTEE

The Education Committee is a group of experienced faculty members who meet regularly to review the progress of candidates in credential and master's degree programs and to recommend next steps for those who have been identified as having trouble successfully meeting requirements for a credential or degree. The Committee is composed of directors of the credential programs, the director of master's degree

programs, the credential analyst, and one part-time education faculty member. The Chair of the Education Committee is a faculty member from the School of Education. Candidates are recommended to the Committee by the program director, advisor, course instructor or supervisor for the intern/student teaching experience.

Any candidate demonstrating difficulty in student or intern teaching must be referred to the Committee by the university supervisor in consultation with the program director. Additionally, the chair of the Committee polls instructors of all foundation courses each semester for names of candidates whose progress and/or social skills in class indicate that they may have difficulty succeeding in the teaching profession. Other candidates may be referred to the Committee by any faculty member including university field supervisors or by the Dean of the School of Education after consultation with the candidate's advisor and program director. The Education Committee keeps in mind two goals in its discussion of such referrals:

- Early identification of students who need extra help in succeeding in the program
- Early identification of individuals who, in spite of academic success in classes, may not be able to succeed in the teaching profession

On rare occasions, the Committee may make any of the following recommendations:

- Require that a student successfully complete a third semester of supervised field experience (intern or student teaching)
- Require that an intern be dropped from the internship and complete the supervised field experience through student teaching
- Disqualify a student from the credential program (see possible reasons for disqualification below)

Termination of Candidates from the NDNU Teaching Credential Program

The following constitute grounds for withdrawal or termination-disqualification of a candidate from the teacher credential program at NDNU:

- False reporting of attendance, punctuality, and activities at the school site.
- Plagiarism in required written assignments.
- Change of status of the credential candidate with the CCTC, specifically the suspension or revocation of the candidate's Certificate of Clearance.
- Use of profanity or demeaning or hostile language with colleagues, faculty, staff, students, or parents at the assigned school site or at NDNU.
- Sexual harassment or misconduct at the assigned school site or NDNU.
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration/district supervisor/cooperating teacher to terminate the candidate's student teaching/intern assignment prior to the scheduled end of the placement.
- Exceeding the allowed number of absences for student teaching seminars and field placements.

- Attempts to change an assigned school/teacher placement without prior consultation/approval from the NDNU placement coordinator.
- Failure to satisfactorily complete the TPA required for state licensure.

Any candidate who has been referred to the Education Committee will receive a letter detailing the recommendations of the Committee. Decisions of the Committee are final unless appealed to the Dean of the School of Education within fourteen (14) calendar days. The decision of the Dean is final. A student may have recourse to the University Grievance process as detailed in the NDNU catalog: <https://www.ndnu.edu/wp-content/uploads/23-24-Graduate-Catalog-Final-1.pdf>

NOTRE DAME DE NAMUR UNIVERSITY'S POLICY FOR STUDENT TEACHER/INTERNS DURING A TEACHER STRIKE

Notre Dame de Namur University shall maintain a position of neutrality in any strike involving school districts with which it has contracts for the placement of student/intern teachers.

Notre Dame de Namur University has an obligation to protect its candidates and to provide them with instruction. In the event of a strike, an immediate reassignment normally will not be initiated. University supervisors shall meet with student teachers/interns for seminars on campus and assign teaching-related duties. Such duties shall be integral parts of the teacher preparation program and shall constitute assignments related to student/intern teaching. If it appears, however, that the strike may be of long duration and that the teacher candidate may be deprived of adequate teaching experience, the program director may re-assign the candidates to a non-striking district.

The student teacher/intern candidate has the responsibility of notifying the university supervisor, program director and dean that a strike has begun or has been called for a certain time. Candidates may request immediate reassignment to a non-striking district. Such requests shall be made directly to the director and the placement coordinator.

No student teacher/intern candidate will assume control of a classroom in lieu of a credentialed teacher during a strike. Should a student teacher/intern accept employment on an emergency credential, it shall be presumed that the student teaching status has been terminated.

Teacher candidates are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the director and to the Dean of the School of Education at Notre Dame de Namur University.

Neither university nor district personnel shall refer to student teacher/intern strike actions when evaluating for the purpose of preparing rating sheets or letters of recommendation.

