

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Notre Dame de Namur University	Program	PRELIMINARY EDUCATION SPECIALIST: MMSN, ESN
Date of Review	January 2024		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (150 words or less) is allowable, but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	3,6
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	Reviewers do not see evidence of a range of service delivery options, interfacing with other providers and service personnel, and collaboration with families.	Through guest presenters and course assignments, faculty provided a range of options for candidates to engage with a range of delivery options as well as meet and interact with other providers and service personnel. Guest speakers include teachers, district and county personnel who present on a range of topics from Augmentative and Alternative Communication (AAC) to collaboration and team teaching to managing CALPADS data to the science of reading with a focus on special

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		<p>education students to SELPA policies to the use of AI by teachers and students to create a supportive academic success. Course assignments include observing and interviewing a range of stakeholders from TK-22 students to families to county office of education, district, and school personnel as well as attending local school board meetings. Candidates also engage in working directly with students through tutoring and field experience in schools as well as with community partners such as Ayudando Latinos A Soñar (ALAS) which serves the farmworkers and Latino community in Half Moon Bay. NDNU candidates have been tutoring students year-round with ALAS for over 10 years,</p> <p>The COVID years expanded how our program interfaces with other providers and service personnel as we learned to expand beyond our immediate area to include workshop providers and guest speakers beyond in-person to include zoom and other media venues [YouTube, TED Talks, video modules]. Through use of the media, our candidates have been able to hear from nationally known speakers on issues such as trauma and its impact on development [Nadine Burke Harris] and the science of reading [David Kilpatrick]. They engage in modules and videos from a wide range of sources including National Center on Deafblindness; AFIRM - Autism Focused Intervention Resources & Modules.</p>

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		<p>NDNU faculty current or former teachers with years of experience and expertise in the content areas they teach. Faculty who are former teachers are currently, in addition to teaching at NDNU, active consultants in the area of special education with districts, agencies, and corporations. The current instructor for the Special Education Technology course oversees a district technology program with a focus on assistive technology providing our candidates with the opportunity to engage in the most up to date uses of technology to support their students. In addition, the School of Education has developed a policy for the use of artificial intelligence which, based on a survey of stakeholders, sets out how to include the use of AI across the curriculum so our candidates understand the ethics of the implementation and use of AI in their classrooms.</p>
<p>Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)</p>	<p>Reviewers were not able to complete the review of the matrices. Across TPEs, there are numerous links, but many of these go to topics on the syllabi that do not directly align with the TPE element being assessed. It is unclear, especially for items being practiced or assessed, exactly what the activity or assignment is that students are expected to do to show practice or mastery of the TPE. It would be helpful to have fewer I,P, and As per TPE element-focus on quality/ alignment rather than quantity. Instruction in the Program Review Submission Instructions, the guidance is as follows: “These notations may occur under more than one course</p>	<p>The matrices for both programs have been reviewed, edited and re-hyperlinked.</p> <p>Please note the information provided at the beginning of each matrix titled: Assessment of TPES during Student/Intern Teaching Fieldwork Placements. Candidates are assessed/evaluated using the Evaluation of Teaching Effectiveness form which includes the same list of TPEs as found in the matrix below. At mid-term and end of each semester the candidate, university supervisor and cooperating teaching/intern support provider meet in a 3-way conference to review each TPE and determine if it is not</p>

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	<p>heading but programs should identify the four best example(s) for each I, P, and A. Each notation must be linked to a specific place in the syllabus for the course that demonstrates that this is occurring. Use of highlighting or other notations is helpful to clearly draw reviewers to the evidence you wish them to see.” In addition, evidence of assessment of TPEs should not depend on CalTPA support/ templates but be evident in other courses as well.</p>	<p>observed or observed at the Beginning, Emerging or Applying level. Candidates are expected, by the end of their final semester, to reach the stage of Applying the majority of the TPEs with the remainder identified as Emerging.</p> <p>After much discussion, faculty decided that a link to this form would be provided at the top of each credential program matrix so this evaluation form could be reviewed as a whole rather than linking every TPE in the matrix to the matching TPE on the evaluation form.</p> <p>Thus, for every student/intern teaching seminar [EDU 4230/EDU 4231 this matrix], a PA is listed the brings the reviewer back to the link for this form at the beginning of the matrix.</p> <p>There are occasions when the student/intern teaching seminar instructor felt there was a discussions or assignment in the seminar that also should be listed as a P or PA or A. Thus, there may occasionally be additional P, PA or A listed in the student/intern teaching seminar columns.</p>
<p>Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting the Education Specialist Credential Requirements</p>	<p>Reviewers did not see evidence that candidates have accessible information to guide them through meeting all requirements.</p>	<p>Information setting all the requirements a candidate must meet in order to complete the program and be recommended for a preliminary Education Specialist credential begins during recruitment of applicants. Information meetings include the list of requirements, both CTC and NDNU, a candidate must meet and a timeline for meeting theses as a candidate moves</p>

