Notre Dame de Namur University
From: School of Education Credential Programs
Re: HEOA Sec. 201 Amended HEA Title II, Part A
Date: July 19, 2022

Section 1

Background: Credential programs are governed by the State of California through the California Commission on Teacher Credentialing (CTC). California K-12 schools serve a very diverse student population. According to 2021-2022 data from the California Department of Education, 79% of K-12 students are students of color with the largest portion (56%) being Hispanic or Latino. A third of all K-12 students are classified as English Language Learners (ELL). The majority of students classified as English Language Learners are enrolled in the elementary grades. Forty-two percent (40%) of all K-12 students speak a language other than English at home with these languages representing 92 language groups. Eighty-two percent (82%) of students classified as English Learners speak Spanish as their home language. Over 795,000 K-12 students have identified special needs across 13 categories. The largest numbers of identified special needs are in Specific Learning Disabilities (with the largest numbers in grades 3-12), Speech and Language Impairment (with largest number of students in grades K-4), and Intellectual Disability (evenly enrolled across grades K-12). Fifty-eight percent (58%) of California K-12 students qualify for Free or Reduced Price Meals.

Goals: There are currently an estimated 100,000 California teachers at or beyond traditional retirement age and this number has remained consistent over the past 5 years. In addition, there is a critical teacher shortage across the state with the greatest shortages in Single Subject Math and Science, Special Education, and bilingual classrooms. The shortage is even more acute in hard to staff schools, primarily in urban communities, schools in areas with high economic growth (San Francisco Bay area due to housing prices), and rural schools. The need is especially acute in districts/schools with a high percentages of students from low socioeconomic communities, minority students, and students for whom English is a second language.

Goals for training teachers to deal with high need populations:

- Accreditation: California Commission on Teacher Credentialing (CTC) standards have specific requirements related to preparing teachers and administrators to work with diverse populations, especially English Language Learners and special needs students. Program documents for Multiple Subject, Single Subject, Education Specialist (Special Education), and Administrative Services credentials are filed with the CTC at the inception of new programs and updated regularly through the CTC Committee on Accreditation (COA) 7-year accreditation cycle. This cycle requires programs to collect and analyze data across the unit and across programs on a regular basis, reporting this analysis, and identifying how it is used for program monitoring and improvement annually. Programs submit data on program admission requirements and characteristics of candidates admitted each year to the CTC Data Warehouse, which is available to the public. In year 1 and 4 of the cycle, programs must submit a response, with supporting evidence, to the Preconditions. In year 5 of the cycle, a response to CTC Common Standards, which apply to all credential programs across the unit, as well as an in-depth self-study of each credential program is submitted along with supporting evidence (analysis of candidate evaluations, performance assessment results, etc.). In year 6 of the cycle, an accreditation team spends 3½ days on a site visit, currently due to COVID-19 done via Zoom, to review documents and conduct interviews with all constituents to verify the program meets state accreditation standards. The Site Visit Team's recommendations related to accreditation are presented to the CTC Committee on Accreditation for final approval.

☐ Syllabi and evaluation materials for all courses in the credential programs are reviewed annually by faculty to ensure consistency across the program and across sections. In addition, this process provides the opportunity to update course content and assessments/evaluations to meet current research and requirements in the field to meet the educational needs of a diverse K-12 student population, as well as to verify alignment with CTC Program Standards and Performance Expectations which candidates are required to meet in order to be recommended for state licensure.

☐ Program Learning Outcomes (PLOs) that serve both the CTC program standards and Teaching Performance Expectations (TPEs) as well as the WASC Senior College and University Commission (WSCUC) standards have been identified and form the foundation for both program and course learning outcomes. Data measuring credential candidate attainment of these outcomes are reviewed annually by faculty to ensure candidates meet the requirements to be recommended for the appropriate California teaching or administrative services credential.

☐ Recruit, retain, and graduate a more diverse pool of credential candidates: In the state of California (2021-2022) the current majority (73%) of credentialed classroom teachers are female. Diversity of the teacher pool is still imbalanced with the largest two groups being teachers who are white (61%) and Hispanic (21%). Distribution across other ethnic groups includes Asian (8%), African Americans (4%) and one percent (1%) or less being American Indian and 2 or more races. Overall, only 40% of teachers in the state are teachers of color. There is still a need in teacher education to recruit and graduate more teachers who represent the same diversity as the K-12 students in our schools. NDNU School of Education and Psychology Education Department faculty continue to identify ways of recruiting and supporting a more diverse pool of credential candidates in our credential programs.

