

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

Precondition	NDNU Response
<p><b>1. (1) Limitation on Program Length.</b></p> <p>The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.</p> <p>The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs.  <i>Reference: Education Code Section 44259 (a) and (b) (3).</i></p> <p><i>Clarification of Program Precondition 1</i></p> <p>Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission’s standards of candidate competence and performance by completing the regular professional preparation program.</p> <p><b>Link to the Multiple Subject Credential Program website link has been checked by clicking the link and by copying and pasting the link into different browsers. Both methods go to the Multiple Subject Credential Program website.</b></p>	<p>The Notre Dame de Namur professional preparation coursework that all candidates are required to complete is equivalent to no more than two years of full-time study. The Multiple Subject Credential Program is a fifth-year program requiring 33 semester units of course work. The Single Subject Credential Program is a fifth-year program requiring 31 semester units of course work. Courses are offered year-round during 3 semesters: fall, spring, summer.</p> <ul style="list-style-type: none"> <li>• Full-time candidate entering the summer semester in May, with basic skills and subject matter competency requirements completed by August 1, can complete the program by May of the following year (12 months).</li> <li>• Full-time candidates entering in summer, who do not have basic skills and subject matter competency completed by August 1, can complete the program by December of the following year (18 months)</li> <li>• Full-time candidates entering in fall or spring semesters complete the program in 18 months.</li> </ul> <p><b>Artifacts and Evidence</b></p> <p>Multiple Subject Credential Program 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 Program website:  <a href="https://www.ndnu.edu/school-of-education/credentials-single/">https://www.ndnu.edu/school-of-education/credentials-single/</a></p>

<p>The Single Subject Credential Program website link has been checked by clicking the link and by copying and pasting the link into different browsers. Both methods go to the Single Subject Credential website</p> <p>Hyperlink to MS Program Plan has been checked and goes to the correct Program Plan</p> <p>Hyperlink to SS Program Plan has been checked and goes to the correct Program Plan.</p>	<p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p><b>Clarification of Program Precondition 1</b>  Program Plan links have been checked and currently go to the named Program Plan. Program Plans are designed to allow the Program Director and candidates to plan how to complete the program in less than 2 years. The following indications have been added to each Program Plan: (Semester 1), (Semester 2), (Semester 3).</p> <p><b>As indicated in the original submission:</b></p> <ul style="list-style-type: none"> <li>• Full-time candidate entering the summer semester in May, with basic skills and subject matter competency requirements completed by August 1, can complete the program by May of the following year (12 months). <b>Summer is semester 1; Fall is semester 2; Spring is Semester 3</b></li> <li>• Full-time candidates entering in summer, who do not have basic skills and subject matter competency completed by August 1, can complete the program by December of the following year (18 months): <b>The candidate can complete the foundation courses listed on the Program Plan for Semester 1 during the Summer and Fall semester. Spring would be Semester 2. The candidates would not have courses in summer as there are no schools in session to provide a student/intern teaching placement. The courses listed with student teaching seminars must be taken at the same time as student/intern teaching placements as assignments require</b></li> </ul>
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	<p>candidates to be in a clinical placement. Fall would be Semester 3. [Summer-Fall-Spring-Fall sequence]</p> <ul style="list-style-type: none"> <li>Full-time candidates entering in fall or spring semesters complete the program in 18 months.</li> </ul> <p>Fall admits: Full time candidates entering in the Fall would complete Semester 1 in Fall; Semester 2 in Spring; have no courses in summer unless the individual selected to postpone EDU 4113 and EDU 4116 until summer; Semester 3 would be completed in the next Fall. Fall-Spring-Fall sequence]</p> <p>Spring admits: Full time candidates entering in the Spring would complete Semester 1 in Spring; have no courses in summer unless the candidates elected to take EDU r4113 and EDU 4116 in summer; Semester 2 in Fall; Semester 3 in Spring. [Spring-Fall-Spring sequence]</p> <p>Artifacts and Evidence</p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p>
<p><b>(2) Limitation on Student Teaching Prerequisites.</b></p> <p>No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.</p> <p><i>Reference: Education Code Section 44320 (a).</i></p>	<p>The NDNU Multiple Subject Credential Program and Single Subject Credential Program require candidates in these programs to complete 9 semester units of professional preparation courses before allowing candidates to enroll in student teaching in elementary, middle, or secondary schools. The 3 required foundation courses are:</p> <ul style="list-style-type: none"> <li>EDU 4100 Psychological and Developmental Foundations (3 units)</li> <li>EDU 4104 Sociological and Multicultural Foundations (3 units)</li> <li>EDU 4107 Foundations for Teaching English Learners (3 units)</li> </ul> <p>These three foundation courses are offered every semester [fall, spring, summer] so candidates entering the program at any time in the year can complete these courses prior to enrolling in student teaching.</p>

<p><i>Clarification of Program Precondition 2</i></p> <p>Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.</p> <p><b>Hyperlink to MS Program Plan has been checked and goes to the correct Program Plan</b></p> <p><b>Hyperlink to SS Program Plan has been checked and goes to the correct Program Plan.</b></p> <p><b>Hyperlinks to syllabi have been checked and go to the correct syllabus.</b></p>	<p><b>Artifacts and Evidence</b></p> <p><u>Syllabi</u></p> <p><a href="#">EDU 4100 Psychological and Developmental Foundations</a></p> <p><a href="#">EDU 4104 Sociological and Multicultural Foundations</a></p> <p><a href="#">EDU 4107 Foundations for Teaching English Learners</a></p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p>At the time of admission into their credential program, candidates meet with the Program Director and fill out an initial sequence of courses to enroll in using a program plan that list all CTC Requirements and all required course, in a table format. Foundation courses are identified by ** as well as in the Notes section at the end of the table. Candidates meet with their Program Director mid-way through each semester to update the Program Plan. They 1) identify/record on the Program Plan what courses they have completed/are completing; 2) record on the Program Plan in the CTC Requirements Table which requirements have been completed and which remain and 3) to verify with their Program Director courses for the next semesters as well as their plan to complete any CTC Requirements that have not been met. Candidates retain a copy of their Program Plan as do Program Directors.</p> <p>Links to the Multiple Subject Program Plan and Single Subject Program Plan are active.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Multiple Subject Program Plan</a></p>
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	<a href="#">Single Subject Program Plan</a>  <a href="#">Catalog and Syllabi Course Descriptions</a>
<p><b>(3) English Language Skills.</b></p> <p>In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.  <a href="#">Reference: Education Code Section 44259 (b) and 44259.5.</a></p> <p><i>Clarification of Program Precondition 4 Program</i>  Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.</p> <p><b>NOTE on feedback received P3 was not listed. It is unclear where the word <b>Met</b> below the P2 comment and P4 – n/a refers to P3. Links to course descriptions for the courses listed have been inserted.</b></p>	<p>Foundational knowledge about and strategies for teaching English Language Learners are embedded in all credential courses. Several courses provide the foundation for preparing candidates to demonstrate their abilities to use alternative methods of developing English language skills. All candidates are required to take EDU 4107 Foundations for Teaching English Learners and EDU 4104 Sociological and Multicultural Foundations. Candidates in the Multiple Subject Program are required to take EDU 4330 and EDU 4333 Reading/Language Arts for teaching reading and English Language Arts both at primary and upper grade levels. Candidates in the Single Subject Program are required to take EDU 4410 Language and Literacy in Content Areas where they learn and apply alternative methods of developing English language skills, including reading, among all students across all content areas.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Syllabi Course Descriptions</a>  <a href="#">EDU 4104 Sociological and Multicultural Foundations</a>  <a href="#">EDU 4107 Foundations for Teaching English Learners</a>  <a href="#">EDU 4330 Elementary Reading/Language Arts: Primary Grades</a>  <a href="#">EDU 4333 Elementary Reading/Language Arts: upper Grades</a>  <a href="#">EDU 4410 Language and Literacy in the Content Areas</a></p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Catalog and Syllabi Course Descriptions</a></p>

<p><b>(4) Undergraduate Student Enrollment.</b> Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.</p>	<p>N/A</p>
<p><b>(5) Assessing Candidates for Subject Matter Competence.</b></p> <p>The program sponsor has a timely and systematic process for evaluating and notifying candidates of their standing in relation to the subject matter competence requirement. This process includes:</p> <p>Providing candidates with clear and accurate information in all advising and application materials about all options available to demonstrate subject matter competence, pursuant to Education Code Section 44259(b)(5)(a). Within the first 60 days of the candidate’s admission, the institution must complete an assessment of each candidate’s standing in relation to demonstration of the subject matter competence requirement, including whether a coursework evaluation will be needed, and notify candidates of that standing.</p> <p><b>A link to the Basic Skills and Subject Matter Competency Letter is active.</b></p> <p><b>The link to the Basic Skills and Subject Matter Competency Letter has been checked and is active. The language in the letter has been corrected to reflect “basic skills requirement and subject matter requirements” rather than test names.</b></p> <p><b>NDNU Catalog content:</b> Catalog content can only be updated once a year. Once it is published, it cannot be changed as university students (including 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 admitted without the subject matter competency requirement completed 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.</p> <p><b>Artifacts and Evidence</b></p> <p>School of Education  <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>          need link to p, 44</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><a href="#">Basic Skills and Subject Matter Requirments Evaluation Letter</a></p> <p>Credential Analyst website:</p>

<p>candidates) are guaranteed the requirements listed for program completion will remain the same throughout their program, including if they take a leave of absence and return within the designated time. We recognize that changes to the CTC requirements apply to candidates under a catalog after it is published, and we inform candidates of that and we adjust candidate requirements accordingly. The first opportunity we will have to update the catalog to reflect the changes requested will be in early summer. At that time, the catalog will be update as requested.</p> <p>Please note that information about requirements for completing the basic skills and subject matter competency requirement is listed on Program Plans.</p> <p>Statements about completing the basic skills and subject matter competency requirement is listed on under the heading <i>Admission Requirements</i> on the Multiple Subject Program and Single Subject Program webpages.</p> <p>Link to Credential Analyst website is active. Content reflects basic skills and subject matter requirement language.</p>	<p><a href="https://www.ndnu.edu/credentials-office/">https://www.ndnu.edu/credentials-office/</a></p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Basic Skills and Subject Matter Competency Evaluation Letter</a></p> <p><b>Information on the Credential Analyst website related to basic skills requirement and subject matter verification requirement has been updated.</b></p> <p>Credential Analyst website: <a href="https://www.ndnu.edu/credentials-office/">https://www.ndnu.edu/credentials-office/</a></p> <p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p>
<p><b>(6) Demonstration of Subject Matter Competence.</b></p> <p>The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject</p>	<p>NDNU determines that each candidate has met the subject matter competence requirement prior to granting permission to enroll in their first student/intern teaching seminar. Candidates planning to enroll in student/intern teaching in the Fall semester, must have verification of subject matter competency on file by August 1. Candidates planning to</p>

