

Notre Dame de Namur University
SCHOOL OF EDUCATION AND PSYCHOLOGY

1500 Ralston Avenue
Belmont, California 94002

PRELIMINARY EDUCATION SPECIALIST
CREDENTIAL PROGRAM

Handbook for Student Teachers and Master Teachers

2019-2020

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FOREWORD

This Handbook has been compiled to serve as a guide and source of information for student teachers, interns, supervisors, intern Mentors (liaisons) and public and private school personnel who participate in Notre Dame de Namur University's Education Specialist Credential Program, all with the foremost goal of preparing well-qualified teachers.

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 (MOU's).

Suggestions from Master Teachers, administrators, intern Mentors (liaisons), and student teacher/interns have been incorporated in the contents of this Handbook. We invite further suggestions toward the improvement of our programs.

Notre Dame de Namur University extends a very sincere note of gratitude to the superintendents, Principals, Master Teachers, and intern Mentors (liaisons) that have made student teaching/intern teaching a successful, professional experience for Notre Dame de Namur University's teacher candidates.

Prospective students reading this Handbook should keep in mind that the California Commission on Teacher Credentialing (CTC) is in the process of considering changes to the current credentialing requirements which may result in a change in the course of study. When new standards for credential programs are established, NDNU, along with other college and university credential programs, will notify candidates and district/schools of the changes and how these may impact the program.

Caryl Hodges, Ed.D.
Dean

I. EDUCATION SPECIALIST CREDENTIAL PROGRAM OVERVIEW

The Education Specialist Credential Program at Notre Dame de Namur University is designed as a concurrent program of courses and fieldwork to provide candidates with an educational experience that encompasses both theory and practice.

The concurrency of theory and practice enhances candidates' acquisition of program competencies. The program is designed so that candidates with a prior single subject or multiple subject teaching credential can complete the Education Specialist Credential program in one summer and two full semesters.

During student teaching, candidates spend two semesters in a special education class, one semester in an elementary classroom and the other at the secondary level. Interns are permitted to spend both semesters at one site. Candidates must also work with EL students. The student/intern teaching experience may be in a Resource Specialist Program (RSP) setting, Specialized Academic Instruction (SAI) setting, a Special Day Class (SDC) setting, or a full-inclusion program. During the program, special education candidates are exposed to other class configurations through various fieldwork experiences. Our courses offer information on evidence-based practices, including co-teaching and collaboration configurations. The strategies learned in classes are implemented by student teachers/interns as soon as the Master Teacher/Mentor, the University Supervisor, and Student Teacher/Intern believe they are ready.

Public school districts often offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a California Commission on Teacher Credentialing (CTC) internship credential through the NDNU Credentials Office. This requires: an official offer of employment, approval of the Program Director or designee, the completion of specified pre-service coursework (foundations) and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU (a Memo of Understanding, or MOU) per CTC regulations.

Special Education Program – Candidate Participation

The Special Education Credential program at Notre Dame de Namur University provides candidates the opportunity to achieve competence through participation in four areas:

1. Professional Coursework

- Participation in all phases of group 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 and final projects.

2. Student Teaching/Interning

- Observation of different teaching - learning environments, teaching techniques and styles.
- Preparation, teaching, and evaluation of teaching/learning experience.
- Continuous conferencing with Master Teacher and supervisor regarding techniques, material, preparation, and presentation.
- Observation and feedback by a 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/interning is taking place.

3. Seminars and Orientations

- Student teachers are required to attend Orientations.
- Attendance at regularly scheduled seminars is required so that student teachers are informed in all curricular areas and specific requirements of the Education Specialist Credential.
- Group discussions and problem solving related to fieldwork will be the focus of these seminars.
- Individual conferencing with any 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.

4. Assessment of Student Teaching Performance

Professional Behavior Checklist (PBC) and Teaching Performance Expectations Rating (TPE's) (Appendix A)

All candidates will be evaluated twice during each semester on personal and professional behaviors (PBC's) as well as on the Teaching Performance Expectations (TPE's), both in the form of rating scales, as noted in Appendices A and F. The credential candidate must be open to change and new ideas and must demonstrate an eagerness to explore the new approaches to education in keeping with emerging research and practice. Teaching to a diverse population with special needs in California schools is only one of the many unique challenges facing today's teachers.

II. STUDENT TEACHING Fieldwork (EDU 4230)

A. Admission to Student Teaching (Fieldwork)

Candidates should contact the Student Teacher Placement Coordinator to whom they have been assigned during the semester **before** the intended semester of initial student teaching to secure a placement. In order to be cleared to advance to student teaching, each candidate must have the following documentation on file with the Credentials Office the semester before student teaching.

Deadlines: All candidates for Student Teaching must submit all documentation below to the NDNU Credentials Office by **October 15 for Spring** semester and by **April 15 for Fall semester**. Having documents submitted to your school district does not meet the requirement; you must submit these to NDNU by the deadlines. Taking the CSET as early as possible is important because one or more portions often have to be retaken.

All documentation must to be on file with both the Credentials Office and the assigned Placement Coordinator and approved in order to be advanced to fieldwork (student teaching/interning). Forms are available in Credentials Office or online at <http://www.ndnu.edu/academics/schools-programs/school-educational-leadership/teacher-education/CredentialsOffice.aspx>

The requirements are:

1. Verification of Basic Skills requirement (either CBEST or one of CTC-approved options).
2. Passing CSET scores (the Multiple Subjects CSET). Scores are valid for 5 years.
3. Certificate of fingerprint clearance or previous teaching credential (including substitute) posted on CTC website. Certificate of Clearance (COC) not applied to a credential is valid for 5 years.
4. Copy of negative TB test results (valid for 3 years).
5. Signed NDNU Release of Liability Form (Appendix B)
6. Have completed EDU 4107 Foundations for Teaching English Learners.
7. Have completed EDU 4234/ 4237 Curriculum Modifications: Mild/Moderate or Moderate/Severe. You must complete the class corresponding to the credential you are earning. If the credential being sought is for Mild/Moderate, candidate **MUST** take EDU 4234, if the credential is Moderate/Severe, the candidate **MUST** take EDU 4237.
8. Have completed EDU 4200, Program Management.
9. Have completed EDU 4203, Clinical Assessment
10. Enrollment in EDU 4230, Student/Intern Teaching Seminar (Special Education, semester I)
11. It is strongly recommended that two additional courses, Counseling for Special Education (EDU 4209) and Technology for Special Education (EDU 4207) be completed prior to beginning fieldwork.

B. Student Teaching Guidelines:

Diversity of Experiences. Candidates will have two different assignments during the two fifteen-week semesters. It is anticipated that one assignment will be at the **elementary level** and the other at the **secondary level because the Preliminary Education Specialist Credential notes certification in K to 12 grades.** In order to allow maximum benefits to the candidates, the Student Teacher Placement Coordinator will coordinate with the candidate, school and district prior to the placement. The placement must also provide the opportunity for student teachers to work with EL students.

Candidate contact hours: These hours (exclusive of planning and meeting times that do not involve students) equal 15 weeks with 20 hours of time, totaling 300 hours per semester.