☐ Implement curriculum and individual in-classroom support to meet the needs of credential candidates who are increasingly being hired as full-time teacher-of-record before they enter or during their time in the credential program: There has been a dramatic increase in teaching permits: Provisional Intern Permits (PIP) and Short Term Staff Permits (STSP). To be hire as a full-time classroom teacher on a PIP, an individual only needs to have a bachelor's degree and have demonstrated basic skills which is done primarily through a test (California Basic Educational Skills Test or CBEST or evaluation of undergraduate/graduate level coursework) that measures reading, math, and writing to the 8th grade level. To be hired as a full-time classroom teacher on a STSP, an individual needs to have a bachelor's degree, verification of meeting the basic skills requirement, and verification of meeting the subject matter requirement, which is done primary through a test (California Subject Examination for Teachers/CSET or a undergraduate or graduate degree in specific subject areas, or a combination of coursework and CSET subtests). Over the past 5-years there has been a steady increase in both types of intern programs (51.8% school district intern programs; 7% Institution of High Education intern programs). To be issued/hired on an intern permit, an individual must meet all the requirements for the STSP plus have complete 120 hours intern pre-service preparation. Candidates who are working as full-time teachers on a permit require both course work and supervision that is relevant and supports their work as a full-time teacher prior to meeting state requirements for a Preliminary Credential.

Implementation: Activities implemented to achieve goals are detailed in:

Program documents for Multiple Subjects, Single Subject, Education Specialist (Special Education), and Administrative Services credentials that are filed with the California

Commission on Teacher Credentialing at the inception of new programs and updated regularly through the 7-year accreditation cycle.

☐ Syllabi for each of the courses in all credential programs (yearly review).

☐ Evaluation of Effectiveness used during field placements at mid-term and end-of-semester.

☐ Teaching Performance Assessment (TPA) and Administrator Performance Assessment (APA)

☐ Review and expansion of recruiting venues to reach out to diverse populations and communities.

Program Improvement: Steps taken to improve performance in meeting goals include:
☐ Collection of key assessment data from within courses and from state required testing.

☐ Monitoring of Embedded Signature Assignments and field placement evaluations. Developed to identify credential candidate progress toward meeting CTC standards (Teacher or Administrator Performance Expectations) for credential recommendation and program learning outcomes, these assignments are situated in key courses throughout the program. Data are used to measure candidate progress as well as to identify program effectiveness and potential areas for program improvement

☐ Monthly School of Education meetings with dean, program directors, and instructors include discussions of progress toward goals and modifications to program assignments based on assessment data. Monthly review of recruitment data, applications submitted, and follow-up on applicants admitted to the programs.

☐ Ongoing Professional Development for faculty (full time and part time) and Master Teachers/Intern Support providers to ensure currency in the field.

☐ Yearly review of Teaching Performance Assessment (TPA) and Administrator Performance Assessment (APA) data by dean, department chair, program directors, and instructors provides additional data for review progress toward goals and program improvement.

Section 2

Assurances: The California Commission on Teacher Credentialing (CTC) requires evidence/ documentation for candidates in Multiple Subject, Single Subject, and Education Specialist programs to have content focused on the impact of sociological and multicultural factors on schools and students as well as a course on how to teach English Language learners as integral components of the program. NDNU School of Education offers two specific courses focus on these content areas:
☐ Sociological /Multicultural Foundations

☐ Foundations for Teaching English Language Learners

The California Commission on Teacher Credentialing (CTC) requires evidence/ documentation for candidates in Multiple Subject and Single Subject programs to have content focused on how to teach students with special needs as integral components of their program. NDNU School of Education offers one specific course focus on this content:
☐ Special Education for the Classroom Teacher

To meet CTC standards/requirements, components of how to plan/teach/differentiate instructions to meet the needs of a diversity student population is integrated/infused into all courses, with special emphasis on working with English Language Learners and students with special needs/disabilities

- NDNU program directors and faculty work with the staff at the San Mateo County Office of Education as well as 57 districts to coordinate efforts to better serve the needs of the K-12 students of the county and beyond. In addition to forming partnerships to train and support credential candidates through a range of activities in schools (tutoring, student teaching placements, professional development workshops, etc.), NDNU has developed partnerships with several districts to provide cohort model credential programs on district/school site to specifically train teaches and administrators for careers in those districts. These are districts with a high number of Title I schools and students who are identified as living at or below the poverty line with a high percentage of students who are classified as homeless.

