

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

Institution	Notre Dame de Namur University	Program	PRELIMINARY MULTIPLE and SINGLE SUBJECT
Date of Review	January 12, 2024		

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

Posting the Addendum

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

Standards Found to be Preliminarily Aligned	
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	<ol style="list-style-type: none"> Evidence is not found of the program’s research-based foundation of teaching and learning. It is, therefore, hard to see how this might be reflected in the scope and sequence. Evidence is not found as to how the program assesses candidate progress prior to the student teaching semester. 	<ol style="list-style-type: none"> The NDNU credential programs (Preliminary Multiple Subject and Single Subject Credential programs) are grounded in research and evidence-based theories which form the foundation of the programs’ organization and the scope and sequence of the curriculum provided to candidates throughout their program. A review of course syllabi, as well as faculty feedback, provided a list of research, theoretical frameworks, modules incorporated across the curriculum. The list below provides an overview: <ol style="list-style-type: none"> Brain Research & Neuroscience: Posey Child Development/Applied Behavior Analysis: Burke Harris, Wood, APA Constructivist/Inquiry-based Learning: Dewey, Vygotsky, Freire/Contant, Tweed, Bass, & Carin Culturally Relevant Teaching: Gay, Ladson-Billings, Center for Reaching & Teaching the Whole Child Effective Coaching: Aguilar Effective Teaching/Systematic Instruction: Dueck/National Institute for Direct Instruction

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		<ul style="list-style-type: none"> g. Ethics of Care/Socioemotional Competencies: Noddings/Center for Reaching & Teaching the Whole Child h. Habits of Mind/Mindset: Costa, Kallick & Zmuda/Boaler, Dweck i. Higher-order thinking skills: Bloom j. Literacy/Science of Reading: California Collaborative for Neurodiversity and Learning/Kilpatrick, Hougen & Smartt k. Student-centered Assessment: Brookhart, Popham l. Special Education: High-Leverage Practices for Students with Disabilities (CEEDAR); AFIRM modules (National Clearinghouse on Autism); Open Hands, Open Access (OHOA); Deaf-Blind Intervener Learning Modules; IRIS Modules; Applied Behavior Analysis (ABA); Systematic Instruction (National Institute for Direct Instruction; Center for Applied Special Technology (UDL) m. Theories of Intelligence: Armstrong, Dweck, Gardner <p>2. Assessment of candidate progress prior to approval to enroll in student teaching:</p> <ul style="list-style-type: none"> a. Candidate must demonstrate satisfactory progress in completing all Foundation courses by the following: satisfactory completion of all course content through active course participation, submission of all course assignments, and receiving a posted passing grade (B- or better). Candidates must complete any Incomplete or In Progress grades and have a posted passing grade. b. Candidates must meet with their Program Director/Advisor every semester to track their progress in both coursework and submission of CTC documentation required to be eligible to enroll in student/intern teaching [see Program plans in separate file]. Program Directors verify that all requirements to register for student/intern teaching are in the candidate's student canvas file. Program Directors must enable registration in student/intern teaching courses on the Campus Portal. c. Candidates are expected to review and ensure that the following required documents are upload in their student canvas file: Official transcript with bachelor's degree posted which also serves as verification of meeting the

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		<p>Basic Skills Requirement; evidence of meeting the subject matter competency requirement; verification of a Certificate of Clearance; negative TB test. Note: Currently official transcripts are provided to the SOE office by Admissions and are uploaded into each candidate's canvas file by either the SOE Executive Assistant or the Credential Data Analyst.</p> <p>d. The Placement Coordinators for each credential program have access to the candidate canvas shells. The Placement Coordinator tracks submission of the documents required to be eligible for a student/intern placement and records these on a spreadsheet [provided as separate document]. The Placement Coordinators work closely with Program Directors/Advisors and candidates to monitor their progress toward complete submission of all required documentation. The Placement Coordinator also meets with candidates to determine potential placement options based on candidate's credential.</p> <p>e. Throughout the program, instructors provide feedback on candidates during faculty and program meetings. In addition to demonstrating they have meet academic requirements, candidates are also expected to demonstrate the disposition and professionalism expected of teachers. This is monitored using the Professional Behavior Checklist [copy in the Handbooks]. During the program, candidates who may be struggling either academically or with professional behavior are recommended to the Ed Committee. This Committee works with candidates, their Program Director/Advisor, and other instructors to develop a plan to support the candidate in meeting all requirements. This is a very focused process providing the candidate with every opportunity to meet the requirements. If at any point, it is determined the candidate cannot meet the requirements to be placed in student/intern teaching, the individual is counseled out of the program.</p>