NOTRE DAME DE NAMUR UNIVERSITY'S SEXUAL HARASSMENT POLICY

Notre Dame de Namur University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. The university prohibits the following forms of sexual or related misconduct: sex and gender discrimination, sexual assault, sexual harassment, stalking, dating violence, domestic violence, prohibited consensual relationships, sexual exploitation and other sexual misconduct, and intimidation and/or retaliation. Please refer to the NDNU catalog, <https://www.ndnu.edu/wp-content/uploads/23-24-Graduate-Catalog-Final-1.pdf>

ACADEMIC HONESTY

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Plagiarism, defined as the act of stealing or using as one's own the ideas or writings of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of an idea as though it were your own." (Modern Language Association Handbook, New York: MLA, 1977, p. 4).

Whenever you quote from, make references to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. If you do not, whether deliberately or accidentally, you have committed plagiarism. The sanctions for plagiarism range from reprimands and counseling to expulsion from the University. Consult the NDNU catalog regarding consequences of misrepresenting your work: <https://www.ndnu.edu/wp-content/uploads/23-24-Graduate-Catalog-Final-1.pdf>

DISABILITY RESOURCE CENTER

Candidates with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. Candidates who are experiencing conditions that are temporarily disabling (i.e., scheduled surgeries, hospitalizations, injuries, etc.) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances. Please meet with the DRC staff through a virtual meeting to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at DRC@ndnu.edu

PROCEDURES FOR HANDLING ACADEMIC, BEHAVIORAL AND PROFESSIONAL MISCONDUCT

Any member of the campus or wider community may report alleged student misconduct. 'Student misconduct' is any form of student behavior that violates the Student Conduct Code or any University policy applicable to students. Reports can be made about the behavior of an individual student, groups of students, or a student organization. Conduct reports should be made as soon as possible after the incident. Consult the NDNU catalog for directions on how to report student conduct issues:

<https://www.ndnu.edu/wp-content/uploads/23-24-Graduate-Catalog-Final-1.pdf>

GRIEVANCE PROCESS RELATED TO STUDENT, FACULTY, STAFF, OR ADMINISTRATORS

Grievance Process Related to Student Faculty, Staff, or Administrators

A student may file a grievance related to the conduct of another student, faculty, staff, or administrative member of the campus community. Please refer to the Student Grievance Policy and Process in the NDNU catalog: <https://www.ndnu.edu/wp-content/uploads/23-24-Graduate-Catalog-Final-1.pdf>

APPENDICES

Appendix A

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	Score	Comments
	MIDTERM	FINAL	
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			
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:

Appendix B

NDNU School of Education Education Specialist Hours of Observation in General Education

Education specialist credential candidates who do not have a general education credential are required to observe 50 hours in the general education program, while enrolled in the Education Specialist Program. The observation is in lieu of student teaching in the general education classroom and is required by the California Commission on Teacher Credentialing to ensure that the candidates are familiar with general education curricular requirements. The hours refer to a total and can be spread out over two semesters or more; however, the candidate will not be eligible for a preliminary credential until after the hours are completed and the documentation is submitted.

Student teacher/intern supervisors can assist with the process by recommending activities for observation and reflecting on the observation with the student. One example of an approved activity is the time students in several foundations' courses are required to observe in reading classes, or tutor in general education classes. Even though these hours may have been completed prior to internship/student teaching, they can count as part of the 50 hours. Candidates may have to go back and get signatures from the general education professionals who can verify the hours. Interns who are required to support their students in general classrooms can count these hours towards the 50 hours. Up to 20 hours of time spent substituting in the General Education program can be counted toward the 50 hours. Up to 20 hours of observation in general education may be done in a private school setting as long as the private school is using the State TK-12 Content Standards (Common Core Standards). The private school must have a student population that matches the population of the local public schools in terms of ethnic and socio-economic diversity, special needs, EL, and grade levels served. Both conditions must be met and verified before the hours will be accepted.

The observation forms must be submitted to the seminar instructor, who will turn them in to the credential analyst at the end of the semester. It is up to the candidate to maintain a record of the hours to ensure that the 50 hours are met.

Name_____ **ID**_____ **Date Submitted**_____

[illegible]

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TOTAL HOURS OBSERVED: _____

Candidate Name:

Candidate Signature:

Date Submitted:

Appendix C

NDNU School of Education Intern Authorization Form FOR EDUCATION SPECIALIST CANDIDATES

This form must be SIGNED by all parties including the Placement Coordinator* and returned to the Credential Analyst before the Candidate can apply to the CTC for the Intern Credential recommended by NDNU.

Approval by Notre Dame de Namur University of any contract between a credential candidate and a hiring district will depend on guarantees, as specified below. It is understood that no intern shall replace a certificated teacher and that a representative of the local bargaining unit has agreed to the possibility of intern teachers in the district.

