

Notre Dame de Namur University
School of Education
Response to Preliminary Education Specialist Intern Program Preconditions
Date: March 15, 2023
 Revision submitted: August 28, 2023
 Revision resubmitted: March 5, 2024

Precondition	NDNU Response
<p>(1) Bachelor's Degree Requirement.</p> <p>Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.</p> <p><i>Reference: Education Code Sections 44325, 44326, 44453.</i></p>	<p>Candidates for an intern credential must submit the same application materials as any applicant for the Education Specialist credential program, including official transcripts from a regionally accredited institution of higher education evidencing a baccalaureate or higher degree to be admitted to the program.</p> <p>Artifacts and Evidence</p> <p>NDNU Admissions website: https://www.ndnu.edu/admissions/admissions-requirements/</p> <p>NDNU Catalog https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf Insert link to page 16 and page 44</p>
<p>(2) Demonstration of Subject Matter Competence.</p> <p>(a) Each Education Specialist Intern must demonstrate subject matter competence prior to being recommended for the intern credential though one of the following methods:</p> <ol style="list-style-type: none"> (1) Completion of a subject matter program approved by the Commission on the basis of standards of program quality 	<p>Intern candidates for the Education Specialist credential program must demonstrate subject matter competency prior to being recommend for the intern credential.</p> <p>The websites for the Education Specialist Credential provide the follow statement under Admissions Requirements:</p> <p>“Verification of meeting California subject matter requirement or registration for CEST test.”</p> <p>Each applicant must be interviewed by a Program Director before an admissions decision is made. Applicants who admitted without the subject matter competency requirement will be asked to immediately submit their transcripts to the Credential Analyst for review within 60 days of admission. The Credential Analyst will do an initial review. Newly admitted candidates will receive a letter indicating their status: requirement has been met; portions of the requirement met; requirement has not been met. The letter will include information</p>

<p>and effectiveness. <i>Reference: Education Code 44259 (b)(5)(A)(i).</i></p> <p>2. (2) Passage of a Commission-approved subject matter examination. <i>Reference: Education Code 44259 (b)(5)(A)(ii).</i></p> <p>3. (3) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. <i>Reference: Education Code 44259 (b)(5)(A)(iii).</i>¹</p>	<p>about how to proceed to fully meet subject matter competency. This information is shared with Program Directors.</p> <p>At the point of admission, each candidate meets with the Program Director for their credential program to develop a Program Plan. Program Director reviews with candidates who indicate an interest in pursuing an Intern Credential the requirements for being eligible for this credential. For candidates who have not met the subject matter competency requirements through one of the 5 methods indicted by the CTC, the Program Director uses their Program Plan to help them develop a plan/timeline for completing this requirement. On completion of this requirement, candidates must upload verification of meeting subject matter competency to their CTC Required Documents file.</p> <p>Requirements for subject matter competency prior to being eligible for an intern credential are also reviewed at New Student Orientation.</p> <p>Artifacts and Evidence</p> <p>Education Specialist/MA Special Education website: https://www.ndnu.edu/school-of-education/mase/</p> <p>SPED Program MMSN Plan</p> <p>SPED Program MMSN Plan Requirements for an Intern Credential</p> <p>SPED Program ESN Plan</p> <p>SPED Program ESN Plan Requirements for an Intern Credential</p> <p>New Student Orientation Agenda</p>
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<p>4. (4) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.¹</p> <p>5. (5) Demonstration that the candidate, through a combination of the methods described in 1, 2, or 3 above, has met or exceeded each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44265.¹</p>	
<p>(3) Pre-Service Requirement.</p> <p>Each Education Specialist Intern program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:</p> <ul style="list-style-type: none"> foundational preparation in pedagogy including classroom management and planning, 	<p>All Education Specialist Intern candidates must complete a minimum 120-hour pre-service component through specific coursework. The faculty of the Education Specialist Credential Programs would prefer that candidates complete these courses and the first semester of student teaching under the mentorship of a classroom teacher prior to becoming an intern teacher in their second and final semester of student/intern teaching. However, the increasing shortage of credentialed Special Education teachers has resulted in the majority of applicants coming to the program already hired on a Provisional Intern Permit (PIP) or a Short-Term Staff Permit (STSP). Those not on these permits are long-term substitute teachers, credentialed General Education teachers, and school aides coming to obtain their Education Specialist credential. As such, the faculty believes it is important to provide courses that support them in their current positions.</p>

<ul style="list-style-type: none"> • Reading/language arts, • specialty specific pedagogy, • human development, and • teaching English Learners. 	<p>Currently, Education Specialist candidates are required to complete the following courses as well as a review with their Program Director prior to being recommended for an intern credential. Candidates also complete an Orientation Week prior to the start of their first semester as an Intern teacher.</p> <p>Artifacts and Evidence</p> <p>Catalog and Syllabus Course Descriptions</p> <p>EDU 4107 Foundations for Teaching English Learners (3) EDU 4200 Special Education Program Management (3)</p> <p>One of the following depending on credential EDU 4234 Curriculum and Instruction Adaptations: MMSN (3) OR EDU 4237 Curriculum and Instruction Adaptations: ESN (3)</p> <p>Prior to or concurrent with first semester as an intern: EDU 4203 Clinical Assessment (4)</p> <p>Student/Intern Teacher Orientation Week https://docs.google.com/presentation/d/1TpAGoTx3BcWM7GUcGB7iaWk9HVgwrQWBodBIrluMutQ/edit?usp=sharing OR https://docs.google.com/presentation/d/1sRVcqahL9AcLOzKsM-Buh410jg5dz7cO4ARr3csq2oM/edit?usp=sharing</p> <p>Resources: https://docs.google.com/document/d/1VEiozOGZFxvrbKp4PYRFnsoQ8p9AirqUxw40oB62uQ0/edit</p> <p>Artifacts and Evidence</p> <p>Education Specialist Credential Course Catalog and Course Descriptions</p>
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All Education Specialist Intern candidates must complete a minimum 120-hour pre-service component through specific coursework. The 3 required seminars to meet the minimum 120-hour pre-service component are: EDU 4107, EDU 4200, EDU 4234 (MMSN) or EDU 4237 (ESN). Each of those courses is a 3-unit course. At NDNU 1-unit = 45 hours of student contact time which includes time in seminar (typically 3 hours per week for 15 weeks), any required activity with K-12 students (e.g. EDU 4107 requires 20 hours tutoring ELL students] , and time spent on assignments. For just the seminars and tutoring, these 3 courses provide 155 hours pre-service component. If a candidate completes EDU 4203 (4-units) prior to meeting the other requirements for an intern credential, this provides an additional 52.5 hours of seminar time to the pre-service component. The link titled "Course Description" in Artifacts and Evidence provides course descriptions for the 4 courses.

The 120-hours pre-service component is also clearly stated on the program plans Program Directors complete and provide to candidates during regular advising sessions in two ways:

- text (see links under Artifacts and Evidence titled: SPED Program MMSN Plan Requirements for an Intern Credential and SPED Program ESN Plan Requirements for an Intern Credential
- in the list of courses on the Program Plan, the 4 courses meeting the 120 pre-service component are identified by *** (see links below that begin with *** and identify either MMSN or ESN Program Plan

Artifacts and Evidence

Course Descriptions

[EDU 4107 Foundations for Teaching English Learners \(3\)](#)

[EDU 4200 Special Education Program Management \(3\)](#)

One of the following depending on credential

[EDU 4234 Curriculum and Instruction Adaptations: MMSN \(3\)](#)

OR

[EDU 4237 Curriculum and Instruction Adaptations: ESN \(3\)](#)

Prior to or concurrent with first semester as an intern:

[EDU 4203 Clinical Assessment \(4\)](#)

	<p>SPED Program MMSN Plan Requirements for an Intern Credential</p> <p>**notation indicating courses, in program plan, to meet 120-hour requirement MMSN</p> <p>SPED Program ESN Plan Requirements for an Intern Credential</p> <p>**notation indicating courses, in program plan, to meet 120-hour requirement ESN</p>
<p>(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:</p> <ol style="list-style-type: none"> 1. (a) Provisions for an annual evaluation of the intern. 2. (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching. 3. (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities. 	<p>The employing district, in consultation with the CTC approved teacher preparation program, develops and implements a Professional Development Plan for each intern, consisting of the following:</p> <ul style="list-style-type: none"> • Annual evaluation of the intern: At NDNU Interns are evaluated twice during each semester (Mid-term and Final) of intern teaching using the Evaluation of Teacher Effectiveness form. This form is reviewed in the student/intern teaching seminars and during student/intern Orientation week. At the mid-term point of the semester, the candidate, District Employed Supervisor and University Supervisor hold a 3-way conference to review and discuss the candidate's performance on the Teaching Performance Expectations. The candidate then can use the evaluation to identify areas of focus/goals for the remainder of the semester. A final 3-way conference is held at the end of the semester to review the candidate's progress. If the candidate is moving on to complete a second semester of intern teaching, the final review is used to plan focus areas/goals for the next semester. If the intern is completing their final semester in the program, the view is used to complete the Transition to Induction form. <p>Artifacts and Evidence</p> <p>Evaluation of Student/Intern Effectiveness Plan (MMSN)</p> <p>Evaluation of Student/Intern Effectiveness Plan (ESN)</p> <p>NDNU Transition to Induction form</p> <ul style="list-style-type: none"> • The description of courses completed by the intern and a plan for completion of preservice and other clinical training are found in the Program Plan completed by the candidate and Program Director. <p>Artifacts and Evidence</p>

