

**Notre Dame de Namur University**  
**School of Education**  
**Response to Preliminary Multiple Subject and Single Subject Intern Programs Preconditions**  
**Date March 15, 2023**  
**Revision Submitted: August 28, 2023**  
**Revisions submitted: March 5, 2024**

Precondition	NDNU Response
<p><b>(1) Bachelor's Degree Requirement.</b></p> <p>Candidates admitted to intern programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. <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 Multiple Subject or Single Subject credential programs, 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><b>Artifacts and Evidence</b></p> <p>NDNU Admissions website:  <a href="https://www.ndnu.edu/admissions/admissions-requirements/">https://www.ndnu.edu/admissions/admissions-requirements/</a></p> <p>NDNU Catalog  <a href="https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf">https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf</a>  Insert link to page 16 and page 44</p>
<p><b>2) Demonstration of Subject Matter Competence.</b></p> <ul style="list-style-type: none"> <li>• Each Multiple Subject and Single Subject Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:</li> </ul> <ol style="list-style-type: none"> <li>1. (1) Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. <i>Reference: Education Code 44259 (b)(5)(A)(i).</i></li> <li>2. (2) Passage of a Commission-approved subject matter examination. <i>Reference: Education Code 44259 (b)(5)(A)(ii).</i></li> <li>3. (3) Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses</li> </ol>	<p>Intern candidates for the Multiple Subject and Single Subject credential programs must demonstrate subject matter competency prior to being recommend for the intern credential.</p> <p>The websites for both the Multiple Subject Credential and Single Subject 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 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 the CTC Required Documents file.</p>

<p>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).<sup>1</sup></i></p> <p>4. (4) Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.</p> <ol style="list-style-type: none"> <li>I. For single subject credentials, a major in one of the subject areas in which the Commission credentials candidates as indicated in Education Code Sections 44259 (b)(5)(A)(iv) and 44282 (b).<sup>1</sup></li> <li>II. For multiple subject credentials, a liberal studies major or other degree that includes coursework in the content areas as indicated in Education</li> </ol>	<p>Requirements for subject matter competency prior to being eligible for an intern credential are also reviewed at New Student Orientation.</p> <p><b>Artifacts and Evidence</b></p> <p>Multiple Subject Credential website  <a href="https://www.ndnu.edu/school-of-education/credentials-multiple/">https://www.ndnu.edu/school-of-education/credentials-multiple/</a></p> <p>Single Subject Credential website  <a href="https://www.ndnu.edu/school-of-education/credentials-single/">https://www.ndnu.edu/school-of-education/credentials-single/</a></p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p> <p>New Student Orientation Agenda</p> <p><b>Artifacts and Evidence</b></p> <p>The Multiple Subject Credential website and Single Subject Credential website have been updated to state the following under Admissions Requirements:</p> <ul style="list-style-type: none"> <li>• Verification of meeting California basic education skills requirements or submission of transcripts for review by Credential Analyst.</li> <li>• Verification of meeting California subject matter requirement or submission of transcripts for review by Credential Analyst.</li> </ul> <p>Multiple Subject Credential website  <a href="https://www.ndnu.edu/school-of-education/credentials-multiple/">https://www.ndnu.edu/school-of-education/credentials-multiple/</a></p> <p>Single Subject Credential website  <a href="https://www.ndnu.edu/school-of-education/credentials-single/">https://www.ndnu.edu/school-of-education/credentials-single/</a></p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p> <p><b>At the point of admission, each candidate meets with the Program Director of their credential program to develop a Program Plan. Candidates continue to meet with the Program Director each semester, to verify they are meeting requirements to move on to the next semester, including completion of CTC credential requirements as well as completion of courses.</b></p> <p><b>At the top of the Program Plan is a section listing all CTC requirements, including the subject matter requirement. Space is provided for the Program Director to indicate when this requirement is completed. Text on the second page of the Program Plan, sets out requirements for being recommended for an intern credential, including the subject matter requirement verification.</b></p> <p><b><u>Review of Transcripts for Basic Skills and Subject Matter Requirements</u></b>  While not specific to the intern credential requirements, at the time of Admission, candidates are asked to contact the Credential Analyst and submit their transcripts for review of meeting the basic skills and subject matter requirements. Candidates who have already passed a Commission-</p>
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<p>Code 44259 (b)(5)(A)(iv) and 44282 (b).<sup>1</sup></p> <p>5. (5) A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. <i>Reference: Education Code 44259 (b)(5)(A)(v), and 4428 (b).</i><sup>1</sup></p>	<p>approved subject matter examination are asked to provide verification of passage. Candidates receive a letter from the Credential Analyst detailing how they have met or not met the subject matter requirement. A copy of the letter is also placed in the candidates Canvas file. Program Directors are notified. The Credential Analyst also provides candidates with information about options to meet the subject matter requirement as set out in the letter.</p> <p><b>Artifacts and Evidence</b></p> <p><u>Multiple Subject Program Plan</u></p> <ul style="list-style-type: none"> <li>• <a href="#">CTC Requirements Checkbox</a></li> <li>• <a href="#">Intern Credential Requirements Text</a></li> </ul> <p><u>Single Subject Program Plan</u></p> <ul style="list-style-type: none"> <li>• <a href="#">CTC Requirements Checkbox</a></li> <li>• <a href="#">Intern Credential Requirements Text</a></li> </ul> <p><a href="#">Basic Skills and Subject Matter Requirements Evaluation Letter</a></p>
<p><b>(3) Pre-Service Requirement.</b></p> <p>Each Multiple and Single Subject Intern program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:</p> <ol style="list-style-type: none"> <li>a) foundational preparation in general pedagogy including classroom management and planning,</li> <li>b) reading/language arts,</li> <li>c) subject specific pedagogy,</li> <li>d) human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.</li> </ol>	<p>All Multiple and Single Subject Intern candidates must complete a minimum 120-hour pre-service component through specific coursework. The faculty of the Multiple and Single Subject Credential Programs would prefer that candidates complete Foundation 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 credential teachers, especially in some high need content area, over the past 5 years has resulted in many applicants either coming to the program already hired on a Provisional Intern Permit (PIP) or a Short Term Staff Permit (STSP) or being hire just prior to or during their first semester of student teaching. While the faculty feel the requirement to be mentored under a credential classroom teacher for at least one semester provides a solid foundation for candidates before they become teacher of record, we recognize that many of our candidates cannot complete a credential program without the income the job provides.</p> <p>Currently, Multiple and Single Subject 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><b>Artifacts and Evidence</b></p> <p><u>Syllabi</u> EDU 4100 Psychological and Developmental Foundations EDU 4104 Sociological and Multicultural Foundations EDU 4107 Foundations for Teaching English Learners</p> <p><b>Multiple Subject Credential</b> <b>EDU 4330 Reading/Language Arts: Primary Grades</b></p> <p><b>Single Subject Credential</b> <b>EDU 4410 Language and Literacy in the Content Area</b></p> <p><b>Student/Intern Teacher Orientation Week</b></p>