Public School Experience. By CTC regulation, candidates must student teach in at least one public school setting as part of their fieldwork. The curriculum must utilize Common Core Standards, the classroom cannot have an unusually difficult population or situation, and an MOU must have been signed by the District and NDNU. The Master Teacher must have the same credential as the one the student teacher is earning, have completed at least three years of successful teaching experience and be recommended by the District as a Master Teacher.

Student Teaching Schedule: The Student/Intern Teaching Schedule must be pre-approved by the Placement Coordinator before school begins to ensure that the candidate is able to earn the requisite 300 hours. **If a Student Teacher is being asked to substitute for more than two consecutive days, a Consultation is needed with the Placement Coordinator, who will work with the Program Director and Site Principal to resolve the issue.**

University Supervision: The NDNU Supervisor will also provide support and feedback through a series of at least six observations of the candidate in the classroom per semester. The candidate is required to write six reflections and five formal lesson plans for these observations.

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

C. First Semester Teaching Experiences

1. Development and use of instructional skills and teaching techniques.
2. Development and use of curricular skills and materials.
3. Development and use of positive behavior management strategies.
4. Involvement in communications process with individuals, small and large groups.
5. Development and use of IEPs.
6. Development and use of materials and strategies appropriate to the measurement and interpretation of student achievement.
7. Identification and understanding of the use of diagnosis and prescription as part of the teaching-learning process.

8. Development/refinement/growth of personal qualities which demonstrate flexibility in a variety of situations.
9. Development of learning experiences for an appropriate grade level, subject, ethnic group, and ability level, individual needs, using a variety of instructional strategies.
10. Participation in observation, visitation, and seminars for teachers, peers, students, ethnic groups, ability groups, community settings and district personnel.
11. Use of self-evaluation as a means of professional growth.
12. Students without a prior Multiple Subjects or Single Subject Teaching Credential are required to complete 45 hours of observation in the general education classroom. See Appendix D for a full explanation of hours that will be accepted.

These are the skills, activities and strategies that student teachers should have experienced by the end of the semester. However, as they begin their student teaching, their experiences will of necessity be much more limited, increasing as they grow in their knowledge, skill and confidence. It is important to structure their experiences carefully as they enter the initial phase of student teaching, although what they can undertake will also be informed by their background and prior experience.

D. Student Teaching, Initial

Recommended Experiences for this Phase:

- Assisting individual pupils, assisting small groups.
- Helping with room arrangements such as bulletin boards and displays.
- Assisting with routines such as taking attendance.
- Helping prepare and distribute materials.
- Assisting with the physical environment (lighting, ventilation, etc.)
- Operating a SMART Board, presenting a Power Point, videos, filmstrip or slides, running a computer in connection with activities conducted by the Master Teacher.
- Preparing duplicated materials, transparencies, audio-visual aids, etc.
- Grading assignments, projects or assessments and maintaining a grading program
- Keeping records.
- Observing the process of lesson planning and unit planning.
- Attending Back to School Night or other parent gatherings, and meeting parents
- Attending an IEP meeting, with parent permission
- Reading students' IEP's and other reports.
- Observing General Education teachers with a focus on the Common Core

Guidelines for Support within the Classroom Initially:

1. The initial lessons taught by the student teacher should be in the subject areas in which the candidate feels most confident.

2. The goals and objectives of the initial lessons should be specific and limited. The candidate might take a portion of the period for a few successive days, or she/he might take one period out of the week.
3. The initial lessons should not involve unusual problems of organization and control.
4. The Master Teacher should carefully supervise initial lessons and assist the candidate with the first lesson plans.
5. In some instances, the Master Teacher can safeguard the candidate in the matter of classroom control, leaving the candidate to concentrate on the teaching only. Later, as she/he is able to teach more securely, the candidate can gradually assume responsibility for classroom management.

E. As the Semester Progresses:

6. With a gain in confidence and competence, the student teacher may assume an increasing share of the teaching responsibilities. She/he may take charge of several full days successively, and ultimately sometime after the middle of the semester, she/he may assume full leadership of the class. Decisions regarding readiness to assume leadership with the pupils should be made cooperatively by Master Teacher, Student Teacher, and University Supervisor.
7. Even in individualized classrooms, arrangements must be made for the candidate to experience some large group instruction (since many Special Education classes are limited in size, large group may be interpreted as whole class, 6-7 students or more).
8. The Master Teacher should remain in the classroom even though the candidate is in charge of the lessons being taught. If the candidate holds a substitute teaching credential and the Principal and Master Teacher agree that she/he may be left alone with the class, the candidate should always know how to locate the Master Teacher in case of an emergency.
9. The student teacher should not take students off campus unless this has been previously discussed with and agreed to by the supervisor, Master Teacher, and student teacher. The Principal should be aware of any off-campus assignments. The **candidate must be accompanied** by a credentialed teacher on field trips and should never take students in her/his car.

F. Responsibilities of the Student Teacher General Topics

1. Professional behavior is required at all times while working with students, parents, teachers, administrators and all NDNU personnel and staff.
2. Student teachers will arrive at school and leave the school premises at a time agreed upon by the Principal, Master Teacher and University Supervisor.

3. Student teachers are expected to report to the University campus for seminars and classes. All classes and seminars have schedules in their syllabi which must be followed by student teachers. **Attendance and participation will be considered when the grade is given.** The School of Education and Psychology attendance policy will apply (See Appendix G).
4. Student teachers will dress appropriately and will maintain a satisfactory personal appearance.
5. The student teacher will be excused from his/her student teaching assignment whenever there is a conflict between a required University course and the student teaching assignment. All such conflicts are to be discussed with the University Supervisor and the Master Teacher prior to the conflicting date.
6. The student teacher will cooperate fully with the rules and regulations of the Master Teacher/Mentor, the school and the district.
7. Items of school law which refer specifically to their duties will be presented to the student teachers at one of their seminars. Student teachers are advised to inquire about the local school building rules that they will be expected to observe as well as to review and be able to carry out all emergency procedures in place at the school site.
8. If, for any reason, the student teacher is unable to keep the pre-arranged schedule, he/she should call the school so that both the Principal and Master Teacher are notified. **The student teacher is responsible for notifying the Supervisor.**
9. Student teachers are cautioned that all information, both written and verbal, with which they come in contact during their work in the school, is to be considered **confidential**.
10. Student teachers are advised to arrange with their University Supervisors and Master Teachers for regular conferences at times when pupils are not present.
11. Student teachers should give copies of their schedules of University classes to the Master Teacher and University Supervisor.
12. Student teachers are informed that they should take directions from their Master Teachers and Principal. If an inconsistency arises, candidates are advised to follow the requirements of the school.

G. Other School Responsibilities of the Student Teacher

The student teacher is not to assume the responsibility of taking students off campus for any activities unless accompanied by the Master Teacher.

It is important that student teachers and Master Teachers set aside a designated time each week to discuss planning of lessons, instructional strategies and management systems that work for the Master Teacher.

Student teachers are *not authorized* to administer over the counter or prescription medication to children in school settings at any time.