<p>4. (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.</p>	<p>SPED Program MMSN Plan</p> <p>SPED Program ESN Plan</p> <ul style="list-style-type: none"> NDNU interns teaching in kindergarten or grades 1 to 6 inclusive, who have not previously completed EDU 4100 Psychological and Developmental Foundations will enroll in that course. All Educational Specialist candidates (MMSN & ESN) will, prior to their first semester as an intern, have completed EDU 4107 Foundations for Teaching English Learners and EDU 4200 Special Education Program management which provides instruction in the etiology and methods of teaching children with mild and moderate disabilities as well as extensive support needs. Intern candidates for the MMSN credential will have completed EDU 4234 Curriculum and Instruction Adaptations: MMSN. Intern candidates for the ESN credential will have completed EDU 4237 Curriculum and Instruction Adaptations: ESN <p>Artifacts and Evidence</p> <p>EDU 4100 Psychological and Developmental Foundations Catalog and Course Description</p> <p>EDU 4200 Special Education Program Management Catalog and Course Description</p> <ul style="list-style-type: none"> NDNU does not offer a bilingual credential program. <p>1(a) Professional Development Plan (PDP) The Program Plan used to advise candidates from the point of admission to the completion of the program, serves as the NDNU PDP. The Program Director uses the Program Plan, in meetings with each candidate during each semester and in reviewing candidate progress at monthly university supervisor meetings.</p> <p>1(a): University Supervisors, in a 3-way conference with the intern and the district-employed supervisor, completes the Evaluation of Student/Intern Effectiveness Plan at mid-term and end of semester with each intern during each semester the candidate is in the program. This includes candidates who continues on an intern credential into its second year. The Effectiveness Plan at the end of the academic year serves as the annual evaluation. The intern receives a copy of their Effectiveness Plans each time they are completed. A copy is also uploaded into the candidate's file on Canvas that contains all the candidate's official and required documents from the time of admission to program completion.</p>
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	<p>2(b) Interns at NDNU complete the same courses as candidates who are not interns. Course names are provided in the credential specific program plans. Course descriptions are available in the University catalog and as part of each course syllabus. The Program Plan is used by the Program Advisor and candidate to plan completion of courses as well as the other requirements. When requirements are completed, that is noted on the program plan. The Pre-service courses are identified on the Program Plan by *** so the Program Advisor can track that a candidate has completed the 120-hours pre-service component prior to seeking an intern job. A section on the Program Plan listing non-course requirements allows the candidate and Program Advisor to record the completion of those requirements which are also required to apply for an intern credential.</p> <p>3(c) The Program Advisor will confirm if a NDNU interns teaching in kindergarten or grades 1 to 6 inclusive has or has not completed EDU 4100 Psychological and Developmental Foundations. If a candidate has not completed the course s/he will be required to take the course during her/his first semester of intern teaching. All Educational Specialist candidates (MMSN & ESN) will, prior to their first semester as an intern, have completed EDU 4107 Foundations for Teaching English Learners and EDU 4200 Special Education Program Management which provides instruction in the etiology and methods of teaching children with mild and moderate disabilities as well as extensive support needs. Intern candidates for the MMSN credential will have completed EDU 4234 Curriculum and Instruction Adaptations: MMSN. Intern candidates for the ESN credential will have completed EDU 4237 Curriculum and Instruction Adaptations: ESN. The completion of these courses will be confirmed during an advising meeting with the candidate, by checking the candidate's transcripts and noted on the candidates Program Plan by the Program Advisor.</p> <p>4 (d) "Teaching children in bilingual classrooms: NDNU does not offer a bilingual credential program. All candidates complete EDU 4107 Foundations for Teaching English Learners as a required course for the 120-hours preservice component. This includes a required for 20 hours of tutoring ELL students. It does not qualify to allow candidates to teach in bilingual classrooms.</p> <p>4(d) "etiology and methods of teaching children with mild and moderate disabilities": Assuming this applies to all children, not those in bilingual classrooms, as noted in 3 (c) EDU 4200 Special Education Program Management which provides instruction in the etiology and methods of teaching children with mild and moderate disabilities as well as extensive support needs. There are specific curriculum and instruction courses that focus specifically on teaching candidates with either MMSN(EDU 4234) or ESN (EDU 4237)</p>
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	<p>Artifacts and Evidence</p> <p>EDU 4100 Psychological and Developmental Foundations Catalog and Course Description</p> <p>EDU Foundations for Teaching English Learners Catalog and Course Description</p> <p>MMSN Program Plan – non-course requirements</p> <p>MMSN Program Plan – course planning section</p> <p>ESN Program Plan – non-course requirements</p> <p>ESN Program Plan – course planning section</p> <p>EDU 4200 Special Education Program Management (3)</p> <p>EDU 4234 Curriculum and Instruction Adaptations: MMSN (3)</p> <p>EDU 4237 Curriculum and Instruction Adaptations: ESN (3)</p>
<p>(5) Supervision of Interns.</p> <p>1. (a) In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.</p>	<p>NDNU Memorandum of Understand and Agreement with participating school districts provides interns with the following support: 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. To verify this requirement is being met, interns complete an Intern Support and Supervision Record which is submitted monthly during their student/intern teaching seminar. The record is signed by the intern and either the district employed supervisor or the university supervisor.</p> <p>The requirement related to intern salary has been shared with all school districts in as part of the Memorandum of Understanding and Agreement Process. For interns, the District Employed Supervisor is selected by the district based on their policies and procedures setting out the requirements for individuals serving in this position. District Employed Supervisors are paid by their district. NDNU does provide Master Teacher/District Employed Supervisor Orientation and Training at the beginning of the fall and spring</p>

<p>2. (b) University intern programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. <i>Reference: Education Code Section 44462.</i> Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.</p>	<p>semesters. Master Teachers and District Employed Supervisors receive a stipend from NDNU for attending this Orientation/Training. They are also invited to professional development events at NDNU (2022-2023 workshops: STEM Workshop; 2 workshops on implementation of California Dyslexia Guidelines and Literacy TPEs).</p> <p>NDNU University Supervisors are institution employee who have met the program requirements (credential(s) held and training in mentoring/coaching new and beginning teachers) and are paid .5 units per student/intern teacher they supervise as well as mileage at the federal rate to drive to the supervision sites.</p> <p>Artifacts and Evidence</p> <p>NDNU Intern Support and Supervision Record</p> <p>Master Teacher/District Employed Supervisor Orientation/Training Agenda https://docs.google.com/presentation/d/1cFmDI6IP3GG0FDHUX2zLrnSZ2_ONBHZk_8lr_rgReU/edit?usp=sharing</p> <p>Master Teacher/District Employed Supervisor Orientation/Training Feedback Summary https://docs.google.com/presentation/d/1cQICYYXWXI5z2tAX8_bpYWf0KQpBBLkqp0pOedfXZ-U/edit#slide=id.g20629b33532_0_93</p> <p>Sample NDNU Standard Intern District MOU</p> <p>MOU (1) Support and Supervision</p> <p>MOU (2) Intern Salary</p>
<p>(6) Assignment and Authorization.</p> <p>To receive program approval, the participating institution authorizes the candidates in an intern program to assume the functions that are</p>	<p>The NDNU Intern Memorandum of Understanding indicates that candidates with an intern credential are authorized to fulfill the normal paid functions that are authorize by the regular standard credential. At the point a candidate indicates they have been offered a position in a district that requires a CTC internship credential, the Credential Analyst confirms in conversations with the candidates and the District HR administration that the intern's services meet the instructional or service needs of the participating district. The Placement Coordinator also confirms the placement with the district to verify the instructional or service</p>