<https://docs.google.com/presentation/d/1sRVcqaHL9AcLOzKsM-Buh410jg5dz7cO4ARr3csq2oM/edit?usp=sharing>

### Resources

We have reviewed the websites for both the Multiple Subject Credential and the Single Subject Credential and cannot find any references to a Professional Development Plan requested by the reviewers.

At the time of admission, candidates meet with the Program Director and fill out a Program Plan to plan their course sequence as well as review and identify what requirements on the list of all CTC Requirements are met and still need to be met. Foundation courses are identified by \*\* as well as in the Notes section at the end of the table.

Program Directors review the requirement for interns, so candidates are aware of the requirements and identify/know the courses that provide the 120 hours that meet the pre-service components.

### Artifacts and Evidence

#### Syllabi File

- EDU 4100 Psychological and Developmental Foundations: human development, general classroom management and planning
- EDU 4104 Sociological and Multicultural Foundations: human development, general classroom management and planning
- EDU 4107 Foundations for Teaching English Learners: teaching multilingual students, basic subject pedagogy related to multilingual learners' language development

Candidates are encouraged to take this course prior to or concurrently with their first semester as an intern

- EDU 4110 Special Education for the Classroom Teacher (note this course is taught in combination with EDU 4200 Special Education Program Management with both General Education and Education Specialist candidates in the seminar): human development, general classroom management and planning

All candidates, including interns, take courses focused on reading either prior to or concurrently with their first semester in a filed practicum placement (student teaching or internship)

- EDU 4330 Reading/Language Arts: Primary Grades (Multiple Subject): reading/language arts, pedagogy
- EDU 4410 Language and Literacy in the Content Area (Single Subject): reading/language content area pedagogy

[Multiple Subject/Single Subject Catalog and Syllabi Descriptions](#)

[Multiple Subject Program Plan](#)

[Single Subject Program Plan](#)

	<p>All Multiple Subject and Single Subject Intern candidates complete a minimum 120-hour pre-service component through specific foundation coursework. The 120-hour is determined by the number of units in each course. At NDNU 1-unit = 45 hours of student contact time which includes time in seminar, any required activity with K-12 students, and time spent on assignments. A 1-unit seminar includes 15 hours in seminar and 30 hours of other activities. A 3-unit seminar includes 45 hours in seminar and 90 hours of other activities.</p> <p>Course titles below are linked to course catalog and syllabus course descriptions listing topics outlined in items (a)-(e).</p> <p>Multiple Subject and Single Subject candidates must complete the following Foundation courses:</p> <ul style="list-style-type: none"> <li>• <a href="#">EDU 4100 Psychological and Developmental Foundations (3)</a></li> <li>• <a href="#">EDU 4104 Sociological and Multicultural Foundations (3)</a></li> <li>• <a href="#">EDU 4107 Foundations for Teaching English Learners (3)</a></li> </ul> <p>These courses in a semester provide 135 hours in seminar plus an additional 20 hours required in EDU 4107 tutoring ELL students which requires application of content learned with K-12 students related to items (a)-(e) for a total of 155 hours.</p> <p>Multiple Subject and Single Subject candidates are required to take course focused on reading/literacy during their first semester as an intern.</p> <ul style="list-style-type: none"> <li>• <a href="#">EDU 4330 Reading/Lang. Arts: Primary Grades (3) (Multiple Subject):</a></li> <li>• <a href="#">EDU 4410 Language &amp; Literacy in Content Area (3) (Single Subject):</a></li> </ul> <p>Prior to or concurrently with their first semester as an intern, candidates are encouraged to take:</p> <ul style="list-style-type: none"> <li>• <a href="#">EDU 4110 Special Education for the Classroom Teacher (3)</a></li> </ul> <p>The 120-hour pre-service component is stated on the Program Plan in two ways. Program Directors complete and provide to candidates during regular advising sessions in two ways:</p> <ul style="list-style-type: none"> <li>• text (see links under Artifacts and Evidence titled: Program Plan Requirements for an Intern Credential.</li> <li>• In the list of courses on the Program Plan, the 3 courses meeting the 120 pre-service components are identified by *** (see links below that begin with ***)</li> </ul> <p><u>Multiple Subject Program Plan</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Intern Credential Requirements</a></li> <li>• <a href="#">***Foundation courses that meet 120-hour preservice component</a></li> </ul> <p><u>Single Subject Program Plan</u></p> <ul style="list-style-type: none"> <li>• <a href="#">Intern Credential Requirements</a></li> <li>• <a href="#">***Foundation courses that meet 120-hour preservice component</a></li> </ul>
<p><b>(4) Professional Development Plan.</b></p> <p>The employing district has developed and implemented a Professional Development Plan for</p>	<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>