<p>matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school.</p> <p>A) For Multiple Subject and Single Subject programs, the candidate provides evidence of having demonstrated subject matter competence through one of the following methods:</p> <ol style="list-style-type: none"> <li>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. Passage of a Commission-approved subject matter examination. <i>Reference: Education Code 44259 (b)(5)(A)(ii).</i></li> <li>3. Successful completion of coursework at one or more regionally accredited institution of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. <i>Reference: Education Code 44259 (b)(5)(A)(iii).</i><sup>1</sup></li> <li>4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.</li> </ol>	<p>enroll in student/intern teaching in the Spring semester, must have verification of subject matter competency on file by December 1. Candidates are informed of these deadlines multiple times during the program: New Student Orientation, Advising meetings with Program Directors, and on their Program Plan</p> <p>When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student orientation, they are shown how to upload all their required documents, including verification of subject matter competency, into their CTC Document File. Candidates upload documents as they complete requirements throughout the program.</p> <p>At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's CTC Document File, recording the documents in the file in the Student/Intern Teacher Placement Spreadsheet. If any document(s), including confirmation subject matter competence, are missing, the Placement Coordinator contacts the candidate to identify why document(s) are missing and identify how soon the candidate can provide the required document(s). The Placement Coordinator makes sure the candidate understands he/she has a deadline for providing the document(s) in order for placement to be made in a timely manner and enroll in student/intern teaching seminar. In addition, the Placement Coordinator confirms that the candidate understands the consequences of not providing the required document(s).</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">New Student Orientation Agenda 2023</a></p> <p><a href="#">MS Program Plan</a></p>
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<p>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)(I) and 44282 (b).<sup>1</sup></p> <p>ii. For Multiple Subject credentials, a liberal studies major or other degree that includes coursework in the content areas as indicated in Education Code 44259(b)(5)(A)(iv)(II) and 44282 (b).<sup>1</sup></p> <p>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>Education Code 44259 (b)(5)(A)(v), and 44282 (b).<sup>1</sup></i></p> <p><b>Hyperlink to MS Program Plan has been checked and goes to the correct Program Plan</b></p> <p><b>Hyperlink to SS Program Plan has been checked and goes to the correct Program Plan.</b></p> <p><b>Hyperlink to New Student Orientation Agenda is active.</b></p> <p><b>The Student Teaching Checklist has been updated to reflect options for meeting basic skills and subject matter requirements. All links are active and lead to the update form.</b></p>	<p><a href="#">SS Program Plan</a></p> <p><a href="#">ST/Internship Checklist</a></p> <p>Sample Student/Intern Teacher Placement Matrix</p> <p><b>All candidates have an individual Canvas file where they upload copies of CTC required documents. The Credential Analyst, Placement Coordinators, Dean, and SOE Executive Assistant have access to these files to track submissions.</b></p> <p><b>Candidates who have already satisfied the subject matter competency requirement through passing the CSET upload verification to their Canvas file.</b></p> <p><b>Candidates who are requesting transcript review, submit their transcripts to the Credential Analyst who provides them with a review letter indicating what needs to be done. Candidates are asked to upload a copy of this review to their Canvas file and keep a copy along with their Program Plan noting what requirements, if any, still need to be met for subject matter competency as outlined by the Credential Analyst (coursework, CSET subtest).</b></p> <p><b>Program Directors confirm with candidates during advising sessions what documents are in the file, noting this on their copy of the candidate's program plan, and what candidates need to do (take coursework, take one or more subtest of CSET) to meet subject matter competency. Program Directors and Placement Coordinators meet during the semester to track which candidates, in terms of course work, are eligible to enroll in student/intern teaching in the next semester. They cross-check this with the candidate's Canvas file to confirm what requirements, including subject matter competency, are met and/or still need to be met in order for the candidate to enroll in student/intern teaching. They use this information to advise students on resources that</b></p>
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	<p>can be used to help them meet the requirements as well as developing a timeline for meeting requirements.</p> <p>Each semester the Placement Coordinators uses 2 documents, the Student/Intern Teaching checklist and a spreadsheet listing candidate who will/should be eligible to student/intern teach in the next semester. These allow the Placement Coordinators to record the documents uploaded in the candidates' Canvas files to identify requirements met and requirements, including subject matter competency, which are outstanding. They contact all candidates to review the information and check on the status of meeting requirements that are outstanding. The spreadsheet also becomes more detailed record of the placement: personnel, location, demographics, etc.</p> <p>Candidates planning to enroll in student/intern teaching in the Fall semester, must have verification of subject matter competency on file by August 1. Candidates planning to enroll in student/intern teaching in the Spring semester, must have verification of subject matter competency on file by December 1. Candidates are informed of these deadlines' multiple times during the program: New Student Orientation, Advising meetings with Program Directors, and on their Program Plan. Having these deadlines, prior to allowing candidates to enroll in student/intern teaching courses, ensures that candidates who have not met all the requirements, including subject matter competency, do not enroll in student/intern teaching courses. If there are other courses, they are eligible to enroll in, they are encouraged to do that. If they are at the point in the program where enrollment in student/intern teaching and the courses that are paired with it are the only courses they have left to complete, candidates take a Leave of Absence during which they are advised as support as they complete the missing requirements.</p> <p>Artifacts and Evidence</p> <p><a href="#">MS Program Plan</a></p>
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	<p><a href="#">SS Program Plan</a></p> <p><a href="#">Student Teaching/Intern Checklist</a></p> <p>Program Plans state: <b><a href="#">“Requirements for Student/Intern Teaching:</a></b>  <b><a href="#">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).”</a></b>The word <b><a href="#">begin</a></b> perhaps should be changed to the words “register for.” Candidates may not register for their first semester of student/intern teaching unless they have met all the requirements to be given daily whole class instruction. This decision was made by faculty, in conversation with districts, as it is too disruptive to place a candidate and then remove that individual if he/she can’t continue through the full semester, including whole class instruction and solo weeks.</p> <p>This is also reflected in the language of both the <i>Unpaid Student Teacher MOU</i> and the <i>Intern MOU</i> with all of our districts/schools where candidates complete their clinical practice.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Unpaid Student Teacher MOU</a></p> <p><a href="#">Intern Student Teacher MOU</a></p> <p><a href="#">Student/Intern Teaching Checklist</a></p>
B) For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competence prior to beginning early field experiences and throughout the program until such time as it has been determined that the candidate has satisfied subject matter competence. Each candidate in an integrated undergraduate	NDNU does not currently have an integrated undergraduate program.

<p>program must have satisfied subject matter competence, or at a minimum completed four-fifths of the Commission-approved subject matter preparation program, prior to beginning daily whole class instruction.</p>	
<p><b>7) Completion of Requirements.</b></p> <p>A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: <a href="#">Reference: Education Code Sections 44259 (b) and 44283 (b) (8).</a></p> <ul style="list-style-type: none"> <li>• Possession of a baccalaureate or higher degree for Preliminary Multiple Subject credential candidates, and for Preliminary Single Subject candidates, possession of a baccalaureate degree in a subject other than in professional education from a regionally accredited institution</li> <li>• Completion of Basic Skills Requirement</li> <li>• Completion of an accredited professional preparation program</li> <li>• Completion of the subject matter competence requirement</li> <li>• Demonstration of knowledge of the principles and provisions of the Constitution of the United States</li> <li>• Passage of the Teaching Performance Assessment</li> <li>• Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).</li> </ul>	<p>Prior to recommending a candidate for the credential, the NDNU School of Education ensures that the candidate meets all legal requirements for the credential.</p> <p>When candidates are admitted to the NDNU teacher preparation program, they are each given a Canvas CTC Document File. During new Student Orientation, they are shown how to upload all their required documents into their CTC Document File. Candidates upload documents as they complete them throughout the program.</p> <p>At the point a candidate will be completing the coursework required to enroll in their first student/intern teaching seminar, the Program Director notifies the Placement Coordinator. The Placement Coordinator then reviews the candidate's CTC Document File and verifies that all documents required for a candidate to enroll in student/intern teaching are in their CTC Document File.</p> <p>During the final semester of their program, the Credential Analyst meets with candidates in the Second Semester Student/Intern Teaching Seminars to walk them through the credential recommendation process. Candidates meet individually with the Credential Analyst to complete an NDNU Credential Audit Form. The Credential Analyst downloads the final transcript and reviews the candidate file to ensure that it contains all necessary documentation for credential recommendation.</p> <p><b>Artifacts and Evidence</b></p> <p><a href="#">Multiple Subject Program Plan</a></p>

<p>Hyperlink to MS Program Plan has been checked and goes to the correct Program Plan</p> <p>Hyperlink to SS Program Plan has been checked and goes to the correct Program Plan.</p> <p>Multiple Subject Checklist and Single Subject Checklists reflect all option for basic skills and subject matter requirements.</p>	<p><a href="#">Single Subject Program Plan</a></p> <p><a href="#">Credential Audit Form</a></p> <p><a href="#">Multiple Subject Checklist</a></p> <p><a href="#">Single Subject Checklist</a></p> <p>NDNU Single Subject Catalog page  <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>  <a href="#">Link to page 52</a></p> <p>NDNU Multiple Subject Catalog page  <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>  <a href="#">Link to page 50</a></p> <p>At the time of admission into their credential program, candidates meet with the Program Director and fill out an initial sequence of courses to enroll in using a program plan that list all CTC Requirements and all required course, in a table format. Candidates meet with their Program Director mid-way through each semester to update the Program Plan. They 1) identify/record on the Program Plan what courses they have completed/are completing; 2) record on the Program Plan in the CTC Requirements Table which requirements have been completed and which remain and 3) to verify with their Program Director courses for the next semesters as well as their plan to complete any CTC Requirements that have not been met. Candidates retain a copy of their Program Plan as do Program Directors.</p> <p>Artifacts and Evidence</p>
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	<p><a href="#">Multiple Subject Program Plan</a></p> <p><a href="#">Single Subject Program Plan</a></p> <p><a href="#">Multiple Subject Checklist</a></p> <p><a href="#">Single Subject Checklist</a></p> <p>In addition to the Program Directors tracking candidates' completion of document submission through advising sessions, the Credential Office (Credential Analyst and Credential Data Analyst) and Placement Coordinators track submission of documents on the Canvas website. Each candidate has a file to which s/he uploads required documents.</p>
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### **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>CalTPA: Cycle 2</b>	<b>RICA</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>				
<b>**EDU 4100/ Psychological and Developmental Foundations (3 Units)*</b>				
<b>**EDI 4104/ Sociological and Multicultural Foundations (3 Units)*</b>				
<b>**EDU 4107/ Foundations for Teaching English Learners (3 Units)*</b>				
<b>EDU 4110/ Special Education for Classroom Teachers (2 units)</b>				
<b>Health &amp; Technology should be take prior to final semester of student/intern teaching</b>				
<b>EDU 4116/ Health Education (1 unit)</b>				
<b>EDU4113/Technological Applications in Education (1 unit)</b>				

<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 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 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/>

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



[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 CTC Basic Skills requirements and the CTC Subject Matter Requirement, 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

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Name \_\_\_\_\_

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Program

---

Date

## Student Teaching Checklist

Date:

Date:

☐ Basic Skills Requirement: Demonstrated by:

☐ Subject Matter Competency Requirement: Demonstrated by:

Fingerprint clearance: ☐ Fingerprints done ☐ Prints cleared on CTC website

	TB
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## Release of Liability Form

40-hours exp.

## Internship

*All of above PLUS:*

 Approval of director

	Letter from school
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	Pre-service coursework
--	------------------------

U.S. Constitution Requirement Mode:

NDNU Intern Orientation Agreement

Application for credential recommendation

## Follow Up Contact

Date	Phone or email	Notes	Result	

☐ OK for student teaching/ Internship \_\_\_\_\_

Initial

Date

☐ Added to Matrix

## Multiple Subjects Credential--Requirement Checklist

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

### Required to advance to Fieldwork (Student Teaching or internship):

<i>Requirement</i>	<i>Met</i>	<i>Date/Detail</i>	<i>Initial</i>
Bachelors posted	<input type="checkbox"/>	Univ: _____	
Early field exp	<input type="checkbox"/>	<input type="checkbox"/> Document 40 hrs	
Basic Skills Requirement	<input type="checkbox"/>	<input type="checkbox"/> CBEST Date _____ <input type="checkbox"/> Undergrad cswrk substitution approved	
Subject Matter Competence	<input type="checkbox"/>	<input type="checkbox"/> CSET (all subtests) or <input type="checkbox"/> CTC-approved major or <input type="checkbox"/> Coursework evaluation or <input type="checkbox"/> Mix evaluation and subtests (CSET subtests passed: _____ )	
CTC Certificate of Fingerprint Clearance	<input type="checkbox"/>	<input type="checkbox"/> Currently valid CTC credential	
Negative TB test (within 2 yrs.)	<input type="checkbox"/>		
Signed Release of Liability form	<input type="checkbox"/>		

### Courses required for preliminary credential:

<i>Course</i>	<i>Course# EDU</i>	<i>Units</i>	<i>Met</i>	<i>Substitution#</i>
Educational Psych	4100	3	<input type="checkbox"/>	
Soc. & Multicultural	4104	3	<input type="checkbox"/>	
Teaching English Learners	4107	3	<input type="checkbox"/>	
Special Education	4110	2	<input type="checkbox"/>	
Educational Technology	4113	1	<input type="checkbox"/>	
Health Education	4116	1	<input type="checkbox"/>	
*Assessment	4119	2	<input type="checkbox"/>	
*Reading, Primary	4330	3	<input type="checkbox"/>	
*Reading, Upper	4333	3	<input type="checkbox"/>	
*Curriculum; Math	4336	2	<input type="checkbox"/>	
*Curriculum; Soc Stud.	4337	1	<input type="checkbox"/>	
*Curriculum; Sci	4338	1	<input type="checkbox"/>	



Student teach I + Orientation	4342	4	<input type="checkbox"/>	
Student teaching II or internship†	4345	4	<input type="checkbox"/>	
	total	33		

\*Concurrent enrollment in student teaching is required

‡Any course substitution or waiver requires substitution form signed by Dr. Demaree to be on file in the Credentials Office

#### Other requirements for preliminary credential

U.S. Constitution requirement <i>For NDNU's online exam see: www.USConstitutionExam.com</i>	<input type="checkbox"/>	<input type="checkbox"/> Course(s) # _____ @univ: _____ <input type="checkbox"/> CTC-approved Exam: Date: _____ <input type="checkbox"/> CSU BA/BS--campus: _____
CalTPA	<input type="checkbox"/>	Scores submitted to credentials office by CalTPA director
RICA	<input type="checkbox"/>	Date completed:
Valid CPR card (within 3 yrs.)	<input type="checkbox"/>	Required: Adults/Children/Infants. Date:

#### Application form and fees

Request for Credential Recommendation ("Audit") form	<input type="checkbox"/>	Date submitted: _____
NDNU Audit Fee <i>Internship credential is fee-exempt</i>	<input type="checkbox"/>	\$80 billed by NDNU business office
*In addition, the California CTC requires an electronic application and a \$102.50 fee*		

*The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding the preliminary credential.*

# Single Subject Requirement Checklist

(Submit all documentation to Credentials Office)

Name:

Subject:

Student ID#:

## Required to advance to fieldwork-- Student Teaching or Internship

Requirement	Met	Date/Detail	Initial
Bachelors degree posted on transcript	<input type="checkbox"/>	Univ: _____	
Classroom field experience/ target age	<input type="checkbox"/>	<input type="checkbox"/> Document 40 hrs.	
Basic Skills Requirement	<input type="checkbox"/>	<input type="checkbox"/> CBEST Date _____ <input type="checkbox"/> Undergrad cswrk substitution approved	
Subject Matter Competence	<input type="checkbox"/>	<input type="checkbox"/> CSET (all subtests) or <input type="checkbox"/> CTC-approved major or <input type="checkbox"/> Coursework evaluation or <input type="checkbox"/> Mix evaluation and subtests (CSET subtests passed: _____ )	
CTC Cert. of Clearance (fingerprints)	<input type="checkbox"/>	<input type="checkbox"/> Or previous Calif. credential	
Neg. TB test verification (within 2 yrs.)	<input type="checkbox"/>		
Signed Release of Liability form	<input type="checkbox"/>	Form: <a href="http://www.NDNU.edu">www.NDNU.edu</a> (credential page)	