H. Support and Evaluation of the Student Teacher

1. The Master Teacher and the University Supervisor will provide the teacher candidate with regular feedback concerning his/her progress. The University Supervisor will complete a *Teacher Observation* (Appendix H) report or some other observation record at each visit and present one copy to the student teacher/intern. The Master Teacher may also wish to keep written records of observations and conferences. **The Master Teacher is required to submit one written observation report.** The NDNU Teacher observation form may be used but is not required. The Master Teacher will complete the Professional Behavior Checklist and TPE Ratings twice each semester in the TPE/PBC Conference with the NDNU supervisor, and NDNU candidate.
2. The Master Teacher and the University Supervisor will meet periodically to discuss the teacher candidate's progress. The Supervisor will keep the Student Teacher Placement Coordinator informed as to each candidate's progress.
3. If at any time during the semester, conflicts develop between any of the personnel involved in the student teacher experience, the University Supervisor and/or the Program Director will set up conferences and procedures for resolving conflicts. The student teacher, the Master Teacher, and the University Supervisor should feel free to notify the Program Director immediately if any problems occur and will submit a *Progress Report*, which will be presented to the School of Education and Psychology Education Committee.
4. The School of Education and Psychology Committee meets twice a semester and may call a special meeting to review all cases involving unsatisfactory progress.
5. At midterm, the *Teacher Performance Expectations Ratings (TPE)* form (Appendix F) should be completed by the Master Teacher and discussed with the student teacher and the University Supervisor in a collaborative conference. At this time, a plan for student's continued growth is developed. The Growth Plan (Appendix L) should reflect the ratings on the TPE. The University Supervisor should advise the student teacher in writing about his/her midterm grade.
6. Near the end of the semester, the Master Teacher, student teacher, and the University Supervisor will complete a second *TPE* form in a collaborative conference regarding the work of the teacher candidate.
7. At the end of the semester, the University Supervisor will complete a *Summary Evaluation* form (Appendix I) and determine the letter grade to be assigned for the semester student

teaching experience. In general, a “B” grade represents very good work and an “A” grade represents outstanding work. A “C+” or lower grade means the course must be repeated. The grade for fieldwork is then incorporated into the Student Teaching Seminar grade. A GPA that falls below a 3.0 will place a candidate on probationary status. The student must then meet with the Education Committee, the Program Director, the Dean of the School of Education and Psychology and the University Supervisor to ascertain whether she/he should repeat the semester or be withdrawn from the program.

III. Other Issues for Student Teaching

A Changes in Assignments

If a candidate has been in his/her assignment for a reasonable time, and the candidate and Master Teacher agree that the assignment is not appropriate, the Supervisor should be notified so that proper steps can be taken with the Student Teacher Placement Coordinator for a discussion about a change in assignment. At all times, changes in assignments or resolving differences between Master Teacher and candidate should involve all parties concerned: candidate, Master Teacher, Principal (if necessary), University Supervisor, and Program Director. Candidate initiated class or school changes will not be permitted following the first meeting of the seminar class.

B. Semester Timing

Elementary and secondary schools, as well as the University, may all have different start dates; however, all candidates enrolled in student teaching are expected to report to their assigned schools at the **beginning of the elementary or secondary school semester**. Generally, a Master Teacher will expect a candidate to remain in her or his assignment for the full school semester. **This sometimes means working beyond the scope of the NDNU semester.** The Student Teacher needs to follow the school district’s calendar, regardless of the University calendar. The program will adjust its meeting date to account for the districts’ calendar.

C. Dual Credentials

If an Education Specialist credential candidate wishes to add a second special education credential, at least one additional course and one additional semester of fieldwork are required. Until August 1, 2020, candidates can earn a second credential by successfully completing a semester of fieldwork in a classroom whose population is designated as having needs requiring that credential and by completing the curriculum modifications class (EDU 4234 or 4237) appropriate to that credential. If earning a Moderate/Severe credential as a second credential, other curriculum classes are available but not required. After August 1, 2020, the CTC requirements are substantially different, and additional coursework will be required.

D. Masters Program

EDU 4880 Educational Research Capstone is the culminating course for the MA in Special Education. As such, it must be taken when all credential courses have been completed. Candidates must apply and be admitted to the MA Program in Special Education prior to enrolling in EDU 4880. Candidates in their final semester who are enrolled in EDU 4231 Student Teaching/Intern Teaching Seminar Semester II and their final credential courses may enroll in EDU 4880. Many students take the EDU 4880 after completion of the second semester of Internship. For candidates who hold a previous teaching credential or hold a license (Counseling, Pupil Personnel Services etc.) or work in a non-profit agency serving individuals with special needs and who are completing an MA in Special Education without completing CTC credential requirements, EDU 4880 must be taken in the final semester of their program.

E. NDNU Policies and Syllabus Statements

Fall 2019 Syllabus Statements
Revised August 6, 2019

Student Success Center

The Student Success Center (SSC), located in the Campus Center, is dedicated to supporting students' academic success at NDNU. The SSC includes writing and subject tutoring, test proctoring for students with accommodations, and facilitates the math placement test (MPT).

The goal of the Student Success Center is to promote student learning and academic innovation. Professional staff members, peer tutors, academic advisors, and faculty work together to promote a supportive educational environment. Writing and subject tutoring schedules are forwarded directly to students' NDNU e-mails.

Writing labs are offered in lower and upper division English courses. Writing tutoring is offered on a drop-in basis and virtual writing tutoring is available by appointment for our off-campus sites. Basic English language assistance is offered to international students who may need assistance writing papers or general English assistance. Some subject tutoring is offered at the Student Success Center. Please check your NDNU student e-mail account for subjects and schedules. These are also posted on the Student Success Center and Writing Center doors.

Disability Resource Center

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. 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. Please meet with the DRC staff to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. Accommodations are not provided retroactively. The Disability Resource Center is located at St Joseph Hall, 117. Please contact the DRC by email at DRC@ndnu.edu or by phone at 650-508-3670.

Counseling Services (650) 508-3714 Counselingservices@ndnu.edu

New Hall E18 / E19

The mission of Counseling Services is to promote and enhance the overall wellbeing of students so that they may reach their potential for personal growth and academic success. Counseling Services is open Monday-Friday from 9am to 5pm, and currently enrolled students are welcome to call, email or drop-by to schedule an appointment.

Course Evaluations/Teaching Effectiveness Surveys: Term 1

Fall Term 1 2019 Courses

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal from **Oct 7 - 25, 2019**. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

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

Course Evaluations/Teaching Effectiveness Surveys: Term 2 and Full-Semester

Fall 2019 Full-semester and Term 2 courses

Teaching Effectiveness Surveys (course evaluations) will be available online through Campus Portal from **Dec 2 - 20, 2019**. Your feedback regarding courses and faculty is very important to Notre Dame de Namur University, to your faculty, and to me as the instructor for this course. Your feedback helps us review and improve their teaching, helps departments/programs review and improve program content, and is used by the university in making decisions about tenure, promotion, and hiring decisions for part-time faculty.

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

Academic Honesty

NDNU's core values include learning, integrity, and honesty, values we live out in all areas of our learning community. Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to the NDNU learning community and developing professional skills and values that will serve you well into the future. Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Please see the Student Handbook for a detailed discussion of Academic Conduct expectations.

NDNU has specific policies regarding sexual harassment, conduct during a teachers' strike, referral to the Education Committee, and when a student will be required to repeat a class. Please refer to the

complete Preliminary Education Specialist Credential Program Handbook online at www.ndnu.edu/education-and-leadership/graduate/special-education.

F. Preliminary Credential Application

The student teacher is responsible for making an appointment with the Credential Analyst at the beginning of his/her last semester and to follow through with the Preliminary Credential application process at the end of the program.