<p>authorized by the regular standard credential. <i>Reference: Education Code Section 44454.</i> The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). <i>Reference: Education Code Section 44458.</i></p>	<p>needs and to begin the process of identifying a District Employed Supervisor with the appropriate credential and qualifications who will be assigned to the intern.</p> <p>Artifacts and Evidence</p> <p>Sample NDNU Standard Intern District MOU – intern program/services</p> <p>Our MOU was written in collaboration with the San Mateo County Attorney and is used for all districts in San Mateo County. In reviewing the Preconditions we assumed that the following two sections were sufficient to cover this item:</p> <ul style="list-style-type: none"> • University responsibilities • District responsibilities <p>When it was written we had no direction from the CTC that we had to specifically include the exact working for this section in the MOU. The County Attorney agreed to the wording in Item 8 that the link above provides to the reviewer. If the CTC requires all the language in this section, we will have to request, per agreement with the County Attorney, a review and approval of that addition. Be aware that this could take 3-4 months to complete.</p>
<p>(7) Participating Districts.</p> <p>Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. <i>Reference: Education Code Sections 44321 and 44452.</i></p>	<p>The document attached lists the districts with whom NDNU has 2 sets of Memorandum of Understanding (MOU): one to place student teachers (Multiple Subject, Single Subject, and Education Specialist) and one to place interns (Multiple Subject, Single Subject and Education Specialist). The MOUs are typically good for 5 years and only specify the credential areas, not specific subject content areas for Single Subject or specific credential for Education Specialist (MMSN and ESN). As the specific credentials vary by semester, the list does not specify credentials either.</p> <p>Artifacts and Evidence</p> <p>NDNU List of MOUs</p> <p>The list of MOUs covers all our credential program (Multiple Subject, Single Subject, Education Specialist) indicating all districts/schools, public and private, with whom we have agreements to have candidates in clinical experiences. We do not keep a separate list of public school MOUs and private school MOUs. Be assured, we do not place candidates holding intern credentials in private schools. We do however, have a</p>

	<p>number of private school teachers who are completing courses in the Multiple and Single Subject credential programs. They are typically working toward completing requirements for apply directly to the CTC through CL-834, which is not an option for Education Specialist credential. Since they are teaching in private schools, the university requires we have an MOU with them for legal and insurance reasons. Candidates in the Education Specialist credential program can complete course work while teaching in a private school but must quit their job to complete their student or intern teaching in a public school.</p>
<p>(8) Early Program Completion Option. (Not available currently for Education Specialist Interns)²</p> <p>Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:</p> <ol style="list-style-type: none"> 1. (a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following: <ul style="list-style-type: none"> • Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students • Techniques to address learning differences, 	<p>N/A</p>

<p>including working with students with special needs</p> <ul style="list-style-type: none"> • Techniques to address working with English learners to provide access to the curriculum • Reading instruction in accordance with state standards • Assessment of student progress based on the state content and performance standards • Classroom management techniques • Methods of teaching the subject fields <p>2. (b) Pass a Commission-approved teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.</p> <p>3. (c) Pass the Reading Instruction Competence Assessment (RICA)</p> <p>4. (d) Meet the requirements for teacher fitness. An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full intern</p>	
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<p>program. <i>(Reference: Education Code Section 44468).</i></p>	
<p>(9) Length of Validity of the Intern Certificate.</p> <p>Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. <i>Reference: Education Code Section 44325 (b).</i></p>	<p>The Credential Analyst clearly informs Education Specialist Intern Credential candidates that the length of their Intern Credential is 2 years. Candidates are encouraged to download a copy for their personal file as well as uploading it to their NDNU file. Program Directors working with candidates on an intern credential, work with each candidate to plan their program so that the candidates complete all requirements for the preliminary credential within the 2-year limitation of the intern credential.</p> <p>Artifacts and Evidence</p> <p>Sample NDNU Standard Intern District MOU</p> <p>SPED Program MMSN Plan</p> <p>SPED Program MMSN Plan Requirements for an Intern Credential</p> <p>SPED Program ESN Plan</p> <p>SPED Program ESN Plan Requirements for an Intern Credential</p>
<p>(10) Non-Displacement of Certificated Employees.</p> <p>The institution and participating districts must certify that interns do not displace certificated employees in participating districts.</p>	<p>The NDNU Intern Memorandum of Understanding includes a statement of the district acknowledging that interns do not replace certificated employees in their district. Please see link to Item 7 below in Artifacts and Evidence</p> <p>Artifacts and Evidence</p> <p>Sample NDNU Standard Intern District MOU</p> <p>Artifacts and Evidence</p>

	MMSN Program Plan P10 (1) statement ESN Program Plan p10 (1) statement Link to Item 7 in MOU
(11) Justification of Intern Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.	The NDNU Intern Memorandum of Understanding includes a statement of the district acknowledging that the intern is being hired to meet employment shortages. Artifacts and Evidence Sample NDNU Standard Intern District MOU Letters of Support JeffersonUHSD Letter SequoiaUHSD Letter San Mateo UHSD Letter
(12) Bilingual Language Proficiency. Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination prior to recommending for	NDNU does not offer a Bilingual Authorization Program

<p>the intern credential. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. <i>Reference: Education Code Section 44325 (c) (4).</i></p>	
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School of Education
 New Student Orientation
 Fall 2022 Agenda at Gellert Library
 Wednesday, August 24, 2022, 5:00 -7:30 PM
Refreshments provided – Photos for ID's will be taken

5:00	Caryl Hodges, Dean <ul style="list-style-type: none"> Welcome to NDNU!
5:00-6:00	Randall Sessler: Academic Success Center asc@ndnu.edu
	I Chen: Financial Aid finaid@ndnu.edu
	Julie Steward-Bizewski: Business Office businessoffice@ndnu.edu
	Caryl Hodges <ul style="list-style-type: none"> Library https://library.ndnu.edu/home Email - Library@ndnu.edu Librarians - Hai Huynh hhuynh@ndnu.edu Amber King aking@ndnu.edu
	<ul style="list-style-type: none"> Disability Resource Center Coordinator Sharyn Elise Moore smoore@ndnu.edu Students with Documented Disabilities, if you have a learning disability or other circumstance that requires accommodations, please contact drc@ndnu.edu or 650-508-3670.
6:00-6:30	Refreshments
6:30-7:30	Bonnie Lui - Student Advising <ul style="list-style-type: none"> Email Portal <ul style="list-style-type: none"> Add/Drop What does that mean? Canvas
	Quick Walk through the Student Handbook – Caryl Hodges <ul style="list-style-type: none"> Mission, Values, Hallmarks Code of Conduct Conflict Resolution/Grievance Policy Netiquette CTC requirements
	Terrance Hanna, Credential Analyst and Aspo Normatas, SOE Executive Assistant <ul style="list-style-type: none"> Uploading Your Documents to Your CTC Required Document Courses File Deadlines for uploading documents
	Aspo Normatas, SOE Executive Assistant <ul style="list-style-type: none"> Education Newsletter – Important CTC Updates & Deadlines are announced, our Job Board and other information from School of Education offices and your Dean. This is only released approximately once a month. Please stay current! Photo Id's

	<ul style="list-style-type: none"> • Parking Pass
	Questions & Answers

Important Information You Need to Know and Remember

#1 for all Credential Candidates

- **Basic Skills Requirements:**
[https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))
- **Subject Matter Competency**
https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2

California Educator Credentialing Examinations website: <http://www.ctcexams.nesinc.com/>

Review California Content Standards and Frameworks: <http://www.education.ca.gov/ci/>

Important websites

California Commission on Teacher Credentialing (CTC): <http://www.ctc.ca.gov/>

California Department of Education: <http://www.education.ca.gov/>

For ALL Credential and MA Candidates

Attendance Policy: Attendance and punctuality at seminars are essential. Since courses meet requirements for a California legislated credential **attendance is mandatory**. *Absences should be for a major illness or family emergency ONLY. Three (3) tardies of 20 minutes will be considered an absence.* Attendance will be taken. There is a limit on how much time a candidate can miss and still receive a passing grade. All missed time and assignments must be made up. If you must be absent or late PLEASE notify the seminar instructor.

For candidates who are employed in schools as the teacher of record, absences to attendance at specific school functions (Back to School night, parent conferences) please notify your seminar instructor of your need to attend these events. You will need to make up time and assignments missed. Please do not schedule other meetings, appointments at times that will make you late for class.

NDNU Email: The university and faculty will contact you using your NDNU email address. Please use your NDNU email when contacting NDNU offices, staff, and faculty. This is a Federal legal privacy issue. Please check that email regularly.

Academic Advising: Please meet with your adviser before you register **each semester** to verify that you are on track to complete the program. Your advisor must clear you for registration.