## For optional Internship credential: All above + box below

US Constitution requirement For NDNU's online exam go to: <a href="http://www.USConstitutionExam.com">www.USConstitutionExam.com</a>	<input type="checkbox"/>	<input type="checkbox"/> Approved Course(s): _____ <input type="checkbox"/> Exam: Date: _____ <input type="checkbox"/> CSU grad _____
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## Courses required to be completed to be eligible for Internship credential

Course	Course #		Units	Notes	Initial
Psych & Developmental Found	4100	<input type="checkbox"/>	3		
*Secondary Curriculum	4407	<input type="checkbox"/>	2		
*Teaching and Pedagogy	4404	<input type="checkbox"/>	3		
*Lang.& Lit in Content area	4410	<input type="checkbox"/>	3		
Found. for Teach Eng. Learners	4107	<input type="checkbox"/>	3		
<b>Student Teach I</b>	<b>4442</b>	<input type="checkbox"/>	4		

For optional internship credential

**Required ONLY for Internship credential** (submit to credentials office):

Credential recommendation request (audit) form for internship**	<input type="checkbox"/>
Offer of employment letter from district	<input type="checkbox"/>
Written approval of Program Director + Placement Coordinator	<input type="checkbox"/>

**Requirements for preliminary† credential: All above + all below**

Requirement/ Course	Course #	Met	Units	Semester/Substitution	Initial
*Assessment	4119	<input type="checkbox"/>	2		
Soc & Multicultural	4104	<input type="checkbox"/>	3		
Technology Ed	4113	<input type="checkbox"/>	1		
Health Ed	4116	<input type="checkbox"/>	1		
Special Ed	4110	<input type="checkbox"/>	2		
<b>Student Teach II</b>	<b>4445</b>	<input type="checkbox"/>	4	<input type="checkbox"/> CalTPA verification	
			31		

**To be recommended for credential, submit to Credentials Office:**

CPR card	<input type="checkbox"/>	<input type="checkbox"/>	Required: Adults/Children/Infant CPR
Credential recommendation form**(audit)	<input type="checkbox"/>	<input type="checkbox"/>	Form at <a href="http://www.NDNU.edu">www.NDNU.edu</a> (credential page)
\$80 NDNU Audit Fee	<input type="checkbox"/>	<input type="checkbox"/>	Will be billed by NDNU business office

\*Required concurrent enrollment in either 4442 or 4445 Student Teaching

\*\*After recommendation, the CTC will email you an additional electronic form and requires a \$100 fee

†The preliminary credential is valid for 5 years. The clear teaching credential requires a BTSA induction program in your first teaching position while holding prelim.credential

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> 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

Notre Dame de Namur University  
EDU 4100 – Psychological Foundation of Education  
Fall - 2023

Instructor: Susan Bardouille Charles, Ed.D.

Email: [scharles@ndnu.edu](mailto:scharles@ndnu.edu)

650-424-1180 (home number)

Office Hours: 6:00pm, before class or by appointment in St Mary's, 214

Meeting – St Mary's 115

Monday

Time – 7:15 – 9:45p.m.

Course Meeting Dates: August 28; September 4 (**Holiday**), 11, 18, 25;

October 2, 9, 16, 23, 30; November 6, 13, 20, 27; December 4, 11.

**NDNU Hallmarks of Learning and Core Values**

We commit ourselves to be active members of the NDNU by modeling NDNU's Core Values and the Hallmarks of a NDNU Learning Community.

**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.

NDNU has several major institutional outcomes: written communication; oral communication; information literacy; critical thinking; and NDNU mission-commitment alignment (community engagement, social justice, and global peace). Social Equity and Fairness will be addressed throughout, as Standard 1 of the CSTP is clear about "Engaging and Supporting ALL Students in Learning and Standard 4 – "Planning Instruction and Designing learning Experiences for All Students."

Students will read and discuss, to get an overview/understanding of the California Standards for the Teaching Profession (CSTP) and the California Teaching Expectations (TPE). This should help support the preparation for the CALTPA – California Teaching Professional Assessment.

**Required Texts:**

Salvin, Robert E. *Educational Psychology: Theory and Practice (eleventh edition)*. John Hopkins University: Pearson, 2015.

(This text will provide the foundational understandings of the course.)

Posey, Allison (2019), *ENGAGE THE BRAIN: How to Design for Learning That Taps into the Power of Emotion*. ASCD, Alexandria, VA.

(This text explains UDL – Universal Design for Learning)

Kallick, Bena & Zmuda, Allison (2017), *STUDENTS AT THE CENTER: Personalized Learning with Habits of Mind*. ASCD, Alexandria, VA.

(This text reminds Educators that their most important work is to help students develop the intellectual and social strength of character necessary to live well in the world.)

Wood, Chip (2007), *YARDSTICKS* (3<sup>rd</sup> Edition). Northeast Foundation for Children, Inc.

(This text explains the development milestones of children from 0 – 14 years.)

Hall, Pete & Simeral, Alisa (2010), *Teach Reflect Learn: Building Your Capacity for Success in the Classroom*. ASCD, Alexandria, VA.

(This text urges educators to be reflective learners, themselves.)

**Recommended Texts:**

Armstrong, Thomas (2018), *MULTIPLE INTELLIGENCES IN THE CLASSROOM*. ASCD, Alexandria, VA.

Hardiman, Mariale (2012), *The Brain-Targeted Teaching Model for 21<sup>st</sup>-Century Schools*. Corwin Press, Thousand Oaks, California.

Silverman, Rita et al. *Educational Psychology: Cases for Teacher Problem-Solving*. New York: McGraw-Hill, Inc., 1994.

Noddings, Nell (2002), *Educating Moral People: A CARING ALTERNATIVE TO CHARACTER EDUCATION*. Teachers College Press, Columbia University, New York.

Simon, Katherine G., (2001).

Curwin, Richard L., Mendler, Allen N., & Mendler, Brian D. (2018) 4<sup>th</sup> Edition, *Discipline with Dignity: How to Build Responsibility, Relationships, and Respect in Your Classroom*. ASCD, Alexandria, Virginia.

Topics to consider:

1. Who are the Theorists who influenced teaching in the 20<sup>th</sup> century and continue to do so presently?

2. What is developmental education? – Piaget, Vygotsky, Montessori, and others.
3. How does neuroscience and brain research influence what we do and how we teach presently?
4. Are we teaching for the industrial era (a time pass) or the information technological explosion, today? We must remember that we are already 20 years into the 21<sup>st</sup> Century!

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
August 28	Introduction/Syllabus Teacher Expectations	Introduce CSTP's and TPE's  <i>** What goals/objectives do you have for this class? What qualities does an outstanding teacher demonstrate?</i>
September 11	Discuss TPE and CSTP – what do you know now, that you did not know before?	<i>**What do you know now that you did not know before? The state of California (CTC) states unequivocally that <b>All</b> students must be engaged; what are your thoughts? Read Chapter 1 of Slavin and write a one- page response.</i>
September 18	What Makes A Good Teacher page response: How can I become an intentional teacher?	Chapter 2 & one-  <i>** What is the role of research in educational psychology? What research methods are used in educational psychology? How can I become an intentional teacher?</i>
September 25	Theories of Development personal response to chapter 3.	Chapter 3 and one page  <i>**What should be considered about children/youth when planning a lesson/unit? What are the characteristics/tools/techniques of the human development model?</i>
October 2	Development During Childhood and Adolescent	Chapter 4 – one page reflection  <i>** How will you use what you know about Early Childhood, Middle Childhood, and Adolescent Students to improve Teaching and Learning?</i>

- October 9                      Student Diversity                      Chapter 5 – Reflection, one page.                      How is diversity addressed in your school? **Particular emphasis on TPE 2 – Creating and Maintaining Effective Environments for Student Learning [I/P: U2.1; 2.2; 2.3; 2.4; 2.5; 2.6; A:**
- \*\*What is happening in your school/district to address issues of gender, LGBTQ, multiculturalism, learning styles, and language differences?*
- October 16                      Behavioral Theories of Learning Chapter 6 – 1 page  
reflection
- \*\*What are the costs/benefits of rewards/punishments? Could/would you deliberately hurt another human being/ animal? What physical behaviors are typical of your favorite age?*
- October 23                      Information Processing and                      Chapter 7 – 1 page                      Cognitive Theories of Learning  
reflection
- \*\*What are some specific techniques for studying long-term memory? What contribution has the brain-based movement made to education? Should the brain be compared to a computer? What academic abilities are typical of your favorite age?*
- October 30                      The Effective Lesson                      Chapter 8 – reflection  
**TPE 5 – Assessing Student Learning [I/P: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; A]**
- \*\*What can you learn about your students from observation? How will you establish a mechanism to ensure ongoing/consistent observations? What effect does context have on the results of the observation? What part does observation play in assessment? Self-assessment? Peer-assessment?*
- November 6                      Student-Centered and Constructivist                      Chapter 9-reflection  
Approaches to Instruction
- \*\*Are learning styles important? Who are you as a learner? How does knowing “knowing yourself” as a learner contribute to becoming a better teacher?*
- November 13                      Accommodating Instruction                      Chapter 10-reflection  
To Meet individual Needs



*\*\*How is respect for ALL built into day-by-day operations/procedures? What strategies/mechanisms build inclusion? What does role modeling have to do with classroom management?*

November 20                      Motivating Students to Learn      Chapter 11 & 12

Reflection

**TPE 3 – Understanding and Organizing Subject Matter for Student Learning: [I/P 3.1; 3.2; 3.3; 3.4; 3.5; 3.6.3.7; 3.8; A**

*\*\*What motivates you? What significant influences can increase the level of intrinsic motivation? Can you motivate your students?*

November 27                      Effective Learning Environments

Chapters 13 & 14

Reflection

*\*\*What motivates misbehavior? What is your vision for your classroom community? What factors drive appropriate consequences? What are some successful intervention techniques?*

December 4                      Assessing Student Learning & Standardized Tests and Accountability

*\*\*What/who should determine assessment procedures/tools? What instruments besides tests can provide useful data about your students?*

*What drives appropriate use and misuse of tests? How can assessment instrument be made more authentic? Why is it important to develop multiple assessment strategies? What issues should be considered when assessing students with diverse backgrounds and needs? What issues should be considered when assessing students and sharing test results with others (i.e., teachers, parents, administrators)? How do assessment practices affect learning?*

*December 11 - WRAP UP and EXIT TICKET - What have you learned in the last 14 weeks?*

#### **Course Outcomes:**

1. To develop a personal motto/metaphor for the teaching process and becoming an intentional teacher
2. To engage and support All Students in learning and making content accessible.
3. To create developmentally appropriate practices from K through 12. (
4. To complete a signature assignment, as specified by the CALTPA.
5. To explore the attributes, skills, and resources needed to become an educational change maker.

#### **Course Requirements:**

1. Attendance and consistent participation (5%)
2. Two books from the required list – pace your submissions to have at least one read and submitted to the Instructor by the midterm, latest October 30.

This is not a book report but an academic response – your response and learnings from the texts. Scholarly and AP style are the expectations. The last book response must be submitted by December 11. (30%)

3. The one-page responses (5%).
4. Midterm – A group project which addresses one of the topics that we have covered in class to present to the whole class. (20%)
5. Signature Assignment – Student Self-Assessment **(TPE 5)**

Describe how you will teach self-regulation and engage students in self-assessment or reflection about their own learning and the criteria you will provide to students to guide their evaluation of their “own learning.” Explain how the self-assessment is aligned to the content-specific learning goal(s) and how it will provide opportunities for students to reflect on and advance their understanding of the content. If you provide instructional adaptations or accommodations for students, explain why.

Explain the process you used to guide students in their self-assessments in relation to the following:-

- a) Their understanding of what they were expected to do
- b) Their evaluation of how well they did
- c) Their thoughts on what they might do differently
- d) The assistance they would like to have to improve their performance

## SERVICES

### **Academic Success Center (ASC)**

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the [ASC site in Canvas](#) to see all the resources available, to contact us, or to schedule an appointment. Have a question? *Just ASC!*

### Advising

The Academic Advisor can provide guidance for putting together a plan for completing your degree requirements to help you register for classes and answer any other questions about academic policies and procedures. While students are ultimately responsible for knowing their degree completion requirements, your Academic Advisor is a great resource and available to meet through multiple mediums (in-person, Zoom, Skype, FaceTime, Text messaging, iMessage, WeChat and telephone). At the very least, plan to connect with them each term (or more) to get their assistance with selecting, changing, adding, or canceling classes.

### Disability Resource Center (DRC)

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact the [Disability Resource Center](#) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Students who are experiencing conditions that are temporarily disabling (*i.e., scheduled surgeries, hospitalizations, injuries, etc.*) are strongly encouraged to contact the DRC. Our desire is to assist you with managing the impact of these circumstances.

Please meet with the DRC staff through a virtual meeting in order to verify your eligibility for any classroom accommodations, and for academic assistance related to your disability. Accommodations are not provided retroactively. The DRC can be reached by email at [DRC@ndnu.edu](mailto:DRC@ndnu.edu)

### [Library](#)

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact [library@ndnu.edu](mailto:library@ndnu.edu) or schedule an appointment on the library [homepage](#).