<p>interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:</p> <ul style="list-style-type: none"> <li>a) Provisions for an annual evaluation of the intern.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 uses 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 review is used to complete the Transition to Induction form.</li> </ul> <p><b>Artifacts and Evidence</b></p> <p>Evaluation of Student/Intern Effectiveness Plan (General Education Credentials)</p> <p>NDNU Transition to Induction form</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Artifacts and Evidence</b></p> <p>Multiple Subject Program Plan</p> <p>Single Subject Program Plan</p> <ul style="list-style-type: none"> <li>• Prior to their first semester of service, NDNU interns teaching in kindergarten or grades 1 to 6 inclusive, have completed a foundation course, EDU 4100 Psychological and Developmental Foundations. They will, during this first semester, complete EDU 4110 Special Education for the Classroom Teacher. This course is taught in combination with EDU 4200 Special Education Program Management so General Education and Education Specialist candidates are in the same course which provides instruction in the etiology and methods of teaching children with mild and moderate disabilities.</li> </ul> <p><b>Artifacts and Evidence</b></p> <p>EDU 4100 Psychological and Developmental Foundations</p> <p>EDU 4110 Special Education for the Classroom Teacher/EDU 4200 Special Education Program Management</p> <ul style="list-style-type: none"> <li>• NDNU does not offer a bilingual credential program.</li> </ul>
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**Annual Evaluation:** All credential candidates, including interns are evaluated at mid-term and at the end of each semester during the 2 years of their intern placement. These *Evaluation of Teacher Effectiveness* allows the program to more accurately monitor and track how interns are growing in their knowledge, skills, and abilities at key multiple points in the program. The three-way conferences (intern, university supervisor, and district-employed supervisor) help identify areas of progress as well as identify and put into place quickly additional support in areas of need/additional support/growth. These evaluations also demonstrate intern growth over the 2-year internship so that the Evaluation of Teacher Effectiveness at the end of each year serves as an Annual Evaluation.

Candidates at NDNU who are issued Intern credential complete the same courses in the same sequence, attend the same seminars, and are supervised during their internship in the same manner as candidates who complete their credential through student teaching. The content outlined in Precondition 4 is covered in the coursework sequence set out in the Program. Plan completed by the candidate and the Program Director. All candidates complete the following courses prior to their first student/intern teaching seminar. Interns must complete these courses as these meet the content requirements for their 120 hours preservice component:

- EDU 4100 Psychological and Developmental Foundations
- EDU 4104 Sociological and Multicultural Foundations: human development, general classroom management and planning
- EDU 4107 Foundations for Teaching English Learners: teaching multilingual students, basic subject pedagogy related to multilingual learners' language development.

Candidates take this course prior to or concurrently with their first semester as an intern:

- EDU 4110 Special Education for the Classroom Teacher (note this course is taught in combination with EDU 4200 Special Education Program Management with both General Education and Education Specialist candidates in the seminar)

All interns keep record their hours of support and supervision on the *NDNU Intern Support and Supervision Record* which is reviewed/signed by their NDNU university supervisor and district-employed supervisor and turned into their student/intern teaching seminar instructor monthly.

#### Artifacts and Evidence

[Evaluation of Student/Intern Effectiveness Plan \(General Education Credentials\)](#)

[Multiple Subject Program Plan](#)

[Single Subject Program Plan](#)

[NDNU Intern Support and Supervision Record](#)

[1\(a\) Professional Development Plan \(PDP\)](#)

[The Program Plan that is used to advise Multiple and Single Subject Credential candidates from the point of admission to the completion of the](#)

program, serves as the NDNU Professional Development Plan. 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.

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. 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 it is 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.

Intern Support and Supervision records are collected monthly and reviewed by Student/Intern Teaching Seminar instructors to confirm intern candidates are receiving the support and supervision required. These forms become part of the intern candidate's Canvas file.

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 each course syllabus. The Program Plan is used by the Program Director 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 Director 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 Director to record the completion of those requirements which are also required to apply for an intern credential.

3(c) During advising, the Program Director will confirm if a NDNU intern is 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 Multiple and Single Subject Credential candidates will, prior to their first semester or during their first semester as an intern, have completed EDU 4110 Special Education for the Classroom Teacher which provides instruction in the etiology and methods of teaching children with mild and moderate disabilities. The completion of these courses will be confirmed during an advising meeting with the candidate, by checking the candidate's NDNU transcripts and noted on the candidates Program Plan by the Program Director.