Name of Intern Teacher: _____

School Site: _____ District: _____

School Site Address: _____

School Site Phone: _____

School Site Principal: _____

Principal's phone and e-mail _____

Dates of Service: Start date _____ End date _____

Name of school or district representative who will be responsible for evaluation of the intern:

Name _____ Title _____

Phone and email _____

Memo of Understanding (MOU) Expiration Date (to be filled in by Placement Coordinator):

The on-site intern mentor (liaison) will be***:**

Name _____ Title _____

Phone and email _____

Mentor (Liaison) Credential(s) Held. _____

Mentor (Liaison) Years of Experience. _____

This person **must hold an equivalent or higher credential to the one the candidate is seeking and in the **same** area of emphasis (mild/moderate or moderate/severe) and have 3 years of successful experience under that credential. The intern liaison is the designated person who is responsible for on-site support and guidance to the intern on daily matters of instruction, assessment, and special education program management.

Times and place where the liaison will be available for consultation:

Intern's schedule:

Type of Class/Setting

Time

Location

Intern signature _____ Date _____

Mentor/liaison signature _____ Date _____

Principal signature _____ Date _____

Placement Coordinator signature* _____ Date _____

*Placement Coordinator may authorize placement and application to the CTC for the intern credential via e-mail with the Credential Analyst. Date of e-mail should appear on signature line.

***Excerpt from Program Sponsor Alert 13-06: Newly Adopted Intern Support and Supervision Requirements
At the same April 2013 meeting, the Commission adopted the following policies regarding Intern Support and Supervision: Pursuant to state statute, the supervision and support of interns is the responsibility of both the Commission-approved preparation program and the employer. Every approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and the employer.

Appendix D

ESN Evaluation of Candidate and TPE's

Check one: <input type="checkbox"/> Candidate <input type="checkbox"/> Cooperating Teacher/Intern Support Provider <input type="checkbox"/> NDNU Supervisor				
Candidate Name:				
Date: <input type="checkbox"/> Fall <input type="checkbox"/> Spring 20__				
Placement (school name, grade/subject as applicable):				
Criterion for Evaluation: N/O = 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 1 st year teacher. 3= APPLYING; Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1 st year teacher.				
Mid term Signatures*: <table border="0" style="width: 100%;"><tr><td style="width: 50%; text-align: center;">_____ Candidate Signature</td><td style="width: 50%; text-align: center;">_____ Cooperating Teacher/Intern Support Provider</td></tr><tr><td style="width: 50%; text-align: center;">_____ NDNU Supervisor</td><td style="width: 50%; text-align: center;">_____ Date</td></tr></table>	_____ Candidate Signature	_____ Cooperating Teacher/Intern Support Provider	_____ NDNU Supervisor	_____ Date
_____ Candidate Signature	_____ Cooperating Teacher/Intern Support Provider			
_____ NDNU Supervisor	_____ Date			

Final Signatures*:_____
Candidate Signature_____
Master Teacher/Site Support Provider_____
NDNU Supervisor_____
Date**digital signatures acceptable***TPE 1****Engaging and Supporting All Students in Learning****Not Observed - Beginning - Emerging - Applying**
N/O 1 2 3**Mid
Term
Score****Final
Score****Extensive Support Needs Candidates will. . .**

U.1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U.1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U.1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U.1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U.1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		
U.1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		
U.1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		
U.1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		

EX.1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.		
EX.1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.		
EX.1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.		
EX.1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.		
EX.1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.		

EX.1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.		
EX.1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		
EX.1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and 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 and skills.		
EX.1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).		
EX.1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families,		
including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.		
EX.1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.		

Additional Comments on TPE 1 (indicate mid-term, final):

TPE 2 Engaging and Supporting All Students in Learning						
Not Observed - Beginning - Emerging - Applying N/O 1 2 3					Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .						
U.2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.						
U.2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.						
U.2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.						
U.2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.						
U.2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.						
U.2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.						
EX.2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.						

EX.2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.		
EX.2.3 Demonstrate the skills necessary to develop communication-rich environments		

that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.		
EX.2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		
EX.2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.		
EX.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, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.		
EX.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 and have difficulty accessing their education due to physical limitations.		
EX.2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.		
EX.2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.		

EX.2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		
EX.2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		
EX.2.12 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.		
EX.2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.		
EX.2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and 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 on TPE 2 (indicate mid-term, final):

TPE 3 Understanding and Organizing Subject Matter for Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .		
U.3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
U.3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.		