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<p>Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)*</p>	<ul style="list-style-type: none"> Please link to specific activities, assignments, or assessments for each I, P, A. Please only connect top 2-3, max 4, for each element. 	<p>Revised Multiple Subject Credential Program and Single Subject Credential Program matrices are provided as separate documents.</p> <p>Please note the information provided at the beginning of each matrix titled: Assessment of TPES during Student/Intern Teaching Fieldwork Placements. Candidates are assessed/evaluated using the Evaluation of Teaching Effectiveness form which includes the same list of TPEs as found in the matrix below. At mid-term and end of each semester the candidate, university supervisor and cooperating teaching/intern support provider meet in a 3-way conference to review each TPE and determine if it is not observed or observed at the Beginning, Emerging or Applying level. Candidates are expected, by the end of their final semester, to reach the stage of Applying the majority of the TPEs with the remainder identified as Emerging.</p> <p>After much discussion, faculty decided that a link to this form would be provided at the top of each credential program matrix so this evaluation form could be reviewed as a whole rather than linking every TPE in the matrix to the matching TPE on the evaluation form.</p> <p>Thus, for every student/intern teaching seminar [MS matrix - EDU 4342/EDU 4345; SS matrix - EDU 4442/EDU4445], a PA is listed the brings the reviewer back to the link for this form at the beginning of the matrix.</p> <p>There are occasions when the student/intern teaching seminar instructor felt there was a discussions or assignment in the seminar that also should be listed as a P or PA or A. Thus, there may occasionally be additional P, PA or A listed in the student/intern teaching seminar columns.</p>
<p>Standard 3: Clinical Practice*</p>	<p>1. Link to placement spreadsheet All Credential Programs Matrix Fall 2023 is inoperable so could not determine if</p>	<p>1. The Spring 2024 Placement Matrix is provided as a separate document in the Responses to Reviewers file.</p>

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<p>A. Organization of Clinical Practice</p> <p>B. Criteria for School Placements</p> <p>C. Criteria for the Selection of Program Supervisors</p> <p>D. Criteria for the Selection of District-Employed Supervisors</p>	<p>clinical placements matched requirements of standards.</p> <p>2. Evidence is difficult to ascertain with confidence due to handbook formatting and structure, for example the student handbook does not have bookmarks and some links throughout provided materials are inoperable.</p> <p>3. Evidence was not found of field placements in private school settings. Reviewers unable to assess if candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.</p>	<p>2. Handbooks: The Multiple Subject Credential Program, Single Subject Credential Program, and CalTPA Policy Handbook are provided in a separate file. All handbooks now link each Table of Content entry with the location (text) in the handbook where that information can be found. There are also links within the text to specific information – either within the text or documents within the appendices.</p> <p>3. Candidates who are working in private schools and seeking a credential have two options: 1) They can select, in addition to student teaching in their private school classroom, complete a substantive clinical experience of at least 150 hours in a diverse, public school setting where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of the California's student population. Additionally, for the 2 semesters of "student teaching", NDNU will review the private school where the candidate is teaching to determine if it aligns with the above requirements. In addition, the school must be WASC accredited and have a teacher who meets the CTC and NDNU requirements to serve as a district/school employed support provider or 2) They can select, based on their years of teaching to complete the requirements set out in CL-834 <i>Single Subject and Multiple Subject Teaching Credentials Requirements for Teachers with Private School Experience</i>. [See Handbook, section heading: Candidates Teaching in Private Schools]</p>
<p>Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements</p>	<ul style="list-style-type: none"> Evidence was not found of progress monitoring for mastery of TPEs prior to the student teaching semester. 	<p>Candidate progress is monitored by:</p> <ol style="list-style-type: none"> Course assignments and assessments; each course syllabus links course content to specific TPEs being met by content presentations, discussions, and content assignments/assessments. Meeting course requirements, and thus the focus TPEs for courses assignments are ultimately demonstrated by course grades. Program director meets each semester, at mid-term and end of semester, with candidates to review progress in completing