### [Academic Integrity](#)

NDNU's core values include learning and integrity; values we live out in all areas of our learning community. Academic integrity means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic integrity is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the [Student Handbook](#) for a detailed discussion of Academic Conduct expectations.

### [Course Evaluation](#)

Students are expected to complete and submit course evaluations, which will allow NDNU to improve the learning experience for students in each course and to maintain the quality of our academic programs. Each course evaluation will be available online through Campus Portal beginning two weeks prior to the end of the term and will close the Wednesday following the end of the term. Note: Course evaluation survey results are anonymous (do not identify individual student respondents) and will not be available to the instructor until after they have posted their grades.

Directions: To access, please enable pop-ups in your browser (*uncheck pop-up blocker*), then in Campus Portal look for the "You have an active survey" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly.

## COVID-19

NDNU requires employees and students working or learning on campus to be fully vaccinated [\[https://www.ndnu.edu/resources/covid-19-info/\]](https://www.ndnu.edu/resources/covid-19-info/). Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact HR ([hr@ndnu.edu](mailto:hr@ndnu.edu)).

## Email Communication

In accordance with the Family Education Rights and Privacy Act (FERPA) your instructors and the university will only send messages to students through your NDNU student email account, once that account has been established. Students must regularly check their student email account for important information from the university as well as information about class meetings and assignments. Issues with NDNU email accounts should be directed to the OIT Help Desk at [helpdesk@ndnu.edu](mailto:helpdesk@ndnu.edu) or (650)508-3555.

## Netiquette

All students are responsible for conducting themselves in all class communication modalities for the course (e.g., email, chat groups, blog posts, discussion forums, text messages, etc.) in a manner that facilitates the productive, respectful, and thoughtful exchange of ideas. You are encouraged to comment, question, or critique an idea but never to attack an individual. While varied perspectives and disagreements are encouraged, they should be rooted in fact or experience and never in bias. Be cognizant of cultural and linguistic backgrounds as well as different political and religious beliefs. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. The standard for how you conduct yourself online should be one of promoting a safe, engaging, respectful, and collaborative environment where diversity of opinion is valued.

## Recording of Class

No student may record any classroom activity without first obtaining express consent from the instructor. If you have (or think you may have) a disability such that you need to record classroom activities, you should contact NDNU's Disability Resource Center to request appropriate accommodations.

## Written Assignments

When submitting any written assignments, students are expected to adhere to the American Psychological Association (APA) publication guidelines.

**NOTRE DAME DE NAMUE UNIVERSITY**  
**School of Education**  
**EDU 4104 Sociological & Multicultural Foundations 3 units**  
**Fall 2023**  
**Wednesdays 4:30-7:00PM, St. Mary's Hall #117**

**Instructor:** Kelly Delaney, Ed.D  
**Office Hours:** St. Mary's Hall 210: by appointment  
**Phone:** 650.508.3702  
**Email:** kdelaney@ndnu.eud

### **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.

### **Learning Outcomes**

Goals for the instructor and students are:

<b>Learning Outcome</b>	<b>Universal TPEs</b>	<b>MM TPEs</b>	<b>ESN TPEs</b>
To deepen our understanding of our own personal and academic identity	<b>I, P, A</b> 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2, 6.5, 6.7	<b>I, P,</b> 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	<b>I, P,</b> 1.1, 1.3,1.4
To examine our own attitudes and develop	<b>I, P, A</b> 1.1, 1.3, 1.5, 1.6, 1.8, 6.1, 6.2, 6.5, 6.7	<b>I, P,</b> 1.7, 1.8, 6.4, 6.5, 6.6, 6.7	<b>I, P,</b> 1.1, 1.3,1.4

more equitable ways of thinking			
To understand the implications of institutionalized systems of oppression and evaluate the equity of those institutions and individual classrooms in relation to historically marginalized groups	<b>I, P</b> 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.1, 3.6, 3.7, 4.1, 4.2, 4.6, 4.7, 5.1, 5.3, 6.4, 6.5, 6.7	<b>I, P</b> 1.3, 1.4, 1.7, 2.4, 2.7, 3.1, 4.2, 4.6, 5.1, 6.1, 6.2, 6.3	<b>I, P</b> 1.1, 1.2, 1.3, 1.5, 2.3, 2.4, 3.1, 4.1, 5.1, 6.1
<b>Learning Outcome</b>	<b>Universal TPEs</b>	<b>MM TPEs</b>	<b>ESN TPEs</b>
To connect these new understandings and ways of thinking to our individual contexts and classrooms with specific strategies to increase equity within school	<b>I, P, A</b> 1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, 4.3, 4.4, 4.7, 5.1, 5.3, 6.3, 6.4, 6.5, 6.6, 6.7	<b>I, P, A</b> 1.2, 2.2, 2.8, 3.1, 4.4, 4.6, 6.1, 6.2	<b>I, P, A</b> 3.1, 3.2, 5.1, 6.1, 6.3,

### Course Evaluations/Teaching Effectiveness Surveys

- Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve

program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

### ***Directions***

- To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

### **NDNU Hallmarks**

Hallmarks are the essential **characteristics, values** and **activities** of a Notre Dame learning community. Hallmarks two through seven will be addressed in this course:

- ***We honor the dignity and sacredness of each person.*** Through developing working relationships with the students we serve, we will honor each student's personhood as we support them in the learning process.
- ***We educate for and act on behalf of justice and peace in the world.*** Through creating lesson plans imbued with subject matter content and multicultural theory, we are ensuring that every student has equity and access to a supportive educational experience.
- ***We commit ourselves to community service.*** By engaging with students in our local community through education, we are committed to community service.
- ***We embrace the gift of diversity.*** We embrace the opportunity to teach students from pluralistic backgrounds in a diverse schools and neighborhood communities. By engaging in a diversity experience, we will connect key course learnings to ideas, beliefs, traditions, or cultural artifacts that are different from our own.
- ***We create community among those with whom we work and with those we serve.*** We work collaboratively with pre-service teaching colleagues, master teachers, professors and students by creating a caring learning community where each person is valued.
- ***We develop holistic learning communities which educate for life.*** Teaching students subject matter content and building our own pedagogical knowledge strengthen our professional teaching relationships.

### **Required Texts**

- Paul C. Gorski and Seema G. Pothini, *Case Studies on Diversity and Social Justice Education*. (New York: Routledge, 2013). Available in the campus bookstore or for purchase or rent online.

- Ozlem Sensoy and Robin DiAngelo, *Is Everyone Really Equal*, 2nd edition. (New York: Teachers College Press, 2017). Available in the campus bookstore or for purchase or rent online.
- Asset Based Learning Online Module
  - <https://www.memphis.edu/ess/module4/page2.php>

### **Communication**

Instructor will send regular messages to students in this course through NDNU student email accounts. Students must regularly check their student email account for important information about class meetings and assignments. Issues with NDNU email accounts should be directed to OIT at 508-3555.

### **CalTPA Connection**

In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to help with the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
Multicultural Lesson Plan	CYCLE 1, Step 1, Getting to Know Your Students, Lesson Plan Rationale & Focus Students
Diversity Experience	CYCLE 1, Step 1, Lesson Plan Rationale

### **Average Student Workload Expectations**

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Average Workload Distribution:	Hours in Class:	40
	Readings:	80
	Collaboration	5
	Assignments:	<u>56</u>
	Total Hours	180



### **Academic Success Center (ASC)**

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TutorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

### **Students with Academic Challenges—Disability Resource Center (DRC)**

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact the Disability Resource Center by email at [DRC@ndnu.edu](mailto:DRC@ndnu.edu) or by phone at 650-508-3670.

### **COVID-19**

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

### **Course Requirements**

#### **Privacy, Confidentiality & Behavior**

The themes and discussion in this course require a high level of engagement, professionalism, respect and discretion. Due to the sensitive nature of the work, and the fact that participants must make personal and professional connections in order to participate meaningfully, it is important that students maintain the privacy of those with whom they interact outside of our classroom as well as those within our classroom. So do not share someone else's business.

Also please be mindful that everyone is at a different point in her or his journey. All of us must listen respectfully, speak truthfully, expect and embrace discomfort, and be mindful of the feelings of others. Open dialogue is critical to the work we will do in this class, and this requires a high level of engagement with and awareness of others.

This class requires a high level of engagement and participation therefore students must participate constructively and actively in all class discussions and activities. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructors and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will negatively impact your participation grade.

### Academic Honesty

Students are expected to uphold all standards of academic honesty. Cheating, plagiarism, false citations, and the submission of false data are all inexcusable at the graduate level and seriously undermine academic scholarship as a whole.

### Attendance

Attendance at each class is mandatory and each absence will result in a drop in your grade, regardless of the reason. If you must miss a class due to emergency, please notify me as soon as possible and bring the make-up assignment to the following meeting. Non-attendance does not excuse you from the timely submission of assignments. Late work will not be accepted. Regardless of the reason, if you miss a class, you must ***submit a 5-page double-spaced summary and analysis of the readings for the week.*** If you already know you will have to miss classes, please reconsider taking this class this semester. No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence.

### Assignments & Grading

#### Technical Considerations

All papers must be typed, double spaced, 12-point Times New Roman font with 1-inch margins. All citations, whether in-text or in a reference list, must follow APA guidelines. For tips about APA formatting visit <http://owl.english.purdue.edu/owl/resource/560/02/> . Late assignments will not be accepted.

### Attendance & Participation 100 points

You are expected to engage in critical discussion in the classroom. There will be opportunities for whole class and small group participation, but complete silence is not acceptable. We all benefit from hearing multiple voices and viewpoints, and verbal

participation is a part of how I will be checking for understanding. If you do not speak during class you will not like your participation grade. (See detailed behavior guidelines above.)

Reading Reflections/Case Study Questions 20 points each

(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP)

(M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP)

(E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)

On each of the dates noted below, students will write a 1-2 page single-spaced paper. Each paper should include a personal connection to the readings along with how that connection might apply to the classroom. Feel free to use a quote from the reading as your starting point for talking back to the text. Please delve deeply and include specific details both about your own life and experience and those of your students. Reflections should be regarding the chapters from Ozlem & Sensoy or other readings posted on Google Classroom, but not the case studies. For each case study that is assigned, please write 2 questions for discussion that will help us to discuss the case in class. (Examples will be posted on Google Classroom.)

Lesson Plan 190 points

(U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)

(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)

(E 1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

For this assignment, students will *create* and *write* a lesson plan that integrates information relevant to the themes of this course. Students should choose a topic of interest that you might actually teach in your upcoming career. The point of this assignment is to develop a practical lesson that will be useful in the future and will also utilize culturally sustaining pedagogy in the service of students and which aligns with the aims of multicultural education in an increasingly diverse and global world. Specifically it should align to key principles of the class including UDL, funds of knowledge, community/cultural wealth, and/or asset based teaching. Students should thoroughly address all areas of the NDNU lesson plan template. Each paper should include a 2-3 page reflection connecting the lesson to the themes and research from the course including citations of specific articles in APA format. (Examples will be provided in class.)

### Multicultural Lesson Plan Rubric

	1=needs improvement	5,15=effective	10,30=very effective
Subject: _____ Grade Level: _____ Central Focus: _____			
<b>Connection to Content Standards</b> (Only 1, words—not just numbers):	1	5	10
<b>Content Goal/Objective for the Lesson:</b> (Only 1 sentence, tied to activities/assessments):	1	5	10
<b>Connection to ELD Standards</b> (Only 1, words—not just numbers):	1	5	10
<b>Language Goal/Objective for the Lesson:</b> (Only 1 sentence, tied to activities/assessments):	1	5	10
<b>Checking for Understanding and Assessments:</b> (diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)	1	10	20
<b>Higher Order Thinking (HOTs)</b> (How are students doing higher level thinking during this lesson? Use specific words from Bloom’s Taxonomy like <i>analyze, create, synthesize, evaluate, infer</i> , etc.)	1	5	10
<b>Student Assets</b> (What assets do students bring with them to the classroom? What student knowledge, skills, backgrounds and interests can you connect to the lesson to spark student engagement?)	1	5	10

**Lesson Delivery:**

1

15

30

Include (as in lesson plan template) time estimates for each activity, “teacher will” and “student will” for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

**Introduction/Set/Hook:**

(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

**Instruction:**

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

**Closure:** (Reflection, ensure comprehension, review, link new learning, etc.)

**Language Demands**

1

10

20

*During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?*

1) *What vocabulary will students be using?*

2) *Content Specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both “teacher will” and “student will” as in lesson plan template. If you use the template this chart is built in.)*

*Reading—*

*Writing—*

*Speaking—*

*Listening—*

**Instructional Strategies to support students**

<b>a) Scaffolding:</b> <i>for all students/learning modalities</i> (lots of strategies to support everyone)	1	5	10
<b>b) Differentiations:</b> <i>for EL/GATE/early finishers</i> (specific things different for only some students)	1	5	10
<b>c) Adaptations:</b> <i>for students w IEPs/504s</i> (specific things for only some students)	1	5	10

**Reflection:** 1 15 30

*(How does the lesson connect to the themes of the course? Specifically how is this a multicultural lesson plan? Content? Pedagogy? Connections to readings? Be specific.)*

#### Diversity Experience 150 points

(U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 4.3, 4.4, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)

(M 1.7, 2.4, 2.8, 2.10, 3.2 IPA)

(E 1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IPA)

For this assignment, you will work in pairs or small groups. The purpose of this assignment is two-fold: (1) to place you in a setting or experience that is outside your typical daily or weekly activities, and (2) to integrate that experience into your teaching practice. You should be exposed to ideas, beliefs, traditions, or cultural artifacts that are different from your own. The actual experience should last at least two hours, not including travel. You may choose from many experiences including museums, conferences, festivals, events, worship services, and meetings. The experience should enable you to encounter information about diverse groups. Keep in mind that we are defining “diverse” as including race, culture, language, socioeconomic status, exceptionalities, gender, sexual orientation, gender identity and/or religion from historically underrepresented groups. This project culminates with a presentation to the class including a question and answer period as well as a paper detailing how each group member would integrate their new learning into the classroom. In the past, students have visited the Museum of the African Diaspora in S.F., attended a play about race and identity, visited a Japanese internment site, gone to the LGBTQ museum in S.F., attended the indigenous “Unthanksgiving” ceremony on Alcatraz, etc.

