

**Notre Dame de Namur University  
SCHOOL OF EDUCATION AND PSYCHOLOGY**

**1500 Ralston Avenue  
Belmont, California 94002**

**PRELIMINARY SINGLE SUBJECT  
CREDENTIAL PROGRAM HANDBOOK**

**FOR STUDENT TEACHERS/INTERNS, INTERN LIAISONS,  
UNIVERSITY SUPERVISORS, MASTER TEACHERS,  
AND SCHOOL ADMINISTRATORS**

**2022-2023**

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## FOREWORD

This Handbook has been compiled to serve as a guide and source of information for student teachers/interns, supervisors, and public and private school personnel who are participating in Notre Dame de Namur University's Single Subject Credential Program.

The Single Subject Credential Program at Notre Dame de Namur University is designed as a concurrent program to provide candidates with a philosophy of education that encompasses theory and practice. It is the role of the University Director to advise and assist the students so that these requirements and their needs are met, which will then enable students to become confident, productive, reflective, and effective educators. Candidates can complete the Credential Program in one calendar year.

The program is largely dependent upon the cooperation and support of master teachers and administrators in the public and private schools with whom we have contracts. Fundamental to its success is a thorough understanding of the role to be played by each of the participating members—the University Supervisor, the Master Teacher, the Administrator, the Intern Liaison, and the Student Teacher/Intern. Each assumes certain responsibilities, not only to other members, but also to the profession as a whole. Foremost among these is the responsibility for the preparation of well-qualified teachers.

Suggestions from master teachers, administrators, intern liaisons, supervisors, and student teachers/interns have been incorporated in the contents of this Handbook. We invite further suggestions toward the improvement of our programs.

We have revised our program to incorporate the new Teacher Performance Expectations (TPEs). Candidates completing their credential requirement Fall 2022 and Spring 2023 will complete the Teaching Performance Assessment [California Teacher Performance Assessment (CalTPA)] adopted by the Commission on Teacher Credentialing embedded in their credential coursework. In addition, there is a CalTPA Handbook, which details the requirements regarding teacher performance assessment.

Notre Dame de Namur University extends a very sincere note of gratitude to the superintendents, principals, master teachers, and intern liaisons that have made student teaching/intern teaching a successful, professional experience for Notre Dame de Namur University's teacher candidates.

Kelly Delaney, Ed.D.  
Director, Single Subject Credential Program

Caryl Hodges, Ed.D.  
Dean

## **I. INTRODUCTION**

### **A. Mission Statement**

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.

### **B. Vision Statement**

Notre Dame de Namur University will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into high quality academic programs. NDNU's programs will be widely known for their innovative synthesis of liberal arts learning, professionally-oriented learning, and core values.

### **C. Core Values**

Notre Dame de Namur University was founded by the Sisters of Notre Dame de Namur and the values espoused by the Sisters continue to inspire the University. The Core Values expressed here are closely linked to the [\*Hallmarks of a Notre Dame de Namur Learning Community\*](#) developed by the Sisters in collaboration with NDNU and other SND learning communities. These values should be considered in the context of the *Hallmarks*.

The Core Values are listed in alphabetical order. There is no ranking implied. Commitments following each value elaborate rather than define the values.

#### *1. Community*

- A commitment to build a diverse, collaborative, open, and student-centered community that holds itself and its members accountable to learn, serve, work, and grow together in partnership.
- A commitment to share the responsibility of governance and to create transparency and accountability in our decision-making.

#### *2. Diversity*

- A commitment to celebrate, embrace, value and learn from the voices, perspectives, and experiences of all our community members.
- A commitment to ensure that the University offers its students, faculty, and staff of diverse backgrounds opportunities that are accessible and fair to all constituents.

- A commitment to seek and respect diverse points of view in the academic arena.

### 3. *Excellence*

- A commitment to excellence in every academic and professional pursuit.

### 4. *Integrity*

- A commitment to honor the sacredness and dignity of each person and the development of the whole person through our collaborative practices.
- A commitment to match our actions and our words.

### 5. *Justice*

- A commitment to enhance the application of ethics, justice, and peace at the personal, community, and global levels.

### 6. *Learning*

- A commitment to innovative learning of what is necessary for life, both as a directed process and as a lifelong practice.
- A commitment to the search for truth, knowledge, and meaning.

### 7. *Service*

- A commitment to community-based learning and other forms of service.

We view the teaching-learning process as student-centered, cooperative and transactional. Learning, accomplished by the learner, must be active. Teaching is a multifaceted role – that of observed, model, encourager, facilitator, presenter of direct instruction, among others. Teaching and learning are integrative, utilizing the variety of resources, which surround us, personal, cultural, and technological. Finally, assessment reflects as much as possible the use to which learning is put in the world outside school.

In keeping with Notre Dame de Namur University's Mission Statement, we commit ourselves to building a student-centered environment, which reverences the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we will ensure the right to equal access to challenging learning opportunities.

## **II. SINGLE SUBJECT CREDENTIAL PROGRAM OVERVIEW**

Notre Dame de Namur University's Single Subject Credential Program is approved by the California Commission on Teacher Credentialing as it complies with Senate Bill 2042. The Single Subject Credential authorizes the holder to provide single subject instruction in departmentalized classrooms, such as those found most frequently in middle school and high schools. A teacher who is authorized for Single Subject instruction may be assigned, with his/her consent, to teach any subject *in his or her authorized field* at any grade level - preschool, transitional kindergarten, kindergarten, grades 1 to 12 inclusive, or in classes organized primarily for adults (Ed. Code 13129). ~~Please Note: Graduate students are eligible for the University's Student Medical Insurance Plan. Please contact the office of Student Services for further information.~~

The Single Subject Credential program at Notre Dame de Namur University provides student teachers/interns the opportunity to achieve competence through participation in three areas:

### **A. Professional Coursework**

- Participation in all phases of class work.
- Development of individual and group projects as designated in course requirements.
- Completion of reading assignments and written papers on those topics deemed necessary and appropriate.
- Presentation of oral assignments as required.
- Passing of mid-term and final examinations.
- A GPA of 3.0 must be maintained in the program which equates to a grade of B- or better across all coursework.

### **B. Field Experience: Student Teaching or University Internship**

- Observation of different teaching/learning environments, teaching strategies and styles.
- Preparation, teaching and evaluation of teaching/learning experience.
- Continuous conferencing with master teacher and supervisor regarding strategies, classroom management, material, preparation and presentation.
- Observation and reaction by Notre Dame de Namur University supervisor.
- Written appraisal of growth in teaching by the master teacher and the supervisor.
- Participation in workshops and in-services offered by the school or district where student teaching is taking place.

### **C. Seminars and Orientation to Student Teaching**

- All student teachers/interns are **required** to attend Orientation each semester.
- Attendance at weekly seminars is **required** so that student teachers/interns are informed in all curricular areas and specific requirements of the Single Subject Credential.
- Group discussions and problem-solving related to student teaching will be the focus of these seminars.
- Individual conferencing with all resource persons who can be of assistance at both Notre Dame de Namur University and the candidate's school will be arranged.

**Please note: A coaching assignment or outside employment does not excuse students from seminars or other classes.**

### **Earning your Credential**

California credentials are issued by the California Commission on Teacher Credentialing (CTC) on the basis of a recommendation from the applicant's teacher preparation program (NDNU). Earning your credential at NDNU is a 4-part process:

1. Admission. Get admitted to the program (see Admissions and the Program Director).
2. Prepare for fieldwork:
  - a. Complete requirements to advance to student teaching or internship.
  - b. Work with Placement Coordinator to secure your placement.
3. Complete all coursework, Teaching Performance Assessment (TPA), fieldwork, and exam requirements for your credential.
4. Apply for your credential. Submit the *Application for Credential Recommendation* form (available online) to the Credentials Office.

### **III. ADMISSION TO THE CREDENTIAL PROGRAM**

Each prospective candidate for a teaching credential must hold a bachelor's degree before filing application for admission to graduate standing. The application for admission can be found online at: [ndnu.edu/admissions/apply/](http://ndnu.edu/admissions/apply/) Any questions, please contact the School of Education Admissions team: Fransheska Saldana [650-868-5278; [fsaldana@ndnu.edu](mailto:fsaldana@ndnu.edu)] or Quinta Ekong [650-832-5587; [oquekong@ndnu.edu](mailto:oquekong@ndnu.edu)].

A personal interview with the Program Director is required to assess the applicant's suitability for teaching.

A candidate for a teaching credential must have at least a 2.5 cumulative grade point average for admission to graduate standing and must maintain a 3.0 grade point average while in the program. Occasionally, a student with a grade point average less than 2.5 is considered for acceptance if the overall assessment indicates strong potential for success.