4 (d) "Teaching children in bilingual classrooms: NDNU does not offer a bilingual credential program. All Multiple and Single Subject Credential candidates complete EDU 4104 Sociological and Multicultural Foundations which examines the impact of social and cultural factors on selecting and incorporating developmentally appropriate teaching practices in the classroom and EDU 4107 Foundations for Teaching English Learners are required course for the 120-hours preservice component. EDU 4107



	<p>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”: As noted in 3 (c) EDU 4110 Special Education for the Classroom Teacher provides instruction in the etiology and methods of teaching children with mild and moderate disabilities.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Evaluation of Student/Intern Effectiveness Plan (General Education Credentials)</a></p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p><a href="#">NDNU Intern Support and Supervision Record</a></p>
<p><b>(5) Supervision of Interns.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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,</li> </ul>	<p>NDNU Memorandum of Understand (MOU) agreement with participating school districts sets out the requirement to provide 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 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 including credential(s) held and training in mentoring/coaching new and beginning teachers. University Supervisors 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><b>Artifacts and Evidence</b></p> <p>NDNU Intern Support and Supervision Record</p> <p>Master Teacher/District Employed Supervisor Orientation/Training:  <a href="https://docs.google.com/presentation/d/1lcFmDI6IP3GG0FDHUX2zLrnSZ2_ONBHZk_8lr_rgReU/edit?usp=sharing">https://docs.google.com/presentation/d/1lcFmDI6IP3GG0FDHUX2zLrnSZ2_ONBHZk_8lr_rgReU/edit?usp=sharing</a></p>

<p>where applicable, the system used to pay for supervision.</p>	<p>Master Teacher/District employed Supervisor Orientation/Training Feedback Summary:  <a href="https://docs.google.com/presentation/d/1cQlCYXWXl5z2tAX8_bpYWf0KQpBBLkqp0pOedfXZ-U/edit#slide=id.g20629b33532_0_93">https://docs.google.com/presentation/d/1cQlCYXWXl5z2tAX8_bpYWf0KQpBBLkqp0pOedfXZ-U/edit#slide=id.g20629b33532_0_93</a></p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Sample NDNU Standard Intern District MOU -5A</a></p> <p><a href="#">NDNU Intern Support and Supervision Record</a></p> <p>The NDNU Intern Support and Supervision Record verifies the 144 hours and additional 45 hours of annual support and supervision of interns as well as the minimum amount of district-employed supervisors' support and guidance required per week. The link provided above works. An additional link is provided below.</p> <p><a href="#">NDNU Intern Support and Supervision Record</a></p>
<p><b>(6) Assignment and Authorization.</b></p> <p>To receive program approval, the participating institution authorizes the candidates in an intern program to assume the functions that are 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>The NDNU Intern Memorandum of Understanding (MOU) 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 n 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 needs and begins the process of identifying a District Employed Supervisor with the appropriate credential and qualifications who will be assigned to the intern.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Sample NDNU Standard Intern District MOU – PC6</a></p> <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">University responsibilities</a></li> <li>• <a href="#">District responsibilities</a></li> </ul> <p><b>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.</b></p>
<p><b>(7) Participating Districts.</b></p> <p>Participating districts are public school districts or county offices of</p>	<p>The document attached lists the districts with whom NDNU has 2 sets of Memorandum of Understanding (MOU) with each district: one to place student teachers (Multiple Subject, Single Subject, and Education Specialist] and one to place interns (Multiple Subject, Single Subject and Education Specialist) to</p>

<p>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>place student teachers and to place interns. 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><b>Artifacts and Evidence</b></p> <p><u>List of School Districts</u></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. Be assured, we do not place candidates holding a California CTC issued intern credentials in private schools. We do, however, have a number of private school teachers who are completing courses. These candidates in Multiple and Single Subject credential programs are typically working toward completing requirements to apply directly to the CTC through CL-834. Since they are teaching in private schools, the university requires we have an MOU with them for legal and insurance reasons. We also allow candidates who are student teaching (not interns) to complete one student teaching experience in a private school that meets the diverse student population of California public schools and uses the California Common Core Standards. This placement also requires an MOU for legal and insurance reasons.</p> <p>We do not keep separate lists of MOUs with public schools and MOUs with private schools. If this is a CTC requirement please provide the Dean of the School of Education with a letter stating this is required by this Preconditions.</p>
<p><b>(8) Early Program Completion Option.</b></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> <ul style="list-style-type: none"> <li>• 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"> <li>• Human development as it relates to teaching and</li> </ul> </li> </ul>	<p>NDNU makes available to candidates who qualify the option to choose an early program completer option, culminating in a five -ear preliminary credential. This option is outline in the catalog. In addition, Program Directors have an Early Completer Option Program Plan to use when working with individuals who request this option.</p> <p><b>Artifacts and Evidence</b></p> <p>Catalog website;  <a href="https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf">https://ndnu.edu/documents/academics/NDNU-2022-2023-Graduate-Catalog.pdf</a>  page 54</p> <p><b>Artifacts and Evidence</b></p> <p><b>Link to ECO form below is active.</b></p> <p><u><a href="#">Early Completer Option Program Plan</a></u></p> <p><b>It is confusing when P8 is Met for the Multiple Subject Intern Program and Not Met for the Single Subject Intern as the process for a candidate seeking the ECO option are identical.</b></p>