## Rubric for Diversity Experience

**Paper Rubric**—80 points

Connections to theory and research from class (Paper only)	Inadequate or incorrect integration of diversity experience with readings/theoretical frameworks from class and/or no quotes	Adequate integration of diversity experience with readings/theoretical frameworks from class with at least 1 quote	Outstanding integration of diversity experience with readings/theoretical frameworks from class with 2+ quotes
	1-16	17 22	23 25
Personal/professional growth and reflection (Paper only)	Inadequate ability to discuss <b>new</b> understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.	Adequate ability to discuss <b>new</b> understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.	Outstanding ability to discuss <b>new</b> understandings about diversity in an honest and insightful manner including attitudes needed to work with students from different racial, language, socioeconomic, ability, gender, sexual orientation, and/or religious identities.
	1-16	17 22	23 25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.	Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.	Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.
	1-16	17 22	23 25
Formatting (Paper only)	Inadequate formatting of paper includes little attention to editing or APA citations.	Adequate formatting of paper includes attention to editing and APA citations w/ some errors.	Outstanding formatting of paper includes attention to editing and APA citations w/ few or no errors.

	1	2	3	4	5
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**Presentation Rubric**—70 points

Presentation skills (Presentation only) DO NOT READ FROM SLIDES!!!!!!!!!!	Student demonstrates inadequate oral communication skills including speaking less than 5 minutes or more than 10 minutes and/or inability to answer questions	Student demonstrates adequate oral communication skills with few vocalized pauses and sufficient analysis of the benefits of the experience.	Student demonstrates outstanding oral communication skills with no vocalized pauses and thoughtful analysis of the benefits of the experience.
	1-10	11 17	18 20
Summary of Experience (Presentation only)	Inadequate or missing summary of experience. Experience does not align with themes of the course and/or the directions of the assignment.	Adequate explanation of the experience and sufficient analysis of the benefits of the experience including topics of relevance and age group recommendations	Outstanding explanation of the experience and thoughtful analysis of the benefits of the experience including topics of relevance and age group recommendations.
	1-16	17 22	23 25
Practical application of new learning (Paper & Presentation)	Inadequate explanation of how new learning would be integrated into the classroom context. Only 1-2 examples are provided and/or specific details are not included.	Adequate explanation of how new learning would be integrated into the classroom context. 3 examples are provided and some specific details are included.	Outstanding explanation of how new learning would be integrated into the classroom context. 3+ examples are provided and many specific details are included.
	1-16	17 22	23 25



\*Note that the Practical Application of New Learning portion of this assignment must be included in both the presentation and the paper, and points for this category will be awarded based on how well students explain this category for both portions of the assignment.

### **Grading**

Final grades are calculated using total points earned out of total points possible.

<b>Passing</b>	<b>Grades B- and higher</b>	
A+ 100%	A 95 - 99.99%	A- 94 - 90%
B+ 89 - 87%	B 87 – 84%	
<b>Not Passing</b>	<b>Any grade below B</b>	B- 83 - 80%
C+ 79 - 77%	C 76 - 73%	C- 72 – 70%
D+ 69 – 67%	D 66 – 63%	D- 62 – 60%
F 59% and below		

### Points Possible

Attendance & Participation	100
Reading Reflections	100
Diversity Experience	150
Lesson Plan	<u>190</u>
Total Points Possible	540

### Schedule of Classes and Assignments\*\* Subject to change at discretion of instructor

<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
8/30	Introduction (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1,		

	5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)		
9/6	Asset Based Thinking (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	McIntosh, DiAngelo (Google Classroom) Asset Based Online Learning module (Read only—link in syllabus) Gorski/Pothini 4.2	
9/13	Theoretical Frameworks (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapters 3 & 4 Gorski/Pothini 5.4	Reading Reflection
9/20	No class: Release time for Diversity Project		
9/27	Intersectionality & Institutionalization	Chapter 8 Gorski/Pothini 5.3, 6.5	

	(U1.1, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 4.3, 4.4 6.2 PA) (M 1.7, 2.4, 2.10, 3.2 PA) (E1.4, 1.7, 1.9, 2.4 IPA)		
10/4	Power & White Supremacy (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M 1.2, 1.4, 1.7, 2.4, 2.1, 2.10, 3.2, 5.1 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapter 5 Gorski/Pothini 5.2, 6.3	Reading Reflection
10/11	The Gender Spectrum & Sexual Orientation (U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.2, 3.1, 3.2, 4.4, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3, 6.4, 6.7 IP) (M1.2, 1.4, 2.4, 2.1, 2.10, 5.1 IP) (E 1.4, 1.7, 2.5, 3.1, 3.2, 3.3, 5.2, 6.4 IP)	Chapter 7, Kimmel (Google Classroom) Gorski/Pothini 7.2, 9.4	Reading Reflection
10/18	Classism (U1.6, 2.4, 3.6, 3.7, 4.4, 4.6, 4.7, 5.2, 5.8, 6.1, 6.3, 6.4 IP) (M 2.4, 2.8 IP) (E 2.4, 3.1, 5.2, 6.2 IP)	Chapter 10 Gorski/Pothini 3.2	Reading Reflection
10/25	Exceptionalities (U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4,	Chapter 6 Gorski/Pothini 8.2, 8.3	

	4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IPA)		
11/1	No Class: Work on Diversity Presentation		
11/8	Language, Immigration & Indigenaiety (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)	Yosso, Grinde (Moodle) Gorski/Pothini 10.1, 11.2	
11/15	Religious Freedom (U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4, IP) (M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IP)	Sensoy & Stonebanks, Schlosser (Moodle) Gorski/Pothini 4.3, 4.4	Reading Reflection
11/25	No Class! Thanksgiving Break!		
11/29	Applications in the Classroom (U1.1, 1.4, 1.6, 2.2, 2.3, 3.1, 3.3, 3.5, 3.6, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 PA)		Diversity Presentations

	(M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)		
12/6	<b>No Class:</b> Turn in final lesson plan & reflection		Lesson Plan

## NOTRE DAME DE NAMUE UNIVERSITY

School of Education

EDU 4107 Foundations for Teaching English Learners 3 units

Fall 2023

Wednesdays 7:00-9:30PM, St. Mary's Hall #117

Instructor: Kelly Delaney, Ed.D

Office Hours: St. Mary's Hall 210: by appointment

Phone: 650.508.3702

Email: kdelaney@ndnu.edu

### 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.

### Grading

Final grades are calculated using total points earned out of total points possible.

Passing	Grades B- and higher	
A+ 100%	A 95 - 99.99%	A- 94 - 90%

B+ 89 - 87%	B 87 – 84%	
<b>Not Passing</b>	<b>Any grade below B</b>	B- 83 - 80%
C+ 79 - 77%	C 76 - 73%	C- 72 – 70%
D+ 69 – 67%	D 66 – 63%	D- 62 – 60%
F 59% and below		

### Learning Outcomes

Goals for the instructor and students are:

<b>Learning Outcome</b>	<b>Universal TPEs</b>	<b>MM TPEs</b>	<b>ESN TPEs</b>
Understanding the important concepts about English learners including the complexity of first language development and second language acquisition.	<b>I, P</b> 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 4.6, 6.2, 6.7	<b>I, P</b> 1.2, 1.3, 1.6, 1.7, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	<b>I, P</b> 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1,
Understanding theories, principles, materials, methods and strategies for English learners	<b>I, P, A</b> 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4, 3.5, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7, 6.1, 6.2, 6.3, 6.5, 6.7	<b>I, P, A</b> 1.2, 1.3, 1.4, 1.6, 1.7, 3.1, 4.7, 5.1, 6.1, 6.2, 6.3	<b>I, P, A</b> 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1
<b>Applying</b> theories, principles and instructional practices for	<b>P, A</b> 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.2, 3.4,	<b>P, A</b> 1.2, 1.3, 1.4, 1.6, 1.7, 2.4, 3.1, 4.7, 5.1, 5.2, 5.5, 6.1, 6.2, 6.3	<b>P, A</b> 1.1, 1.5, 2.2, 2.3, 2.4, 3.2, 4.1, 5.1, 6.1

comprehensive instruction of English learners	3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.3, 5.7, 6.1, 6.2, 6.3, 6.5, 6.7		
Understanding psychological, sociocultural, political, and pedagogical factors affecting first and second language development	<b>I, P</b> 1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 4.1, 4.2, 4.6, 6.2, 6.7	<b>I, P</b> 1.2, 1.3, 1.6, 1.7, 2.4, 4.2, 4.6, 5.1, 5.5, 6.1, 6.2, 6.3	<b>I, P</b> 1.1, 1.5, 2.4, 3.2, 5.1, 5.6, 6.1, 6.3
Understanding assessment of English language proficiency	<b>I, P, A</b> 1.1, 1.2, 1.3, 1.6, 3.1, 3.2, 3.3, 3.5, 4.1, 4.4, 5.1, 5.2, 5.3, 5.7, 5.8, 6.3, 6.4, 6.7	<b>I, P, A</b> 1.4, 5.1, 5.2, 5.5, 6.1, 6.3	<b>I, P, A</b> 1.1, 3.2, 5.1, 6.1

### **Average Student Workload Expectations**

Typically, a 3-unit graduate course entails 180 hours of student engagement over the semester, or 3 hours of in-class time and roughly 9 hours of outside-class time per week for a 15-week course. Course assignments are made in accordance with this expectation.

Workload Distribution:	Hours in Class:	42
	Readings:	50
	Community Engagement:	20
	Assignments:	60
	<u>Group Collaboration:</u>	8
	Total Hours	180



### **Required Reading**

1. Diaz-Rico, L.T. (2011) A Course for Teaching English Learners (2nd edition). Pearson.
2. Cary, S. (2007). Working with second language learners: Answers to teachers' top ten questions (2<sup>nd</sup> edition), Heinemann.
3. Familiarize yourself with the following web sites:
  - a. English Language Development Standards (November 2012) <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
  - b. ELPAC <http://www.cde.ca.gov/>, under testing
  - c. The Common Core State Standards resources: <http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>
  - d. State adopted academic content standards:  
<http://www.cde.ca.gov/be/st/ss/>
4. Select reading assignments will be handed out in class.

**CalTPA Connection.** In order for our students to have best possible preparation for successful submission of their CalTPA, each course in the NDNU credential program will provide a connection to this TPA requirement. We encourage students to integrate the assignments given to them by their course instructors as part of their overall CalTPA portfolio. For this course, the following assignments are used to integrate into the CalTPA portfolio:

Course Assignment:	Found in CalTPA Candidate Handbook:
SDAIE Lesson	CYCLE 1, Step 1, "Lesson Plan & Rationale"
ESA Final Paper	CYCLE 1, Step 1 "Getting to Know Your Students Assets and Needs, Lesson Plan

### Scheduled Topics

<u>Date</u>	<u>Topic</u>	<u>Readings Due</u>
8/30	Introduction and overview Issues in teaching and learning a second language	
9/6	History, Culture, Diversity	Ch. 8  (U1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IP) (M 1.7, 2.4, 2.8, 2.10, 3.2 IP) (E1.4, 1.7, 1.9, 2.4, 3.1, 5.2, 6.2 IP)
9/13	Language Structures, Development & Acquisition <b>(3-2-1 Due)</b>	Ch. 9  (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)
9/20	No Class: Release time for tutoring hours	
9/27	Language Demands	Ch.1  (U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP) (M1.2, 1.4, 5.5 IP) (E 2.5, 3.1, 3.3 IP)
10/4	Instructional Strategies for English Learners <b>(3-2-1 Due)</b>	Ch. 5 <b>&amp; Cary</b> (U1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.5, 3.3, 3.2, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IP) (M1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP) (E1.4, 1.7, 2.4, 2.5, 3.3, 3.2, 3.4, 5.2 IP)

10/11	<p>Assessment <b>(3-2-1 Due)</b></p> <p>Macro—understanding and interpreting assessments</p> <p>(U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)</p> <p>(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)</p> <p>(E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)</p>	Ch. 3
10/18	<p>Assessment &amp; Planning</p> <p>Micro—evaluating and designing assessments</p> <p>(U1.1, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IP)</p> <p>(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IP)</p> <p>(E1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 3.3, 3.4, 5.2 IP)</p>	Cary 1
10/25	No Class: Work on SDAIE Lesson with Group	
11/1	No Class: Work on SDAIE Lesson with Group	
11/8	SDAIE lesson presentations <b>(Group Lesson Plan Due)</b>	
11/15	<p>SDAIE lesson presentations <b>(Group Lesson Plan Due)</b></p> <p>(U1.1, 1.4, 1.6, 2.2, 2.3, 2.4, 3.1, 3.3, 3.5, 3.6, 3.7, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1, 6.4 PA)</p> <p>(M 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 PA)</p> <p>(E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 PA)</p>	
11/22	<b>No class:</b> Thanksgiving Break!	
11/29	Literacy & Oral Language Development <b>(3-2-1 Due)</b>	Ch. 6 & 7

(U1.4, 1.6, 3.1, 3.2, 3.5, 4.7, 4.6, 4.3, 4.4, 5.2, 5.5, 5.8, 6.1, 6.2 IP)  
(M1.2, 1.4, 5.5 IP)  
(E 2.5, 3.1, 3.3 IP)

4/28 No Class: Work on Final Paper (**Individual Lesson Plan Paper Due**)

(U1.6, 2.4, 4.6, 5.2, 5.8, 6.1, 6.3, 6.4 A)  
(M2.4, 2.8 A)  
(E 2.4, 3.1, 5.2, 6.2 A)

**\*\* Instructor reserves the right to change syllabus and/or class content as needed.**

### **Academic Honesty and Plagiarism**

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please consult the NDNU Student Handbook for consequences related to plagiarism.