### **IV. ACCEPTANCE PROCEDURE FOR THE CANDIDATE**

1. Obtain application materials from Graduate Admissions or online application.
2. Return the completed application materials to Graduate Admissions including:
  - Official Transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from a regionally accredited institution in the U.S., or equivalent academic preparation outside of the U.S.
  - Undergraduate cumulative grade point average of 2.5 or better
  - Two letters of recommendation
  - Proof of completion of the Basic Skills Requirement (CL667) [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-6677\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-6677)) Individuals may satisfy the basic skills requirement by one of the



following methods: 1) California Basic Education Skills Test (CBEST), 2) Pass the Multiple Subject CSET Plus the Writing Skills Examination, 3) Pass the CSU Early Assessment Program or the CSU Placement Examinations, 4) Achieve a Qualifying Score on the SAT or ACT, 5) College Board Advanced Placement Examinations, 6) Pass a Basic Skills Examination from another state, 7) Through College/university coursework, 8) Through coursework and Exam. The review of college/university coursework for items 7 and 8 can be done by the NDNU Credential Analyst. NOTE: Basic Skills completion verification must be completed prior to enrollment in student teaching.

- Proof of subject matter competency (PSA 20-10) [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) The new options for demonstration of subject matter include the following: 1) Passing the CSET in your subject matter content area; 2) Completion of an academic major in the subject area of the credential being sought. The major must be an exact degree/credential subject match in one of the subjects named in Education Code section 44257(a). These subjects are:

- Agriculture
- Art
- Business
- Dance
- English
- World Language (in any of the languages for which there is a credential)
- Health Science
- Home Economics
- Industrial and Technology Education
- Mathematics
- Music
- Physical Education
- Science (including Biology, Chemistry, Geoscience or Earth and Space Science, and Physics)
- Social Science
- Theater

At this time, the Commission will also accept applied majors in the single subject credential areas (e.g., Applied Mathematics, Applied Physics) and exact majors in one of the single subject areas that may have additional modifiers (e.g., Biology: Environmental Biology; Art: Art History; and Physical Education: Kinesiology).

- 3) Completion of coursework addressing each of the Commission-adopted subject matter domains.
- 4) Completion of a combination of coursework and examination(s) that meets or exceeds the subject matter domains. The review of college/university coursework for items 3 & 4, can be done by the NDNU Credential Analyst.

NOTE: Subject matter competency verification is required prior to enrollment in student teaching.

- Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting (can be completed after conditional admission and as part of Foundation course work).
- A Statement of Intent – Describe your interest in the Credential/MA program applying to, relevant experience, connection to our NDNU mission, and qualities you would bring to our program (can be completed during interview process).

3. Interview with the Director of the Single Subject Credential Program. The purpose of this interview is to explain the Single Subject Credential Program, to discuss the student's timeline and develop a possible program plan and to allow the director to become acquainted with the applicant.
4. When the above steps are complete, a notice indicating acceptance status will be emailed.
5. At this time, the applicant should schedule an appointment with the Credential Analyst to review credential requirements and receive the information for the Certificate of Clearance before beginning student teaching.

## **V. OFFICE HOURS AND ACADEMIC COUNSELING**

The School of Education office can be reached by contacting Aspasia Normantas, Executive Administrative Assistant to the Dean at 650-508-3430 or at [schoolofeducation@ndnu.edu](mailto:schoolofeducation@ndnu.edu). Academic counseling is provided by the Single Subject Program Director.

## **VI. CALIFORNIA STATE REQUIREMENTS AND PROGRAM REQUIREMENTS**

### **A. State Requirements**

The following requirements are State requirements for a recommendation for the Preliminary Single Subject Teaching Credential and are intended to prepare you for success in the teaching profession.

#### **Requirements necessary before a candidate is allowed to student teach or intern:**

(See Appendix F - Student Teaching Clearance Checklist). All requirements must be met in order to qualify for NDNU's recommendation for the credential.

1. Complete an undergraduate degree.  
Submit to Admissions Office an official transcript showing a baccalaureate degree.
2. Field experience. Document a field experience of at least forty (40) clock hours with students in a school setting before student/intern teaching. Submit to Credentials Office or Program Director the **Pre-Acceptance Field Experience** form with any applicable documentation as indicated on the form. If you do not have this requirement met prior to admissions, you must notify the Program Director immediately. NOTE: Requirement can be completed following conditional admissions using volunteer hours and hours required during Foundation coursework.
3. Satisfy the California Basic Skills requirement: See details on page 4 of this Handbook. Basic skills competency verification is required prior to enrollment in student teaching.
4. Satisfy the Subject Matter Competence requirement: See details on page 5-6 of this Handbook. NOTE: Subject matter competency verification is required prior to enrollment in student teaching.

5. Successful completion of an approved course or examination on the United States Constitution. To meet this requirement, verify **one** of the following **three** options with the Credentials Office:
  - a. Bachelors degree from a California State University campus.
  - b. Two semester or three quarter unit course specifically in the provisions and principles of the U.S. Constitution.
  - c. Passage of an approved examination in the U.S. Constitution. NDNU offers a convenient online exam at [www.USConstitutionExam.com](http://www.USConstitutionExam.com). Call (650) 508-3545 for the NDNU student discount.
6. Complete CPR training that meets the standards established by the American Heart Association or the American Red Cross for infant, child and adult. Provide a copy of the front and back of the card to the Credentials Office.
7. Submission of current negative TB test results to the Credential Analyst.
8. Certificate of Fingerprint Clearance from the California Commission on Teacher Credentialing (CCTC).

### **Credential Requirements:**

All the requirements listed above plus the following must be met in order to qualify for the credential:

9. Successful completion of the Teaching Performance Assessment (TPA) which will be completed as part of your student teaching or internship experience. Candidates completing their credential requirements will complete CalTPA. **Please Note:** Candidates enrolled in the Single Subject program are subject to a \$250 CalTPA Cycle 1 fee at the time they enroll in their first semester intern/student teaching seminar (EDU 4442) and a \$250 CalTPA Cycle 2 fee at the time they enroll in their second semester intern/student teaching seminar course (EDU 4445).

All documents **must be** on file in your student file on Canvas.

For any questions regarding any of the requirements listed above, please contact the NDNU Credentials Office at (650) 508-3545 or [credentials@ndnu.edu](mailto:credentials@ndnu.edu).

### **B. Coursework Requirements**

Notre Dame de Namur University's Single Subject program is post-baccalaureate and requires a full fifth year of study. The program offers students the opportunity to complete the professional coursework and two student teaching experiences within a calendar year.

		<u>Units</u>
EDU4100	Psychological and Developmental Foundations	3
EDU4104	Sociological and Multicultural Foundations of Education	3

EDU4107	Foundations for Teaching English Learners	3
EDU4110	Special Education for the Classroom Teacher	2
EDU4113	Technology Applications in Education	1
EDU4116	Health Education	1
EDU4119	Assessment in the Classroom	2
EDU4405	Teaching and Pedagogy	3
EDU4407	Secondary Curriculum	2
EDU4410	Language and Literacy in Content Areas	3
EDU4442	Student/Intern Teaching Seminar I	4
EDU4445	Student/Intern Teaching Seminar II	4
		<u>31</u> Total

**Transfer students must complete a minimum of 15 units at NDNU if they desire NDNU recommend their candidacy to the Commission on Teacher Credentialing. Those units are to be determined by the Program Director and the Dean.**

### **C. Student/Intern Teaching Requirements**

The student teacher is assigned to two semesters of field experience in cooperating school districts as pre-arranged by Notre Dame de Namur University. The assignments are made by the Placement Coordinator for student teachers. At least one assignment will be in a diverse, multicultural setting, which has English Language Learners (ELL), with pupils of varying ethnic and socio-economic backgrounds. Candidates are encouraged to have experiences at both middle school and high school levels. However, an exception may be made under certain situations with the approval of the program director.

**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 the California's student population. NDNU will review how 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 employed supervisor.**

The Notre Dame de Namur University student teacher seminar is four (4) graduate units per semester.

If a student teacher has been in his/her initial assignment for a reasonable time and student master teacher, and supervisor feel that the assignment is not appropriate, the supervisor will initiate the proper steps be taken with the University Placement Coordinator for a change in assignment. At all times, changes in assignments or resolving differences between master teacher and student teacher should involve all parties concerned: student teacher, master teacher, principal (if necessary), University Supervisor, and University Program Director.

### **Duration of Student Teaching Placements**

**Please Note:** Because the start of school varies, all teacher candidates are to report to their assigned schools as soon as possible. If school is not in session, this time may be used to become familiar with the school policies and to assist the master teacher and school in preparation for the opening. **The student teacher is to remain in the assignment for the full (public school) semester. This is a CTC requirement.**

**Candidates who leave a placement without completing the semester and without prior meetings to resolve issues with their supervisor and Program Director will be referred to the Education Committee (see pg. 24) and may be disqualified from the program.**

**In the absence of the master teacher a student teacher may assume responsibility for the teacher as a substitute if requested by the school district. Occasional short-term service as a paid substitute teacher must never conflict or interfere with coursework in the Credential program. When a candidate is asked to serve as a paid substitute for the master teacher, he/she should inform the Program Director.** Application for an emergency permit credential is made through the Certificated Human Resources office of the individual school district. This policy reflects the School of Education's mission as a collaborative partner with local school districts and takes into account the current shortage of qualified substitute teachers in many areas.