<p>learning aligned with the state content and performance standards for K-12 students</p> <ul style="list-style-type: none"> <li>• Techniques to address learning differences, including working with students with special needs</li> <li>• Techniques to address working with English learners to provide access to the curriculum</li> <li>• Reading instruction in accordance with state standards</li> <li>• Assessment of student progress based on the state content and performance standards</li> <li>• Classroom management techniques</li> <li>• Methods of teaching the subject fields</li> </ul> <ul style="list-style-type: none"> <li>• Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.</li> <li>• Pass the <a href="#">Reading Instruction Competence Assessment (RICA)</a> (Not applicable to Single Subject Credential candidates).</li> <li>• 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 program. (<a href="#">Reference: Education Code Section 44468</a>).</li> </ul>	<p><b>Individuals interested in the Early Completer Option apply and are admitted to the university and credential program (Multiple Subject or Single Subject) using the standard application process for all credential candidates. During the initial interview with the Program Director for the selected credential program, the Program Director reviews with the candidate requesting the ECO the requirements using the Early Completer Option Program Plan. This is the only Program Plan used for ECO candidates.</b></p> <p><b>The right side of the Program Plan lists the requirements set out by the CTC in CL-840 as set out in item 1-12 below. The left side is used to note how and when the candidate met each item. Documentation verifying requirements are met are provided by the candidates and uploaded, along with a copy of the ECO Program Plan, in the candidate's Canvas file.</b></p> <ol style="list-style-type: none"> <li><b>1. Bachelor's degree or higher from a regionally accredited college or university</b></li> <li><b>2. Basic Skills Requirement</b></li> <li><b>3. Passage of one of the 2 examinations required by the CTC that assess knowledge of teaching foundations.</b></li> <li><b>4. CalTPA: Cycle 1 (must pass on first attempt) and CalTPA Cycle 2</b></li> <li><b>5. RICA (Multiple Subject only)</b></li> <li><b>6. US Constitution</b></li> <li><b>7. Subject Matter Competency Requirements</b></li> <li><b>8. Certificate of Clearance</b></li> <li><b>9. Offer of Employment</b></li> <li><b>10. Complete foundational computer technology coursework that includes general and specialized skills in the use of computers in educational setting</b></li> <li><b>11. Infant Child Adult CPR</b></li> <li><b>12. Negative tb test</b></li> </ol> <p><b>Candidates pursuing the ECO must meet all items required for an intern credential along with item 2.</b></p>
<p><b>(9) Length of Validity of the Intern Certificate.</b></p>	<p>The Credential Analyst clearly informs Multiple and Single Subject Intern Credential candidates that the length of their Intern Credential is 2 years. Candidates are encouraged to download a copy of their intern credential from the CTC website for their personal file as well as uploading it to their NDNU file. Program Directors working with candidates on an intern credential, work</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>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><b>Artifacts and Evidence</b></p> <p>The links below have been reset, tested, and provides the requested information: an authentic program document that explains the length of validity of an intern certificate. This information part of the Program Plan document and is provided to candidates at the initial interview with the Program Director. At the time the Program Director (Multiple Subject or Single Subject) reviews the Program Plan including CTC requirements, courses/course sequence, and financial aid options. The same Program Plan is used every semester to advise candidates, adjust their program as needed, and to verify completion of requirements, all of which are noted on the Program Plan to ;provide a record of updates.</p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Multiple Subject Program Plan Length of Intern Credential</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan Length of Intern Credential</a></p> <p><a href="#">MOU Length of Intern Credential</a></p>
<p><b>(10) Non-Displacement of Certificated Employees.</b></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 (MOU) includes a statement of the district acknowledging that interns do not replace certificated employees in their district.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Sample NDNU Standard Intern District MOU</a></p> <p>The Multiple Subject and single Subject Program Plans provide the requirements for interns, including a statement that meets the requirements of P10 (1).</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Multiple Subject Program Plan – P10 (1) statement</a></p> <p><a href="#">Single Subject Program Plan - P10 (1) statement</a></p>
<p><b>(11) Justification of Intern Program.</b></p> <p>When an institution submits a program for initial or continuing accreditation, the institution must explain why the intern is being implemented. Programs that are</p>	<p>The NDNU Intern Memorandum of Understanding (MOU) includes a statement of the district acknowledging that the intern is being hired to meet employment shortages.</p> <p><b>Artifacts and Evidence</b></p> <p>Sample NDNU Standard Intern District MOU</p>

<p>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.</p>	<p><b>Artifacts and Evidence</b></p> <p><a href="#">Sample NDNU Standard Intern District MOU – PC11</a></p> <p><b>Letters of Support</b></p> <p><a href="#">JeffersonUHSD Letter</a></p> <p><a href="#">SequoiaUHSD Letter</a></p> <p><a href="#">San Mateo UHSD Letter</a></p>
<p><b>(12) Bilingual Language Proficiency.</b></p> <p>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 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. Reference: Education Code Section 44325(c)(4).</p>	<p>NDNU does not offer a Bilingual Authorization Program</p>



## NDNU Multiple Subject Program Plan

Name:

ID:

### CTC Requirements

<b>Basic Skills Requirement:</b>	<b>Subject Matter Competency Requirements:</b>
<b>Certificate of Clearance</b>	<b>Negative tb Test</b>
<b>US Constitution</b>	<b>CPR [Infant, Child, Adult]</b>
<b>CalTPA: Cycle 1</b>	<b>RICA</b>
<b>CalTPA: Cycle 2</b>	

<b>Courses</b>	<b>Summer Session I</b>	<b>Summer Session II</b>	<b>Fall</b>	<b>Spring</b>
<b>Foundations (Semester 1) (Basic Skills and Subject Matter Competency verification not required)</b>				
***EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
***EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				
***EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
<b>Health &amp; Technology should be taken prior to final semester of student/intern teaching</b>				
EDU 4116/ Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
<b>Student/Intern Teaching I &amp; C&amp;I courses (requires verification of Basic Skills and Subject Matter Competency) (Semester 2)</b>				
EDU 4330/Reading in Primary grades (3 units)				
EDU 4338 Curriculum: Science (1 unit)				
EDU4337/Curriculum: Social Studies (1 unit)				
EDU 4342/Student Teaching: Primary Grade (3 units) (TPA:LIT)				
EDU 4360 CalTPA Support Cycle 1 (.5)				
<b>Student/Intern Teaching II &amp; C&amp;I courses (Semester 3)</b>				