Registration: After meeting with Bonnie Lui regarding your course schedule and program plan, check for holds on your account, then register for classes. You do not pay your tuition bill until later. Contact Bonnie Lui for help with registration at blui@ndnu.edu

Add/Drop Date: Check the semester calendar. YOU are responsible for adding or dropping courses by the end of the Add/Drop date. No courses can be added after that date. You can withdraw from a course(s) after this date but will be responsible for paying full tuition.
<https://www.ndnu.edu/documents/academics/2022-2023-Academic-Calendar.pdf>

NDNU Student Handbook: Please read the Student Handbook. You are responsible for reviewing and understanding the information contained in this document. <https://ndnu.edu/documents/resources/NDNU-Student-Handbook-2022-2023.pdf>

Scholarships and Grants

See list beginning on next page

NDNU Mild Moderate Support Needs Program Plan

Name:

ID:

CTC Requirements

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

Courses	Summer Session I	Summer Session II	Fall	Spring
Required for ALL credential candidates				
EDU 4100 Psychological Foundations (3)				
EDU 4104 Sociological/Multicultural Fnds. (3)				
**EDU 4107 Fnds. for Eng. Lang. Learners (3)				
EDU 4116 Health Education				
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 4230 Student/Intern Teaching I ES (4)				
EDU 4231 Student/Intern Teaching II ES (4)				
C& I MMSN Candidates				
**EDU 4234 C & I Adaptations: MMSN (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 Units for MMSN Credential 44				
MA Course				
EDU 4880 Portfolio/Capstone				
Total Units for Credential + MA degree 47				

Notes:

****Courses required for Intern Credential**

Test Requirements for Student/Intern Teaching:

2 tests are required to begin student/intern teaching (need passing test scores by August 1 to advance to student teaching in the fall semester, December 1 to advance to student teaching in spring semester):

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

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst. Special Education candidates can qualify in either Multiple Subject or any Single Subject content area.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential. Note: To be hired as an intern, the district must confirm with NDNU there is not a lack of available qualified certificated persons holding the credential to fill the position for which you are hired.

Financial Aid, Scholarships, Grants

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

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

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

NDNU Extensive Support Needs Program Plan

Name:

ID:

CTC Requirements

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

Courses	Summer Session I	Summer Session II	Fall	Spring
Required for ALL credential candidates				
EDU 4100 Psychological Foundations (3)				
EDU 4104 Sociological/Multicultural Fnds (3)				
**EDU 4107 Fnds for Eng. Lang. Learners (3)				
EDU 4116 Health Education (1)				
SPED Foundations 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 4230 Student/Intern Teaching I ES (4)				
EDU 4231 Student/Intern Teaching II ES (4)				
C&I: ESN Candidates				
**EDU 4237 C&I Adaptations : ESN (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 Units for ESN Credential 44				
MA Course				
EDU 4880 Portfolio/Capstone (3)				
Total Units for credential + MA degree 47				

Notes:

****Courses required for Intern Credential**

Test Requirements for Student/Intern Teaching:

2 tests are required to begin student/intern teaching (need passing test scores by August 1 to advance to student teaching in the fall semester, December 1 to advance to student teaching in spring semester):

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

Subject Matter Competency: Meet requirement through undergraduate/graduate courses work, CTC approve subject matter waiver program, CSET test or a combination of these. To have your transcripts review, contact Credential Analyst. Special Education candidates can qualify in either Multiple Subject or any Single Subject content area.

Requirements for an Intern Credential: Subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years, however a certificate may be valid for 3 years for candidates in a specialist credential. Note: To be hired as an intern, the district must confirm with NDNU there is not a lack of available qualified certificated persons holding the credential to fill the position for which you are hired.

Financial Aid, Scholarships, Grants

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

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

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

Education Specialist MMSN and ESN Credentials
Catalog and Syllabi Course Descriptions

All Education Specialist Candidates

EDU 4100 Psychological and Developmental Foundations of Education (3)

- Catalog Description: Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.
- Syllabus Course Description: Educational psychology is an interdisciplinary subject that incorporates human development, learning strategies, intelligence, motivation, measurement, and classroom management. An emphasis is placed upon developing a consistent theory and philosophy (personal) based upon the preponderance of current research including, but not limited to such areas as brain-based learning, multiculturalism, gender, and socioeconomic status. Educational Psychology 4100 is a foundation (overview) course; therefore, all the pedagogical teaching competencies in document SB 2042 and SB 1209 and identified as the Teaching Performance Assessment (TPA) are addressed. In addition, CTC Program Standards addressing the preparation to teach English learners are also included (TPE 7). Concepts critical to topics covered in the state-required Performance Assessment for California Teachers assignment are also incorporated.

EDU 4104 Sociological and Multicultural Foundations (3)

- Catalog Description: Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.
- Syllabus Course Description: This course is designed to provide educators with an introduction to the sociological and multicultural foundations of the American educational system. We will examine the role of schools in the development of identity as well as the reproduction of systems of privilege and oppression. We will examine economic, political, social and cultural factors at play in society and their effects on the classroom. Using these new understandings, we will examine our own professional practice and ways to work more equitably from within our own contexts and classrooms.

EDU 4107 Foundations for Teaching English Learners (3)

- Catalog Description: Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.
- Syllabus Course Description: This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments

including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus.

EDU 4116 Health Education (1)

- Catalog Description: This course introduces students to the concept of health promotion through school health education. Current information, health education resources and teaching strategies will be introduced, applied and discussed. This course fulfills the California Teacher Credential Health requirement. *This course does NOT include CPR/First Aid training and certification.*
- Syllabus Course Description: Same as Catalog description; Learning Outcomes: Health Awareness - Provide a review of the most common health issues of children and adolescents so that teachers may help students effectively deal with these health problems and understand how they might effect the student experience and classroom environment; Student Wellness - Provide the rising teacher with an understanding of his/her responsibilities regarding health services: observation, referral, follow-up, community resources, etc. in order to create a safe and healthy classroom community for all; Self-care - Assist participants in examining their personal values and those of their students in relation to health attitudes and content with a goal of creating a self-care plan to enable them to thrive as teachers and sustain themselves in this rewarding career.

EDU 4200 Special Education Program Management (3)

- Catalog Description: This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.
- Syllabus Course Description: This is a project-based course which is designed for the special educator to assist in developing an understanding of the procedural requirements to meet the needs of students with disabilities.
 - Topics include:
 - Implementation of laws and procedural requirements
 - Implementing the staff development requirements
 - Development of the IEP and BIP Including IEP Team Meeting Simulations
 - Transition planning
 - Special education referral process
 - Assistance with including students with special needs in regular classroom settings
 - Record keeping and paperwork requirements
 - Parent and student rights
 - Responsibilities of Collaborative Teaching
 - RTI

EDU 4203 Clinical Assessment (4)

- Catalog Description: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.
- Syllabus Course Description: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed.

Students are expected to administer and interpret various assessment instruments. This is a four-unit course the will require additional independent work outside of class.

EDU 4207 Technology – Special Education (3)

- Catalog Description: Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.
- Syllabus Course Description: This course covers the information and competencies needed by the prospective teacher who will be required to deliver the regular education curriculum to the special education students for whom they are responsible. The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:
 - The Whole Person: a commitment to develop one's fullest potential
 - The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
 - The Just Society: a commitment to enhance justice and peace at the global levels.

Additionally, this course combines both theoretical and applied knowledge to explore the use of computers and other technologies that serve special populations, to explore the use of technology for personal productivity for the special educator, to explore the use of technology as adaptive devices for computer access for special learners, and to explore the use of software and hardware for students with disabilities. We will also discuss how various assistive technology tools fit into the Universal Design for Learning (UDL) Framework.

EDU 4209 Counseling Special Education (3)

- Catalog Description: This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.
- Syllabus Course Description: Strategic collaboration is essential for the Special Educator to provide successful inclusion opportunities for all students with disabilities and to grow as a professional. Attitudes, dispositions and skills that foster healthy and productive relationships are essential to this process and include the triad of effective communication, counseling and collaboration. The course focuses on these attitudes, dispositions and skills in order to empower the Special Educator to examine the benefits and challenges of collaboration with others to provide successful inclusion opportunities and maximize the learning potential for students with disabilities. Special emphasis is placed on the role of the Special Educator as a student advocate and as a collaborator with the student and his/her family, General Education teachers, and school administrators. The course balances theory, so the student knows why s/he is doing certain things, and practice, so the student knows how to do these things through guided practice. Both theory and practice are essential for successful strategic collaboration.

EDU 4230 Student/Intern Teaching Seminar (Special Education 1st semester) (3)

- Catalog Description: This course has the same focus as EDU 4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.
- Syllabus Course Description: EDU 4230/4231 Student/Intern Teaching Seminar (Special Education) Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. The seminar supplements the regular contact provided by the university supervisor and the district employed

support provider. The seminar provides an opportunity for candidates to discuss and reflect upon the practical application of concepts learned in coursework in their clinical practice placements. The seminar instructor and university supervisor, in collaboration with the school district-employed support provider work together to help candidates demonstrate their competency in the clinical practice portion of their credential program. The course is taught with the Core Values of Notre Dame de Namur University in mind. These core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners.
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.
- EDU 4342 Student/Intern Teaching Seminar (Multiple Subject 1st Semester) Catalog Description: Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4231 Student/Intern Teaching Seminar (Special Education 2nd semester) (3)

- Catalog Description: Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Continued emphasis on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.
- Syllabus Course Description: See EDU 4230 above.