G. RICA (Reading Instruction Competency Assessment)

Prior to being recommended for a Preliminary Credential (part of the application process), all candidates must pass the RICA (Reading Instruction Competency Assessment), a test of knowledge about the teaching of reading. Passing scores must be submitted to the Credentials Office as well as notifying the assigned Placement Coordinator. Students who have completed or are near to completing the program are encouraged to take the RICA as soon as possible after finishing the upper level reading course (EDU 4333). When taking the RICA, students must request that the scores are sent to NDNU. An intensive one-unit prep class is offered by NDNU for students who wish for additional support.

IV. INTERN TEACHING Fieldwork: (EDU 4231) Second Semester

Notre Dame de Namur University has an approved Intern option in the Education Specialist Credential program. The Placement Coordinator does not place a candidate in an internship position; the candidate who is eligible for this option must find his/her own position, which must then be approved by the Placement Coordinator. These candidates have demonstrated to the personnel department of a school district that, with support, they can assume the responsibility of a class **without a Master Teacher**. Candidates who have completed a first semester of Student Teaching may choose to find an Intern position for the second semester of fieldwork.

Before candidates accept an intern position, the Placement Coordinator must approve the school and district based on: 1) whether an MOU between Notre Dame and the district is in place; 2) there are EL students with whom an Intern will work; 3) the school and classroom do not represent unusually difficult challenges; and (4) the District has designated a Mentor (liaison) for support (CTC requirement). The Mentor (also called a liaison) must have the same credential as the intern is earning, and have at least three years of successful teaching experience. In addition, the classroom curriculum must utilize the Common Core Standards, and the students in the class must represent a diverse population in terms of ethnicity and socio-economic status. Once the name of the Mentor (liaison) is given to the Placement Coordinator for a credential check, the intern candidate fills out an Intern Authorization Form (See Appendix E), gathers signatures and sends a copy to the Placement Coordinator. If the Mentor (liaison) credentials check out, the Placement Coordinator gives approval for the candidate to apply for an Intern Credential with the Credential Analyst.

In the Education Specialist Credential Program, the qualified candidate is interviewed and hired by a district to teach. Candidates are allowed internships only in districts where the School Board and the Teachers' Bargaining unit have approved this option. Candidates exercising this option are required to be recommended, by NDNU, to the CTC for an Internship. Check the requirements for the internship credential, submit the required documentation, and apply via the NDNU Credentials Office before the internship begins. (See Appendix E – Intern Authorization Form for Education Specialist Candidates).

NDNU candidates electing the intern route to completing the Preliminary Education Specialist Credential are encouraged to complete requirements for the preliminary credential within the two-year period. The Education Specialist Intern Credential is valid for two years and not renewable unless the candidate applies through the NDNU Credentials Analyst, documenting special circumstances to the Commission on Teacher Credentialing and the CTC approves that application. The period of formal supervision will be for the first year only unless the University Supervisor recommends and the Education Committee deems that additional fieldwork supervision is required.

A. Admission to Intern Teaching After One Semester of Student Teaching

1. Employment as a special education teacher or designated services provider. Employment in a parochial or private school which can provide an experience similar to public school, including the intern teacher's performing assessments and writing/presenting IEP's, may be approved by the Program Director only for the second semester of fieldwork. Students must complete a semester of public school placement first. Such setting must be approved in advance by the Program Director.
2. Submit a signed Letter of Intent to Hire from a school district on official letterhead to the Credentials Analyst.
3. Complete an Intern Authorization Form (Appendix E), with signatures; return form and to your Placement Coordinator, who will then inform the Credentials Analyst that candidate is ready to apply for an Intern Credential.
4. Submit the Credential application in consultation with the Credentials Analyst.

Students without a prior Multiple Subjects or Single Subject Teaching Credential are required to complete 45 hours of observation in the general education classroom. See Appendix D for a full explanation of hours that will be accepted.

V. Guidelines for Master Teachers

The Master Teacher is the teacher of the class to which the student teacher is assigned. This teacher is selected by the school administration because of outstanding professional competency including capabilities and interest in helping others to learn to teach.

The Master Teacher:

- Will have had at least three years of successful experience

- Will conduct classrooms which:
 - provide a healthy emotional climate for students
 - have a positive behavior management system.
 - provide for individual differences
 - make use of sound teaching-learning processes
- Will model effective teaching of the State-adopted academic standards
- Will assist candidates in meeting teacher performance expectations
- Will provide an overview of the program including goals and objectives for the class, anticipating learning activities, sources for instructional materials, and means of assessment, including how everything relates to the state-adopted academic standards and teacher performance expectations
- Will provide experience with using current students' IEPs and psychoeducational reports to drive instruction
- Will provide experience with using assessment in writing IEP goals and objectives
- Will provide experience in participating in IEP meetings.
- Will maintain an ethical attitude toward the teaching profession in both words and actions and be able to:
 - a. take the time for orientation and supervision of a student teacher
 - b. cooperate with the University Supervisor in a program to give the student teacher the best possible experience
 - c. evaluate the student teacher's progress and work on a regular basis through written observations and verbal feedback.
- Will define what she/he expects of the student teacher. This may be done in conference with both Supervisor and student teacher and may include:
 - a. The student teacher's ultimate responsibilities in setting objectives, writing lesson plans, planning activities, and evaluating progress.
 - b. Routines and procedures already established with the pupils and how flexible she/he wishes it to be.
 - c. Expectations regarding punctuality, dress, and the reporting of student teacher absences (refer to **Student Teacher Responsibilities**).
 - d. Observe the student teacher presenting lessons on a regular basis. Give both oral and written feedback.
 - e. Monitor/evaluate professional, legal and ethical obligations as noted in section: *CSTP 6: Developing As a Professional Educator (TPEs 12 and 13)*.

- Will provide opportunities for the student teacher to observe and teach all curricular areas appropriate for the assigned grade level.
- Will participate in the interim and final evaluations of the student's teaching effectiveness.

If the Master Teacher has evidence that the candidate is not making adequate progress toward meeting the standards, he/she should discuss this with the student teacher and the University Supervisor. If necessary, the school Principal and University Program Director should be requested to come in for a conference. If the problem cannot be resolved, the student teacher may be removed from the student teaching assignment. Consideration of another assignment is the responsibility of the University.

VI. Responsibilities of Master Teacher

A. Phase I - Observation

An observation period for student teachers is essential. The length of time allotted to this phase depends on the experiential background of the student teacher, and the Master Teacher's belief in the readiness of the student teacher. This period should include observation of:

1. Discipline Techniques
 - Establishing classroom standards
 - Communicating with children
 - Preventive discipline
 - Handling discipline problems
 - Follow through with consequences
2. Classroom Management
 - Classroom procedures
 - Setting the educational environment
 - Procedural details, i.e. seating arrangement, access to supplies
 - Movement in and out of classroom
3. Instruction Techniques
 - Curriculum Guidelines/Content (i.e., Course of Study Continuum)
 - Planning procedures
 - Adapting to individual differences, following IEPs
 - Evaluation - grading procedures
4. Total School Awareness
 - School facility
 - School community
 - Support programs
 - Faculty

5. Instructional Materials, Including the Use of Technology
6. Evaluation Techniques, Including Evaluation of:
 - Pupils' learning difficulties (including identified areas of disability and processing disorders)
 - Pupils' achievement
 - Teaching strategies

B. Phase II – Guided Teaching Practice

By the end of Phase II, the student teacher will have had some experience in teaching each of the curricular areas. The suggested sequence for the student teacher in Phase II is:

1. Initial Practice

Content area in which student teacher feels most knowledgeable
Small group instruction
Individual instruction
Student teacher responsible for planning
Student teacher assumes some administrative duties, i.e. attendance, lunch count, etc.