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		<p>requirements listed in the candidate's program plan. This allows the program director and candidate to update the program plan based on documents in the candidate's Canvas file as well as courses completed. These are all checked off on the program plan so the candidate knows exactly what requirements have been met and what remains to complete. At the point a candidate is ready to enroll in student teaching, 1) the program director goes into the campus portal and grants registration access for the candidate to enroll in the student teaching seminar and concurrent courses and 2) the program director notifies the placement coordinator that the candidate will be ready to enroll in student teaching for the next semester. The Placement coordinator contacts the student to begin identifying potential placement options and begins to track the candidate on spreadsheet. The placement coordinator also confirms, by checking the candidates Canvas file and transcripts that the candidate meets the requirements for placement and records this information on the spreadsheet.</p> <p>3. Education Committee reviews progress of all candidates, based on input from instructors, staff, and support providers prior to as well as during student/intern teaching placements. The Committee uses feedback to work with candidates to identify and make recommendations for supports for candidates who are struggling. Program Directors track candidate progress to meet/satisfy these recommendations.</p>
<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>B. Candidate Preparation and Support</p>	<p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>Evidence was not found about how the program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time or how the program documents the use of these data for Commission reporting, accreditation and program improvement purposes.</p> <p>B. Candidate Preparation and Support</p>	<p>The TPA Director has been compiling TPA scores monthly, providing faculty and staff with ongoing insights into trends and patterns. Additionally, a comprehensive data presentation is shared annually at the School of Education (SOE) Retreat in May. At our recent May 2024 retreat, for example, the TPA Director presented and discussed the following reports: 1) 2023-24 May CalTPA Cycle 1 Scores 2) 2023-24 May CalTPA Cycle 2 Scores 3) CALTPA SUPPORT SURVEY_ STUDENT RESPONSES. [Reports can be found in CALTPA file provided with response] These reports prompted lively discussions among attendees, leading to a more nuanced understanding of the data and its implications. This, in turn, informed a formative assessment approach, where faculty utilized the data to refine their course assignments and focus, driving instructional improvements.</p>

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<p>C. Assessor Qualifications, Training, and Scoring</p>	<p>Course syllabi reference a CalTPA Candidate Handbook which was not found in the materials provided.</p> <p>Course syllabi include the following language: <i>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.</i></p> <p>Explanation of CalTPA assignments and evidence of specific connections to the TPA requirement is not found.</p>	<p>Building on the practice of SOE faculty using CalTPA data as formative assessment for their course content and pedagogy, we aim to further integrate data-driven instruction into our programs. By doing so, we seek to enhance the alignment of our courses with state teaching standards, improve student teacher readiness, and ultimately, strengthen the impact of our graduates in the field. For example, in August-September 2023 after the data presented on its May 2023 retreat [CalTPA Data Analysis 2022-2023 SOE Retreat provided in CalTPA file] SOE Program Directors and Placement Coordinators conducted a survey among faculty to identify which steps (1-4) for each cycle were demonstrated in their respective courses. The results were compiled into a comprehensive spreadsheet, shared with all SOE faculty and staff, providing a clear overview of how each step is addressed throughout the course sequence. Also from the May 2023 retreat data,</p> <p>In another example, following the May 2023 retreat, seminar instructors for EDU 4342, 4345, 4442, and 4445 implemented a key change by separating CalTPA coaching from other seminar components. This led to the creation of new "CalTPA Support Classes": EDU 4350, 4351, 4450, and 4451. Building on this success, additional support classes were developed to cater to specific needs, including: - EDU 4260 and 4261 for Ed Specialist teacher candidates - EDU 4560 and 4561 for teachers not enrolled as full-time NDNU students and who require CalTPA support to meet the CTC requirement These targeted classes aim to provide tailored guidance and enhance CalTPA readiness for diverse student cohorts. The introduction of the new CalTPA Support Classes has yielded a positive impact on our teacher candidates for the 2023-24 academic year, as evidenced by our survey results. Notably, candidates who transferred from Holy Names University (HNU) after its closure benefited significantly from this change. According to our student survey [see CalTPA Support Survey Student Responses in CalTPA file], these transfer students expressed appreciation for the targeted support. Moreover, we are pleased to report that all HNU transfer students successfully submitted and passed the CalTPA as recently</p>