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		<p>through the program. All applicants must complete a 1:1 interview with the program director. During the interview the program director shares a copy of the Program Plan [see copies in Program Plan file] and “walks” the candidate through the plan, describing the CTC and program requirements, when these must be met, gives a short summary of each of the courses, and, based on the applicant’s personal information, blocks out a couple of ways the individual might organize their movement through the program [for example full-time versus part-time].</p> <p>Once an applicant is admitted, tracking their progress from the start of the program through recommendation for the credential is a personalized 1:1 process. The newly admitted candidate meets with the program director to complete their Program Plan. The candidates retain a copy and the program director keeps a copy. The candidates uploads a copy of their Program Plan in their Canvas file.</p> <p>The Canvas file is where all candidate documents are stored from the point of admission including their admission file, documents required by the CTC and NDNU, observation forms and evaluation forms. In addition to the candidate and the program director, the credential analyst, credential data analyst and placement coordinators have access to the candidate’s file.</p>

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		<p>Candidates meet with their program director at mid-term, to review their progress, update their Program Plan to identify what requirements have been met [documents uploaded into the Canvas file, documents still outstanding, courses completed, etc.] and confirm which courses the candidate will enroll in for the next semester. The program director will arrange additional meetings with candidates when concerns about their progress is shared by instructors, university supervisors, staff, and district personnel. program directors also meet with candidates who request additional meetings due to concerns and personal needs.</p> <p>At the point in the program where it becomes clear the candidate will be eligible to enroll in student teaching the next semester, in addition to the program director, the candidates is contacted by the placement coordinator to begin to plan his/her clinical placement. As part of these meetings, the placement coordinator also reviews the candidate's canvas file to confirm as well as academic record to verify the candidate will be eligible to student teach. The placement coordinator, based on input from the candidate, identifies and arranges student teaching placements with local districts. The placement coordinator ensures a current MOU is in place, verifies the cooperating teacher meets the qualifications for that role, and provides both the cooperating teaching, university supervisor assigned to</p>

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		<p>the candidate and the candidates with placement information.</p> <p>All candidates entering their first semester of student teaching must attend a 4-day Orientation [Agenda provided in file]. During this orientation, candidates meet with their university supervisor, and they begin to plan out the 6 observations for the coming semester and review the expectations as outlines in the Program Handbook [Handbook provided].</p> <p>Candidate progress through the two semesters of clinical placement is track by the program pirector, the student/intern teaching seminar instructor, the university supervisor and the placement coordinator. Candidates continue to meet with the program director at mid-term and end of the semester to track their progress and update their Program Plan.</p> <p>During the final semester of student teaching, the credential analyst meets with candidates in their seminar to outline the process for being recommended for their credential. They also set up 1:1 meeting with the credential analyst beginning mid-semester to review their files and begin the application process.</p> <p>At the conclusion of their final semester, after grads are posted and all requirements have been met including passage of the CalTPA and passing RICA scores, the</p>

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		<p>credential analyst meets with candidates to finalize the recommendation process.</p> <p>Interns: The process for interns is identical except for the point in the program in which the candidate indicates an interest in seeking a position as an intern teacher in a local district. The process is outlines in the Program Handbook and requires the following: The 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. Candidates must find identify and apply for a paid position. In addition to a job offer, the district and candidate must complete and Intern Authorization form (Appendix C in Handbook) indicting the intern is not replacing a certificated teaching, that the local bargaining unit agrees to the possibility of intern teachers in the district, provides specific information about the job and placement, who will be evaluating the intern, and the name, contact information, and qualifications of the district employed intern support provider. The job offer and authorization must be submitted to the credential analyst prior to the application for an intern credential being submitted to the CTC.</p>