- Teaching Students with Limited English Proficiency: CTC Program Standards require that credential programs include course work that prepares credential candidates (both in general education and special education classrooms) to teach students for whom English is a second language across the range from Limited English Proficient to Fully English Proficient. There is the expectation of offering a course specific to teaching English Language Learners. The course, Foundations for Teaching English Language Learners, is mandatory for all teaching credential candidates (Multiple Subject, Single Subject, Education Specialist). In addition, content focused on preparing candidates to plan/teach/assess English language learners is integrated within all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses as well as the demonstration of the ability to plan/teach/assess these students during field practicum courses (student/intern teaching).

   In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include assessment of English language learners, instruction in Academic Language, and case studies featuring ELLs.

Multiple Subject and Single Subject candidates must pass a state-mandated Teaching Performance Assessment which also focuses on the candidate's ability to plan, teach, assess, and support in academic growth of diverse students, including English Language Learners, students with special needs, both identified and unidentified, and a student with another need, either academic or non-academic. Candidates for an Administrative Service Credential must pass a state-mandated Administrator Performance Assessment (APA) demonstrating their ability to be an administrator and academic leader in diverse K-12 schools.

Clinical Experience Data per Semester
Minimum Number of Hours of Supervised Clinical Experience — 2,430 hours
(Minimum supervision hours range from 24 hours/candidate/semester in a standard student teaching placement, in a PIP, STSP, and/or internship-style placement)
Number of Full-Time Equivalent Faculty – 5
Number of Full-Time Equivalent Students in the Supervised Clinical Experience — 90
Number of Full-Time Equivalent Faculty in the Supervised Clinical Experience — 2

Admission Criteria

All Credential Program Applicants

Posted Bachelor's Degree: A candidate must hold Bachelor's Degree and have at least a 2.5 cumulative grade point average for admission and must maintain a 3.0 grade point average while in the program. A personal interview with the Program Director is required to assess the applicant's suitability for teaching.

Letters of Recommendation: Submit two letters of recommendation verifying the applicant's ability to do graduate level work and potential/disposition for entering the teaching profession.

CTC Basic Skills Requirement: Applicants must provide verification of meeting the Basic Skills Requirement, which requires they demonstrate basic skills in reading, writing, and mathematics at the 8th grade level. Applicants can provide proof of completion of the Basic Skills Requirement through one of the CTC approved tests or academic courses work as detailed CTC website at: http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf . NOTE: Basic Skills completion verification is required prior to enrollment in student teaching.

CTC Subject Matter Competency Requirement: Applicants must provide verification of meeting the subject matter competency requirement in the academic content areas of the credential for which they are applying. Applications can meet this requirement through several options detailed on the CTC website and include passing score on the appropriate subject-matter examination; completion of a CTC approved subject matter program; completion of applicable courses work verified by a CTC approved program of professional preparation; complete a degree major from a regionally-accredited college or university in one of the statutory subjects listed on the CTC website; or completion through a combination of coursework and examinations options. NOTE: Subject matter competency verification is required prior to enrollment in student/intern teaching.

Statement of Intent: Applicants describe their interest in the credential/MA program they are applying to, relevant experience and personal goals, connection to the NDNU mission, and qualities he/she would bring to the credential/MA program and career in education.

Personal Interview: Complete an individual interview with the Program Director.

Candidates Who Already Hold a Teaching Credential: Applicants who already hold a valid California or out-of-state credential should make an appointment to meet with the Program Director to review options. For applicants holding a California Credential, per CTC requirements, adding additional credentials requires:

☐ Demonstration of subject matter competency in the content area of the credential for which the applicant is applying.

☐ Additional course work in the credential content area.

☐ The credential program can require fieldwork practicum depending on the content area of the additional credential and teaching experience of the applicant.

Additional Requirements for All Credential Candidates Prior to Program Completion
Requirements to complete following admission (prior to Drop/Add date)

☐ Proof of negative TB test (test is valid for 3 years and must be current during program)

☐ Complete application for CTC Certificate of Clearance (finger print clearance)

- Requirements prior to registration for Student Teaching
  - Verification of 40 hours of field experience by volunteer or teaching experience completed with appropriate age students in a school setting. Provide NDNU form signed by the site supervisor or an official letter on school letterhead from the school principal.
  - Verification of meeting the basic skills requirement
  - Verification of meeting the subject matter competency requirement.
  - Signed NDNU Release of Liability Form

Additional Requirements to be Recommended for a California Teaching Credential
- Completion of all credential coursework with a grade of B- or better. Candidates must maintain a 3.0 (B) grade point average while in the program.