U.3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.		
U.3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		
U.3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		
U.3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.		
U.3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.		
U.3.8 Demonstrate knowledge of effective teaching strategies aligned with the		
internationally recognized educational technology standards.		
EX.3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.		
EX.3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.		

EX.3.3 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		
EX.3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.		
EX.3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		

Additional Comments for TPE 3 (indicate mid-term, final):

TPE 4 Planning Instruction and Designing Learning Experiences for All Students		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .		
U.4.1 Locate and apply information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.		
U.4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students		
U.4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		

<p>U.4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> appropriate use of instructional technology, including assistive technology. applying principles of UDL and MTSS. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners. appropriate modifications for students with disabilities in the general education classroom. opportunities for students to support each other in learning; and • use of community resources and services as applicable. 		
<p>U.4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>		
<p>U.4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>		
<p>U.4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>		
<p>U.4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</p>		
<p>EX.4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.</p>		
<p>EX.4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.</p>		
<p>EX.4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.</p>		

EX.4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.		
EX.4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.		
EX.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 demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).		
EX.4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.		

EX.4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.		
Additional Comments for TPE 4 (indicate mid-term, final):		

TPE 5 Assessing Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score

Extensive Support Needs Candidates will. . .		
U.5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.		
U.5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		
U.5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		
U.5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		
U.5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.		
U.5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.		
U.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, and use this information in planning instruction.		
U.5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		
EX.5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.		
EX.5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of		

different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.		
EX.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.		
EX.5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		
EX.5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.		
EX.5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		
EX.5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also 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, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 6 Developing as a Professional Educator		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Extensive Support Needs Candidates will. . .		

U.6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.		
U.6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		
U.6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.		
U.6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.		
U.6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.		
U.6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		
U.6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.		
EX.6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.		
EX.6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.		

EX.6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		
EX.6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.		
EX.6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		
EX.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.		
EX.6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and 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.		

Additional Comments for TPE 6 (indicate mid-term, final):

TPE 7 Effective Literacy Instruction for All Students		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Beginning teachers:		

<ul style="list-style-type: none"> ● Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration. 		
<ul style="list-style-type: none"> ● Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). 		
<ul style="list-style-type: none"> ● Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages, dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs 		
<ul style="list-style-type: none"> ● Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. 		
<ul style="list-style-type: none"> ● Foundational Skills.⁶ Multiple Subject Candidates: Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, 		

<p>prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>		
<ul style="list-style-type: none"> • Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. 		
<ul style="list-style-type: none"> • Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. 		
<ul style="list-style-type: none"> • Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. 		
<ul style="list-style-type: none"> • Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and 		

digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship. ⁷		
<ul style="list-style-type: none"> ● Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 		
<ul style="list-style-type: none"> ● Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. 		
Additional Comments for TPE 7 (indicate mid-term, final):		

MMSN Evaluation of Candidate and TPE's

1

Final Signatures*:_____
Candidate Signature_____
Master Teacher/Site Support Provider_____
NDNU Supervisor_____
Date**digital signatures acceptable***TPE 1****Engaging and Supporting All Students in Learning**Not Observed - Beginning - Emerging - Applying
N/O 1 2 3Mid
Term
ScoreFinal
Score**Mild Moderate Support Needs Candidates will. . .**

U.1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U.1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

U.1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U.1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U.1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

U.1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		
U.1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.		
U.1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.		

MM.1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.		
MM.1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.		
MM.1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and 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 and skills.		
MM.1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).		
MM.1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.		
MM.1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.		

MM.1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.		
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Additional Comments on TPE 1 (indicate mid-term, final):
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TPE 2 Engaging and Supporting All Students in Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Mild Moderate Support Needs Candidates will. . .		
U.2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.		
U.2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.		
U.2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.		
U.2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.		
U.2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.		
U.2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.		

MM.2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.		
MM.2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and		

operation of medical equipment and other mobility and sensory accommodations.		
MM.2.3 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 and have difficulty accessing their education due to physical limitations.		
MM.2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.		
MM.2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.		
MM.2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.		
MM.2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.		

MM.2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.		
MM.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.		
MM.2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.		
MM.2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and 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 on TPE 2 (indicate mid-term, final):
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TPE 3 Understanding and Organizing Subject Matter for Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Mild Moderate Support Needs Candidates will. . .		
U.3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		
U.3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.		

U.3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.		
U.3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		
U.3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.		
U.3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.		
U.3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.		
U.3.8 Demonstrate knowledge of effective teaching strategies aligned with the		

internationally recognized educational technology standards.		
MM.3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).		
MM.3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.		