### **Academic Success Center (ASC)**

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand subject-specific tutoring through TurorMe. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC Canvas site to see all of the resources available, to contact us or to schedule an appointment. Have a question? *Just ASC!*

### **Students with Academic Challenges—Disability Resource Center**

If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical)

be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center (DRC) as soon as possible. Accommodations are not provided retroactively. Please contact The Disability Resource Center by email at [DRC@ndnu.edu](mailto:DRC@ndnu.edu) or by phone at 650-508-3670.

### **Library**

The Gellert Library is here to support your research needs. Students can use the online catalog to find academic journal articles, ebooks, and print books available through curbside pickup, as well as streaming films and popular newspapers such as The New York Times and The Wall Street Journal. The library website hosts a number of guides that can help with your research and learning how to use the library and its resources. For more personalized help, students can meet one-on-one with a librarian via Zoom. To connect with a librarian please contact [library@ndnu.edu](mailto:library@ndnu.edu) or schedule an appointment on the library homepage.

### **COVID-19**

NDNU requires employees and students working or learning on campus to be fully vaccinated. Employees and students may apply for an exemption based on medical reasons, disability, or firmly held religious belief. If you test positive, please contact your instructor(s) immediately and do not attend in-person classes until testing negative.

### **Course Evaluations/Teaching Effectiveness Surveys:**

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

#### **Directions:**

To access, please enable pop-ups in your browser (uncheck pop-up blocker), then in Campus Portal look for the "***You have an active survey***" link in the left sidebar. Click that link to open the Course Evaluation Surveys page, which has a link to a survey for each course in which you're enrolled. Your feedback is very important! Please complete your evaluations for all your courses promptly. Remember: Your responses are anonymous.

## **NDNU's Mission Statement & Hallmarks**

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

The hallmarks of the NDNU community are:

1. We proclaim by our lives even more than by our words that God is good.
2. *We honor the dignity and sacredness of each person.*
3. We educate for and *act on behalf of justice and peace* in the world.
4. *We commit ourselves to community service.*
5. *We embrace the gift of diversity.*
6. *We create community among those with whom we work and with those we serve.*
7. We develop holistic learning communities which *educate for life.*

This course's content reflects a commitment to these hallmarks and this mission.

## **Course Requirements**

### **1. Class attendance and participation 50 points**

You are required to attend all class sessions, participate in both small group and whole class discussions, and learn from your peers. All class papers and projects must be completed **on time**. You are also required to read all assigned readings before coming to class and be prepared to use what you have read in class.

***Each absence*** will result in a drop in your grade, regardless of the reason, therefore if you already know you will have to miss a class, please reconsider taking this class this semester. **No passing grade can be assigned if you miss three or more sessions of the class, regardless of the reason for the absence.** Please inform the instructor in advance if you will need to miss class and bring the make-up assignment to the following meeting. ***The make-up assignment is a 3-5 page typed reflection*** on the readings for the week. If you will be missing a class without assigned reading, reflect on the reading from the previous class.

Everyone must participate in a respectful, professional and mindful manner throughout the semester, whether in class or at your tutoring assignment. During class, please refrain from using the internet, checking emails, texting or writing and/or grading papers or doing other activities unrelated to class. This is disrespectful to the instructor and peers, shows a lack of professionalism, and is not something you would allow your own students to do. It is your responsibility to contribute meaningfully during class whether in whole class or small groups. Refusal to follow above participation guidelines will result in grading penalties, as I would not have adequate knowledge of your understanding without continuous, focused and appropriate participation. While I understand that not everyone relishes the task of speaking during whole class discussions, please remember that you are hoping to become a teacher, and therefore speaking in front of groups will be required of you in your professional work. In addition, each person in this class has valuable insight and experience to bring to our work, and lack of participation denies the rest of the class important information that might help us all to become better teachers. This also applies to turning off your video or posting an emoji or static picture of yourself if on zoom. For this class, you will need to leave your video on when on zoom, and if you need to momentarily step out of frame for a glass of water for example, that is fine, but it should be a short break. No recordings of online classes is allowed, so please take notes. If you require the support of video recordings due to a diagnosed exceptionality, please contact the DRC (see above.)

## **2. 3-2-1 Discussions 50 points**

**(U1.1, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.5, 5.8, 6.1, 6.2, 6.3, 6.4, 6.7 IP)**

**(M 1.2, 1.4, 2.4, 2.1, 2.10, 5.1, 5.5 IP)**

**(E 1.4, 1.7, 2.5, 3.1, 3.3, 5.2, 6.4 IP)**

Students will complete this assignment based on the weekly required reading. Papers must be typed, single spaced, in 12-point font with standard margins. They should include 3 discussion questions, 2 quotes from the reading, and 1 personal connection based on the readings. Quotes should include page numbers at the end and can be about anything that you find meaningful or important in the text. Personal connections should be about one paragraph long and connect the reading to the real world or your classroom practice. You may write as many clarifying questions as you like, but at least 2 questions must be critical thinking questions that are likely to lead to good discussions. We will be using these to drive discussions during class, so please keep that in mind and avoid questions with simple answers. (Examples will be posted on Google Classroom.)

### **3. Fieldwork Practice & Reflection (Tutoring) 100 points**

**(U 1.1, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 4.6, 5.2, 5.8, 6.1, 6.2, 6.3, 6.4 IPA)**

**(M1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E 1.4, 1.7, 1.9, 2.4, 2.5, 3.1, 5.2, 6.2 IPA)**

In order to provide students with actual experience working with EL students, candidates will work for 20 hours over the course of the semester with an afterschool program with a high percentage of EL students enrolled. The purpose of this assignment is to provide students with practical experience working with EL students in partnership with their families. It is also in keeping with the TPEs and NDNU's mission and hallmarks regarding taking action in service of social justice and building community.

There are different options available to students to fulfill this requirement which will be discussed by the instructor. If students are already connected to a similar program, service there may satisfy course requirements but students will need to arrange this with the instructor by the second class meeting. Students who are unable to fulfill this requirement must make alternate arrangements with the instructor by the second class meeting. However, students are strongly advised to fulfill this requirement using the tutoring option provided by the instructor.

Attendance at these sessions is mandatory as students will not get tutoring help if NDNU students fail to report to their tutoring assignments. While illness is an excused absence, it will mean that those hours will need to be made up on a different day and time, so do not sign up for tutoring on days you might not be able to make it. Students will also participate in focused discussions throughout the semester reflecting on their experiences with tutoring.

### **4. SDAIE lesson presentation 100 points 45 minutes per group**

**(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA)**

**(M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)**



**(E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)**

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, design and teach a SDAIE lesson in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. In your group, you are also required to prepare one lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. There is one grade for each group, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

### **SDAIE Group Lesson Rubric**

**Subject:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Central Focus:** \_\_\_\_\_

**Connection to Content Standards**                      1                      5                      10  
(1 for content, 1 for language, words—not just numbers):

**Goal/ Objective for the Lesson:**                      1                      5                      10  
(1 for content, 1 for language, tied to activities/assessments):

**Checking for Understanding and Assessments:** 1 10 10  
 (diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

**Student Assets** 1 5 10  
 (What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

**Lesson Delivery:** 1 15 20  
 Include (as in lesson plan template) time estimates for each activity, “teacher will” and “student will” for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

**Introduction/Set/Hook:**  
 (Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

**Instruction:**  
 (Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

**Closure:** (Reflection, ensure comprehension, review, link new learning, etc.)

**Language Demands** 1 5 10  
*During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?*

1) *What vocabulary will students be using?*

2) Content specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both “teacher will” and “student will” as in lesson plan template. If you use the template this chart is built in.)

Reading—

Writing—

Speaking—

Listening—

<b>Scaffolding: for all students/learning modalities</b>	1	5	10
(Lots of strategies here to support everyone in class)			

<b>Differentiation</b>	1	5	10
<b>Individualized supports for English Learners/Early finishers</b>			

(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

<b>Adaptations: for students w 504s/IEPs consider UDL</b>	1	5	10
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(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

## 5. EDU4107 Embedded Signature Assessment (ESA):

### Individualized Lesson Plan for English Learners (200 points)

(U 1.1, 1.4, 1.5, 1.6, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.6, 4.7, 4.3, 4.4, 5.1, 5.2, 5.3, 5.8 IPA)

(M 1.7, 1.2, 1.4, 1.6, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA)  
(E 1.4, 1.7, 1.9, 2.4, 2.5, 5.2 IPA)

**This paper measures your:**

**This paper supports your CalTPA work in:**

<ul style="list-style-type: none"> <li>• Knowledge of pedagogical theories, principles, and instructional practices for advancing English language development (TPE 7)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning:</b> identifying California students' experiential backgrounds, assets and learning needs</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to analyze a student's specific EL learning needs (TPE 7)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Focus Students:</b> designing specific teaching strategies to meet student needs</li> </ul>
<ul style="list-style-type: none"> <li>• Ability to plan differentiated instruction to meet those needs (TPE 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academic Language:</b> analysis of students' assets and needs in both receptive and expressive academic language.</li> </ul>

You will be writing a SDAIE lesson plan for an entire class that will include a separate section with multiple individual supports for a specific English Learners who need extra support. You will need to include differentiation for at least one emerging student (beginning), one expanding student (intermediate), and one bridging student (advanced) or

groups of students in each of the same three levels. The lesson plan template will be provided in class. You should include accommodations for IEP and 504 students when appropriate, but since this class is about supporting English Learners, there should be strong evidence of support for these students.

### ESA Paper Rubric

**1=needs improvement**

**5,15=effective**

**10,30=very effective**

**Subject:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_ **Central Focus:** \_\_\_\_\_

**Connection to Content Standards**  
(Only 1, words—not just numbers):

1                      5                      10

**Content Goal/Objective for the Lesson:**

1                      5                      10

(Only 1 sentence, tied to activities/assessments):

<b>Connection to ELD Standards</b>	1	5	10
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(Only 1, words—not just numbers):

<b>Language Goal/Objective for the Lesson:</b>	1	5	10
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(Only 1 sentence, tied to activities/assessments):

<b>Checking for Understanding and Assessments:</b>	1	10	20
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(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

<b>Higher Order Thinking (HOTS)</b>	1	5	10
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(How are students doing higher level thinking during this lesson? Use specific words from Bloom’s Taxonomy like *analyze*, *create*, *synthesize*, *evaluate*, *infer*, etc.)

<b>Student Assets</b>	1	5	10
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(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

<b>Lesson Delivery:</b>	1	15	30
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Include (as in lesson plan template) time estimates for each activity, “teacher will” and “student will” for each section below including intro, instruction, and closure. (If you use the template this chart is built in.)

**Introduction/Set/Hook:**

(connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

**Instruction:**

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc)

**Closure:** (Reflection, ensure comprehension, review, link new learning, etc.)

**Language Demands**

1

15

30

*During the lesson, the formats and strategies students employ to communicate using language appropriate to the content area of focus?*

1) *What vocabulary will students be using?*

2) *Content Specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both “teacher will” and “student will” as in lesson plan template. If you use the template this chart is built in.)*

*Reading—*

*Writing—*

*Speaking—*

*Listening—*

**Scaffolding: for all students/learning modalities**

1

5

10

(Lots of strategies here to support everyone in class)

**Differentiation**

1

15

30

**Individualized supports for 3 specific English Learners**

(Describe different supports/adaptations for a beginning (emerging), intermediate (expanding) and advanced (bridging) English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these 3 students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

**Adaptations: for students w 504s/IEPs consider UDL**

1

5

10

(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

**Engagement:** (Would students actually enjoy the lesson)      1                      5                      10

## 5. SDAIE lesson    100 points    45-50 minutes

(U 1.1, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5, 3.6, 4.4, 4.3, 4.6, 4.7, 5.1, 5.2, 5.3, 5.8, 6.1 IPA) (M 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.8, 2.10, 3.1, 5.1, 5.5 IPA) (E1.4, 1.7, 1.9, 2.4, 2.5, 3.2, 3.3, 3.4, 5.2 IPA)

In this class, participation in discussion, sharing information, and learning from each other are very important. You are expected to work within a small group, design and teach a SDAIE lesson in a content area for a specific grade level using different strategies in the class as a group. Lesson objectives must be tied to standards. As a group, you are also required to prepare one lesson plan using the NDNU lesson plan template, to be turned in to the instructor on the day of your presentation. In education we frequently are required to work with people we might not choose, and we have to find a way to collaborate effectively. There is one grade for each group, with exceptions for any cases where someone has not adequately contributed to the project (hopefully this will not happen!). If there are problems that are insurmountable, this should be discussed with the instructor *well in advance* of the final presentation day so that adjustments can be made if necessary.