#### **A. Intern Teaching Requirements\***

\*Note on usage: Those who work in private schools (and, under certain circumstances, may use their position as a student teaching placement) are receiving compensation, they are sometimes colloquially referred to as "interns." Candidates who work as teachers of record in a private school do not require a CTC issued internship credential.

Notre Dame de Namur University has a CTC-approved Intern option in the Single Subject program. This option is open to candidates who have demonstrated that they are qualified to be fully responsible for taking over a class **without a master teacher**, and have met all pre-service requirements (experience, courses, exams, and statutory requirements) for the internship credential. Although paid internship opportunities are rare, they do occasionally occur. The Placement Coordinator does not search for internship placements. If you are offered a paid internship opportunity, you must secure the approval of the Placement Coordinator and the Program Director, and apply for a California Commission on Teacher Credentialing (CCTC) university internship credential via the NDNU Credentials Office. The Program Director reserves the right to make modifications on qualifications for internships in certain circumstances. The requirements for the intern credential include all of the requirements for student teaching **plus**:

1. Submission of an official offer of employment on district or private school letterhead from a public school district or WASC-accredited private school with which NDNU has an internship agreement.
2. Verification of U.S. Constitution by exam or coursework. See **Program Requirements (page 5)** for the three methods to meet this requirement.

3. Approval by the Program Director of the internship setting.
4. Completion of required pre-service coursework, as follows:

Pre-Intern requirement:

<b><u>Course Number</u></b>	<b><u>Course Name</u></b>	<b><u>Units</u></b>
EDU4104	Sociological/Multicultural Foundations of Education	3
EDU4100	Psychological & Developmental Foundations	3
EDU4107	Foundations for Teaching English Learners	3

### **Intern Teaching - District Personnel and Hiring School Responsibility**

1. To notify the Placement Coordinator that a school is desirous of hiring a credentialed intern.
2. To offer an internship contract after consultation with the Placement Coordinator. The intern is responsible for applying for the position and arranging for the intern credential through the Credential Analyst.
3. Unusually difficult classes are not acceptable for the intern experience.
4. To provide the intern with orientation to the school's policies and procedures with the same thoroughness that is provided to all other teachers.
5. To facilitate an intern/department staff relationship that will ensure guidance in matters of curriculum and resources.
6. To provide the intern with an on-site intern ~~liaison~~. The University supervisor will provide a form for this purpose. The form will include the name of the designated liaison and requires the ~~liaison's~~ signature. The liaison is expected to observe the intern periodically and to provide needed assistance.
7. To include the intern in the school or district's program of in-service for new teachers.
8. To provide the intern with adequate teaching materials to accomplish his/her teaching responsibilities.
9. To advise the intern candidate that he/she must apply for an internship credential through the Notre Dame de Namur University.
10. To collaborate with NDNU to supply the requisite 144 hours of supervision and support per year to **interns** plus additional ELL support as necessary. Interns record their own hours on the NDNU Support and Supervision Record Form.

All other requirements as noted in this Handbook apply to intern teachers as well as student teacher/interns.

### **Intern Teaching - Notre Dame de Namur University Staff Responsibility**

1. To determine the professional readiness of the candidate to serve as an intern.
2. To determine whether the candidate's first semester of student teaching qualifies them for the proposed internship.
3. To monitor the progress of the intern through classroom observations and evaluations by the University supervisor.
4. To share observations and coordinate ideas for special assistance with a designated administrator at the assigned school. The University supervisor is responsible for grading the performance of the intern.
5. To make sure students have completed the coursework to meet the pre-service course and statutory exam requirements for interning in a public-school setting.

### **Student Teacher/Intern Responsibilities**

- Classroom placement AND seminar attendance and participation are required. Seminar meetings are mandatory and absences should be for emergencies or serious illness only. Missing more than one class session will result in a failing grade for seminar. Being late for seminar three times is the same as an absence.
- During the semester, candidates follow the school district calendar. During the Fall semester, candidates may begin their placement before the start of the new school year. In both Spring and Fall they will likely continue in their placement after the end of NDNU's semester.
- Attendance at school placements is also mandatory for the purposes of state licensure and absences should be for emergencies or serious illness only. Missing more than two days in the classroom can result in a failing grade for seminar or expulsion from the program.
  - If a student experiences significant illness, death in the family or any other critical incident, the candidate must immediately notify the university supervisor, the master teacher, and the school secretary. The decision as to whether or not to continue the placement or to be withdrawn will be made on an individual basis by the Program Director. Students who are aware of outstanding obligations that require absences during the student teaching experience should contact Dr. Delaney to defer their student teaching to the next semester.
- Candidates are expected to conform to the same professional standards as the regular staff members at their school site. Candidates should arrive at the school at the same time as the teachers. Candidates must spend at least 3 class periods at school every day AND any additional planning or meeting time requested by the master teacher that does not conflict with seminar classes. Interns must follow substitute protocols established by the district for any absence. Student teachers must notify master teachers in advance of any absence and must provide master teachers with sub plans and all materials needed if an absence occurs during a planned "solo" day. THIS SHOULD NOT HAPPEN!
- Student teachers will be assigned to 3 periods and will meet whenever these 3 periods meet. These periods will be assigned by the Placement Coordinator in collaboration with the master teacher. Student Teachers do NOT choose their own classes. (Schools must also work with the Placement Coordinator regarding class assignments for interns. Interns should not sign/agree to any schedule without first consulting with the Placement Coordinator regarding details.) As to schedule, this frequently means 3

hours a day, every day for a total of 15 hours a week per CTC requirements. In high schools, or schools with block scheduling, this might mean 2 full days, 2 half days and 1 day off each week. Student teachers are assigned to classes/periods, not particular days or times. Student teachers must be able to work with the same students consistently over time to build a working relationship and understand growth over the course of the semester. Paid work, either on campus or off campus, must not conflict with student teaching hours.

- Student teachers will also complete a minimum of 4 weeks of solo teaching or the equivalent during the program. That equates to a minimum of 2 weeks per semester. These should be mostly consecutive, or at least over the course of consecutive meetings with assigned periods. So if candidates are at a school with a rotating block schedule, this could take longer than 2 weeks to complete. The guidelines are that candidates should solo teach at least 1 Monday and 1 Friday, 1 solo day should occur prior to the midterm evaluation, and prior to the scheduling of the “solo period” and the solo period should include candidates planning, teaching, and assessing in at least one period, preferably more than one period.
- Candidates work with the master teacher every day to assist with planning, teaching and evaluating.
- Candidates collaborate with their master teacher to designate formal meeting times at least once a week to discuss progress, plans, responsibilities and concerns. (This is in addition to daily collaboration.) The meeting times should be agreed upon in advance and should be appropriate to the schedules of both parties. It is expected that candidates should have a clear understanding of responsibilities for each week by the Friday prior to the following week.
  - Specific state guidelines for supervision of interns are listed in the intern letter and should be logged in the intern supervision record. These logs must be submitted to seminar instructors MONTHLY.
- The NDNU supervisor will make at least 6 supervisory visits for each student teacher and intern. When arranging the visits, candidates should plan a time when it is possible for the supervisor to confer with the student teacher prior to and following the observation. For interns, if this is not possible during the school day, candidates must plan when to set up these pre and post meetings so that they occur within 24 hours of the observation, either face to face, by phone, or Zoom. (Not email only.)
- When the NDNU supervisor visits the classroom, candidates must provide the supervisor with a lesson plan for the day at least 24 hours in advance, as well as any additional material requested by the NDNU supervisor.
  - Candidates should consult with their master teacher/district supervisor about lesson plans. They may simply request a copy on the same time-frame, or may ask for something more informal further ahead of schedule. Please remember that this is your master teacher’s classroom, and whatever information they need to feel comfortable with you teaching their students should be provided by you.
- Every student teacher and intern is mandated by state law to report instances of child abuse. If such matters are observed, they must be shared FIRST with the master teacher who will follow the school’s protocols for reporting.
- Student teachers must satisfactorily demonstrate their competence as a teacher. This means evaluation by master teachers/district supervisors, university supervisors, and seminar instructors. Assessments of effectiveness include but are not limited to, the Evaluation of Student Teacher/Intern Effectiveness Form, the Professional Behavior Checklist, Observation forms, and assignments in seminar including the TPA. All are required to be recommended for state licensure.
- Every candidate must exhibit professional behavior and dress appropriately for all teaching situations and school functions and in communication with NDNU faculty and staff.