MM.3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.		
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Additional Comments for TPE 3 (indicate mid-term, final):

TPE 4 Planning Instruction and Designing Learning Experiences for All Students		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Mild Moderate Support Needs Candidates will. . .		
U.4.1 Locate and apply information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.		
U.4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students		
U.4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		
U.4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology. applying principles of UDL and MTSS. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners. appropriate modifications for students with disabilities in the general education classroom. opportunities for students to support each other in learning; and • use of community resources and services as applicable.		

U.4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)		
U.4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		

U.4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.		
U.4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		
MM.4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.		
MM.4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.		
MM.4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.		
MM.4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.		

MM.4.5 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 demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).		
MM.4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.		
MM.4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that		

lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.		
Additional Comments for TPE 4 (indicate mid-term, final):		

TPE 5 Assessing Student Learning		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Mild Moderate Support Needs Candidates will. . .		
U.5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.		
U.5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		

U.5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		
U.5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.		
U.5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.		
U.5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.		
U.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, and use this information in planning instruction.		
U.5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.		
MM.5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment		

results as appropriate, based on students' needs.		
MM.5.2 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.		

MM.5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.		
MM.5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.		
MM.5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.		
MM.5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also 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, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 6 Developing as a Professional Educator		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Mild Moderate Support Needs Candidates will. . .		
U.6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.		
U.6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.		

U.6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.		
U.6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.		
U.6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.		
U.6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		
U.6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.		
MM.6.1 Demonstrate the ability to coordinate and collaborate effectively with		

paraprofessionals and other adults in the classroom.		
MM.6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.		
MM.6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.		
MM.6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.		

MM.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.		
MM.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 and 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.		

Additional Comments for TPE 5 (indicate mid-term, final):

TPE 7 Effective Literacy Instruction for All Students		
Not Observed - Beginning - Emerging - Applying N/O 1 2 3	Mid Term Score	Final Score
Beginning teachers:		
<ul style="list-style-type: none"> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration. 		
<ul style="list-style-type: none"> Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). 		

<ul style="list-style-type: none"> ● Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs 		
<ul style="list-style-type: none"> ● Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. 		
<ul style="list-style-type: none"> ● Foundational Skills.6 Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, 		

<p>prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>		
<ul style="list-style-type: none"> ● Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research. 		

<ul style="list-style-type: none"> Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging. 		
<ul style="list-style-type: none"> Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. 		
<ul style="list-style-type: none"> Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and 		
<p>digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.⁷</p>		

<ul style="list-style-type: none"> ● Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. 		
<ul style="list-style-type: none"> ● Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines. 		
<p>Additional Comments (indicate mid-term, final):</p>		

Appendix F

Lesson Plan MS, SS, MMSN, ESN

Teacher:	Date:	Subject:
Central Focus:		Grade:
Identify Credential Program: <i>(Highlight Program Title)</i> MS Cred, SS Cred, MMSN, ESN		
Identify Common Core State Standards, CA State Content standards and/or Next Generation Science Standards: <i>(Provide number and full text)</i>		
Content-Specific Learning Goals/Objectives:		
Identify English Language Development (ELD) Standards for ELs and Focus Student 1 (FS1): <i>(Provide number and full text)</i>		
English Language Development (ELD) Goals and Objectives:		
Assessments: <i>(e.g., diagnostic/formative/summative, formal/informal)</i>		
The assessment tools I will be using are. . .		
The evaluative criteria for this lesson are. . .		
Higher Order Thinking Skills (HOTS): <i>(Consider what level of cognitive skill (e.g., analysis, synthesis, evaluation, interpretation, transfer), is needed to complete the tasks in your lesson. Move students towards tasks that will promote original thinking, problem solving, and analysis.)</i>		

Student Assets: (Explain how the lesson plan builds on students' interests and experiences outside of the classroom related to the goals/objectives for the lesson)

Prior Academic Knowledge: (Explain how the lesson plan builds on student's prior academic knowledge related to the content-specific learning goals selected for the lesson (e.g., "Yesterday, we learned about . . .")

Lesson Delivery

Provide a time range estimate for each component

Introduction: (Set/hook, connection of content to previous learning and learning objective, e.g., "Today we will... . Remember that yesterday we learned about . . .")

Anticipat ed Time	Teacher will. . .	Students will. . .

Instruction: (including guided practice, accommodations/modifications/differentiations, and assessment including higher order thinking skills)

Anticip ated Time	Teacher will. . .	Students will. . .

Closure: (Final check for understanding of knowledge and skills built into instruction, and connection to the next lesson, e.g., "Tomorrow we will...)