- Successful completion of 2 semesters of field practicum (minimum 600 hours of K-12 student contact hours across the program) in a classroom setting with diverse student populations and that corresponds to the credential being completed. In order to meet the requirements for a California teaching credential, the candidates must complete their field practicums in classrooms that include students who are designated as English Language learners (not fully English proficient) and with identified special needs students. The district-employed mentor teachers who support candidates during their field practicums, as well as the NDNU University Supervisors, must meet specific qualifications in terms of years of teaching experience and hold teaching credentials in the grade level/content area that indicate they are qualified to teach English Language Learners and special needs students in their credential area.

- Successful completion of an approved course or examination on the U.S. Constitution.

- Completion of CPR training (infant, child, adult) that meets the standards established by the American Heart Association or the American Red Cross.

- Passage of the Reading Instruction Competence Assessment (RICA) test (Multiple Subject and Education Specialist credential candidates only).

- Successful completion of a CTC approved Teaching Performance Assessment (currently Multiple and Single Subject candidates only. Students admitted to the Education Specialist credential program as of July 1, 2022 will also be required to pass a CTC Approved Teaching Performance Assessment).

Preliminary Administrative Services Credential
The MA in School Administration/Preliminary Administrative Services Credential program is taught in a cohort model with a cohort beginning each fall semester. Applicants meet the following requirements:
- 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.

- Two letters of recommendation, academic or professional.

- Verification of one of the following valid credentials:
  - a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

- a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

- a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

☐ Verification of a minimum of three years classroom teaching or service experience.

☐ Evidence of completion of CTC basic skills requirement

☐ A cumulative GPA of 3.0 or better.

Additional Requirements to be Recommended for a Preliminary Administrative Services Credential

☐ Completion of all credential coursework with a grade of B- or better. Candidates must maintain a 3.0 (B) grade point average while in the program.

☐ Successful completion of all coursework including practicums in APA embedded courses.

☐ Successful completion of 5 years of classroom teaching or service experience prior to applying for the credential.

☐ Successful completion of a CTC approved Administrator Performance Assessment (APA).

Section 6 Description of Activities that prepare teachers to effectively use technology in instruction and to collect, manage and analyze data

Teaching with Technology (Required by CTC Program Standards): California Commission on Teacher Credentialing (CTC) Program Standards set out the requirements for technology content and digital literacy content to be covered during the credential program, for general education and education specialist teachers. Two teaching credential specific technology courses are offered at NDNU: one for Multiple and Single Subjects credential candidates and one for Education Specialist candidates.

The technology standards include the expectations that candidates:

☐ Have experiences that allow them to identify, and select appropriate technologies to use to facilitate the learning/teaching process based on state adopted academic content standards and the needs of their students;

☐ Demonstrate they have an understanding the legal and ethical issues related to the appropriate use of technology in an instructional setting;

☐ Can use electronic research tools and can assess the reliability and validity of the data obtained;

☐ Are able to determine the varied technology knowledge and skills of their students and can provide equitable access and opportunities for students to engage in the use of technology in the classroom setting for research, learning activities, and presentations;

☐ Have experience with and understand the range of assistive technology available to support students in the classroom.

☐ Course topics covered in media tools, cyber safety, assistive technology, information literacy, web site design, web lessons, Multi-Tiered Systems of Instruction, and Universal Design for Learning

☐ CTC Program Standards also call for integration of technology into all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations; Foundations for Teaching English Language Learners), assessment courses, and methods courses. Instructors model the effective use of technology using laptop computers, tablets, and smart phones with select support software and tools including flash drives, presentation software/apps, games, slide shows, web resources, etc. and encourage candidates to use technology in the assignments and lessons they develop. Candidates are expected to demonstrate their ability to use appropriate technology during their field practicums (student teaching).

<u>Data Management</u>
☐ Technology and Seminar classes also use Moodle for data collection.

☐ Assessment classes include systems for collecting, managing, and analyzing data.

Section 7 Description of Activities that prepare teachers to effectively teach students with disabilities and students who have limited English proficiency
<u>Teaching Students with Disabilities</u>: California Commission on Teacher Credentialing (CTC) Program Standards require that credential programs include course work that prepare all Multiple and Single Subject credential candidates to teach students with disabilities/special needs. Candidates in the Multiple and Single Subject credential program take a specific course focused on teaching special needs students in a general education classroom: Special Education for the Classroom Teacher. CTC Program Standards also call for integration of methods for planning, teaching, and assessing students with special needs into all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses. Multiple and Single Subject credential candidates are expected to demonstrate their ability to plan, teach and assess special needs students during their field practicum placements (student/intern teaching). Multiple and Single Subject candidates must demonstrate their ability to plan, teach, assessment, differentiate, and accommodate and/or modify instruction to meet the needs of students with disabilities as part of the state-mandated Teaching Performance Assessment.