- Candidates must consider all school obligations as high priorities and display a willingness to participate in faculty meetings, department meetings, professional development days, conferences, programs, activities, etc. as outlined by the master teacher.
- Candidates must promptly prepare and submit as required all materials requested by master teachers/district supervisors, university supervisors, and seminar instructors. (Schedules, logs, record books, timesheets, journals, lesson plans, discipline referrals, assignments, etc.)
- Seminar assignments are part of the workload of a student teacher or intern. All candidates must manage their time accordingly and turn in your best work for NDNU classes AND plan, teach students, collaborate with master teachers and meet other school related obligations as well. Teaching is a very demanding profession, and learning to manage your time is a critical part of becoming a successful educator.
- Candidates must maintain good professional relations, public relations, and human relations not only with the faculty and staff of NDNU and your field placement school, but also with the community that the school serves. Students must remember that they are not only students, but also representatives of Notre Dame de Namur University. Any candidate that acts in violation of this expected professional and courteous behavior may be asked to meet with Dr. Delaney and/or the Education Committee of NDNU (see handbook) and in some instances may be removed from their placement or terminated from the program.
- Candidates must maintain academic integrity at off campus sites.
- Candidates may not be absent from their placements during school hours Monday through Friday for paid work. Any sub work or aide work done on campus or on another campus, must not conflict with the 3 hours a day that students are mandated by the state to be in their placement.
- All candidates must display the dispositions of a professional social justice educator. You represent NDNU's mission and Hallmarks and are expected to teach and act accordingly.
- Student teacher/interns are not authorized to administer over the counter or prescription medication to children in school settings **at any time**.

#### **D. Applying for Your Credential - Documents and Timelines**

During the final semester you should submit to the Credentials Office a completed Application for Credential Recommendation form. When you have completed all requirements (including a required course grades posted on your transcript), the Credentials Analyst will assemble the required documents (including NDNU transcripts) and submit a university recommendation to the Commission on Teacher Credentialing on your behalf. By having the documents above submitted in advance, the candidates will help ensure that the credential recommendation is processed in a timely manner. After the recommendation has been submitted, you will receive an email from the CTC requiring you to complete an online application and submit a CTC application fee electronically. Within 10-14 days after completion of this step, you should receive your credential from the CTC via email.

#### **E. The Professional Clear 2042 - Single Subject Credential**

California has a two-tier credential structure. The Preliminary Single Subject Credential remains valid for a maximum of five years. The holder of the preliminary credential must complete requirements for the professional clear credential before the expiration of the preliminary credential or the holder will be unable to teach in California's public schools.

Requirements for the professional clear credential are typically met via a state accredited induction program offered through the employing school district. Credential holders working in private or parochial schools or in districts not offering an induction program can clear their credential via a CTC-approved clear credential program. (See the CTC website for options: [www.ctc.ca.gov](http://www.ctc.ca.gov)).

## **VII. FIELD EXPERIENCE**

### **A. Field Experience Guidelines and Placements**

The NDNU Placement Coordinator will assist you in finding an appropriate student teaching placement. You will be assigned a master teacher and a NDNU university supervisor.

NDNU does not assist in finding internships for students. Students who secure an internship position must get it approved by the Program Director prior to signing a contract with the district. Internships are a paid position that requires an internship credential and the intern to be the teacher of record. Interns do not receive the mentoring and guidance from master teachers that student teachers receive.

During the field experience, the candidate is to remain in the assignment until the end of the district's semester. Because district semesters have different calendars, which end the semester in January, some exceptions may be made to this regulation.

### **Phase I - OBSERVATION**

A strong observation period for student teachers is essential. It is recommended that the observation period be two or three weeks **based on the experiential background of the student teacher**. This period should include observation of:

- a. **Classroom Management**
  - Establishing classroom standards
  - Communicating with children
  - Preventive discipline
  - Handling discipline problems
  - Follow through with consequences
  - Classroom procedures
  - Setting the educational environment
  - Procedural details, i.e., seating arrangements, access to supplies
- b. **Curriculum and Instruction**
  - Curriculum guidelines/content
  - Lesson planning and unit planning
  - Effective teaching of the state-adopted academic content standards
  - Ability to meet the Teaching Performance Expectations
  - Adapting to individual differences
  - Assessment and evaluation

c. **Total School Awareness**

- School facility
- School community
- Support programs
- Faculty

**Phase II - GUIDED TEACHING PRACTICE**

a. **Initial Practice**

- Small group instruction
- Content area in which student teacher feels most knowledgeable
- Student teacher responsible for planning
- Student teacher assumes some administrative duties, such as; attendance, lunch count, etc.

b. **Extended Practice**

- Teaching large group
- Assuming responsibility for evaluating, grading, and discipline
- Reflecting evaluations from master teacher in improving each day's lessons
- Communicate with master teacher on an on-going basis

**Phase III – INDEPENDENT TEACHING EXPERIENCE**

During this Phase, the student teacher will have full planning and teaching responsibilities monitored by the master teacher and the NDNU supervisor.

Master teacher, supervisor and student teacher/intern teacher will communicate with each other on Evaluation of Student Teacher/Intern Teacher Effectiveness form.

During the initial lessons, the master teacher should remain in the room. As the student teacher takes increased control, the master teacher should be absent a portion of the period, then later for whole periods; however, the student teacher should always know how to locate the master teacher in case of an emergency.

**RESPONSIBILITIES AND QUALIFICATIONS OF THE MASTER TEACHER**

The master teacher is the teacher of the class to which the student teacher is assigned. This teacher is chosen because of outstanding professional competency including capabilities and interest in helping others to learn to teach.

The Master Teacher:

- Holds a Clear Single Subject Credential in the assigned subject area
- Has a minimum of 3 years of content area experience including experience working in diverse school settings as well as knowledge/experience teaching English Learners
- Has at least 1 year of experience teaching either at the assigned school or teaching the exact course at a different school. (Experience with Algebra 2 or Modern World at another school is ok if this is the first year at

the assigned school. Master teachers should not accept student teachers for specific courses that they are teaching and developing for the first time.)

Below is *information* that may be useful for master teachers or district liaisons for interns.

### Getting Ready

- Assemble a packet of useful information for the student teacher
- Identify a place for the student teacher to keep their supplies.
- Assure that the student teacher is an active participant in their placement.
- Make sure they are at school three full class periods each day and additionally participate in school and department meetings as well as adjunct duties-
- Give them the opportunity to observe other exceptional teachers—both within their subject area and in other subject areas.
- Set aside time each day to meet with student teachers about adjustments to planning and teaching
- Allow time for student questions about best practices.
- Set aside additional time should for a weekly meeting that is more focused on specific goal setting and progress throughout the semester so that candidates have the opportunity to clearly understand what they need to be working on, where they are succeeding and areas for improvement. On-going, regular communication between master teacher and student teacher is essential to a successful student teaching placement, and the importance of this cannot be overemphasized.

### Teaching Schedule

- The state requires that students be at their placement for 3 class periods a day or 15 hours a week.
- They should be at school any time you meet with those 3 periods.
- Two of the three class periods must be in their primary subject area.
- The third period can be outside of that subject. It can be an elective or in another subject area if the student is pursuing a credential in more than one subject.
- That third period must include student interaction, the same as is required in the first two periods.
- Student teachers may substitute for you on days when you are absent if they meet the district requirements.
- They may substitute for other teachers on your campus or in your district **ONLY** if it does not conflict with the three periods that they are student teaching with you.
- Any paid work during the school day may not conflict with the three periods of student teaching.
- Student teachers should only be absent for a major illness or emergency. The state allows only two absences per semester.
- Student teachers should notify you in advance if they are going to be absent. If this occurs on a solo teaching day, they should also provide you with lesson plans and all of the materials you would need to teach that lesson. **BUT THIS SHOULD NOT HAPPEN!**
- Student teachers are required to teach for a **minimum** of two weeks or ten class meetings for their solo days in each semester (whichever is longer). This must be concurrent and occur at or near the end of the NDNU semester. They **MAY** teach more than this in either the first or second semester based on your best judgment. They should have 1 solo day prior to this period and prior to the mid-term evaluation so that goals for the solo period can be appropriately set for candidates.
- Student teachers should be gradually given more responsibility over the course of the semester based on your judgment regarding what is best for them as well as your students. This packet includes a general overview with guidelines that are somewhat flexible depending on the semester and whether the student teacher is new to your school site or not.

### Lesson Planning and Preparation

- The student teacher should keep a plan book or notes either in hard copy or digital form according to what works best for them.
- Formal lesson plans will be required for each time the NDNU supervisor comes to observe the student teacher. You may request copies of these on these days, but may also request them on other occasions as well. If you prefer less formal communication and broader outlines regarding plans for lessons, please be clear with your student about your expectations as they will assume that lesson plans mean formal plans like the ones that they must submit to the university.
- Allow time for yourself to review and make comments on whatever plans they work on as they will need your guidance in developing long-range plans based on your experience with the curriculum and grade level.
- Model effective teaching of all relevant State Standards, Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS) and the Teacher Performance Expectations (TPEs).

### University Supervisor Visits

- The NDNU Supervisor will visit the classroom a minimum of 6 times over the course of the semester to observe and provide feedback to the student teacher/intern.
- These visits will be arranged in advance.
- The student teacher must provide the supervisor with formal lesson plans at least 24 hours in advance of the visit and will conference with them either in person or by phone or email prior to the lesson as well.
- During the visit, the Supervisor will record observations, with a copy going to the student teacher. (A copy of this form is provided in this packet for your information.)
- The Supervisor will need to hold a post-observation conference of 10-15 minutes with the student teacher following the observation. While the Supervisor may speak briefly with you at each visit to share successes and concerns, *please feel free to contact the University Supervisor at any time during the course of the semester.*
- A more formal, three-way conference is needed following the third and final observations.
- The scheduling of these conversations will be coordinated with you and the Supervisor by the student teacher.