EDU 4333/Reading in Upper grades (3 units)				
EDU 4336/Curriculum: Math (2 units)				
EDU 4119/ Assessment in the Classroom (3 units)				
EDU 4345/Student/Intern Teaching: Upper Grade II (3 units) (TPA:MTH)				
EDU 4361 CalTPA Support Cycle 2 (.5)				

## Notes:

**\*\*\*Foundation courses required for intern credential and prior to enrollment in student teaching.**

### Requirements for Student/Intern Teaching:

**Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):**

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

CTC website: [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:** 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.

CTC website: [https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2)

**Requirements for an Intern Credential:** Basic skills, subject matter competency; courses required to meet the 120 hour pre-service component, approval of Program Director, intern credentials valid for 2 years.

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 Single Subject Program Plan**

Name:

ID:

#### **CTC Requirements**

<b>Basic Skills Requirement:</b>	<b>Subject Matter Competency Requirements:</b>
<b>Certificate of Clearance</b>	<b>Negative tb Test</b>
<b>US Constitution</b>	<b>CPR [Infant, Child, Adult]</b>
<b>CalTPA: Cycle 1</b>	
<b>CalTPA: Cycle 2</b>	

<b>Courses</b>	<b>Summer Session I</b>	<b>Summer Session II</b>	<b>Fall</b>	<b>Spring</b>
<b>Foundations (Basic Skills and Subject Matter Competency verification not required) (Semester 1)</b>				
***EDU 4100/ Psychological and Developmental Foundations (3 Units)*				
***EDI 4104/ Sociological and Multicultural Foundations (3 Units)*				
***EDU 4107/ Foundations for Teaching English Learners (3 Units)*				
EDU 4110/ Special Education for Classroom Teachers (2 units)				
<b>Health &amp; Technology should be take prior to final semester of student/intern teaching</b>				
EDU 4116/Health Education (1 unit)				
EDU4113/Technological Applications in Education (1 unit)				
<b>Student/Intern Teaching I &amp; C&amp;I courses (requires verification of Basic Skills and Subject Matter Competency) (Semester 2)</b>				
EDU 4405 Teaching and Pedagogy (3 units)				
EDU 4407 Secondary Curriculum (2 units)				
EDU 4442 Student/Intern Teaching Semester I (3 units)				

EDU 4460 Cal TPA SS Support Cycle 1 (.5)				
<b>Student/Intern Teaching II &amp; C&amp;I courses (Semester 3)</b>				
EDU 4410 Language and Literacy in Content Areas (3 units)				
EDU4119 Assessment in the Classroom (3 units)				
EDU 4445 Student/Intern Teaching Semester II (3 units)				
EDU 4461 Cal TPA SS Support Cycle 2 (.5)				

## Notes:

\*\*\*Foundation courses required for intern credential and prior to enrollment in student/intern teaching.

### Requirements for Student Teaching:

Two requirements are required to begin student teaching (by August 1 to advance to student teaching in the fall semester; by December 1 to advance to student teaching in spring semester):

**Basic skills requirement (Reading/writing/mathematics up to 8<sup>th</sup> grade level):** Meet requirement through undergrad

uate/graduate course work or CBEST test. To have your transcripts review, contact Credential Analyst.

CTC website: [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:** 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.

CTC website: [https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2020/psa-20-10.pdf?sfvrsn=4d5d2eb1_2)

**Single Subject candidates adding a second single subject authorization:** Single Subject candidates wanting to add a second authorization: Take EDU 4405 with mentor in the additional subject area and verification of subject matter competency in the additional subject area.

**Multiple Subject candidates adding a single subject authorization:** Multiple Subject candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area.

**Special Education candidates adding a single subject authorization:** Special Education candidates wanting to add a single subject authorization: take EDU 4405 with mentor in the subject matter area and verification of subject matter competency in the subject area. In addition, candidates complete a single subject student teaching placement and the CALTPA.

**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. 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/>

**Evaluation of Student/Intern Teacher  
Effectiveness Form [General Education Credentials]  
By Master Teacher/Intern Liaison**

Student Name \_\_\_\_\_ 1<sup>st</sup> Semester \_\_\_\_\_ Midterm \_\_\_\_\_ Final \_\_\_\_\_  
2<sup>nd</sup> 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 1<sup>st</sup> year teacher.