EDU 4236 Student/Intern Teaching Seminar (Special Education Extended) (1)

- Catalog Description: Candidates are provided with an extended opportunity to plan, teach, and reflect upon and improve their special education field experience. Candidates continue to engage in discussions of the day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. May be repeated for credit.
- Syllabus Course Description: See EDU 4230 above

Course for Mild/Moderate Support Needs Candidates only

EDU 4234 Curriculum and Instructional Adaptations: Mild/Moderate (3)

- Catalog Description: Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.
- Syllabus Course Description: This course covers methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities, including those students who are English Language Learners (ELL) and/or non-dominant English users. The course addresses methods to support students with mild/moderate disabilities in both inclusive and specialized settings including support services such as speech/language therapy. The course also addresses the role of the special education teacher as a support for students with pre-intervention and RTI services, Section 504 plans, referrals to community agencies, and working with their parents/families. Special emphasis will be placed on the role of the special education teacher as a student advocate and a collaborator with general education teachers to afford the student with mild/moderate disabilities the opportunity for an inclusive educational experience.

Education Specialist Program Outcomes

1. Understand and organize subject matter.
2. Assess student learning.
3. Engage and support all students in learning.

Mild/Moderate Program Standards

1. Characteristics of M/M disabilities.
2. Assess/evaluation of M/M disabilities.
3. Plan and implement instruction.

4. Plan instruction/design learning experiences.
5. Create and maintain effective environments.
- Develop as a professional.
4. Positive behavior support/intervention.
5. Instruction for M/M disabilities.
6. Case management of M/M disabilities

Courses for Severe Support Needs Candidates only

EDU 4237 Curriculum and Instructional Adaptations: Moderate to Severe (3)

- **Catalog Description:** Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.
- **Syllabus Course Description:** This course studies adaptations and methods of curriculum and instruction to meet the needs of students with moderate / severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed. This course covers the information and competencies needed by the prospective teachers who will be required to deliver the regular education curriculum to the special education students for whom they are responsible.

EDU 4251 Teaching Students with Motor, Sensory and Health Needs (2)

- **Catalog Description:** This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deafblindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory, and specialized health care needs in order for students to access classrooms, schools, and community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication for students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.
- **Syllabus Course Description:** This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory and specialized health care needs in order for students to access classrooms, schools and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, for students with students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

EDU 4252 – Core Curriculum Access for Students with Severe Disabilities (2)

- **Catalog Description:** This course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards based academic curriculum with appropriate goals and objectives, support, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.

- Syllabus Course Description: This course covers evidence based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards-based academic curriculum with appropriate goals and objectives, supports, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.

The course is taught with the Core Values of Notre Dame de Namur University in mind. Those core values are:

- The Whole Person: a commitment to develop one's fullest potential
- The Collaborative Community: a commitment to build an interactive, interdisciplinary community of learners
- The Just Society: a commitment to enhance justice and peace at the personal, community and global levels.

Courses for Multiple Subject and all Education Specialist (MMSN & ESN) Candidates

EDU 4330 Reading/Language Arts: Primary Grades

- Catalog Description: Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.
- Syllabus Course Description: surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 Reading/Language Arts: Upper Grades

- Catalog Description: Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.
- Syllabus Course Description: EDU4330 Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Courses for Multiple Subject and Education Specialist MMSN Candidates only

EDU 4336 Curriculum: Elementary Math (2)

- Catalog Description: Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands on methods designed for prospective teachers.

- Syllabus Course Description: A summary course in fundamental mathematical concepts designed for teachers of multiple subjects with emphasis on content standards and methods of teaching elementary mathematics using education technology and hybrid manipulative materials, as well as self and authentic math assessments that incorporate real-life or relevant problem-solving experiences. The course includes theories and instructional practices for developing mathematical reasoning for all learners with a focus on problem solving strategies that can be modified to address the diversity within the classroom. Students will implement a variety of math instructional strategies and techniques as required by California Commission on Teacher Credentialing (CTC) guidelines to address teaching diverse school populations with differences in learning styles, primary languages, socio-economic status, cultural groups, and ethnic groups. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included in this course. Students will practice *reflection* as an integral part of professional growth as math educators. Please note that this course is typically taken in tandem with the EDU 4119 Assessment course, and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 2).

EDU 4337 Curriculum: Social Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing social science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing social studies curricula. They will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that social studies is not just a state mandated, fact-heavy subject; it is the place where children learn how to be good people. To teach it well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students on a daily basis. Through careful planning, a good educator can meet student needs by presenting social studies content in the context of a stimulating, culturally responsive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about social studies. They will then explore up-to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. Students in social studies classrooms should be able to see and understand clearly the relevance of all discussions, work and assignments. This course aims to prepare truly effective social studies teachers who can bring history alive and connect people, movements and events from the past and around the world, to the lives of children in contemporary California classrooms, and for the betterment of our society.

EDU 4338 Curriculum Science (1)

- Catalog Description: Students develop expertise in planning, implementing, and assessing science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.
- Syllabus Course Description: In this hands-on course, student teachers will support each other to develop expertise in planning, implementing, and assessing science curricula. Student teachers will experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a highly diverse, multilingual, and multicultural population. In this course, the instructor believes that science is not just state-mandated, fact-heavy subject; it is a field of exciting investigation for children. To teach them well, professional educators must understand not only the content of the discipline, but specific thinking skills and academic language used in the content area. To share these topics and skills effectively, teachers must also understand the developmental levels, interests, and abilities of the students they teach. In balancing each of these important elements of instruction, teachers influence the learning of students daily. Through careful planning, a good educator can meet student needs by

presenting science content in the context of a stimulating, culturally supportive learning environment. This course, therefore, will ask student teachers to examine their own beliefs about science. They will then explore up- to-date pedagogical strategies in the discipline to guide students to move beyond rote memorization and instead to question, investigate, inquire, observe, measure, synthesize, and evaluate—all in a collaborative setting that encourages wonder and a desire to keep learning. This course aims to prepare truly effective science teachers who can bring their classrooms alive.

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

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

School _____ Grade Level _____

Criteria for Evaluation:

0 = NOT OBSERVED

1 = BEGINNING - Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations.

2 = EMERGING - Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1st year teacher.

3 = APPLYING - Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1st year teacher.

Signatures:

Candidate/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Apply knowledge of students to engage them in learning	0	1	2	3
1.2 Maintain ongoing communication with students/families including use of technology to support, communicate expectations, a& student progress.	0	1	2	3

1.3 Connect subject matter to real-life contexts; provide active learning experiences to engage, support, and motivate to extend learning.	0	1	2	3
1.4 Use variety of developmentally appropriate strategies & resources to support access to curriculum in general education classroom.	0	1	2	3
• Assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
1.5 Promote students' critical/creative thinking & analysis through opportunities for inquiry, problem solving, responding to/framing meaningful questions, & reflection.	0	1	2	3
1.6 Provide supportive learning environment for students' first and/or second language acquisition through research-based instructional approaches (e.g. SDAIE); demonstrate understanding instruction needed to acquire Standard English proficiency.	0	1	2	3
1.7 Provide students with opportunities to access the curriculum through visual and performing arts, as appropriate to content/learning context.	0	1	2	3
1.8 Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
1.1 Identify factors associated with successful planning/implementation of appropriate transition options, programs, & life experiences; demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.	0	1	2	3
1.2 Demonstrate understanding of mandated considerations for augmentative & alternative communication technology (AAC) for students with extensive support needs.	0	1	2	3
1.3 Identify the unique features of deaf-blindness and the impact of combined hearing & vision impairments on communications, learning, & accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.	0	1	2	3
1.4 Use strategies to support positive psychosocial development & self-determined behavior of students with extensive support needs. (U1.1)	0	1	2	3
1.5 In collaboration with families & appropriate related services personnel, use students' present levels of academic achievement & functional performance from a variety of sources to plan, develop, & adapt/adjust IEPs and ITPs that address the unique learning, sensory & accessibility needs of students with extensive support needs.	0	1	2	3
1.6 Demonstrate the ability to collaboratively develop/implement IEP, including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, that lead to effective inclusion of students with disabilities in the general education core curriculum.	0	1	2	3
1.7 Demonstrate ability to identify appropriate supports of students with complex communication needs & design strategies in order to foster access & build comprehension, & develop appropriate language development goals within IEPs for those students. (U1.6)	0	1	2	3
1.8 Demonstrate knowledge of students' language development across disabilities & the life span, including typical & atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge & skills. (U1.6)	0	1	2	3
1.9 Monitor student progress toward learning goals as identified in the academic content standards & IEP/Individual Transition plan (ITP). (U1.4)	0	1	2	3
1.10 Demonstrate ability to develop IEPs/ITPs with students & their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum & life beyond high school. (U1.3)	0	1	2	3
1.11 Facilitate & support students in assuming increasing responsibility for learning & self-advocacy based on individual needs, with appropriate transitions between	0	1	2	3

academic levels in programs & developing skills related to career, college, independent living & community participation. (U1.3)				
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Additional Comments:

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

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Use appropriate safe techniques, procedures, materials, educational technology, assistive technology, & other adaptive equipment for students with extensive support needs. Facilitate student health & mobility by practicing appropriate & safe techniques for lifting & positioning & instructing or supervising other personnel in such procedures.	0	1	2	3

2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment & implement specialized health care regulations & technological procedures required by students with extensive support needs who require medical services not requiring a physician.	0	1	2	3
2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication & social engagement within the context of age-appropriate, functional & meaningful activities as related to students with extensive support needs including those who are deafblind.	0	1	2	3
2.4 Collaborate with families & appropriate related services personnel to support access to, & optimal learning experiences for, students with extensive support needs in a wide variety of general education & specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals & treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	0	1	2	3
2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional & assistive technology, & AAC procedures to optimize the learning opportunities/outcomes for all students, & move them toward effective inclusion in general education settings. (U2.2)	0	1	2	3
2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools & the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage & operation of medical equipment (as appropriate) & other mobility & sensory accommodations. (U2.3)	0	1	2	3
2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability & have difficulty accessing their education due to physical limitations.	0	1	2	3
Demonstrate knowledge of communicative intent of students' behavior as well as the ability to help students develop positive communication skills & systems to replace negative behavior. (U2.1/ 2.6)	0	1	2	3
2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his/her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions & multi-tiered systems of supports that may be needed to address these behavior issues. (U2.6)	0	1	2	3
2.10 Understand/access in a collaborative manner with other agency professionals the variety of interventions, related services & additional supports, including site-based & community resources & agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	0	1	2	3
2.11 Apply/collaboratively implement supports needed to establish & maintain student success in the least restrictive environment, according to students' unique needs.	0	1	2	3
2.12 Demonstrate skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental	0	1	2	3

levels, & disability-specific needs, including community-based instructional environments. (U2.5)				
2.13 Implement systems to assess/plan/provide academic & social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral & emotional needs. (U2.6)	0	1	2	3
2.14 Demonstrate knowledge/skills/abilities to understand & address the needs of the peers & family members of students who have sustained a traumatic brain injury as they transition to school & present with a change in function.	0	1	2	3

Additional Comments:

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

Additional Comments:

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

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Locate/apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short & long-term instructional planning.	0	1	2	3
4.2 Understand/apply knowledge of range and characteristics of typical and atypical child development [birth through adolescence] to inform instructional planning & learning experiences for all students.	0	1	2	3
4.3 Design/implement instruction & assessment that reflects the interconnectedness of academic content areas & related student skills	0	1	2	3

development in literacy, mathematics, science, and other disciplines across the curriculum.				
4.4 Plan/design/implement/monitor instruction; make effective use of instructional time; provide access to the curriculum for all students through instructional strategies	0	1	2	3
• Appropriate use of instructional technology including assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Principles Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
• Use developmental/linguistically/culturally appropriate activities, materials, resources for all students, including full range of English learners	0	1	2	3
• Appropriate modifications for students with disabilities in general education classrooms	0	1	2	3
• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services	0	1	2	3
4.5 Promote student success by providing opportunities for students to understand & advocate for strategies that meet individual learning needs & assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	0	1	2	3
4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
4.7 Plan instruction that promotes range of communication strategies & activity modes between teacher & student & among students that encourage student participation in learning.	0	1	2	3
4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content; provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy; offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Extensive Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Identify/utilize behaviorally based teaching strategies in the design & implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative & serve a function.	0	1	2	3
4.2 Demonstrate understanding of structure & function of the auditory & visual sensory systems & skills to interpret & contribute to functional hearing & vision assessment findings to guide program development.	0	1	2	3

4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment & materials to facilitate communication, curriculum access, & skills development of students with disabilities. (U4.4)	0	1	2	3
4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, determine variety of pedagogical approaches to instruction, including scope & sequences, unit & lesson plans, in order to provide students with disabilities equitable access to the content & experiences aligned with the state-adopted core curriculum. (U4.3)	0	1	2	3
4.5 Demonstrate the ability to create short & long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, & systematically adjusted to promote academic achievement within inclusive environments. (U4.1)	0	1	2	3
4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring & retaining new information due to poor memory processing, as well as neuro behavioral issues	0	1	2	3
4.7 Coordinate/collaborate/co-teach/communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning & successful student transitions. (U4.6)	0	1	2	3
4.8 Use person-centered/family centered planning processes, & strengths-based, functional/ecological assessments across classroom & non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, & that support progress toward IEP goals and objectives. (U4.5)	0	1	2	3

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
5.2 Collect and analyze assessment data from multiple measures and courses to plan and modify instruction and document students' learning over time.	0	1	2	3
5.3 Involve all students in self-assessment & reflection on their learning goals & progress; provide students with opportunities to revise or reframe their work based on assessment feedback.	0	1	2	3
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, & communicate learning outcomes to students and families.	0	1	2	3

5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.	0	1	2	3
5.6 Work with specialist to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.	0	1	2	3
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable; use this information in planning instruction.	0	1	2	3
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals & to plan, differentiate, make accommodations, and/or modify instruction.	0	1	2	3

Additional Comments:

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

5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, & how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)	0	1	2	3
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Additional Comments:

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

Additional Comments:

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

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

Additional Comments:

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

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

School _____ Grade Level _____

Criteria for Evaluation:

0 = NOT OBSERVED

1 = BEGINNING - Evidence is lacking in knowledge, skills and abilities established in the Teaching Performance Expectations.

2 = EMERGING - Showing some evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; more is needed to become a successful 1st year teacher.

3 = APPLYING - Sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; ready to assume the role of a 1st year teacher.

Signatures:

Candidate/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

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

Additional Comments:

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

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Promote students' socio-emotional growth, development, & individual responsibility using positive interventions/supports, restorative justice, & conflict resolution practices to foster a caring community.	0	1	2	3
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity & multiple perspectives & are culturally responsive.	0	1	2	3
2.3 Establish, maintain, monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe enabling students	0	1	2	3

to learn, recognize & appropriately address intolerance & harassment among students.				
2.4 Know how to access resources to support students, including those who have experiences trauma, homelessness, foster care, incarceration, and/or are medically fragile.	0	1	2	3
2.5 Maintain high expectation for learning with appropriate support for the full range of students in the classroom.	0	1	2	3
2.6 Establish & maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
2.1 Develop accommodations/modifications specific to students with disabilities to allow access to learning environments to optimize learning opportunities/outcomes & move them toward effective inclusion in general education settings. (U2.2)	0	1	2	3
2.2 Demonstrate ability to support movement, mobility, sensory & specialized health care needs for students to participate fully in classrooms, schools & community. Organize a safe environment include barrier free space for independent mobility, adequate storage & operation of medical equipment & other mobility & sensory accommodations. (U2.3)	0	1	2	3
2.3 Demonstrate ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability & have difficulty accessing their education due to physical limitations.	0	1	2	3
2.4 Collaborate with families & appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in general education & specialized academic instructional settings	0	1	2	3
2.5 Demonstrate knowledge of communicative intent of students' behavior as well as the ability to help students develop positive communication skills & systems to replace negative behavior. (U2.1/2.6)	0	1	2	3
2.6 Demonstrate ability to identify if student's behavior is manifestation of his/her disability; if so, develop positive behavior intervention plans inclusive of types of interventions & multi-tiered systems of supports needed to address these behavior issues. (U2.6)	0	1	2	3
2.7 Understand & access in collaborative manner with other agency professionals variety of interventions, related services & additional supports, including site-based & community resources/agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	0	1	2	3
2.8 Apply & collaboratively implement supports needed to establish & maintain student success in least restrictive environment, according to students' unique needs.	0	1	2	3
2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age,	0	1	2	3

developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)				
2.10 Implement systems to assess, plan, & provide academic & social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral & emotional needs. (U2.6)	0	1	2	3
2.11 Demonstrate the knowledge, skills & abilities to understand/address needs of the peers & family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.				