### Assessment (Your assessment of student teachers/interns)

- Provide a written assessment of the student teacher at each of these three-way conferences. The forms are essentially the same for each meeting and can be used as the basis for conferences with your student teacher throughout the semester to assess development and to set goals.
- Feel free to share your assessment with your student teacher as a means of helping them to grow in their teaching skills.
- These documents (copies are included in this packet for your reference and will be provided by the NDNU supervisor as well) are collaborative and should be completed with the University Supervisor at each triad meeting. It is a good idea to review the documents prior to these meetings to expedite the process of the meeting itself.
- The results should be discussed with the candidate so that they understand areas of strength and growth, but again *please feel free to contact the University Supervisor at any time.*
- The NDNU Supervisor is there to support the student teacher but also to collaborate with you regarding what is most needed in order to do that effectively. It is important that the student teacher and University Supervisor both get honest and constructive feedback about areas of strength and areas where growth is needed.

**A master teacher working with NDNU has the following responsibilities\*:**

- Model effective and engaging teaching.
  - Have a constructive program of discipline.
  - Provide for individual differences among students.
  - Make use of sound, research-based, teaching and learning processes.
  - Connects teaching to state adopted standards.
  - Continue to grow as an educator and model lifelong learning for the candidate.
- Assist candidates in meeting teacher performance expectations.
- Maintain an ethical attitude toward the teaching profession in both words and actions and be able to share educational expertise with a beginner.
- Make time for orientation and supervision of a student teacher/intern.
- Communicate regularly with the NDNU supervisor to ensure transparency regarding student progress. This can be in person during observations, by phone, Skype, Zoom or email. (If a student teacher/intern is struggling overall or in a particular area, please do not hesitate to communicate this with the university supervisor so that NDNU can provide better support for that student.)
- Provide opportunities for the student teacher/intern to observe and teach all curricular areas appropriate for the assigned grade level/subject area. This includes observations in other classrooms with other teachers who can also model effective teaching and about whom you can confer with the student teacher/intern openly and honestly.
- Acquaint the student teacher with the school procedures, forms, equipment and geography. This includes but is not limited to:
  - School Policy Handbook
  - Calendar of school events
  - Master schedule and special day schedule
  - Forms like hall passes, referral forms, counseling forms, etc.
  - Report cards, progress reports, conference notices.
  - Parental communication
  - Fire and disaster drill procedures and first-aid procedures
  - Counseling and guidance procedures
  - Library facilities
  - Copy and printing equipment
  - Technology and wireless policies, passwords and support
  - Disciplinary policies
  - Curriculum guides, study guides
  - Services available through the district office
  - Procedure for providing lesson plans for substitute teachers
  - Awareness of legislation regarding harassment
  - Awareness of legislation regarding student discipline
- Define clear expectations for the student teacher/intern including:
  - The student teacher/intern's ultimate responsibilities in setting objectives, writing lesson plans, planning activities, and evaluating student progress.
  - Routines and procedures already established with the students and how flexible these can be.

- Expectations regarding punctuality, dress, and the reporting of absences.
- Observe the student teacher/intern presenting lessons on a regular basis and provide both oral and written feedback.
- Monitor and evaluate professional, legal and ethical obligations.
- Participate in the interim and final evaluations of the student's teaching effectiveness.

If the master teacher/district liaison is concerned about or displeased with the performance of the student teacher/intern they should discuss this with the student teacher/intern and the NDNU Supervisor. If necessary, the school principal and the University Program Director can also be asked to be included in a conference. If the problem cannot be resolved, the student teacher/intern may be removed from the student teaching/internship placement. Consideration of another placement is the responsibility of NDNU.

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\*District or school site liaisons of interns must ensure that interns receive the same supports and modeling indicated above, but must also abide by state guidelines outlined in the letter to district personnel as well as the intern supervision record also included in this packet.

## **II. RESPONSIBILITIES OF SCHOOL PRINCIPAL**

1. The district office or the school principal, in collaboration with NDNU, is responsible for the final selection of master teachers. She/he encourages the Master Teacher to provide the teacher candidate with the packets of necessary instructional materials and to acquaint the teacher candidate with schedules.
2. The school principal will advise the teacher candidate of orientation meetings, in-service, and workshops that the candidate could attend and that might be of value to the candidate in his/her teaching experience.
3. The master teacher should be advised by the principal whenever he/she thinks it is appropriate for the teacher candidate to attend the faculty meeting.
4. The school principal should be included in the evaluation conferences whenever the master teacher, student teacher/intern, or University supervisor think it is necessary. On occasion, the principal may be asked by the teacher candidate to write a letter of recommendation for his/her placement file.
5. If the school principal has concerns about the student teacher/intern, they must notify the program director.

## **III. RESPONSIBILITIES OF UNIVERSITY PROGRAM DIRECTOR**

1. The University Program Director interviews each candidate at the time he/she applies for admission to the teacher education program. After the candidate has been accepted into the program, the Placement Coordinator of Student/Intern teacher assignments is responsible for making all arrangement for assignments.
2. The program director is responsible for the initial preparation and update of a Handbook with

necessary information for the teacher candidate and those parties concerned with the student teaching experience.

3. The program director or other education faculty member is responsible for the initial orientation seminars for teacher candidates.
4. The Student Teaching/Intern Seminar instructor, in collaboration with the program director, is responsible for planning and conducting weekly seminars.
5. The program director is to be available for conferencing with all parties involved in the student teacher/intern experience whenever deemed necessary.
6. The Program Directors present reports to the School of Education's Education Committee.
7. The Program Director, in conjunction with the supervisor, facilitates any change in a student teaching assignment.

#### IV. RESPONSIBILITIES OF UNIVERSITY SUPERVISOR

The university supervisor is the university counselor/teacher to whom the student is assigned. The university supervisor serves as liaison between school district and Notre Dame de Namur University. The master teacher and university supervisor share the responsibility of guiding the student teacher/intern's progress toward becoming a flexibly competent teacher by means of regular classroom observations and private conferences. The needs and growth of the student teacher/intern are assessed by all involved.

The University supervisor has the following responsibilities:

- Meet with the principal or department chair and master teacher/district supervisor prior to or during the first 2 weeks of the student teacher/intern's assignment to discuss the experiences desired for the student teacher/intern, conferences, evaluation procedures, and schedules.
  - Whenever possible this meeting should occur prior to the start of student instruction for the semester on teacher work days.
  - Supervisors will provide the master teacher/district supervisor with a student teaching guide at this first meeting and answer questions about the student teacher/intern experience as necessary.
  - Dates of observations and solo teaching days should be scheduled at this meeting if possible but within the first 3 weeks of the semester at the latest.
- Visit the school regularly to observe the student teacher/intern. Regularly means about every other week and should include a **minimum** of 6 observations over the course of the semester, including at least 1 during the student teacher/intern's "solo period."
- Whenever possible, conference with the student teacher/intern prior to and following the observation period and discuss areas of focus, areas of strength as well as suggestions to help the student teacher/intern improve. If, as in the case of an intern, a face to face meeting is not possible immediately following the observation or later that same day, a phone or zoom meeting to debrief must occur within 24 hours of each observation.
- Write a summary of the observation and conference on the "Teacher Observation" form provided by the University. The student teacher/intern should receive a copy within 24 hours of the observation.



- Confer with the master teacher on a regular basis so that there is an awareness at all times of the student teacher/intern's progress. This can be accomplished in person, by phone, by zoom or through email.
- Communicate openly and often with student teacher/intern so that students are always aware of areas of strength, areas of concern, and steps that should be taken to remediate those concerns.
- Advise the program director of any problems or concerns that may need conferencing with the student teacher/intern and/or master teacher. Complete a "Progress Report" if student is having difficulties.
- Recommend students who are struggling for consideration by the education committee and attend Education Committee meetings as necessary when supervisees are under discussion.
- Assist the student teacher/interns to overcome areas of weakness identified by the student teacher/intern, master teacher or supervisor.
- Assist in conducting weekly seminars with the student teacher/interns in which problems of concern to the student teacher/interns can be discussed.
- On the scheduled dates, submit a report on the teacher candidate's progress by completing the "Evaluation of Student Teacher/Intern Effectiveness" form provided by the university at the midterm and final evaluation along with a completed "Professional Behavior Checklist."
- Complete 2 triad meetings, at the midterm and final, with the student teacher/intern and master teacher/district liaison to debrief progress, evaluations and professional behavior checklists.
- Attend School of Education meetings professional development when requested.
- Grades should align with evaluations, comments, debriefings and the professional behavior checklists.
- Coach candidates regarding both academics and the emotional requirements of the teaching profession.
- Support candidates regarding time management and setting priorities.
- Reinforce the need to balance the many competing demands of the teaching profession with coursework, and completion of the TPA.