Education Specialist candidates take the foundation and methods courses with general education (Multiple and Single Subject) candidates. In addition, they take methods courses specific to planning, teaching, and assessing special needs students as well as a method course tailored to their particular subgroup: students with Mild/Moderate disabilities and students with Moderate/Severe disabilities.

In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include Differentiating instruction and assessment to meet the needs of special needs students, the use of assistive technology, working on IEP teams, and case studies featuring special needs students.

Beginning in summer 2021 the General Education course, Special Education for the Classroom Teacher, and the Education Specialist course, Special Education Program Management, were merged into one section. The goal was to provide all credential candidates with a better understanding of how to serve special needs students in a range of classroom settings as well as demonstrate how general education and special education teachers could collaborate to provide better learning opportunities for students.

<u>Teaching Students Who Have Limited English Proficiency</u>: California Commission on Teacher Credentialing (CTC) Program Standards require that credential programs include course work that prepares credential candidates (both in general education and special education classrooms) to teach students for whom English is a second language across the range from Limited English Proficient to

Fully English Proficient. There is the expectation of offering a course specific to teaching English Language Learners. The course, Foundations for Teaching English Language Learners, is mandatory for all credential candidates, both general education and special education. In addition, content focused on preparing candidates to plan/teach/assess English language learners is integrated within all credential courses. This includes foundation classes (Psychological Foundations; Sociological/Multicultural Foundations), assessment courses, and methods courses as well as the demonstration of the ability to plan/teach/assess these students during field practicum courses (student/intern teaching).

In selected courses across all credential programs, candidates are given Signature Assignments that target curricula areas that are most problematic for candidates. In this area, assignments often include assessment of English language learners, instruction in Academic Language, and case studies featuring ELLs. Multiple and Single Subject candidates must demonstrate their ability to plan, teach, assessment, differentiate instruction to meet the needs of English Language Learners as part of the state-mandated Teaching Performance Assessment. As a requirement of the Foundations in Teaching English Learners course, all candidates must spend 15 hours tutoring K-12 students for whom English is a second language.

Requirements for Candidates on Intern Credentials: Candidates, who have completed a significant part of a credential program and meet CTC testing requirements, can be hired by districts as the teacher of record. Districts and Credential Programs work together to verify the candidates is eligible for the Intern Credential. To be eligible, Multiple and Single Subject credential candidates must complete a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners. Education Specialist candidates must complete a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

In July 2014, the CTC implemented additional requirements for candidates employed as teacher of record on a CTC issued Intern Credential. These requirements include an additional 140 hours of professional development and support provided jointly by the district and the credential program. As part of these hours, each intern is assigned, either by the district or credential program, a credentialed mentor teacher who holds an ELL authorization. The candidate and mentor are expected to spend a minimum of 5 hours per week, during the school year, focused on how to plan instruction, select appropriate instructional strategies for both academic content and the development of English Language skills (both academic content language and social interaction language), assessments, and then the use of data to identify next steps to support each student in making progress toward grade level academic learning outcomes.

 ☐ Requirements for Candidates on Emergency Waivers: Due to the current teacher shortage in California, candidates can be hired on one of two emergency waivers, Provisional Intern Permit (PIP) or Short Term Staff Permit (STSP). These waivers are issued by districts, not the California Commission on Teacher Credentialing. Individuals must hold a bachelor degree and have verifications of meeting the basic skills requirement to qualify for a PIP. Individuals must meet all the requirements for a PIP as well as have completed the requirements for the subject matter competency to qualify for a STSP. Individuals hired on these permits must apply for and be admitted to a CTC accredited credential program in order to be officially hired as teacher of record on one

of these permits. NDNU requires any candidate granted a PIP or STSP by a district to enroll in the course, Practicum: PIP/STSP, designed to provide additional support to these candidates who have been hired as teacher of recorded with little or not training/credential course work. This course provides candidates with an assigned University Supervisor who meets with the candidate a minimum of 6 times per semester to observe and support the candidate in the classroom. In addition, candidates attend seminars to provide support in basic classroom management, assessment, lesson planning, etc.