2. Extended Practice

Teaching large group
Planning and teaching more than one curricular area
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

C. Phase III – Independent Teaching Experience (Solo Weeks)

During this Phase, the student teacher will have full planning and teaching responsibilities for **at least two separate weeks (Solo Weeks)** monitored by the Master Teacher and University Supervisor.

1. Solo Weeks (Two per semester)

- The first Solo “Week” should occur around mid-term with a series of five (5) days over a period of two weeks, not necessarily consecutive, with full teaching responsibility closely monitored and evaluated by the Master Teacher.

- The second Solo Week should occur at the end of the semester and consists of five consecutive days with the candidate fully responsible for the classroom.
- The Student Teacher has full-responsibility for planning, teaching and assessment.
- Solo week includes responsibility for all administrative tasks for the classroom.
- Candidate is responsible for content in all curricular areas: planning, teaching, and evaluating student performance.
- Classroom/behavior management is included in week's assignment.
- Coordination of paraprofessionals is part of the teaching responsibility.

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.

If the student teacher does not hold a Substitute teaching permit, he or she should not be assigned to take the place of a Master Teacher unless a substitute teacher or other certificated staff member is assigned to be responsible for the class. In some situations, the Principal or designee may assign the student teacher to lead the class if the Master Teacher is unavailable. However, in these rare circumstances the Principal or designee, while not in the room, is the responsible person. **If a Student Teacher is being asked to substitute for more than two consecutive days, a conference is needed with the Placement Coordinator and the Program Director, who will work with the Site Principal**

Appendix A School of Education and Psychology, Notre Dame de Namur University

2019-2020 Professional Behavior Checklist *check one:* Self ____ Mentor ____ Supervisor ____

Candidate name: _____ Program: Ed Specialist Course: _____ Date: _____

Signature: _____ Comments

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

Appendix B

Notre Dame de Namur University
School of Education and Psychology

2019-2020 Release of Liability

I, _____ intend to participate in EDU 4230, 4231, or 4236, Student/Intern Teaching and Seminar: Education Specialist, organized and sponsored by the School of Education and Psychology at Notre Dame de Namur University.

I recognize that I am responsible, as an adult, for my own actions as I interact with school personnel, parents, and children as part of my participation in EDU 4230, 4231, or 4236. I recognize that participating in this course involves accepting a certain amount of risk (such as risk of injury to self, others, and/or property), known or unknown at this time. I fully intend to accept those risks. I further recognize that this Release extends not only to events on school property but also to any school-related event as well as to any and all transportation to and from my school assignment.

I hereby agree to defend, release, indemnify and hold harmless Notre Dame de Namur University, its Board Members, Officers, Employees and Agents from and against all claims, liability, loss and expense, including reasonable costs, collection expenses and attorneys' fees incurred which arise out of my participation in EDU 4230, 4231, or 4236.

I understand by my signature on this document that I am waiving certain of my legal rights, and by my signature I acknowledge that it will be conclusively presumed that I intend to waive such legal rights.

By my signature, I intend to accept and acknowledge all terms and statements as set forth in this document. I recognize that I have the right prior to signing this statement to consult others, including attorneys, regarding the terms and statements set forth in this Release.

Signature _____ Printed Name _____

Address _____ City _____ Zip _____

Appendix C

Notre Dame de Namur University

School of Education and Psychology

2019-2020

Required Tasks for Admission to Fieldwork (Education Specialist Credential Program)

TASK	PLANNED SEMESTER for Fieldwork	DEADLINE submission to NDNU*	HOW TO DO	TIME REQUIRED	RESULTS TO	DATE DONE
Fingerprints		Last day of the semester you are accepted into the NDNU credential program	Fingerprint clearance is a two-part process; 1) get Live- Scan prints taken with the form pre-printed with the CTC codes at the top 2) Go to CTC's website and apply (and electronically pay for) a certificate of clearance (the fee is credited back to you when you get your credential); General Info is here: https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_0 . Specific info is here: https://www.ctc.ca.gov/docs/default-source/credentials/online-services/pdf/web-app-tips.pdf	Once you apply and pay, your clearance should be listed on the CTC site in <u>about 3 days</u> . "Search for an Educator" to check. <u>However, CTC can take several weeks to clear fingerprints.</u>	Advise Credential Analyst (Terrance Hanna) in writing (e-mail is ok) when Certificate of Clearance has been issued thanna@ndnu.edu (650) 508-3545 St. Joseph's Hall # 120	
TB test		Last day of the semester you are accepted into the NDNU credential program	Contact your personal doctor, a local clinic, or a free clinic. TB tests are good for 2 years, must be redone if yours will expire during student teaching.	Appointments can take 3-10 days to schedule; results are read 3 days after test administered. Total 6-13 days to complete.	Official (signed) copy to Credential Analyst (Terrance Hanna-contact info above) and your Placement Coordinator. Can scan and send by e-mail.	
Intent to Student Teach	Spring Fall	October 15 prior to student teaching semester April 15 prior to student teaching semester	Meet with Advisor to verify eligibility to student teach. Call or e-mail to set up an appointment.	Appointment with advisor may take a week or more to schedule.	Advisor and Placement Coordinator	
CBEST	Spring Fall	October 15 prior to student teaching semester April 15 prior to student teaching semester	Go online to CBEST, choose a test site location, find available date. Computer-based appointments may take 3-4 weeks. Paper-based tests offered 3-4 times per year only. www.ctcexams.nesinc.com	Up to 4 weeks to get appointment, 5 weeks to get results. May need additional time to retake (45 days from test date until eligible for retake)) 8-10 weeks total if passed on 1 st attempt.	Request copy to NDNU Credential Analyst (Terrance Hanna) E-mail copy of your results received online to Placement Coordinator	

CSET	Spring Fall	October 15 prior to student teaching semester April 15 prior to student teaching semester	Same as CBEST, but no paper- based tests offered www.ctcexams.nesinc.com	Up to 4 weeks to get appointment, 5 weeks to get results. If you take all 3 tests and pass first time, 8-10 weeks. Allow additional time for retakes or taking tests one at a time.	Same as CBEST	
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***If results are not turned in to the required offices by the deadlines, you must find your own student teaching placement rather than have the placement coordinators find an appropriate placement for you.**

My signature indicates that I have received and understand the information about placement deadlines.

Student Signature and date

Advisor Signature and date

Appendix D

NOTRE DAME DE NAMUR University
School of Education and Psychology
Belmont, CA

2019-2020 Education Specialist Hours of Observation in General Education

Education Specialist credential candidates who do not have a general education credential are required to observe 45 hours in the general education program, while enrolled in the Education Specialist Program. The observation is in lieu of student teaching in the general education classroom and is required by the California Commission on Teacher Credentialing to ensure that the candidates are familiar with general education curricular requirements. The 45 hours refers to a total and can be spread out over two semesters or more; however, the candidate will not be eligible for a preliminary credential until after the hours are completed and the documentation is submitted.