## V. RESPONSIBILITIES OF PLACEMENT COORDINATOR FOR STUDENT TEACHER/INTERN

- A. Coordinates and negotiates student teaching placements with school and district administrators.
- B. Provides School of Education Executive Assistant with a matrix of placement data.
- C. In collaboration with the School of Education Executive Assistant, oversee student teaching contracts and district/school memorandum of understanding (MOUs).
- D. Maintains current contact and placement data.
- E. Plan and implement Student Teacher Orientation meetings.
- F. If an intern position is approved by the program director, then the placement coordinator will ensure the school site provides the name and contact information for a district intern liaison. The district intern liaison must be a teacher or administrator the the school site who meets the same requirements as a Master Teacher and does not evaluate the intern. Placement Coordinator will also ensure that the intern position follows parameters set out by the handbook and the Program Director regarding appropriateness (length of assignment, composition of classes, number of preps, etc.).

## **Field Experience Courses/Responsibilities**

### **1. Student Teaching: EDU4442 and EDU4445**

Student teaching contributes to the excellence of the candidate by providing field experience in a school setting. This field experience will implement principles learned in the preparatory courses and serve to provide a depth and breadth of experience commensurate with actual practices in teaching.

The student teacher is assigned to **TWO** semesters of field experience in cooperating school districts as pre-arranged by Notre Dame de Namur University. The assignments are made by the University's Student Teaching Placement Coordinator. At least one assignment will be in a diverse multicultural setting, which has English Language Learners (ELL).

\*Student teachers usually will be assigned student teaching for one semester in classes at a **middle school** level and a second semester to classes at a **high school** level. Student teachers are assigned to three periods a day, five days a week in their subject area (or equivalent 15 hours a week). They are required to do solo teaching for at least four weeks.

**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 the California's student population. NDNU will review how 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 employed supervisor.**

\*(Please see the Intern Teaching section of this Handbook for an explanation of the differences between student teaching and intern teaching).

### **Minimum experiences include:**

- Experience of teaching the state-adopted academic content.
- Demonstration of knowledge, skills, and abilities required in the Teaching Performance Expectations.
- Development and use of instructional skills and teaching strategies.
- Development and use of curricular skills and materials.
- Involvement in communications process with individuals, small and large groups.
- Development and use of performance objectives.
- Experience in teaching English learners.
- Development and use of materials appropriate to the measurement and interpretation of student achievement.
- Identification and understanding of the use of diagnosis and prescription as part of the teaching-learning process.

- Development/refinement/growth of personal qualities, which demonstrate flexibility in a variety of situations.
- Development of learning experiences for an appropriate grade level, subject using a variety of instructional strategies.
- Participation in observation, visitation, and seminars for teachers, peers, and students.
- Use of reflection and self-evaluation as a means of professional growth.

If a student teacher has been in his/her initial assignment for a reasonable time and student and master teacher feel that the assignment is not appropriate, the supervisor should be notified so that proper steps can be taken with the Program Director for a change in assignment. At all times, changes in assignments or resolving differences between master teacher and student teacher should involve all parties concerned: student teacher, master teacher, principal (if necessary), University Supervisor and University Program Director.

Please note: Because the start of school varies, all teacher candidates are to report to their assigned schools as soon as possible. If school is not in session, this time may be used to become familiar with the school policies and to assist the master teacher and school in preparation for the opening.

## **2. Intern Teaching: EDU4442 and EDU4445**

Notre Dame de Namur University has an approved Intern option in both the Multiple Subjects and the Single Subject Credential programs. This option is open to students who have demonstrated that they are qualified to be fully responsible for taking over a class **without a master teacher**. In the Single Subject Credential Program, the qualified student is interviewed and hired by a district. Very often, instead of teaching full time, they are teaching one, two or three periods a day. Intern teachers are placed only in districts where the School Board and the Teachers' Bargaining Unit have approved this option.

If the hiring school district needs an intern teacher for only one period per day, in this case, the hiring school is expected to allow the student to continue the intern teaching period with student teaching periods.

While this entire Handbook applies to both student teachers and intern teachers, there are certain special considerations for intern teachers. The Program Director reserves the right to make modifications on qualifications for internships in certain circumstances.

## **VII. MASTER'S DEGREE**

### **ARTICULATION BETWEEN NDNU'S CREDENTIAL AND MASTER'S PROGRAM**

Graduates of NDNU's credential program have a unique opportunity to count up to twelve credential units toward a Master's Degree. Courses approved for articulation include: EDU4100, EDU4104, EDU4107, EDU4110, EDU 4119 and EDU4410. It is important to note that the Master's degree must be completed within seven years of taking the first graduate class. In other words, if a student enrolls in EDU4100 in the fall of 2014 and the student is counting that course toward a Master's Degree, then the student must complete

his/her Master's Degree by August 15, 2021.

The opportunity to count credential courses toward a Master's Degree significantly reduces the time and financial resources required to earn the advanced degree. Additional financial assistance (e.g., Institutional Scholarships) is available to qualified applicants. This is a wonderful opportunity for educators to improve their practice, engage in the required number of professional development hours, qualify for a higher salary, and develop the skills, knowledge, and habits of thoughtful educational leaders.

## **IX. NDNU POLICIES**

### **A. Repeat Policy**

This is a reminder about the University guidelines regarding the "Repeat Policy" (as noted at, [http://www.ndnu.edu/academics/catalog/grad\\_regulations.aspx#repeat](http://www.ndnu.edu/academics/catalog/grad_regulations.aspx#repeat)).

Students may repeat courses in which "C", "D", or "F" grades were received. Grades for all attempts appear on the transcript, but only the highest grade is computed in the GPA, and credit is earned only for the highest grade. Independent Study may not be used to repeat a course. Courses other than those described above may not be repeated for credit.

Should a Notre Dame de Namur University student earn a grade of "F" in a course at Notre Dame de Namur University and then subsequently repeat the course and earn a "C" or higher grade at a fully accredited institution, the grade earned outside of the University will be admitted to the student's record at the University. This applies only to a student who has been placed on academic warning, probation, or disqualified status at Notre Dame de Namur University and has repeated a course for the purpose of raising his or her grade point average.

For a full listing of policies, please review the University Academic Catalog online at [ndnu.edu/academics/catalog](http://ndnu.edu/academics/catalog).

Questions regarding the Repeat Policy may be directed to your faculty advisor or go online to the Registrar Office link at [ndnu.edu/academics/registrar/](http://ndnu.edu/academics/registrar/).

### **B. Education Committee**

The Education Committee is a group of experienced faculty members who meet regularly to review the progress of students in credential and master's degree programs and to recommend next steps for those who have been identified as experiencing difficulty successfully meeting requirements for a credential. The Committee is composed of directors of the credential programs, a member of the undergraduate faculty, the Credential Analyst, advisors and the Dean of the School of Education and Leadership. The Chair of the Education Department also serves as Chair of the Education Committee. Students are recommended to the Committee by the Program Director, advisor, course instructor or supervisor for the intern/student teaching experience.

Any student demonstrating difficulty in student or intern teaching must be referred to the Committee by the University supervisor in consultation with the Program Director. Additionally, the chair of the Committee polls instructors of all foundation courses each

semester for names of students whose progress and/or social skills in class indicate that they may have difficulty succeeding in the teaching profession. Other students may be referred by any faculty member or by the Dean of the School of Education and Leadership after consultation with the student's advisor and program director. The Education Committee keeps in mind two goals in its discussion of such referrals:

- Early identification of students who need extra help in succeeding in the program.
- Early identification of individuals who, in spite of academic success in classes, may not be able to succeed in the teaching profession.

On rare occasions, the Committee may make any of the following recommendations:

- Require that a student successfully complete a third semester of supervised field experience (intern or student teaching).
- Require that an intern be dropped from the internship and complete the supervised field experience through student teaching.
- Disqualify a student from the credential program.

#### Termination of Candidates from the NDNU Teaching Credential Program

The following constitute grounds for withdrawal or termination of a candidate from the Teacher Credential Program at NDNU:

- False reporting of attendance, punctuality, and activities at the school site.
- Plagiarism in required written assignments.
- Change of status of the credential candidate with the CCTC, specifically the suspension or revocation of the candidate's Certificate of Clearance.
- Use of profanity or demeaning or hostile language with colleagues, faculty, staff, students, or parents at the assigned school site or at NDNU.
- Sexual harassment or misconduct at the assigned school site or NDNU.
- Conduct at the assigned school site that would warrant suspension or termination of an employee by the school district where the candidate is placed.
- Request by the school site administration/district supervisor/master teacher to terminate the candidate's student teaching/intern assignment prior to the scheduled end of the placement.
- Exceeding the allowed number of absences for student teaching seminars and field placements.
- Attempts to change an assigned school/teacher placement without prior consultation/approval from the NDNU placement coordinator.
- Failure to satisfactorily complete the TPA required for state licensure.