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

Signatures:

\_\_\_\_\_  
Candidate/Intern

\_\_\_\_\_  
Master Teacher/Intern Liaison

\_\_\_\_\_  
NDNU Supervisor

\_\_\_\_\_  
Date

<b>CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)</b>				
<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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:



<b>CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)</b>				
<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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:

<b>CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)</b>				
<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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:

<b>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)</b>				
<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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 5: Assessing Student Learning (TPE 5)**

<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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:

<b>CSTP 6: Developing as a Professional Educator (TPE 6)</b>				
<b>Universal Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
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:

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 development 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 identify 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

For XXXXXXXX School District:

\_\_\_\_\_  
XXXXXX, Superintendent  
XXXXXX School District

\_\_\_\_\_  
Date



### **NDNU Early Completer Option (ECO) Program Plan**

Name:

ID:

Early Completion Intern Option	Notes
Bachelor's degree or higher from a regionally-accredited college or university	
Basic Skills Requirement	
Passage of one of the following: a) The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subjects candidates or Secondary (Test code 052) for Single Subject candidates  b) The Teaching Foundations Examination (TFE) (no longer administered see Terms & Definitions)	a) APK: Valid for 5 years   b) The TFE has been replaced by the NES APK assessments for use toward meeting the ECO. The final administration of the TFE was in July 2013. Candidates may use scores on the Teaching Foundations Examination toward meeting the ECO for a period of five years from the date the assessment was passed.
CalTPA: Cycle 1	Must pass on first attempt
CalTPA: Cycle 2	
RICA (Multiple Subject only)	
US Constitution	
Subject Matter Competency Requirements	
Certificate of Clearance	
Offer of Employment and be enrolled in a District Intern Program or a college or university CTC approved intern program	
Complete foundational computer technology coursework that includes general and specialized skills in the use of computers in educational settings	
Infant Child Adult CPR	
Negative tb test	

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 Preparatory	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	<b>2nd Notice: 8/16/22 (waiting for board)</b>
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**  
Jerome Gallegos  
Andrew Lie  
Kalimah Y. Salahuddin  
Rosie U. Tejada  
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](mailto: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](http://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

Multiple Subject and Single Subject Credentials  
Catalog and Syllabi Course Descriptions

**All Multiple Subject and Single Subject 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 4110 Special Education for the Classroom Teachers (2)

- Catalog Description: This course is designed to provide information, resources, and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.
- Syllabus Course Description: This course helps teachers develop the skills needed to facilitate the mainstreaming of students with disabilities and learn about the legal requirements that face regular classroom teachers. Other topics include the history and overview of the Special Education system within California and the United States, and the building of positive relationships and collaboration with special education personnel and families of students that have different learning needs.

#### EDU 4113 Technological Applications in Education (1)

- Catalog Description: California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.
- Syllabus Course Description: This course provides an introduction to technology applications that benefit and are useful for both teachers and students. Current literature, tech education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. No textbook required for this course. Learning Outcomes: Tech Tools - Explore and learn about many of the common tech tools teachers use to engage students in learning new content, practicing their skills, getting feedback, collaborating with their peers and creating products and projects to increase student voice, choice and creativity; Tech as a Resource - Provide the rising teacher with strategies, tools and resources to improve their systems and efficiency in the classroom. This will empower them to focus on the human aspect of teaching, to which they are uniquely suited and prepared; Healthy Tech Use - Assist participants in establishing a healthy relationship with technology with a goal of using tech intentionally to add to their lives (at school and beyond) in positive ways. This will also

influence the way they encourage their own students to embrace a healthy balance with tech.

#### 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 4119 Assessment in the Classroom (3)

- Catalog Description: Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.
- Syllabus course Description: same as Catalog description

#### **Course for Multiple Subject Candidates only**

#### 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.

#### 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.

#### EDU 4342 Student/Intern Teaching Seminar (Multiple Subject 1<sup>st</sup> 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.
- Syllabus Description: EDU 4342 is a seminar designed as a vehicle for problem solving and critical thinking regarding the teaching/learning process. Student teachers and interns will participate in a process of reflection/action/evaluation that connects theory and research findings to the reality of teaching and learning experience. Attention will be given to the California Teaching Performance Expectations (TPEs) <https://www.ctc.ca.gov/docs/default->

[source/educator-prep/standards/adopted-tpes-2016.pdf](http://source/educator-prep/standards/adopted-tpes-2016.pdf) and the Teaching Performance Assessment (CalTPA)  
[http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\\_FRAG/CalTPA\\_TestPage.html](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html) .

#### EDU 4345 Student/Intern Teaching Seminar (Multiple Subject 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. Normally, at least one-half of the class is focused on candidates' concerns. CalTPA is the focus of this course.
- Syllabus Course Description: This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they complete their second student teaching placement. The class provides a forum for addressing and sharing each participant's weekly experiences with other teacher candidates. The seminar requires students to discuss and reflect on methods, strategies, assessments, student work, and curriculum organization as they grow in their pedagogical skills. Students will practice *assessment and reflection* as an integral part of professional growth.

In this final semester of student teaching, candidates will complete and submit their CalTPA Cycle 2. This TPA provides evidence of teaching competence consisting of artifacts documenting teaching and learning during a learning segment lasting approximately one week. It includes commentaries explaining, analyzing, or reflecting on the artifacts. In constructing their Cycle 2, candidates will apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. The purpose of the TE is to demonstrate readiness for a full-time classroom teaching assignment. It is aligned with the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE), and the relevant California student academic content standards and/or curriculum frameworks.

#### EDU 4346 Student/Intern Teaching Seminar (Multiple Subject Extended) (1)

- Catalog Description: Candidates are provided with an extended opportunity to continue to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. May be repeated for credit. Prerequisite: EDU 4342 OR EDU 4345.
- Syllabus Course Description: See EDU 4345 above

#### **Course for Single Subject Candidates only**

#### EDU 4405 Teaching and Pedagogy (3)

- Catalog Description: Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by an NDNu faculty member and is jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPEs). Other topics include, but are not limited to classroom management, teaching, and learning in a standards-based environment, and setting high expectations for all students. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment. Candidates taking this course to add a

second credential authorization will fulfill all requirements of the course in addition to completing an independent study project.