### SDAIE Group Lesson Rubric

**Subject:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Central Focus:** \_\_\_\_\_

**Connection to Content Standards**                      1                      5                      10  
(1 for content, 1 for language, words—not just numbers):

**Goal/ Objective for the Lesson:**                      1                      5                      10

(1 for content, 1 for language, tied to activities/assessments):

**Checking for Understanding and Assessments:** 1 10 10

(diagnostic/formative/summative, formal/informal, using a variety of measures to make sure that students understand the information presented and have met goals/objectives for both content and language. List specific tools and criteria for each of these)

**Student Assets** 1 5 10

(What assets do students bring with them to the classroom? What knowledge, skills, and interests can you connect to the lesson to spark student interest?)

**Lesson Delivery:** 1 15 20

Include (as in lesson plan template) time estimates for each activity, “teacher will” and “student will” for each section below including intro, instruction, and closure. (If you use the template this chart is built in.) I will also be looking to see higher order thinking and student engagement are addressed.

**Introduction/Set/Hook:**

(Connection of content to previous learning, pre-assessments connecting to prior knowledge/prior learning, engage students, etc.)

**Instruction:**

(Providing information in a meaningful and interesting way, modeling, contextualizing, bridging, using appropriate materials and resources, etc. Allow students opportunities to work independently, with partners, and in collaborative groups, etc.)

**Closure:** (Reflection, ensure comprehension, review, link new learning, etc.)

**Language Demands** 1 5 10

*During the lesson, the formats and strategies students use to communicate using language appropriate to the content area of focus?*

1) *What vocabulary will students be using?*



2) Content specific instructional strategies to support language development and **WHY** these strategies are likely to support language development. (Be sure to include both “teacher will” and “student will” as in lesson plan template. If you use the template this chart is built in.)

Reading—

Writing—

Speaking—

Listening—

<b>Scaffolding: for all students/learning modalities</b>	1	5	10
(Lots of strategies here to support everyone in class)			

<b>Differentiation</b>	1	5	10
<b>Individualized supports for English Learners/Early finishers</b>			

(Describe different supports/adaptations for a beginning, intermediate and advanced English Learner. Explain the multiple ways you will adapt the lesson activities in both instruction and assessment that is targeted for each student. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

<b>Adaptations: for students w 504s/IEPs consider UDL</b>	1	5	10
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(Describe different accommodations and/or modifications for students in your class with IEPs and/or 504s. There should be several different examples of things you would do differently for only these students, not supports for the whole class. Think about what EXTRA things these students need beyond what other students will be getting.)

Notre Dame de Namur University  
Memorandum of Understanding and Agreement  
to Provide Unpaid Student Teaching Placements for  
Multiple Subject, Single Subject and Education Specialist Credential Candidates

This Memorandum of Understanding and Agreement (the “Agreement”) is between \_\_\_\_\_ (“District”) and Notre Dame de Namur University (“University”), who may be referred to collectively as the parties. This Agreement supersedes and replaces all prior Preliminary Multiple Subject, Single Subject and Education Specialist Student Teaching Placement Agreements between the Parties through which University candidates gain experience in Unpaid Student Teacher placements that are part of a California Commission on Teacher Credentialing (CTC) accredited teaching credentialing program.

**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), and is accredited by the California Commission on Teacher Credentialing (CTC) with approval to offer intern options in these programs.

The District is authorized under Education Code § 44320 *et seq.*, to collaborate 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 Cooperating Teacher.

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 cooperating teachers. Such individuals may be referred to below as university supervisors.

**TERM OF THE AGREEMENT**

This Agreement shall remain in effect for a term of \_\_\_\_ years beginning \_\_\_\_\_ and ending \_\_\_\_\_, unless terminated sooner. Either party may terminate this Agreement on 30 days’ written notice to the other party; 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.

## **DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES**

1. The District will provide the Unpaid Student Teachers with supervised teaching experience. The District's Designated Supervisor(s), referred to as Cooperating Teacher, 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.
2. The District's Cooperating Teacher will participate with the University Supervisor and Unpaid Student Teacher in planning, implementing, and coordinating the Unpaid Student Teacher's Program.
3. The District's Cooperating Teacher will maintain complete records and reports as outlined by the University Supervisor on each Unpaid Student Teacher's performance and provide an evaluation to the University on forms the University shall provide.
4. The District may, in its sole discretion, refuse to accept as a participant in a student teaching placement any University student assigned to participate, and, upon request of the District, University shall withdraw the assignment of any University Unpaid Student Teacher.
5. After the District accepts assignment of the student, the District may terminate the student teaching placement for good cause. "Good cause" may include, but is not limited to failure to perform satisfactorily, refusal to follow District administrative policies, procedures, rules and regulations, or violation of any federal or state law. The District will immediately notify University in writing if it terminates an assignment. The District reserves the right to ban anyone from District facilities when the District finds, in its sole discretion that the presence of the person poses a threat or disrupts operations. University is responsible for informing its student participants of the provisions of this Section.
6. District shall, on any day when a Unpaid Student Teacher is receiving training at its facilities, arrange for the Unpaid Student Teacher to receive any necessary emergency health care or first aid for accidents occurring in its facilities. Except as provided in this paragraph, District shall have no obligation to furnish medical care, surgical care or other health care to any Unpaid Student Teacher.

## **UNIVERSITY RESPONSIBILITIES**

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment of the Unpaid Student Teacher.
2. University will confer regularly with District and site administration and district-employed supervisor (Cooperating Teacher) through meetings, telephone calls, and/or e-mail.
3. University will guarantee that credential candidates have met California Commission for Teacher Credentialing (CTC) basic skills and subject matter competence prior to commencing independent student teaching.
4. University will undertake to have credential candidates remain in their student teaching assignments until the end of the requisite public-school year unless removed for cause by the District or University.
5. University will immediately notify appropriate District and site administration if University administration has knowledge of or suspects any professional or ethical violations by a Unpaid Student Teacher in the school. University and District agree they will cooperate in any investigation concerning the reported violation.
6. University will guarantee that Unpaid Student Teachers and University supervisors have appropriate tuberculosis and fingerprinting clearance, including subsequent arrest notification service.
7. University will instruct Unpaid Student Teachers in state laws regarding child abuse reporting, sexual harassment and professional conduct.

8. University supervisors will conduct systematic and regular observations (minimum 6 per semester) of Unpaid Student Teacher's performances in the District's classrooms.
9. University will be responsible for ensuring that Unpaid Student Teachers have appropriate insurance coverage.
10. Per California Commission on Teacher Credential (CTC) Preliminary Multiple and Single Subject Teaching Credential Program Standard 3D: Clinical Supervision, the University will, in collaboration with the District, provide and/or verify that the "district employed supervisors have a minimum of 10 hours of initial orientation to the program curriculum as well as professional develop in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices."

#### **UNPAID STUDENT TEACHER RESPONSIBILITIES**

1. Provide the District with the following documentation:
  - a. a copy of the letter from the University assigning the student to the District.
  - b. a background check/ fingerprint clearance report,
  - c. a negative tuberculosis test result, and
2. Comply with all applicable terms and provisions of this Agreement while serving as a Unpaid Student Teacher.
3. Comply with the District's policies and procedures, and applicable state and federal laws and regulations while serving as a Unpaid Student Teacher.
4. Provide services to District pupils only under the direct supervision of District staff.
5. Maintain the confidentiality of pupil information. No Unpaid Student Teacher will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the credential program. The discussion, transmission, or narration in any form by Unpaid Student Teachers of any individually identifiable pupil information, educational, medical, or otherwise, which is obtained in the course of the credential program is forbidden except as a necessary part of the practical student teaching experience. Otherwise, Unpaid Student Teachers shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the student teaching experience with University, its employees, agents or others.
6. Attend school placements for the required number of hours based on University/CTC requirements and the cooperating teacher's schedule unless given prior written approval by the University's Program Directors for the listed credential programs.
7. Meet regularly to co-plan with cooperating teachers throughout the academic year. Per CTC Preliminary Multiple Subject and Single Subject Credential Program Standard 3A: *"The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week."*
8. Co-teach with cooperating teachers throughout the academic year based on individually developed plans which emphasize credential candidate's gradual assumption of responsibility culminating in a solo teaching experience.
9. Participate in District department/school meetings and faculty meetings when possible.
10. Attend Back to School Nights and Open Houses.
11. Execute any credential candidate contract adopted by the parties.

### **DISTRICT-EMPLOYED SUPERVISOR (COOPERATING TEACHER) RESPONSIBILITIES**

1. Meet regularly with Unpaid Student Teacher to co-plan lessons and units throughout the academic year. Per CTC Preliminary Multiple Subject and Single Subject Credential Program Standard 3A: “*The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week.*”
2. Co-teach with Unpaid Student Teacher based on individually developed plans which emphasize Unpaid Student Teacher’s gradual assumption of planning, teaching and assessment responsibilities culminating in a solo teaching experience.
3. Plan regularly with the Unpaid Student Teacher to provide specific support and supervision in addressing the needs of English Language Learners and students with identified special needs.
4. Regularly observe Unpaid Student Teacher teaching lessons and provide constructive feedback to support Unpaid Student Teacher in meeting CTC requirements to be recommended for a preliminary teaching credential.
5. Assist the Unpaid Student Teacher in creating networks with faculty, staff, and administrators who can provide additional support.
6. Maintain complete records and reports as outlined by the university supervisor on Unpaid Student Teacher’s performance and provide an evaluation to the University on forms the University shall provide.
7. Attend NDNU Cooperating Teacher Orientation at the beginning of the semester which provides an “orientation to the NDNU credential program curriculum as well as professional develop in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.”
8. Meet with the Unpaid Student Teacher, and university supervisor at mid-term and the end of the semester to review Unpaid Student Teacher’s performance and complete the *Evaluation of Student/Intern Teacher Effectiveness* form.
9. For Unpaid Student Teachers completing their final semester, meet with Unpaid Student Teacher and University supervisor to complete the *Transition to Induction* form.

### **UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED SUPERVISOR (COOPERATING TEACHER) JOINT RESPONSIBILITIES**

1. The District’s Cooperating Teacher will participate with the University Supervisor and Unpaid Student Teacher in planning, implementing, and coordinating the Unpaid Student Teacher’s Program.
2. Meet with the Unpaid Student Teacher in a 3-way conference at the beginning of the semester to identified goals aligned with the California Teaching Performance Expectations (TPEs). The goals will be reviewed in a 3-way conference at mid-semester and end of the semester when the *Evaluation of Student/Intern Teacher Effectiveness* form is completed and updated by the Unpaid Student Teacher, Cooperating Teacher and University Supervisor.
3. For Unpaid Student Teachers completing their final semester, meet in a 3-way conference to complete the *Transition to Induction* form.

## **STATUS OF UNIVERSITY, DISTRICT, AND UNIVERSITY STUDENTS**

The parties expressly understand and agree that all University students serving as Unpaid Student Teachers in District schools pursuant to this Agreement are doing so for educational purposes only and are not considered employees or volunteers of either University or District for any purpose, including, but not limited to, compensation for services, welfare and pension benefits, or workers' compensation insurance. It is the responsibility of the University to provide written notice to its student participants of the provisions of this Section. The provisions of this Section shall survive the termination or expiration of this Agreement.

## **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 Unpaid Student 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 Unpaid Student Teachers, any individuals characterized as employees of the 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 Unpaid Student Teachers or employees while they are on the premises of the District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the placement

sites. University shall provide written notice to each University employee regarding the lack of coverage of Workers' Compensation insurance by the District.

#### **INDEMNIFICATION**

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

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

#### **ADDITIONAL PROVISIONS**

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

coverage, University will give District 30 days' notice to renegotiate the insurance requirements.

**THIS AGREEMENT IS NOT VALID UNTIL SIGNED BY ALL PARTIES.**

For Notre Dame de Namur University:

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

_____ Name, Title School District Name	_____ Date
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Notre Dame de Namur University Memorandum of Understanding and  
Agreement to Provide Education Specialist and Teaching Interns

This agreement (the “Agreement”) is between \_\_\_\_\_ (“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 a Intern Mentor/Liaison or other designated individual who meets the CTC's specified criteria prior to an Intern Teacher assuming daily teaching responsibilities.
- An additional 45 hours per year (**23 hours per semester**) of support/mentoring and supervision specific to meeting the needs of English learners is required for an Intern Teacher who enters the program without a valid English learner authorization listed on a previously issued Multiple Subject, Single Subject, or Education Specialist Teaching Credential or a valid English Learner Authorization or Crosscultural, Language and Academic Development (CLAD) Certificate. The additional hours of support can be provided by the credential program and/or the District employed Intern Mentor/Liaison. The individual(s) providing this support must hold a valid California Teaching Credential with a valid English Learner Authorization or Crosscultural Language and Academic Development (CLAD) Certificate.