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		<p>Interns enroll in the same Student/Intern Teaching seminar and credential courses as student teachers and attend the 4-day Orientation.</p>
<p>Standard 5: Assessment of Candidate Competency</p>	<p>Reviewers did not see evidence that:</p> <ul style="list-style-type: none"> - Faculty is knowledgeable regarding TPA implementation - - - - - - - - - Candidates are placed in districts where video permission is feasible (evident for interns, not unpaid student teaching) 	<p>NDNU Education Specialist faculty attend multiple meetings, both at the state level and at NDNU about the implementation of the TPA for Education Specialist candidates from the time it was announced. Since the NDNU program organization combines General Education and Special Education candidates in multiple courses, faculty from both programs participate together in the ongoing review of TPA data and updating of the TPA process and materials.</p> <p>The TPA Director has been compiling TPA scores monthly, providing faculty and staff with ongoing insights into trends and patterns. Additionally, a comprehensive data presentation is shared annually at the School of Education (SOE) Retreat in May. At our recent May 2024 retreat, for example, the TPA Director presented and discussed the following reports: 1) 2023-24 May CalTPA Cycle 1 Scores 2) 2023-24 May CalTPA Cycle 2 Scores 3) CALTPA SUPPORT SURVEY STUDENT RESPONSES. These reports prompted lively discussions among attendees, leading to a more nuanced understanding of the data and its implications. This, in turn, informed a formative assessment approach, where faculty utilized the data to refine their course assignments and focus, driving instructional improvements.</p>

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		<p>Building on the practice of SOE faculty using CalTPA data as formative assessment for their course content and pedagogy, we aim to further integrate data-driven instruction into our programs. By doing so, we seek to enhance the alignment of our courses with state teaching standards, improve student teacher readiness, and ultimately, strengthen the impact of our graduates in the field. For example, in August-September 2023 after the data presented on its May 2023 retreat, SOE Program Directors and Placement Coordinators conducted a survey among faculty to identify which steps (1-4) for each cycle were demonstrated in their respective courses. The results were compiled into a comprehensive spreadsheet, shared with all SOE faculty and staff, providing a clear overview of how each step is addressed throughout the course sequence. Also from the May 2023 retreat data.</p> <p>In another example, following the May 2023 retreat, seminar instructors for EDU 4342, 4345, 4442, and 4445 implemented a key change by separating CalTPA coaching from other seminar components. This led to the creation of new "CalTPA Support Classes": EDU 4350, 4351, 4450, and 4451. Building on this success, additional support classes were developed to cater to specific needs, including: - EDU 4260 and 4261 for Ed Specialist teacher candidates - EDU 4560 and 4561 for teachers not enrolled as full-time NDNU students and who require CalTPA support to meet the CTC requirement These targeted classes aim to provide</p>

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		<p>tailored guidance and enhance CalTPA readiness for diverse student cohorts. The introduction of the new CalTPA Support Classes has yielded a positive impact on our teacher candidates for the 2023-24 academic year, as evidenced by our survey results. Notably, candidates who transferred from Holy Names University (HNU) after its closure benefited significantly from this change. According to our student survey, these transfer students expressed appreciation for the targeted support. Moreover, we are pleased to report that all HNU transfer students successfully submitted and passed the CalTPA as recently as July 2024, a testament to the effectiveness of our revised approach.</p> <p>This year's announcement of RICA sunseting and integration into Cycle 2 with a Literacy focus, and Cycle 1 with a Math focus, marks a significant shift from the current CalTPA model operational in 2018. Previously, individual teacher education programs could choose whether to prioritize Literacy or Math in Cycles 1 and 2. NDNU opted to guide multiple subject teacher candidates with Cycle 1 focusing on Literacy and Cycle 2 on Math. This new change presents an opportunity to revise course sequencing, embed more effective assignments and lessons, and emphasize various CalTPA and LPA components, as seen in this working draft.</p> <p>The CalTPA Handbook is provided in the Handbook file. All handbooks now link each Table of Content entry with</p>

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		<p>the location (text) in the handbook where that information can be found.</p> <p>Video permission: We have reviewed and search for the term “video permission” in both Intern and unpaid student teacher MOUs as well as the previous and current CalTPA Handbook. We have reviewed what was shared in the original response – check both links and reading through the documents as well as the permission letters. No where can we find any statement that indicates “Candidates are placed in districts where video permission is feasible” [we searched the phrase too] regardless of whether they are interns or unpaid student teachers. All the districts and schools where we have MOUs and where interns and unpaid student teachers are placed understand the TPA requirements which include videotaping credential candidates teaching. This is also information provided to cooperating teachers [unpaid student teacher district employed supervisors] and district intern support providers both during an orientation held for these individuals as well as through their initial meetings with assigned university supervisors.</p> <p>If the reviewers would direct us to the exact location where this wording was found, we will certainly correct it.</p>