Student teacher/intern supervisors can assist with the process by recommending activities for observation and reflecting on the observation with the student. One example of an approved activity is the time students in several foundations courses are required to observe in reading classes, or tutor in general education classes. Even though these hours may have been completed prior to internship/student teaching, they can count as part of the 45 hours. Candidates may have to go back and get signatures from the General Education professionals who can verify the hours. Interns who are required to support their students in general classrooms can count these hours towards the 45 hours. Up to 20 hours of time spent substituting in the General Education program can be counted toward the 45 hours. Up to 20 hours of observation in general education may be done in a private school setting as long as the private school is using the State TK-12 Content Standards (Common Core Standards) and has a student population that matches the population of the local public schools in terms of demographics such as ethnic and socio-economic diversity, special needs, EL, and grade levels served. Both conditions must be met and verified before the hours will be accepted.

The observation forms must be turned in to the Seminar instructor, who will turn them in to the credentials' analyst at the end of the semester. It is up to the candidate to maintain a record of the hours to ensure that the 45 hours are met.

Hours of Observation in General Education

Tracking Sheet

Name _____ **ID** _____ **Date Submitted** _____

DATE	DESCRIBE ACTIVITY OBSERVED	HOURS	SUPERVISOR/TEACHER INITIALS

TOTAL HOURS OBSERVED: _____

Appendix E

NOTRE DAME DE NAMUR UNIVERSITY
School of Education and Psychology

2019-2020 Intern Authorization Form
FOR EDUCATION SPECIALIST CANDIDATES

This form must be SIGNED by all parties including the Placement Coordinator* and returned to the Credential Analyst before the Candidate can apply to the CTC for the Intern Credential recommended by NDNU.

Approval by Notre Dame de Namur University of any contract between a student and a hiring district will depend on guarantees, as specified below. It is understood that no intern shall replace a certificated teacher and that a representative of the local bargaining unit has agreed to the possibility of intern teachers in the district.

Name of Intern Teacher: _____

School Site: _____ **District:** _____

School Site Address: _____

School Site Phone: _____

School Site Principal: _____

Principal's phone and e-mail _____

Dates of Service: Start date _____ End date _____

Name of school or district representative who will be responsible for evaluation of the intern:

Name _____ Title _____

Phone and email _____

Memo of Understanding (MOU) Expiration Date (to be filled in by Placement Coordinator)

The on-site intern mentor (liaison) will be***:**

Name _____ Title _____

Phone and email _____

Mentor (Liaison) Credential(s) Held. _____

Mentor (Liaison) Years of Experience. _____

This person **must hold an equivalent or higher credential to the one the candidate is seeking and in the same area of emphasis (mild/moderate or moderate/severe) and have 3 years of successful experience under that credential. The intern liaison is the designated person who is responsible for on-site support and guidance to the intern on daily matters of instruction, assessment, and special education program management.

Times and place where the liaison will be available for consultation:

Intern's schedule:

<u>Type of Class/Setting</u>	<u>Time</u>	<u>Location</u>
_____	_____	_____
_____	_____	_____

Intern's Signature _____ Date _____

Mentor/Liaison's Signature _____ Date _____

Principal's Signature _____ Date _____

Placement Coordinator's Signature* _____ Date _____

*Placement Coordinator may authorize placement and application to the CTC for the intern credential via e-mail with the Credential Analyst. Date of e-mail should appear on signature line.

***Excerpt from Program Sponsor Alert 13-06: Newly Adopted Intern Support and Supervision Requirements

At the same April 2013 meeting, the Commission adopted the following policies regarding Intern Support and Supervision:

Pursuant to state statute, the supervision and support of interns is the responsibility of both the Commission-approved preparation program and the employer. Every approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and the employer.

Prior to an intern assuming daily teaching responsibilities, the employer must identify a mentor or other designated individual who meets the Commission's identified criteria (See Appendix A).

Appendix F

**Notre Dame de Namur University
School of Education and Psychology**

**Evaluation of Student/Intern Teacher
Effectiveness Form [Mild/Moderate Ed Specialist]
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester ____ 2nd 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 1st year teacher.

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

Signatures:

Candidate/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students and families including use of technology to provide support, communicate achievement expectations and student progress.	0	1	2	3
Understand important concepts about the learners and use to design instructional activities that provide developmentally appropriate educational experiences.	0	1	2	3
Connect subject matter to real-life contexts and provide active learning experiences that engage and support student interest and motivation to extend their learning.	0	1	2	3
Use a variety of developmentally appropriate strategies and resources to support access to the curriculum for a wide range of learners in the general education classroom and environment	0	1	2	3
<ul style="list-style-type: none"> • Assistive technology 	0	1	2	3
<ul style="list-style-type: none"> • Principle of Universal Design of Learning (UDL) 	0	1	2	3
<ul style="list-style-type: none"> • Multi-Tiered Systems of Supports (MTSS) 	0	1	2	3
Promote students' critical and creative thinking and analysis through opportunities for inquiry and problem solving, responding to/framing meaningful questions, and reflection.	0	1	2	3
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including SDAIE and demonstrate an understanding of the difference among students whose only instruction need is to acquire Standard English proficiency.	0	1	2	3
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	0	1	2	3
Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
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
Creating learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity and multiple perspectives and 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
Establish and maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks, to promote access for all students to the curriculum including the full range of English learners, students with disabilities and students with other learning needs in the least restrictive environment.	0	1	2	3
Use knowledge about students and learning goals to plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s)	0	1	2	3
Use knowledge about students and learning goals to organize the curriculum and make accommodations and/or modifications to facilitate student understanding of subject matter and promote student access to the curriculum	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
Plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge, both individually and in consultation/Collaboration with other educators and members of the larger school community.	0	1	2	3
Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to engage/support students and facilitate equitable access to the curriculum and promote digital citizenship.	0	1	2	3

Additional Comments:

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students (TPE 4)				
Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Gather and apply pertinent information of students' academic and cultural background, developmental learning needs and interests for both short-term and long-term instructional planning purposes.	0	1	2	3
Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills across the curriculum, as applicable to the subject area of instruction.	0	1	2	3
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.				
Apply knowledge of child development and principles of UDL and MTSS to select 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
Use of developmentally, linguistically, and culturally appropriate learning activities to make appropriate accommodations and/or modifications for students with disabilities in the general education classroom	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)	0	1	2	3
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
Make appropriate use of instructional technologies, including assistive technology, to create new content and provide personalized, 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

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
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

Additional Comments:

CSTP 6: Developing as a Professional Educator (TPE 6)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Reflect on their 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 may 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

Additional Comments:

Education Specialist Preliminary Credential Standards				
MILD/MODERATE DISABILITIES	Not Observed	Beginning	Emerging	Applying
M/M Standard 1: Characteristics of Students with M/M Disabilities				
<ul style="list-style-type: none"> Candidate can identify the characteristics of students with mild/moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disability, other health impairment, traumatic brain injury, emotional disturbances, and autism spectrum disorders, and to determine the implications of these characteristics for service delivery. 	0	1	2	3
M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities				
<ul style="list-style-type: none"> Candidate has the knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. 	0	1	2	3
<ul style="list-style-type: none"> Candidate makes appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, assessments and processes that are standards-based, curriculum based and appropriate to the diverse needs of individual students. 	0	1	2	3
<ul style="list-style-type: none"> Candidate utilizes these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor student's progress. 	0	1	2	3
<ul style="list-style-type: none"> Candidate demonstrates the ability to plan for and participates in state-mandated accountability measures. 	0	1	2	3
M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction				
<ul style="list-style-type: none"> Candidate selects curricula and uses evidence-based instructional strategies that meet the diverse learning characteristics of students with mil/moderate disabilities across an array of environments and activities. 	0	1	2	3
<ul style="list-style-type: none"> Candidate utilizes standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum and are implemented and adjusted systematically to promote maximum learning and academic achievement. 	0	1	2	3
<ul style="list-style-type: none"> Candidate has a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. 	0	1	2	3
<ul style="list-style-type: none"> Candidate creates instructional and behavior support partnerships with parents/families 	0	1	2	3
M/M Standard 4: Positive Behavior Support				

<ul style="list-style-type: none"> • Candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of others. 	0	1	2	3
<ul style="list-style-type: none"> • Candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments and participate in manifestation determination hearings. 	0	1	2	3
<ul style="list-style-type: none"> • Candidate participates effectively in school wide behavior support processes. 	0	1	2	3
M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities				
<ul style="list-style-type: none"> • Candidate has a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access the general education curriculum across settings. 	0	1	2	3
<ul style="list-style-type: none"> • Candidate knows how mild/moderate disabilities impact students learning in these areas and knows how to insure that evidence –based methods for teaching, developmental, reading and subject specific reading skills to students with mild/moderate disabilities are used. 	0	1	2	3
<ul style="list-style-type: none"> • Candidate knows and is able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications, and problem-solving methods and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas. 	0	1	2	3
M/M Standard 6: Case Management				
<ul style="list-style-type: none"> • Candidate demonstrates proficiency in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services. 	0	1	2	3

Additional Comments

Appendix F

**Notre Dame de Namur University
School of Education and Psychology**

**Evaluation of Student/Intern Teacher
Effectiveness Form [Moderate/Severe Ed Specialist]
By Master Teacher/Intern Liaison**

Student Name _____ 1st Semester ____ 2nd 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 1st year teacher.

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

Signatures:

Candidate/Intern

Master Teacher/Intern Liaison

NDNU Supervisor

Date

CSTP 1: Engaging and Supporting All Students in Learning (TPE 1)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of students to engage them in learning	0	1	2	3
Maintain ongoing communication with students and families including use of technology to provide support, communicate achievement expectations and student progress.	0	1	2	3
Understand important concepts about the learners and use to design instructional activities that provide developmentally appropriate educational experiences.	0	1	2	3
Connect subject matter to real-life contexts and provide active learning experiences that engage and support student interest and motivation to extend their learning.	0	1	2	3
Use a variety of developmentally appropriate strategies and resources to support access to the curriculum for a wide range of learners in the general education classroom and environment	0	1	2	3
<ul style="list-style-type: none"> • Assistive technology 	0	1	2	3
<ul style="list-style-type: none"> • Principle of Universal Design of Learning (UDL) 	0	1	2	3
<ul style="list-style-type: none"> • Multi-Tiered Systems of Supports (MTSS) 	0	1	2	3
Promote students' critical and creative thinking and analysis through opportunities for inquiry and problem solving, responding to/framing meaningful questions, and reflection.	0	1	2	3
Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches including SDAIE and demonstrate an understanding of the difference among students whose only instruction need is to acquire Standard English proficiency.	0	1	2	3
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.	0	1	2	3
Monitor student learning and adjust instruction while teaching so students continue to be actively engaged in learning.	0	1	2	3

Additional Comments:

CSTP 2: Creating and Maintaining Effective Environments for Student Learning (TPE 2)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
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
Creating learning environments that promote productive student learning, encourage positive interactions among students, encourage positive interactions, reflect diversity and multiple perspectives and 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
Establish and maintain clear expectations for positive classroom behavior, student-to-student interactions, teacher-to-teacher interactions by communicating routines, procedures, and norms to students and families.	0	1	2	3

Additional Comments:

CSTP 3: Understanding and Organizing Subject Matter for Student Learning (TPE 3)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks, to promote access for all students to the curriculum including the full range of English learners, students with disabilities and students with other learning needs in the least restrictive environment.	0	1	2	3
Use knowledge about students and learning goals to plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s)	0	1	2	3
Use knowledge about students and learning goals to organize the curriculum and make accommodations and/or modifications to facilitate student understanding of subject matter and promote student access to the curriculum	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
Plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge, both individually and in consultation/Collaboration with other educators and members of the larger school community.	0	1	2	3
Use and adapt resources, standards-aligned instructional materials, and a range of technology including assistive technology, to engage/support students and facilitate equitable access to the curriculum and promote digital citizenship.	0	1	2	3

Additional Comments:

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

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Gather and apply pertinent information of students’ academic and cultural background, developmental learning needs and interests for both short-term and long-term instructional planning purposes.	0	1	2	3
Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills across the curriculum, as applicable to the subject area of instruction.	0	1	2	3
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.				
Apply knowledge of child development and principles of UDL and MTSS to select 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
Use of developmentally, linguistically, and culturally appropriate learning activities to make appropriate accommodations and/or modifications for students with disabilities in the general education classroom	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)	0	1	2	3
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
Make appropriate use of instructional technologies, including assistive technology, to create new content and provide personalized, 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

Additional Comments:

CSTP 5: Assessing Student Learning (TPE 5)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments, including use of scoring rubrics.	0	1	2	3
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

Additional Comments:

CSTP 6: Developing as a Professional Educator (TPE 6)

Teaching Performance Expectations	Not Observed	Beginning	Emerging	Applying
Beginning teachers:				
Reflect on their 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 may 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

Additional Comments:

Education Specialist Preliminary Credential Standards

MODERATE/SEVERE DISABILITIES	Not Observed	Beginning	Emerging	Applying
M/S Standard 1: Characteristics of Students with M/S Disabilities				
<ul style="list-style-type: none"> Candidate demonstrates the knowledge of disability characteristics and the educational and psychosocial implications of these characteristics for students identified with moderate / severe intellectual disability, physical impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders while determinint 	0	1	2	3
M/S Standard 2: Communication Skills				
<ul style="list-style-type: none"> Candidate demonstrates the ability to assess students' verbal and non-verbal communication skills. 	0	1	2	3
<ul style="list-style-type: none"> Candidate utilizes assessment data to 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge. 	0	1	2	3
M/S Standard 3: Developing Social Interaction Skills and Facilitating Social Context				
<ul style="list-style-type: none"> Candidate collaborates with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings. 	0	1	2	3
M/S Standard 4: Assessment, Program Planning and Instruction				
<ul style="list-style-type: none"> Candidates demonstrates the ability to utilize person-centered/family-centered planning and strengths-based, functional/ecological assessment across classroom and non-classroom contexts 	0	1	2	3
<ul style="list-style-type: none"> Candidate develops and implements systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. 	0	1	2	3
M/S Standard 5: Movement, Mobility, Sensory and Specialized Health Care				
<ul style="list-style-type: none"> Candidate demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. 	0	1	2	3