- Syllabus course Description: Same as Catalog description

#### EDU 4407 Secondary Curriculum (2)

- Catalog Description: Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small-group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.
- Syllabus course Description: In this course, students will develop experience in lesson design and curriculum planning applied to their subject area. Students will implement a variety of 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 and used by the student in designing a unit of instruction. Students will practice *reflection* as an integral part of professional growth. Please note that this course is typically taken in tandem with EDU 4442 “Student/Intern Teaching Seminar for Single Subject Student Teachers (First Semester)”, and as such will complement components with that course with focus on the California Teaching Performance Assessment (CalTPA Cycle 1).

#### EDU 4410 Language and Literacy in the Content Area (3)

- Catalog Description: EDU 4410 Language and Literacy in Content Areas introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. **Field experience in public school is required (30 hours).**
- Syllabus course Description: EDU 4410 focuses on practical classroom techniques, reading strategies, academic vocabulary development and the “into, through and beyond” approach to reading academic texts relevant for struggling as well as advanced readers in all content areas. Students in EDU 4410 review the research behind reading strategies and techniques and then individually and in small groups work to apply the research to real-world diverse classroom situations. Students currently completing their student teaching should be able to take elements from each session and apply them directly to their daily instruction.

#### EDU 4442 Student/Intern Teaching Seminar (Single Subject 1<sup>st</sup> Semester) (3)

- 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.
- Syllabus Description: This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they begin their first student teaching or intern placement. The class provides a forum for addressing and sharing each participant’s experiences with other teacher candidates and the instructor, with the goal of problem-solving issues that arise in real classrooms. The seminar requires students to discuss, analyze and reflect on methods,

strategies, assessments and curriculum organization as they grow in their pedagogical skills. The goal of this class is to help student teachers to become reflective practitioners who continually improve their teaching practice.

#### EDU 4445 Student/Intern Teaching Seminar (Single Subject 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. Normally, at least one-half of the class is focused on candidates' concerns.
- Syllabus Course Description: This weekly seminar provides an opportunity for student and intern teachers to deepen their understanding of teaching through ongoing reflection and discussion of their successes and challenges as they complete their second student teaching placement. The class provides a forum for addressing and sharing each participant's weekly experiences with other teacher candidates. The seminar requires students to discuss and reflect on methods, strategies, assessments, student work, and curriculum organization as they grow in their pedagogical skills. Students will practice *assessment and reflection* as an integral part of professional growth.

In this final semester of student teaching, candidates will complete and submit their CalTPA Cycle 2. This TPA provides evidence of teaching competence consisting of artifacts documenting teaching and learning during a learning segment lasting approximately one week. It includes commentaries explaining, analyzing, or reflecting on the artifacts. In constructing their Cycle 2, candidates will apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. The purpose of the TE is to demonstrate readiness for a full-time classroom teaching assignment. It is aligned with the California Standards for the Teaching Profession, the Teaching Performance Expectations (TPE), and the relevant California student academic content standards and/or curriculum frameworks.

#### EDU 4446 Student/Intern Teaching Seminar (Single Subject Extended) (1)

- Catalog Description: Candidates are provided with an opportunity to continue to reflect upon and improve their field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally at least one-half of the class is focused on the candidates' concerns. May be repeated for credit.
- Syllabus Course Description: See EDU 4445 above

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,

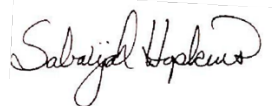
As a partnering district with the Notre Dame de Namur University School of Education Single Subject and Education Specialist credentials programs, San Mateo Union High School District (SMUHSD) confirms that the NDNU intern credential programs were developed and continue to meet employment shortages due 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

650 North Delaware Street, San Mateo, CA 94401      650.558.2299  
Adult School - Aragon - Burlingame - Capuchino - Hillsdale - Middle College - Mills - Peninsula - San Mateo  
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# **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*

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

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**

<b>Activity Code</b>	<b>Potential Support &amp; Supervision Activities Most Likely to be provided through the Intern's Employ</b>
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)*

<b>Activity Code</b>	<b>Potential Support &amp; Supervision Activities Most Likely to be provided through the Intern's CTC Approved Prep Program</b>
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)

<b>Activity Code</b>	<b>Potential Support &amp; Supervision Activities Provided by <u>Either or Both</u> the Intern's Employer and CTC Approved Prep Program</b>
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.**





[Date]

Dear [Incoming Student]

The California Commission on Teacher Credentialing (CTC) has a number of requirements that must be met in order to be issued a teaching credentials. Two important ones are the Basic Skills Requirement (BSR) and the Subject Matter requirement (SMR). If you have passed both the CBEST and the CSET, you have met both requirements. If not, there are a number of ways to meet each requirement. See the links below for alternatives.

[Basic Skills Requirement](#) (BSR)

[Subject Matter Requirement](#) (SMR)

We have evaluated your undergraduate transcripts from the following institutions:

The results are as follows:

**Basic Skills Requirement:** Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

---

☐ Fully meets the requirement.

**Subject Matter Requirement** for subject: \_\_\_\_\_: Your undergraduate coursework:

☐ Does not meet the requirement.

☐ Partially meets the requirement—You have met the requirements for the following subtests:

\_\_\_\_\_

☐ Fully meets the requirement.

If you have taken coursework from other institutions not listed, or have questions about the evaluation or how to meet one or both of the requirements, please let me know.

Best wishes,

Terrance Hanna  
Credentials Analyst  
School of Education and Leadership  
Notre Dame de Namur University  
Tel: (650) 508-3545