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		<p>as July 2024, a testament to the effectiveness of our revised approach.</p> <p>This year's announcement of RICA sunseting and integration into Cycle 2 with a Literacy focus, and Cycle 1 with a Math focus, marks a significant shift from the current CalTPA model operational in 2018. Previously, individual teacher education programs could choose whether to prioritize Literacy or Math in Cycles 1 and 2. NDNU opted to guide multiple subject teacher candidates with Cycle 1 focusing on Literacy and Cycle 2 on Math. This new change presents an opportunity to revise course sequencing, embed more effective assignments and lessons, and emphasize various CalTPA and LPA components, as seen in this working draft [See Literacy TPE Planning in CalTPA file].</p> <p>CalTPA Handbook is provided in the Handbook file. As indicated for the Multiple Subject and Single Subject Handbooks, . All handbooks now link each Table of Content entry with the location (text) in the handbook where that information can be found.</p>
Standard 6: Induction Development Plan	The IDP is included as a document, however there is no evidence found in the handbook or other resources as to when and how it is utilized.	This information has been updated in the handbooks and can be found by clicking the section title <i>Individual Development Plan/Transition to Induction</i> in the Table of Contents which is linked to text explaining how this document is used during the program.

***In determining alignment to Standard 2 and Standard 3C, reviewers must also consider the institution's responses to the subject specific TPEs in the table in evidence element 5.2. In reviewing the table, please consider how the program:**

1. *Differentiates coursework and program supports in a way that prepares candidates in their specific content area program (Multiple Subject, Single Subject Math, Single Subject Music, etc.)*

All faculty, full-time and part-time, have previously been K-12 teachers in the credential content areas in which they are teaching courses. For Single Subject candidates, all faculty hold credentials and are either teaching or recently retired from teaching in the content areas in which they are providing instruction and/or mentoring. In EDU 4405 Teaching and Pedagogy, in addition to the faculty member teaching the course, each candidate is assigned a subject specific mentor who meets with subject specific groups every other week to focus on teaching and pedagogy in the specific credential academic content area each candidate's is seeking. These mentors are identified on the *School of Education Faculty Qualifications 2023-2024* under columns NDNU Position with the individuals single subject credential area listed in (parenthesis).

2. *Provides candidates with consistent interactions with a veteran educator (faculty, veteran teacher, etc.) during the program coursework who has experience and expertise specific to that content area. The faculty listed in this table and their related minimum qualifications from section 3 of the submission may help in evaluating appropriate faculty for each content area. However, some programs may list only general faculty for Single Subject courses (for example) and may need to provide additional information about how candidates are supported by veteran educators specific to their content area.*

Please see information provided above about faculty qualifications and expertise specific to the credential content areas in which they teach and/or mentor candidates.

Teaching Performance Expectations: Part 2 – Subject-Specific TPEs

In the table below, programs were asked to provide the course(s) number/name in which the content of each subject-specific TPE and methodology is being covered; and to provide the name of the faculty member who teaches the course(s). Please use Y (Yes) to indicate that the requested information has been provided for each TPE and/or methodology. Leave blank those cells in which the competency/performance expectation is not evidenced.

KEY

Y: Evidenced was provided

(Blank): Evidence needed

Subject-Specific Teaching Performance Expectations	Course(s)	Faculty
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	Y	Y
English Language Development in Relation to Subject-Specific Pedagogy	Y	Y
Subject Specific Methodology		
Multiple Subject		
1. Teaching English Language Arts in a Multiple Subject Assignment	Y	Y
2. Teaching Mathematics in a Multiple Subject Assignment	Y	Y
3. Teaching History-Social Science in a Multiple Subject Assignment	Y	Y
4. Teaching Science in a Multiple Subject Assignment	Y	Y
5. Teaching Physical Education in a Multiple Subject Assignment	Y	Y
6. Teaching Health Education in a Multiple Subject Assignment	Y	Y
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment	Y	Y
Single Subject		
1. Teaching English Language Arts in a Single Subject Assignment	Y	Y
2. Teaching Mathematics in a Single Subject Assignment	Y	Y
3. Teaching History-Social Science in a Single Subject Assignment	Y	Y
4. Teaching Science in a Single Subject Assignment	Y	Y
5. Teaching Physical Education in a Single Subject Assignment	Y	Y
6. Teaching Art in a Single Subject Assignment	Y	Y
7. Teaching Music in a Single Subject Assignment	Y	Y
8. Teaching World Languages in a Single Subject Assignment	Y	Y
9. Teaching Agriculture in a Single Subject Assignment	na	na
10. Teaching Business in a Single Subject Assignment	Y	Y
11. Teaching Health Science in a Single Subject Assignment	Y	Y
12. Teaching Home Economics in a Single Subject Assignment	na	na
13. Teaching Industrial and Technology Education in a Single Subject Assignment	na	na
14. Teaching English Language Development in a Single Subject Assignment	na	na