Additional Comments:

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

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				

3.1 Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)	0	1	2	3
3.2 Demonstrate knowledge of disabilities & their effects on learning, skills development, social-emotional development, mental health, and behavior; how to access/use related services/additional supports to organize & support effective instruction. (U3.2)	0	1	2	3
3.3 Demonstrate knowledge of atypical development associated with various disabilities & risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience & protective factors (e.g. attachment, temperament), & their implications for learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Universal Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Locate/apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short & long-term instructional planning.	0	1	2	3
4.2 Understand/apply knowledge of range and characteristics of typical and atypical child development [birth through adolescence] to inform instructional planning & learning experiences for all students.	0	1	2	3
4.3 Design/implement instruction & assessment that reflects the interconnectedness of academic content areas & related student skills development in literacy, mathematics, science, and other disciplines across the curriculum.	0	1	2	3
4.4 Plan/design/implement/monitor instruction; make effective use of instructional time; provide access to the curriculum for all students through instructional strategies: technology, UDL, MTSS, developmental/linguistically/culturally appropriate activities; modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; use of community resources and services as applicable.	0	1	2	3
• Appropriate use of instructional technology including assistive technology	0	1	2	3
• Principle of Universal Design of Learning (UDL)	0	1	2	3
• Principles Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
• Use developmental/linguistically/culturally appropriate activities, materials, resources for all students, including full range of English learners	0	1	2	3
• Appropriate modifications for students with disabilities in general education classrooms	0	1	2	3
• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services	0	1	2	3
4.5 Promote student success by providing opportunities for students to understand & advocate for strategies that meet individual learning needs & assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	0	1	2	3

4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
4.7 Plan instruction that promotes range of communication strategies & activity modes between teacher & student & among students that encourage student participation in learning.	0	1	2	3
4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content; provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy; offer students multiple means to demonstrate their learning.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
4.1 Demonstrate ability to use assistive technology, augmentative & alternative communication (AAC) including low- and high-tech equipment & materials to facilitate communication, curriculum access, & skills development of students with disabilities. (U4.4)	0	1	2	3
4.2 Demonstrate ability to use evidenced-based high leverage practices with a range of student needs, & determine a variety of pedagogical approaches to instruction including scope & sequences, unit and lesson plans, to provide students with disabilities equitable access to the content & experiences aligned with the state-adopted core curriculum. (U4.3)	0	1	2	3
4.3 Demonstrate the ability to identify & use behaviorally based teaching strategies with the understanding that behaviors are communicative & serve a function.	0	1	2	3
4.4 Demonstrate ability to create short & long-term goals responsive to unique needs of students that meet grade level requirements of core curriculum, & systematically adjust to promote academic achievement in inclusive environments. (U4.1)	0	1	2	3
4.5 Demonstrate knowledge of core challenges associated with neurology of open or closed head injuries resulting in impairments & adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring & retaining new information due to poor memory processing, as well as neuro behavioral issues.	0	1	2	3
4.6 Coordinate, collaborate, co-teach & communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, & community agencies for instructional planning & successful student transitions. (U4.6)	0	1	2	3
4.7 Use person-centered/family centered planning processes, & strengths-based, functional/ecological assessments across classroom & non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, & that support progress toward IEP goals and objectives. (U4.5)	0	1	2	3

Additional Comments:

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

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)				
Mild to Moderate Support Needs Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
5.1 Apply knowledge of purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, & services. Candidates apply knowledge of when & how to use assessment sources that integrate alternative statewide assessments, formative assessments, & formal/informal assessment results as appropriate, based on students' needs. (U5.1/5.2)	0	1	2	3
5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative & alternative systems, 3) implement instruction of communication & social skills, 4) create/facilitate opportunities for interaction; 5) develop communication methods to demonstrate	0	1	2	3

student academic knowledge; 6) address unique learning, sensory & access needs of students with physical/orthopedic disabilities, other health impairments, & multiple disabilities.				
5.3 Demonstrate knowledge of special education law, including the administration & documentation of assessments & how to hold IEP meetings according to the guidelines established by law.	0	1	2	3
5.4 Demonstrate knowledge of requirements for appropriate assessment & identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)	0	1	2	3
5.5 Demonstrate knowledge of second language development & the distinction between language disorders, disabilities, & language differences.	0	1	2	3
5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates understand how to implement appropriate accommodations on assessments for students with disabilities who do not fundamentally alter the nature and/or content of what is being tested, & how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)	0	1	2	3

Additional Comments:

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

Additional Comments:

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

Mild to Moderate Support Needs Teaching Performance Expectations

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

Additional Comments:

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

XXXXXX XXXXX, Superintendent
XXXX School District
Street Address
City, CA ZipCode
Email

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

RECITALS

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

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

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

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

TERM OF THE AGREEMENT

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

CTC REQUIREMENTS FOR SUPPORT AND SUPERVISION OF INTERN TEACHERS

In 2013, the CTC adopted policies that specify the number of hours of general support and supervision, as well as additional specific English learner support and supervision, which must be provided to interns. The

regulations (California Education Code §44321) were approved and became effective in 2014.

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

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

DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES

1. Prior to the Intern Teacher's first day as teacher of record, provide each Intern Teacher with a certified, experienced district-employed Intern Mentor/Liaison who will work collaboratively with the University Supervisor to support the Intern Teacher in achieving competency in the Teaching Performance Expectations. District will verify, per CTC requirements, that the district- employed Intern Mentor/Liaison holds a Clear Credential in the content area for which he/she is providing supervision, a minimum of three years of content areas K-12 teaching experience, has demonstrated exemplary teaching practices, and has been prepared by the district for the roles and responsibilities of an Intern Mentor/Liaison.
2. The District will provide each Intern Teacher with supervised internship experience. The District's Intern Mentor/Liaison(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Intern Mentor/Liaison will provide the Intern Teacher with at least five hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
3. Provide new teacher orientation, on-going support and other clinical/professional experiences for interns teaching in the District's schools under the supervision of a district-employed Intern Mentor/Liaison.
4. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
5. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by an Intern Teacher. University will cooperate with District in any investigation concerning the reported violation.
6. District will instruct Intern Teacher in District and school policies regarding child abuse reporting, sexual harassment, and professional conduct.
7. The University and the District certify that interns do not replace certificated employees in the

District.

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

UNIVERSITY RESPONSIBILITIES

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

UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIASION RESPONSIBILITIES

1. Collaborate to ensure that the Intern Teacher receives a minimum of five hours of support/mentoring and supervision every five instructional days.
2. Collaborate to ensure that the Intern Teacher receives specific support and supervision in addressing the needs of English Language Learners.
3. Use the list of activities (*Intern Support and Supervision Record*) that satisfy CTC support and supervision requirements to assist the intern teacher in identifying and participating in a broad range of experiences to support his/her growth as a teacher.
4. Assist the Intern Teacher in creating networks with faculty, staff, and administrators who can

provide additional support.

5. Meet with the Intern Teacher in a 3-way conference at the beginning of the semester to identified goals aligned with the California Teaching Performance Expectations (TPEs). The goals will be reviewed in a 3-way conference at mid-semester and end of the semester when the Evaluation of Student/Intern Teacher Effectiveness form is completed and updated by the Intern Teacher, District-Employed Supervisor(s) and University Supervisor.

INTERN TEACHER RESPONSIBILITIES

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

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

DISTRICT DISCRETION

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

LIABILITY INSURANCE

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

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

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

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

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

NO WORKERS' COMPENSATION LIABILITY

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

INDEMNIFICATION

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

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

ADDITIONAL PROVISIONS

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

against any party whose signature appears and all of which together shall constitute one and the same instrument.

8. If insurance market conditions change dramatically and affect University's availability or affordability of required limits or coverage, University will give District 30 days notice to renegotiate the insurance requirements.

THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.

For Notre Dame de Namur University:

_____ Lizbeth J. Martin, Ph.D., President Notre Dame de Namur University 1500 Ralston Avenue, Belmont, CA 94002	_____ Date
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For XXXXXXXX School District:

_____ XXXXXXX, Superintendent XXXXXXX School District	_____ Date
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District Name	ST MOU	INTERN MOU	AA Notes
Alum Rock Union Elementary	6/30/25	6/30/25	Current
Avalon Academy	6/30/25	6/30/25	Current
Belmont-Redwood Shores School District	6/30/25	6/30/25	Current
Bridge School	6/30/27	6/30/27	Current
Brisbane School District	6/30/27	6/30/27	Current
Burlingame Elementary School District	6/30/25	6/30/25	Current
Cabrillo Unified School District	6/30/25	6/30/25	Current
Campbell Union School District	6/30/25	6/30/25	Current
Castro Valley Unified School District	6/30/27	6/30/27	Current
Cupertino Union School District	6/30/25	6/30/25	Current
East Side Union High School District	6/30/25	6/30/25	Current
Esther B. Clark/Sandhill/ Child. Health Council	6/30/27	6/30/27	Current
Evergreen Elementary School District	6/30/25	6/30/25	Current
Fremont Unified School District	6/30/25	6/30/25	Current
Gideon Hausner Jewish Day School		6/30/23	Current
Hayward Unified School District	6/30/23	6/30/23	Current
Hillsborough City School District	6/30/25	6/30/25	Current
Jefferson Elementary School District	6/30/25	6/30/25	Current
Jefferson Union High School District	6/30/27	6/30/27	Current
Five Keys Schools SFUSD		6/30/26	Current
Las Lomitas Elementary School District	6/30/25	6/30/25	Current
Los Altos Elementary School District	6/30/25	6/30/25	Current
Los Gatos Union School District			sent to Pres 12/29/22
Los Gatos-Saratoga UHSD	6/30/25	6/30/25	Current
Menlo Park City Elementary School District	6/30/24	6/30/24	Current
Millbrae School District	6/30/24	6/30/24	Current
Milpitas Unified School District	6/30/25	6/30/25	Current
Mount Diablo Unified School District			Sent to Pres 12/29/22
Mountain View-Los Altos Union HS	6/30/27	6/30/27	Current
Mountain View Whisman School District	6/30/25	6/30/25	Current
Oak Grove Elementary School District	6/30/27	6/30/27	Current
Oakland Unified School District			
Pacifica School District	6/30/25	6/30/25	Current
Palo Alto Prepratory	6/30/23	6/30/23	Current