Any student who has been referred to the Education Committee will receive a letter detailing the recommendations of the Committee. Decisions of the Committee are final unless appealed to the Dean of the School of Education and Leadership within fourteen (14) calendar days. The decision of the Dean is final. ~~A student may have recourse to the University Grievance process as detailed in the Student Handbook. Delete?~~

#### **C. Notre Dame de Namur University's Policy for Student Teacher/Interns During a Teacher Strike**

Notre Dame de Namur University shall maintain a position of neutrality in any strike involving school districts with which it has contracts for the placement of student/intern teachers.

Notre Dame de Namur University has an obligation to protect its students and to provide them with instruction. In the event of a strike, an immediate reassignment normally will not be initiated. University supervisors shall meet with student teacher/interns for seminar on campus and assign teaching-related duties. Such duties shall be integral parts of the teacher preparation program and shall constitute assignments related to student teaching. If it appears, however, that the strike may be of long duration and that the teacher candidate may be deprived of adequate teaching experience, the Education Specialist Credential Program Director may re-assign the teacher candidate to a non-striking district. The student teacher/intern candidate has the responsibility of notifying the University supervisor, program Director and Chair of the Department that a strike has begun or has been called for a certain time. Candidates may request immediate reassignment to a non-striking district. Such requests shall be made directly to the Program Director and the Coordinator of Student/Intern Teacher Assignments.

No student teacher/intern candidate will assume control of a classroom in lieu of a credentialed teacher during a strike. Should a student teacher/intern accept employment on an emergency credential, it shall be presumed that the student teaching status has been terminated.

Teacher candidates are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the Program Director and to the Dean of the School of Education and Leadership at Notre Dame de Namur University.

Neither University nor district personnel shall refer to student teacher/intern strike actions when evaluating for the purpose of preparing rating sheets or letters of recommendation.

#### **D. Notre Dame de Namur University's Sexual Harassment Policy**

Notre Dame de Namur University is committed to maintaining a community in which its members live, work, and learn in a safe and respectful environment that is free from all forms of sex- and gender-based discrimination. The University prohibits the following forms of sexual or related misconduct: sex and gender discrimination, sexual assault, sexual harassment, stalking, dating violence, domestic violence, prohibited consensual relationships, sexual exploitation and other sexual misconduct, and intimidation and/or retaliation. Please refer to the Student Handbook, page 51, to read the Sexual Misconduct Policy:

<https://ndnu.edu/documents/resources/NDNU-Student-Handbook-2022-2023.pdf>

## **E. Academic Honesty**

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. Plagiarism, defined as the act of stealing or using as one's own the ideas or writings of another, is not permitted in college or university work or in any published writing. "Plagiarism may take the form of repeating another's sentences as your own, adopting a particular apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a as though it were own." (Modern Language Association Handbook, New York: MLA, 1977, p. 4).

Whenever you quote from, make references to, or use ideas attributable to others in your writing, you must identify these sources in citations or bibliography, or both. 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 if such communication clearly originates from an identifiable source. If you do not, whether deliberately or accidentally, you have committed plagiarism. The University subscribes to Turnitin ([www.turnitin.com](http://www.turnitin.com)), an Internet service designed to detect plagiarized work. The sanctions for plagiarism range from reprimands and counseling to expulsion from the University.

Consult the NDNU Student Handbook regarding consequences of misrepresenting your work: <http://ndnu.smartcatalogiq.com/en/2016-2017/Student-Handbook/Student-Code-of-Conduct/Academic-Conduct>

## **F. Student Disability Services**

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)

## **G. Student Grievance Process**

## **E. PROCEDURES FOR HANDLING ACADEMIC, BEHAVIORAL AND PROFESSIONAL MISCONDUCT**

Any member of the campus or wider community may report alleged student misconduct. 'Student misconduct' is any form of student behavior that violates the Student Conduct Code or any University policy applicable to students. Reports can be made about the behavior of an

individual student, groups of students, or a student organization. Conduct reports should be made as soon as possible after the incident. The Student Handbook for directions on how to report student conduct issues: <https://ndnu.edu/documents/resources/NDNU-Student-Handbook-2022-2023.pdf>

#### Grievance Process Related to Student Faculty, Staff, or Administrators

A student may file a grievance related to the conduct of another student, faculty, staff, or administrative member of the campus community. Please refer to the Student Grievance Policy and Process on page 32 of the Student Handbook: <https://ndnu.edu/documents/resources/NDNU-Student-Handbook-2022-2023.pdf>



## **X. Appendices**

Appendix A

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

**TEACHER OBSERVATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Class/Period \_\_\_\_\_

Instructional Planning – Lesson planning: i.e. (factors that influence planning and teaching, learning objectives, instructional materials, assessment opportunities)

Instructional Presentation (e.g. engagement of learners): i.e. (organization-progression of tasks, relationship of objectives/tasks to student's knowledge/needs, specific strategies-opportunities to intellectually engage in tasks, content accuracy)

Management of student behavior and instructional time: i.e. (working structures or routines that support respect and engaged behaviors, time management)

Accommodations to different learning needs: i.e. (specific planned strategies, forms of support for varied needs)

Assessment of student learning: i.e. (assessments match objectives, monitoring strategies, assessment instrument or process to measure proficiency [productive/receptive modalities]).

Recommendation(s):

Signed: \_\_\_\_\_  
Supervisor

Signed: \_\_\_\_\_  
Student

Appendix B

**NDNU LESSON PLAN FORM**

**Teacher:**\_\_\_\_\_ **Date:**\_\_\_\_\_

**Subject:**\_\_\_\_\_ **Topic** \_\_\_\_\_

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

**Identify Credential Program:**(program title) MS Cred, SS Cred, EdSpec M/M

**Identify Common Core State Standards, California Content Standards and/or Next Generation Science Standards:** *(give number and full text)*

**Content-Specific Learning Goals/Objectives:** *What knowledge and skills will the students acquire?*

Students will be able to:

**Identify English Language Development Standard (ELD) for ELs and FS1:** *(give number and full text)*

**English Language Development (ELD) Goals/Objectives:** *What knowledge and skills will the students acquire?*

Students will be able to:

**Assessments** *(e.g. diagnostic/formative/summative, formal/informal; how will you know if students have reached both the content and language objectives?)*

**Prior Academic Knowledge:** Explain how the lesson plan builds on student's prior academic knowledge related to the content-specific and language learning objectives selected for the lesson.

**Identify Instructional Strategies used during instruction:** *For each section explain what strategies will be used to support students as well as why those strategies are likely to help students to reach **content** and **language** objectives/goals for the lesson. Refer back to the objectives/goals above.*

**a) Accommodations:** (For students w 504s/IEPs, consider MTSS & UDL)

**b) Differentiations:** (For English Learners/GATE/learning modalities)

**c) Scaffolding:** (For all students/learning modalities)

**Lesson Delivery:** [Provide a time range estimate for each component]

**Introduction** (set/hook, *connection of content to previous learning and learning objectives*).

**Instruction** (*including accommodations/modifications/differentiations and guided practice*)

**Academic Rigor** (higher order thinking skills)

**Closure** (*final check for understanding of knowledge and skills built into instruction*)

**Language Demands of the Lesson:** *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:*  
*Reading—*

*Writing—*

*Speaking—*

*Listening—*

Appendix C  
**Notre Dame de Namur University**  
**Single Subject**  
**Evaluation of Student/Intern Teacher**  
**Effectiveness Form**  
**By Master Teacher/Intern Liaison**

Student Name \_\_\_\_\_ 1<sup>st</sup> Semester \_\_\_\_\_ 2<sup>nd</sup> Semester \_\_\_\_\_

School \_\_\_\_\_ Grade Level \_\_\_\_\_

Criteria for Evaluation:

0 = NOT OBSERVED

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

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

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

Signatures:

\_\_\_\_\_  
Candidate/Inter

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

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

\_\_\_\_\_  
Date

<b>CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)</b>				
<b>Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
<b>Beginning teachers:</b>				
<b>Apply knowledge of students to engage them in learning including:</b>				
• Prior experiences, interests, and social-emotional learning needs,	0	1	2	3
• Their funds of knowledge and cultural, language and socioeconomic backgrounds	0	1	2	3
<b>Maintain ongoing communication with students and families including use of technology to:</b>				
• Communicate with/support students and families.	0	1	2	3
• Communicate achievement expectations and student progress.	0	1	2	3
<b>Developmentally Appropriate Teaching Practices</b>				
• Understanding important concepts about the learners	0	1	2	3
• Designing instructional activities	0	1	2	3
• Providing appropriate educational experiences	0	1	2	3
<b>Connect subject matter to real-life contexts and provide active learning experiences to:</b>				
• Engage student interest	0	1	2	3
• Support student motivation	0	1	2	3
• Allow students to extend their learning	0	1	2	3
<b>Use a variety of developmentally appropriate strategies to support access to the curriculum for a wide range of learners in the general education classroom and environment including:</b>				
• Developmentally and ability-appropriate instructional strategies and resources	0	1	2	3
• Assistive technology	0	1	2	3
• Principles of Universal Design of Learning (UDL)	0	1	2	3
• Multi-Tiered Systems of Supports (MTSS)	0	1	2	3
<b>Promote students' critical and creative thinking and analysis through:</b>				
• Activities that provide opportunities for inquiry and problem solving	0	1	2	3
• Responding to and framing meaningful questions	0	1	2	3
• Reflection	0	1	2	3
<b>Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including:</b>				
• Focused English Language Development Specially Designed Academic Instruction in English (SDAIE), scaffolding across the content areas and structure English immersion	0	1	2	3
• Demonstrating an understanding of the difference among students whose only instructional need is to acquire:	0	1	2	3
• Standard English proficiency	0	1	2	3
• Students who may have an identified disability affecting their ability to acquire Standard English proficiency	0	1	2	3
• Students who may have both a need to acquire Standard English proficiency and an identified disability	0	1	2	3
<b>Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</b>	0	1	2	3
<b>Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</b>	0	1	2	3
<b>Additional Comments:</b>				