Language Demands of the lesson: (What vocabulary will students be using? Include **content-specific vocabulary and grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions**, e.g., vocab like photosynthesis in biology or the structure of a mathematical equation in algebra)

Examples of oral (e.g., saying the syllables in Haiku), written (e.g., $a+b=c$ in math, a timeline in history, a complete sentence), auditory (e.g., listening to plot in a read	Students will. . .	Teachers will. . .
---	---------------------------	---------------------------

aloud), and visual language (e.g., making a model of the plants)		
Reading (oral and auditory)		
Writing (written, visual language)		
Speaking (oral)		
Listening (auditory)		

Instructional Strategies for all students

Scaffolding (for all students)
*Progressive levels of temporary support for all learners
 These supportive strategies are ultimately removed once students reach independence*

b) Differentiations (for English Learners, early finishers)
*Provides different students with different avenues to learning often within the same classroom or group setting
 Supports acquiring content processing/constructing/making sense of ideas, developing teaching materials, and assessment measures*

c) Adaptations (for students with IEPs/504s)
*Adaptations that allow students full access to a given lesson and include accommodations and modifications
 Accommodation: Service or support related to a student's disability that allows the student to fully access a given subject matter and to accurately demonstrate knowledge without requiring a fundamental alteration to the standard or expectation of the assignment or test.
 Services or support related to a student's disability in order to help a student access the subject matter and demonstrate knowledge, but in this case the services and supports do fundamentally alter the standard or expectation of the assignment or test.*

Appendix G

Alternative ESN Lesson Plan Cal TPA

Extensive Support Needs (ESN)

Step 1: Plan—Part B: Sample Lesson Plan Template

Directions: If you do not have access to a school or district lesson plan format, consider using the sample lesson plan template to establish content-specific learning goal(s) and ELD goal(s) and develop one lesson plan.

Lesson Overview

Title of lesson []

Subject []

Grade level []

Time frame []

California Content Standards and/or Curriculum Frameworks (grade level) []

Content Standards and Curriculum Frameworks

You must use current grade-level California Content Standards and/or Curriculum Frameworks and current California English Language Development (ELD) Standards, if appropriate.

Candidates placed in transitional kindergarten classrooms should use the California State Content Kindergarten Standards for ELA/Literacy or Mathematics and/or the Transitional Kindergarten Implementation Guide. Do not use the California Preschool Learning Foundations. TK is considered K–12.

Candidates placed in an Adult Transition Program (ATP) should use the California State Higher Mathematics Standards (e.g., Algebra I/Algebra II, Geometry). Candidates can also use the

Standards for Mathematical Practice. ATP is considered high school as students have not exited the K–12 system.

Candidates placed in an Adult Transition Program (ATP) should use the California Common Core State Standards for English Language Arts and Literacy for grades 11 through 12. ATP is considered high school as students have not exited the K–12 system.

Be sure to write out the content and ELD standards and not refer to only the content or ELD standard number.

Content-specific learning goal(s) (specify literacy or mathematics) []

California ELD Standards []

Citing ELD Standards

English Language Development Standards should be cited from Chapter 3 of the current California English Language Development Standards publication. You are not required to include students' developmental level in your citations.

The citation should include the following information: The part number (I, II, or III), the letter and name of the heading, and the standard number. The standard can be copied and pasted into your submission directly.

Example citation from third-grade ELD Standards:

“Part I: Interacting in Meaningful Ways, (C) Productive, (11) Supporting own opinions and evaluating others’ opinions in speaking and writing.”

Example learning goal based on third-grade ELD Standard:

“Students will be able to support at least one of their own opinions and evaluate a friend’s opinion as they discuss ‘The Three Little Pigs’ in small groups.

“Students will write about at least one of their own opinions of one character from the story in a short paragraph.”

ELD learning goal(s) to support English learners in the lesson []

Content of Lesson

Where and how does the lesson connect to prior content learning?

[]

Based on student assets, what do you expect students to deeply understand about the lesson? What do you expect students to retain after the lesson and use in future learning?

[]

What misunderstandings or misconceptions do you expect students might have from the lesson?

[]

How does the lesson tie into the functional and/or life skills of the student(s), if applicable?

[]

What knowledge, skills, and abilities (higher-order thinking and academic language development) do you expect students to have after engaging in the lesson?

[]

Assessment/Checking for Understanding

What essential questions will you ask to determine if students are not meeting, meeting, or exceeding the learning goal(s) of the lesson?

[]

What will students do to demonstrate achievement of content during the lesson?

[]

How will you know that content-specific goal(s) are being met?