Palo Alto Unified School District	6/30/23	6/30/23	Current
Portola Valley Elementary School District			sent to portola 12-9-22
Ravenswood City School District	5/31/23	5/31/23	Current
Redwood City School District	6/30/25	6/30/25	Current
Rocketship Public School	6/30/24	6/30/24	Current
San Bruno Park School District	6/30/27	6/30/27	Current
San Carlos Charter School District	6/30/25	6/30/25	Current
San Carlos Elementary School District	6/30/23	6/30/21	Current
San Francisco USD	6/30/21	6/30/21	
San Jose Unified School District	6/30/27	6/30/27	Current
San Leandro Unified School District	6/30/25	6/30/25	Current
San Mateo County Office of Education	6/30/21	6/30/21	
San Mateo Union High School District	6/30/27	6/30/27	Current
San Mateo-Foster City School District	6/30/25	6/30/25	Current
San Ramon Valley Unified	6/30/23	6/30/23	Current
Santa Clara Unified School District	6/30/22	6/30/27	Current
Sequoia Union High School District	6/30/25	6/30/25	Current
South San Francisco Unified School District	8/15/22	6/30/27	2nd Notice: 8/16/22 (waiting for board)
Stanbridge Academy	6/30/25	6/30/25	Current
Summit Public School (Denali)	NO MOU in place	NO MOU in place	Emailed for renewal 12-02-20
Sunnyvale School District	6/30/25	6/30/25	Current
Sunrise Middle School	6/30/23	6/30/23	Current
Synapse	6/30/26	6/30/26	Current
The Foundation for Hispanic Education		6/30/25	Current
Union Elementary School District	6/30/25	6/30/25	Current
Wings Learning Center	6/30/26		Current
Woodside Elementary School District	6/30/22	6/30/22	Current



Jefferson Union High School District
ADMINISTRATIVE OFFICES – SERRAMONTE DEL REY
699 Serramonte Boulevard,
Suite 100 Daly City,
CA 94015-4132
650-550-7900 • FAX 650-550-7888

Board of Trustees
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Sherrett Walker

Toni Presta
Superintendent

August 21, 2023

To Whom it May Concern;

As a partnering district with the Notre Dame de Namur University School of Education Multiple Subject, Single Subject and Education Specialist credentials Programs, the Jefferson Union High School District confirms that the NDNU intern credential programs were developed and continue to meet employment shortages due to the lack of availability of qualified certificated persons holding the credential. In addition, the District certifies that it understands that interns may not displace certified employees.

The Jefferson Union High School District wishes NDNU and the Accreditation Committee all the best through the accreditation process. We are exceptionally grateful to NDNU for their partnership and support, particularly as our District navigates the teacher shortage. Should you have any questions, please do not hesitate to contact me at 650-550-7964 or dlujan@jeffersonunion.net.

Best,

Daina Lujan
Director of Human Resources



SEQUOIA UNION HIGH SCHOOL DISTRICT

480 James Avenue, Redwood City, CA 94062

650.369.1411 • www.seq.org

Human Resources - Todd Beal, Assistant Superintendent

BOARD OF TRUSTEES

Carrie Du Bois

Amy Koo

Rich Ginn

Sathvik Nori

Shawneece Stevenson

August 28, 2023

To Whom It May Concern,

Sequoia Union High School District continues to be grateful for our partnership with NDNU. As a partnering district with the Notre Dame de Namur University School of Education Multiple Subject, Single Subject, and Education Specialist credentials Programs, we confirm that the NDNU intern credential programs were developed and continue to meet employment shortages due to the lack of availability of qualified certificated persons holding the credential. In addition, the district certifies that it understands that interns may not displace certified employees.

Sincerely,

Todd Beal

Assistant Superintendent, Human Resources

San Mateo Union High School District
Randall Booker, Superintendent
Kirk Black, Ed.D., Deputy Superintendent Human Resources and
Student Services Yancy Hawkins, Associate Superintendent
Business Services
Julia Kempkey, Ed.D. Assistant Superintendent of Curriculum and
Instruction



September 1, 2023

Dear Accreditation Team Members,

As a partnering district with the Notre Dame de Namur University School of Education Single Subject and Education Specialist credentials programs, San Mateo Union High School District (SMUHSD) confirms that the NDNU intern credential programs were developed and continue to meet employment shortages due to the lack of availability of qualified certificated persons holding the credential. In addition, SMUHSD certifies that it understands that interns may not displace certified employees.

We have been delighted with the preparation of our NDNU interns as well as the support they receive through NDNU's credentialing programs. During this time of unprecedented education specialist teacher shortages, we have been deeply appreciative of our ongoing partnership with NDNU to place, support, and prepare intern education specialists to meet the needs of students within SMUHSD. We have been partners with the Notre Dame de Namur University School of Education Single Subject and Education Specialist credentials programs for many, many years. Because of this partnership, SMUHSD has been the recipient of many talented new and aspiring teachers, many of whom are now permanent teachers in the District.

Sincerely,

Kirk Black
Deputy Superintendent
Human Resources and Student Services

Sabarijah (Sabbie) Hopkins
Manager of Teacher Induction and Professional Learning



Transition from General Education and Education Specialist Credential Programs to Induction 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 Education	M/M <input type="checkbox"/>	M/S <input type="checkbox"/>

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

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

TPE 5 (CSTP 5) Assessing Student Learning	
TPE 6 (CSTP 6) Developing as a Professional Educator	

Document Source: San Mateo County Office of Education BSA Transition Document 2016-2017

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

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

Candidate Signature/Date

University Supervisor Signature/Date

District Employed Supervisor Signature/Date

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: The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week. CTC Education Specialist Credential Program Standard 3A

[illegible]

		Total Duration	Total EL Specific	
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Adapted from UC Riverside Form

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 Most Likely 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 Either or Both 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.**

Education Specialist MMSN and ESN Credentials
Catalog and Syllabi Course Descriptions

NOTE: 1 unit = 45 hours of candidate engagement in seminar and completing course requirements [reading, completing assignments, field practicum]; 3 unit course = 135 hours; 4 units = 180 hours

EDU 4107 Foundations for Teaching English Learners (3)

- **Catalog Description:** Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.
- **Syllabus Course Description:** This course focuses on English language development (ELD) and strategies for English learners (EL) to develop academic language, comprehension, and knowledge in the subjects of the core curriculum. ELD standards are introduced and discussed. Candidates learn the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, and strategies for teaching English language development (ELD) and specially designed academic instruction in English (SDAIE). They learn about state and federal legal requirements for the placement and instruction of English learners. Theories and models of dual language development as well as psychological, sociocultural, political, and pedagogical factors that affect first and second language acquisition and development are explored in this course. This includes phonology, morphology, syntax and semantics with special focus on phonemic awareness, spelling patterns, morphemes and vocabulary. Students will learn about early intervention techniques for support, scaffolding and differentiation, formative and summative assessments including development and implementation. Teacher candidates will develop lessons that support ELD and gain practical experience with EL students in the field working with a non-profit literacy program that requires ongoing assessment and support in both fluency and comprehension in the areas of reading, writing, speaking and listening with literacy as the primary area of focus. Required 20 hours of tutoring ELL students.

EDU 4200 Special Education Program Management (3)

- **Catalog Description:** This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.
- **Syllabus Course Description:** This is a project-based course which is designed for the special educator to assist in developing an understanding of the procedural requirements to meet the needs of students with disabilities. Topics include:
 - Implementation of laws and procedural requirements

- Implementing the staff development requirements
- Development of the IEP and BIP Including IEP Team Meeting Simulations
- Transition planning
- Special education referral process
- Assistance with including students with special needs in regular classroom settings
- Record keeping and paperwork requirements
- Parent and student rights
- Responsibilities of Collaborative Teaching
- RTI

One of the two following courses depending on which Education Specialist Credential candidates is pursuing

EDU 4234 Curriculum and Instruction Adaptations: MMSN (3)

- Catalog Description: Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.
- Syllabus Course Description: Same as Catalog description

OR

EDU 4237 Curriculum and Instruction Adaptations: ESN (3)

- Catalog Description: Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.
- Syllabus Course Description: Same as catalog description with the addition of: This course covers the information and competencies needed by the prospective teachers who will be required to deliver the regular education curriculum to the special education students for whom they are responsible.

Prior to or concurrent with first semester as an intern:

EDU 4203 Clinical Assessment (4)

- Catalog Description: This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.
- Syllabus Course Description: Same as catalog description with the addition of: **This is a four-unit course that will require additional independent work outside of class.**