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CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
<b>Beginning teachers:</b>				
Promote students' socio-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	0	1	2	3
<b>Creating learning environments (e.g. traditional, blended, and online) that:</b>				
Promote productive student learning	0	1	2	3
Encourage positive interactions among students	0	1	2	3
Reflect diversity and multiple perspectives	0	1	2	3
Are culturally responsive	0	1	2	3
Establish, maintain and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn and recognize and appropriately address instances of intolerance and harassment among students such as bullying, racism, and sexism.	0	1	2	3
Know how to access resources to support students, including those who have experiences trauma, homelessness, foster care, incarceration, and/or are medically fragile.	0	1	2	3
Maintain high expectation for learning with appropriate support for the full range of students in the classroom	0	1	2	3
<b>Establish and maintain clear expectations for</b>				
Positive classroom behavior	0	1	2	3
<ul style="list-style-type: none"> <li>Student-to-student interactions by communicating classroom routines, procedures and norms to students and families</li> </ul>	0	1	2	3
<ul style="list-style-type: none"> <li>Teacher -to-teacher interactions by communicating classroom routines, procedures and norms to students and families</li> </ul>	0	1	2	3
<b>Additional Comments:</b>				

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
<b>Beginning teachers:</b>				
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	0	1	2	3
Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter to promote student access to the curriculum	0	1	2	3
Use knowledge about students and learning goals to make accommodations	0	1	2	3

and/or modifications as needed promote student access to the curriculum				
Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction	0	1	2	3
Design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.	0	1	2	3
Individual and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	0	1	2	3
Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language with learning activities to promote the subject matter knowledge of:				
• All students	0	1	2	3
• The full range of English learners	0	1	2	3
• Standards English learners	0	1	2	3
• Students with disabilities	0	1	2	3
• Students with other learning needs in the least restrictive environment.	0	1	2	3
Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to facilitate students' equitable access to the curriculum	0	1	2	3
Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship including respecting copyright law, understanding fair use guidelines, and the use of Creative Commons license, and maintaining internet security. <sup>3</sup>	0	1	2	3
Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards	0	1	2	3

#### **CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)**

<b>Teaching Performance Expectations</b>	<b>Not Observed</b>	<b>Beginning</b>	<b>Emerging</b>	<b>Applying</b>
<b>Beginning teachers:</b>				
Locate and apply information about students' current academic status, content-and-standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	0	1	2	3
Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	0	1	2	3
Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	0	1	2	3
<b>Plan, design, implement, and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</b>				
• Appropriate use of instructional technology, including assistive technology	0	1	2	3
• Applying principles of UDL and MTSS	0	1	2	3
• Use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners	0	1	2	3
• Appropriate modifications for students with disabilities in the general education classroom	0	1	2	3



• Opportunities for students to support each other in learning	0	1	2	3
• Use of community resources and services as applicable	0	1	2	3
Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g. IEP, IFSP, ITP, and 504 plans)				
Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	0	1	2	3
Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	0	1	2	3
Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy and offer students multiple means to demonstrate their learning.	0	1	2	3
<b>Additional Comments:</b>				

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

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

## Appendix D

### Professional Behavior Checklist

*check one:* \_\_\_Self \_\_\_Instructor \_\_\_Supervisor

Candidate name: \_\_\_\_\_ Program: \_\_\_\_\_ Date: \_\_\_\_\_

	Comments
<b>1. Communicates effectively in oral form</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>2. Communicates effectively in written form</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>3. Works collaboratively and cooperatively with partner &amp; in groups</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>4. Responds favorably to suggestions for improvement</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>5. Acts with poise, mature judgment, fairness, &amp; self-control</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>6. Demonstrates good listening skills</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>7. Demonstrates ability to respond &amp; adapt to changing situations.</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>8. Is punctual &amp; regular in attendance</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>9. Sets appropriate priorities</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>10. Meets deadlines</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>11. Demonstrates a willingness to learn</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>12. Exhibits the ability to make effective &amp; timely decisions</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>13. Strives continually for professional growth &amp; development</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>14. Demonstrates respect for personal, family, cultural, &amp; community values</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>15. Exhibits creativity &amp; initiative</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>16. Portrays a professional image consistent with school rules, regulations and standards, including attire and grooming</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	
<b>17. Handles all professional responsibilities in an ethical manner</b> Strongly Disagree 1    Disagree 2    Neutral 3    Agree 4    Strongly Agree 5	

Additional Comments:	

Rev 2/21/2017

## Appendix E

### NOTRE DAME DE NAMUR UNIVERSITY

#### **Suggested Calendar of Tasks for Credential Students**

Below is a suggested list of activities that would help ensure timely processing of credential documents. Please note that this calendar is only a suggestion of activities based on previous experiences of credential analysts and does not account for any future changes at the university or state processing requirements. To the extent possible, candidates will be alerted to certification changes in advance.

Compliance with state and federal education codes regarding teacher credentialing is the responsibility of the candidate. Candidates will be held responsible for meeting mandated credential requirements **at the time of applying for the credential**. To the extent possible by law, NDNU will uphold the curricular program requirements at the time of **admissions to the program**.

#### **Immediately after Admissions to the Credential Program:**

- Create a credential file for personal record-keeping for academic and professional documents.
- Begin to satisfy the requirements for student teaching. In all cases, students must pass CBEST and demonstrate “subject matter competency”, (pass the CSET), hold a CTC fingerprint clearance (private or school clearance is NOT sufficient) and have a negative TB test on file prior to student teaching. Be sure to list NDNU as a recipient of official test results.
- Make arrangements for financial aid, if applicable, to ensure the ability to finish the program in a timely manner.

#### **Semester or summer before Student Teaching or Internship:**

- Communicate to the Program Director of intention to student teach.
- Complete all requirements for student teaching. If a student is not fully cleared by the Credential Analyst (see Appendix H: Requirements for Student Teaching), it is not possible to student teach and the program completion *may* be delayed.
- Pay particular attention to CTC fingerprint clearance. If you do not have an emergency teaching credential or other document issued by the CTC, apply for the Certificate of Clearance. Typically CTC processing takes a few weeks, but occasionally, for reasons the CTC does not release, candidates are referred to the CTC division of professional practices; the process then could take months. **YOU MUST HOLD A CTC CLEARANCE** or a substitute or other California credential (not just have been fingerprinted) **BEFORE** student teaching.

- Many students have had fingerprints done multiple times for schools or other agencies. California law and NDNU policy requires clearance specifically through the CTC before fieldwork begins. (See the Student Teaching checklist - Appendix F).
- Register for applicable classes and prepare for fieldwork responsibilities.
- Track your progress using the Single Subject Requirement Checklist (Appendix E) and/or the online campus portal.
- For internship candidates, submit an *Application for Credential Recommendation* form for a University Internship Credential through the Credentials Office.

#### **Final semester:**

- Submit any missing credential documentation. In most cases, original forms are required. The CCTC has a helpful website for downloading forms, see: <http://www.ctc.ca.gov/credentials/materials.html>
- Complete and return a completed *Application for Credential Recommendation* form to the Credentials office.

Upon completing all program requirements, including student teaching and CalTPA, credential candidates will be recommended by NDNU to the CTC for the credential.

#### **May Commencement ceremony:**

- **Credential students:** be sure to submit the *Petition to Walk* form to the Credentials Office NO LATER THAN FEBRUARY 1. Students who are almost finished with the program and desire to participate in the May Commencement ceremony may do so if they have no more than 6 units remaining after the ceremony, if they file by the February 1 deadline.
- **Masters/Credential students:** Submit an Application to Graduate on the following website: <https://ndnuregistrar.typeform.com/to/iUyIaFde?typeform-source=campusportal.ndnu.edu>

For Masters/Credential students, it is imperative to understand the difference between meeting degree completion/graduation requirements and certification/credential requirements. You are required to do both. Information about the master's program requirements is available in the Masters handbook, the NDNU catalog and through the Registrar's Office. Information on certification is available through the Credentials Office.

Good luck!