## **DISTRICT AND SCHOOL ADMINISTRATOR RESPONSIBILITIES**

1. Prior to the Intern Teacher's first day as teacher of record, provide each Intern Teacher with a certified, experienced district-employed Intern Mentor/Liaison who will work collaboratively with the University Supervisor to support the Intern Teacher in achieving competency in the Teaching Performance Expectations. District will verify, per CTC requirements, that the district- employed Intern Mentor/Liaison holds a Clear Credential in the content area for which he/she is providing supervision, a minimum of three years of content areas K-12 teaching experience, has demonstrated

exemplary teaching practices, and has been prepared by the district for the roles and responsibilities of an Intern Mentor/Liaison.

2. The District will provide each Intern Teacher with supervised internship experience. The District's Intern Mentor/Liaison(s) will hold an appropriate degree, credential or license in the specified field, if any is required for that field, and at least five years' experience in that field. The Intern Mentor/Liaison will provide the Intern Teacher with at least five hours of face-to-face supervision per week for the duration of the internship. Supervision may be shared among more than one qualified District staff member.
3. Provide new teacher orientation, on-going support and other clinical/professional experiences for interns teaching in the District's schools under the supervision of a district-employed Intern Mentor/Liaison.
4. Provide release time for participation in district group/regional group meetings and professional development activities including time to observe other exemplar teachers teaching in their classrooms.
5. District will immediately notify University if the District has knowledge of or suspects any professional or ethical violations by an Intern Teacher. University will cooperate with District in any investigation concerning the reported violation.
6. District will instruct Intern Teacher in District and school policies regarding child abuse reporting, sexual harassment, and professional conduct.
7. The University and the District certify that interns do not replace certificated employees in the District.
8. District acknowledges the contracting of a University candidate as an Intern Teacher pursuant to this Agreement demonstrates the lack of available qualified certificated persons holding the credential to fill the position for which the intern has been retained.
9. District acknowledges that, for the NDNU University Intern Program, no intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.
10. District acknowledges that each intern certificate will be valid for a period of two (2) years. However, a certificate may be valid for three (3) years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four (4) years if the intern is participating in an intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.

## **UNIVERSITY RESPONSIBILITIES**

1. University will work collaboratively with the District's HR department, school site administration, and staff in the assignment

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

#### **UNIVERSITY SUPERVISOR AND DISTRICT-EMPLOYED MENTOR/LIASION RESPONSIBILITIES**

10. Collaborate to ensure that the Intern Teacher receives a minimum of five hours of support/mentoring and supervision every five instructional days.
11. Collaborate to ensure that the Intern Teacher receives specific support and supervision in addressing the needs of English Language Learners.
12. 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.
13. Assist the Intern Teacher in creating networks with faculty, staff, and administrators who can provide additional support.
14. Meet with the Intern Teacher in a 3-way conference at the beginning of the semester to identified goals aligned with the California Teaching Performance Expectations (TPEs). The goals will be reviewed in a 3-way conference at mid-semester and end of the semester when the Evaluation of Student/Intern Teacher Effectiveness form is completed and

updated by the Intern Teacher, District-Employed Supervisor(s) and University Supervisor.

### **INTERN TEACHER RESPONSIBILITIES**

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

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

### **DISTRICT DISCRETION**

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

### **LIABILITY INSURANCE**

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

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

University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, University hereby agrees that not less than

thirty (30) days prior to the effective date of termination of University's current insurance coverage or termination of this Agreement, University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

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

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

#### **NO WORKERS' COMPENSATION LIABILITY**

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

#### **INDEMNIFICATION**

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

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

## **ADDITIONAL PROVISIONS**

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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 \_\_\_\_\_ School District:

_____ Name, Title	_____ Date
_____ School District	



School of Education  
New Student Orientation  
Fall 2023 Agenda on Zoom

5:00p	<p>Caryl Hodges, Dean</p> <ul style="list-style-type: none"> <li>• Welcome to NDNU!</li> </ul>
5:05p	<p>School of Education Programs</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• EDU – Credential Programs <ul style="list-style-type: none"> <li>• Multiple Subject – Stephanie Demaree, Ed.D., Program Director</li> <li>• Single Subject – Kelly Delaney, Ed.D., Program director</li> <li>• Education Specialist – Sharon O’Neil, Program Director</li> </ul> </li> <li>• MA ETH – Polly Mayer, M.Ed.ET/Program Director</li> <li>• MA Education &amp; MA School Administration/pASC – Susan Charles, Program Director</li> <li>• MA TESOL – Caryl Hodges, Program Director</li> </ul>
	<p>Fall Kick Off! Saturday, August 26, 2023</p> <ul style="list-style-type: none"> <li>• Check-In Starts At 9:30 Am</li> <li>• Program Starts at 10 am</li> <li>• Campus Tour Free Taco Truck Family Fun Activities</li> <li>• Slated To End By 2 Pm</li> </ul>
5:10p	<p>Fall 2023 – Academic Calendar</p> <ul style="list-style-type: none"> <li>• Add/Drop date – September 8, 2023</li> <li>• Petition to Graduate – MA students completing in December or May should submit your form.</li> <li>• Do not petition until you will also have completed the credential program coursework.</li> <li>• Photo ID</li> <li>• Parking Pass</li> <li>• Questions &amp; Answers</li> </ul>
5:30-6:30p	<ul style="list-style-type: none"> <li>• Important Information You Need to Know and Remember – Caryl Hodges</li> <li>• Important updates/deadlines from the Commission on Teacher Credentialing</li> <li>• Education Newsletter</li> </ul>

	<ul style="list-style-type: none"> <li>• Getting your Credential – Terry Hanna</li> </ul>
	<p>Breakout Rooms</p> <ul style="list-style-type: none"> <li>• Credential Programs with Program Directors</li> <li>• MA Education Therapy with Program Director</li> <li>• MA Education/MA School Administration with Program Director</li> <li>• MA TESOL with Program Director</li> <li>• Canvas Training – UPLOAD your documents to the <i>CTC Required Document Course</i></li> <li>• CASPER system Training – request services from the Credential Analyst from your NDNU email.</li> </ul>

## **Important Information You Need to Know and Remember**

### **#1 for all Credential Candidates**

- **Basic Skills Requirements:**

[https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))

- **Subject Matter Competency**

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

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

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

### **Important websites**

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

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

### **For ALL Credential and MA Candidates**

**Attendance Policy:** Attendance and punctuality at seminars are essential. Since courses meet requirements for a California legislated credential **attendance is mandatory**. *Absences should be for a major illness or family emergency ONLY. Three (3) tardies of 20 minutes will be considered an absence.* Attendance will be taken. There is a limit on how much time a candidate can

miss and still receive a passing grade. All missed time and assignments must be made up. If you must be absent or late PLEASE notify the seminar instructor.

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

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

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

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

**NOTRE DAME DE NAMUR UNIVERSITY**  
School of Education

**APPLICATION for a MULTIPLE or SINGLE SUBJECT CREDENTIAL RECOMMENDATION  
to the California Commission On Teacher Credentialing (CTC)**

**Teaching credentials are not issued automatically upon completing the program.** All California educational credentials are issued by the California Commission on Teacher Credentialing (CTC) on the basis of a recommendation from NDNU. You must complete, sign, and submit this application form in order to be recommended to the CTC.

**Directions: Preliminary Credential**

1. Complete the attached NDNU *Application for Credential Recommendation* and submit to the NDNU Credentials Office (JB Hall 128) by email to [thanna@ndnu.edu](mailto:thanna@ndnu.edu), postal mail or in person. Your student account will be charged the \$80 credential/masters audit fee.  
Exempt from fee:  
\*Applications for Internship credentials  
\*Candidates for whom this is a second NDNU preliminary credential. (Sorry, if you had a no-audit-fee internship credential you still get billed for the fee)
2. After submission of your *Application for Credential Recommendation*, the Credential Analyst will audit your file for completeness. Any course substitutions (based on experience, or on courses taken elsewhere) need a course substitution form signed by your advisor and relevant official transcripts in your credential file.  
Be sure you have a) submitted a copy of a valid CPR card (Adults/children/infants) (email to [thanna@ndnu.edu](mailto:thanna@ndnu.edu)) b) completed the US Constitution requirement (course, exam or CSU grad), and c) (for multiple subjects candidates only) submitted passing RICA scores . You will be notified of any missing documentation or requirements.
3. Within approx. 10-14 days of NDNU recommendation, the CTC will send you an email to the address they have on file. To check or change your CTC email address go to [www.ctc.ca.gov](http://www.ctc.ca.gov). Electronically complete the form they send and pay the State of California credential fee. (currently \$100) **You must complete this step to be issued a credential by the CTC.** In 10-14 days after payment of the state fee, you will receive your credential from the CTC by email. Your “official” credential is on the CTC website [ctc.ca.gov](http://ctc.ca.gov), which is available for employers to check. The CTC now offers a “suitable for framing” document on their website under “How to view and print your document.”

**Directions: Internship Credential:**

Same as above, except NO CPR card, RICA or \$80 NDNU audit fee required.

**Requirements: University Internship Credential**

1. Basic Skills Requirement, Subject Matter Competency Verification, coursework and fieldwork prerequisites must be completed.
2. Must have fingerprints cleared (see below), US Constitution requirement met, negative TB test on file.
3. Must have written approval of your program's Placement Coordinator and Director for specific internship.
4. Must submit verification of district's internship offer (letter, contract or email from HR).
5. Check "internship" box on form and **specify district and contact name**.

(continued)

**CTC Certificate of Clearance with LiveScan fingerprints:** You must have your fingerprints cleared **through the CTC** to be eligible for a credential. To check if you have been cleared by the CTC go to [www.ctc.ca.gov](http://www.ctc.ca.gov), and click "look up an educator" If you have a credential, sub credential, or "certificate of clearance" you have been cleared. If not, follow the procedures listed here: [How to apply for a certificate of clearance](#). You may have done fingerprints before for private school or a public school district, but the CTC requires fingerprints to be submitted and cleared through the CTC in order to issue credentials.

**Notes:**

- **Don't forget to sign and date form**●

**Master's candidates:** Masters Degree candidates MUST also complete Graduate Audit Form for the graduate degree. See Office of the Registrar (650-508-3521) for information. Masters and Masters/Credential students pay one credential/masters audit fee.

**Graduation:** Program completers are invited to participate in the **Spring Commencement Ceremonies!** If you are a Credential-only student and would like to participate, you must submit a completed [Petition to Walk Form](#) to the Credentials Office no later than February 1. Masters-only and Masters/Credential students should contact the Registrar's Office (650-508-3521) for forms and deadlines. Questions about guest tickets, gowns and academic regalia, parking, etc. should be directed to the Graduation Center (650-508-3725)

**Supplemental and added subject-matter teaching authorizations:** Discuss with Credentials Analyst. Most economical to apply at same time as initial credential, but may elongate processing time.

Clear Credential: To clear your credential typically requires a two year induction program through your employing school district. Under limited circumstances, those working in private schools may complete a CTC-approved university or district based clear program (either induction- or coursework-based).

Address Changes: Please be sure to update mailing address changes with the REGISTRAR'S OFFICE.

Questions?      Credentials Office: JB Hall 128  
Terrance Hanna, Credentials Analyst  
Email: [thanna@NDNU.edu](mailto:thanna@NDNU.edu)      Phone: (650) 508-3545

**Please keep copies of test scores, fingerprint forms, course substitution forms, etc., submitted to the Credentials Office or the University.  
Many of the documents required for your credential will be required later for employment.**

KEEP THIS PAGE FOR YOUR RECORDS

Date Submitted: \_\_\_\_\_ NDNU Student ID# \_\_\_\_\_

Credential Recommendations will be processed when ALL academic and statutory requirements have been met. If the \$80 Audit fee is required, the NDNU Business Office will bill it to your student account.

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### SECTION 1 — CREDENTIAL APPLICANT

Please print clearly.

#### A. Information:

_____	_____	_____	_____
<b>Last Name</b>	<b>First Name</b>	<b>Initial/Middle</b>	<b>Other last names used at NDNU</b>
_____		_____	
<b>Personal Email address</b>		<b>Social Security Number</b>	

Phone number	Date of Birth	NDNU ID#	Semester of Expected Completion
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Phone number	Date of Birth	NDNU ID#	Semester of Expected Completion
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Phone number	Date of Birth	NDNU ID#	Semester of Expected Completion
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Phone number	Date of Birth	NDNU ID#	Semester of Expected Completion
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**B. Program:** ☐ Multiple Subject --- Have you passed RICA? Y☐ N☐ CalTPA? Y☐ N☐

☐ **Single Subject** --- Please indicate subject(s): \_\_\_\_\_  
(if Math: foundational, or full math credential?)  
**Have you passed CalTPA?** Y ☐ N ☐

**C. Credential type for which you are applying now:** ☐ Preliminary (5 year credential)

☐ **Internship** (up to two years) (No audit fee)

Required: 1. Name of School District \_\_\_\_\_

2. Contact name and phone \_\_\_\_\_

3. District employment offer letter or form CL-777.1

☐ attached    ☐ submitted previously    ☐ emailed☐ Preliminary based on private school experience (5 year credential)☐ 3-5 years of full time private school teaching experience☐ 6+ years of full time private school experience

**D. Confirm requirement completion: Basic Skills Requirement:** ☐ Passed test ☐ Substituted courses ☐ combo

**Subject Matter Requirement:** ☐ Passed test ☐ Substituted major ☐ courses ☐ combo

E: If added or supplementary authorization requested (need BA or 20 units in subject) Specify subject(s): \_\_\_\_\_

**D. Student Signature (REQUIRED)**

Date \_\_\_\_\_

**SECTION 2—OFFICE USE ONLY**

Fee Exemption

☐ Internship

☐ Prior NDNU Credential \_\_\_\_\_