[]

How will you know that ELD goal(s) are being met?

[]

Structured Student Learning Activities

Based on student assets, what activities will the students be involved in during the lesson to support, engage, and challenge their achievement of the learning goal(s)?

[]

Based on student assets, what activities will FS1 and other English learners be involved in during the lesson to support, engage, and challenge their achievement of the ELD goal(s)?

[]

How will you group students and manage group work (whole class, small group, pairs, or individual) to support student learning?

[]

How will you engage students in age and or developmentally appropriate higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer/generalization) activities?

[]

How will you facilitate and/or collaborate with instructional support personnel when planning for the lesson to provide additional access for students?

[]

Instruction to Support Learning

What instructional strategies and/or adaptations (accommodations and/or modifications) will support student learning during or outside of¹ the lesson?

[]

What resources, materials, assistive technology, and/or educational technology will you use to teach the lesson?

[]

What communication-rich environments will you create to support communication and social engagement within the context of age-appropriate, functional, and meaningful activities as related to students with extensive support needs?

[]

How will you facilitate instructional support personnel to provide additional support and/or access to students during the lesson?

¹ Describe any additional supports that you provide to FS3 that occur outside of the lesson being taught in Cycle 1.

Appendix H

NOTRE DAME DE NAMUR UNIVERSITY

School of Education

2023-2024 MIDTERM PROGRESS REPORT

To be shared with Seminar Instructor and Master Teacher/Mentor

Student Teacher/Intern: _____ Fieldwork Semester: 1 or 2

School/Assignment _____ Credential: MMSN or ESN

Master Teacher/Liaison: _____

University Supervisor: _____

COMMENTS from University Supervisor:

_____ Student Teacher/Intern is making adequate progress. Continued acceptable performance is critical to passing seminar class and receiving credit for the semester. Please refer to Growth Plan and TPE document.

_____ Student Teacher/Intern needs to demonstrate improvements in the following areas in order to receive a passing grade at the end of the semester. Please refer to Growth Plan and TPE documents for specifics. The following are the most critical areas of concern, but not necessarily the only areas to be addressed. Please acknowledge receipt of this progress report by signing below and returning to your NDNU Supervisor.

Recommended midterm grade for Fieldwork: _____

Signature of Supervisor/Date _____

Signature of Student Teacher/Intern/Date _____
(when required)

Appendix I

NOTRE DAME DE NAMUR UNIVERISTY

School of Education

2023-2024 SUPERVISOR'S SUMMARY EVALUATION of Student Teaching or Internship Experience

Name: _____ Date: _____

School: _____ District: _____

Student Teacher or Intern Credential: MMSN or ESN Fieldwork Semester: 1 or 2

Master Teacher or Mentor: _____

Supervisor's summary comments regarding the credential candidate:

_____ is showing evidence of the knowledge, skills and abilities established in the Teaching Performance Expectations, however more is needed to become a successful 1st year teacher/intern.

_____ has shown *sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; and is ready to assume the role of a 1st year teacher/intern.*

Recommended final semester grade for student teaching/internship: _____

Supervisor's Name (print)

Supervisor's Signature

Recommended midterm grade for Fieldwork: _____

Signature of Supervisor/Date _____

Signature of Student Teacher/Intern/Date _____
(when required)

Appendix J

Notre Dame de Namur University
School of Education

2024-2025 NDNU Education Specialist Growth Plan Based on TPE/PBC Conference

Candidate's Name _____ Intern or Student Teacher
Date: _____

Credential: MMSN or ESN Mid-Term or End of Term
Semester of Fieldwork: 1 or 2

Site Supervisor, if applicable:
Mentor or Cooperating Teacher:

NDNU Supervisor:
Site & Program:

Areas still requiring observation (optional):
TPE:
TPE:
TPE:

Pick the most important areas for the intern or student teacher to work on and write a goal (two to four goals are recommended).

1. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

2. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

Candidate's Signature _____

Appendix K



School of Education ♦ Field Supervisor Observation Form

Name						
Date						
Class/Period						
Observation #	1	2	3	4	5	6
Instructional Planning <i>Lesson planning: e.g., factors that influence planning and teaching, learning objectives, instructional materials, assessment opportunities</i>						
Instructional Presentation (e.g., engagement of learners) <i>Organization-progression of tasks, relationship of objectives/tasks to student's knowledge/needs, specific strategies-opportunities to intellectually engage in tasks, content accuracy</i>						
Management of Student Behavior and Instructional Time <i>e.g., specific planned strategies, forms of support for varied needs</i>						
Accommodations to Different Learning Needs <i>e.g., specific planned strategies, forms of support for varied needs</i>						
Assessment of Student Learning <i>e.g., assessments match content-specific learning goals and ELD goals, monitoring strategies, assessment product or process to measure proficiency [productive/receptive modalities]</i>						
Commendations						
Recommendations						
Supervisor Signature (digital)						
Supervisor Name						
Candidate Signature (digital)						

Candidate Name	
----------------	--

Appendix L

Notre Dame de Namur Intern Support and Supervision Record

Semester: _____ Year: _____

Intern Teacher: _____

District/School: _____

NDNU Supervisor: _____

District Support Provider: _____

Please submit no later than the last student teaching seminar of each month to seminar instructor

The California Commission on Teacher Credentialing requires that interns receive a minimum of **144 hours of support and supervision** per school year (**72 hours per semester**), “including coaching, mentoring and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum and development of effective teaching methodologies. In addition, interns who do not have an English Language Authorization are required to receive **an additional 45 hours of support (23 hours per semester)** by a supervisor or mentor with a valid English Learner authorization. (CTC Program Sponsor Alert 13-06 and 14-04)

NOTE: A minimum of five hours of support/mentoring and supervision should be provided to the intern teacher every 5 instructional days.

Date	Activity Code	Total Duration (hrs./min.)	* EL specific (hrs./min.)	Description/Comments <i>If activity code is (24) "other" include a description of activity</i>
		Total Duration	Total EL Specific	

Intern Teacher Signature

Date

NDNU or District-employed Supervisor Signature

Date

List of Codes and Activities that Satisfy CTC Support and Supervision Requirements

Activity Code	Potential Support & Supervision Activities Most Likely to be provided through the Intern's Employ
1	Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
2	Grade Level or Department Meetings related to curriculum, planning, and/or instruction
3	New Teacher Orientation
4	Coaching (not evaluation) from Administrator
5	Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
6	Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
7	Release time for participation in district group/regional group (ELAC, Council for Exceptional Children)*
8	Review/discuss test results with colleagues (CELDT and standardized tests)*

Activity Code	Potential Support & Supervision Activities <u>Most Likely</u> to be provided through the Intern's CTC Approved Prep Program
9	Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) offered in person, or via the web-enabled video*
10	Conference/webinar or other video conferencing media*
11	Peer/Faculty Support (example: discussion debriefing teaching day at start of each class)

Activity Code	Potential Support & Supervision Activities Provided by <u>Either or Both</u> the Intern's Employer and CTC Approved Prep Program
12	Classroom Observations and Coaching*
13	Demonstration Lessons and/or Co-teaching activities with mentor, coach, or program supervisor*
14	Intern Observation of other teachers and classrooms*
15	Email, Phone (voice, text), and/or video conferencing support related to observation, problem-solving, planning, curriculum and/or instruction*
16	Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and support person(s)
17	Watching and discussing teaching videos with support person (s)*
18	Interactive Journal (Support/ Supervisor and Intern)
19	Phone/Email Support Hotline*
20	Observe SDAIE/ELD lessons online or in person*
21	Weekly planning or review of plans with EL Authorized Credential Holder*
22	Editing work-related writing (letters to parents, announcements, etc.) *
23	Professional Literature/Research discussion groups facilitated by appropriately credentialed support person or

	program supervisor*
24	Other: (Please include description of activity)

***Support Activities can also be used towards the 45-hour EL Support & Supervision Requirement.**

Appendix M



Individualized Development Plan

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

Candidate Name:	Credential Received: Multiple Subject <input type="checkbox"/>
University Supervisor:	Single Subject <input type="checkbox"/> SS Content area(s):
District- Employed Support Provider:	Special M/M <input type="checkbox"/> M/S <input type="checkbox"/> Education

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 are your goals as a beginning teacher? What Professional Learning Opportunities would you like to receive within each area as you enter your teaching career and Induction Program?
TPE 1 (CSTP 1) Engaging and Supporting All Students in Learning	
TPE 2 (CSTP 2) Creating and Maintaining Effective Environments 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	
TPE 7 Effective Literacy Instruction for All Students	

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 first semester of student/intern teaching and then making final revisions at the conclusion of the second semester student/intern teaching placement. A copy of the final document should be submitted by the University Supervisor along with the Evaluation of Student/Intern Teacher Effectiveness to placer in the candidate's file. The candidate should retain a copy to submit to his/her Induction Program Support Provider.

Candidate Signature/Date
Signature/Date

University Supervisor Signature/Date

District Employed Supervisor