<ul style="list-style-type: none"> The candidate uses appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment. 	0	1	2	3
M/S Standard 6: Positive Behavioral Support				
<ul style="list-style-type: none"> Candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. 	0	1	2	3
<ul style="list-style-type: none"> Candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. 	0	1	2	3
<ul style="list-style-type: none"> Candidate is able to participate effectively in school wide behavior support processes. 	0	1	2	3
M/S Standard 7: Transition & Transitional Planning				
<ul style="list-style-type: none"> Candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood. 	0	1	2	3
M/S Standard 8: Augmentative & Alternative Communication				
<ul style="list-style-type: none"> Candidate demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including physical disabilities, other health impairments, deaf/blind and multiple disabilities. 	0	1	2	3
<ul style="list-style-type: none"> Candidate demonstrates knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities 	0	1	2	3

Additional Comments:

Appendix G

Notre Dame de Namur University
School of Education and Psychology

Attendance Policy

Attendance and punctuality at seminar are essential. Since this course meets requirements for a California legislated credential **attendance is mandatory**. *Absences should be for major illness or family emergencies ONLY. Three (3) tardies of 20 minutes will be considered an absence.* Attendance will be taken. In this X-unit course you can miss X hours and still receive a passing grade. All missed time must be made up. If you must be absent or late PLEASE notify the seminar instructor.

Insert units and time that can be missed from below:

Amount of time missed based on units/seat time (1 unit = 15 hours)

1 unit course = 2 hours

2 unit course = 4 hours

3 unit course = 6 hours

4 unit course = 8 hours

Statement for students who are school employees

Candidates who are full-time employees may be absent for calendared school/district functions which they are required to attend as part of their job. Candidates need to notify the course instructor 2 weeks prior to the function to arrange for this absence.

Appendix H

NOTRE DAME DE NAMUR UNIVERSITY SCHOOL OF EDUCATION & PSYCHOLOGY

Name:

Date:

Class/Period:

2019-2020 TEACHER OBSERVATION

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

Instructional Presentation (engagement of learners): (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: (working structures or routines that support respect and engaged behaviors, time management)

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

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

Recommendations:

Supervisor Signature: _____

Student Signature: _____

Appendix I

NOTRE DAME DE NAMUR UNIVERISTY
School of Education and Psychology

2019-2020 SUPERVISOR'S SUMMARY EVALUATION

Of Student Teaching or Internship Experience

Name: _____ Date: _____

School: _____ District: _____

Student Teacher or Intern Credential: M/M or M/S Fieldwork Semester: 1 or 2

Master Teacher or Mentor: _____

Supervisor's summary comments regarding the credential candidate:

XXX is showing evidence of the knowledge, skills and abilities established in the Teaching Performance Expectations, however more is needed to become a successful 1st year teacher/intern.

XXXX has shown sufficient evidence of knowledge, skills and abilities established in the Teaching Performance Expectations; and is ready to assume the role of a 1st year teacher/intern.

Recommended final semester grade for student teaching/internship: _____

Supervisor's Name (print)

Supervisor's Signature

Appendix J

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

2019-2020 MIDTERM PROGRESS REPORT

To be shared with Seminar Instructor and Master Teacher/Mentor

Student Teacher/Intern: _____ **Fieldwork Semester:** 1 or 2

School/Assignment _____ **Credential:** M/M or M/S

Master Teacher/Liaison: _____

University Supervisor: _____

COMMENTS from University Supervisor:

_____ Student Teacher/Intern is making adequate progress. Continued acceptable performance is critical to passing seminar class and receiving credit for the semester. Please refer to Growth Plan and TPE document.

_____ Student Teacher/Intern needs to demonstrate improvements in the following areas in order to receive a passing grade at the end of the semester. Please refer to Growth Plan and TPE documents for specifics. The following are the most critical areas of concern, but not necessarily the only areas to be addressed. Please acknowledge receipt of this progress report by signing below and returning to your NDNU Supervisor.

- _____
- _____
- _____

Recommended midterm grade for Fieldwork: _____

Signature of Supervisor/Date _____

Signature of Student Teacher/Intern/Date _____
(when required)

Appendix L
Notre Dame de Namur University
School of Education and Psychology

2019-2020 NDNU Education Specialist Growth Plan Based on TPE/PBC Conference

Candidate's Name _____ Intern or Student Teacher Date: _____

Credential: M/M or M/S Mid-Term or End of Term Semester of Fieldwork: 1 or 2

Site Supervisor, if applicable: _____ Mentor or Master Teacher: _____

NDNU Supervisor: _____ Site & Program: _____

Areas still requiring observation (optional):

TPE:

TPE:

TPE:

Pick the most important areas for the intern or student teacher to work on and write a goal (two to four goals are recommended).

1. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

2. Area of Mastery: TPE# _____ Or Ed Specialist Credential Standard: _____

Current Rating # _____

Goal for Mastery:

Action to be taken:

Candidate's Signature _____

Appendix M (1)

**Notre Dame de Namur University
School of Education and Psychology
2019-2020 Lesson Plan Form (Mild/Moderate Disability)**

Teacher: _____ **Subject** _____

Central Focus: _____ **Grade Level:** _____ **Date:** _____

Identify Credential Program (circle one) **Mild/Moderate** **Moderate/Severe**

Identify State Adopted Academic Content Standard(s) and/or Common Core State Standards and/or Next Generation Science Standards:

Connections to prior knowledge/prior learning (leading up to this lesson and connect to students' lived experiences):

Learning Outcomes What knowledge and skills will the students acquire?
The students will be able to:

Instructor Goals (connections to CSTPs and real-world examples):

Accommodations/Modifications (for IEP/504 students; tying of processing disorders to accommodations used in lesson, specific planned strategies, forms of support for varied needs reflected in IEP's):

Differentiation (for all students, e.g. # of languages other than English spoken, learning modalities addressed, technology addressed, etc.):

Lesson Delivery:

Introduction (set/hook)-connection of content to previous learning (connect to the learning outcomes)

Instruction (including guided practice)

Assessments (e.g. diagnostic/formative/summative, formal/informal)

Closure (Final check for understanding of objectives)

Academic Language: *How will the students use the language necessary for the subject during the lesson?*

a. Identify Language Demandsⁱ:

b. Identify Key Genresⁱⁱ:

c. Rationale for Instructional Strategiesⁱⁱⁱ:

Reflection (verbally debrief with supervisor, insert notes):

- a. What is working? What is not? For whom? Why? (Consider both content and academic language development.)
- b. How does this reflection inform what you plan to do in the next lesson?
- c. What theories support your unit?
- d. Why have you chosen these goals, concepts, assessments, and topics for your unit?

¹ Language demands might include: translating words or sentences into symbols or symbols into words and sentences; quickly decoding symbols into their abstract meanings; distinguishing between content/academic/everyday uses of words (e.g., balance, product, irrational, factor, simplify, function); using technical language to explain intuitive understandings; using complex sentences to express conjectures; using precise language to explain concepts or reasoning. Language demands include reading, writing, speaking, and listening. All students will have strengths and weaknesses in various areas of language.

¹ Key genres might include: in math, *interpreting* or *representing* mathematical meanings represented symbolically; in ELA *summarizing* the plot of a story; in HSS, *exposition*: positions that need justifying with evidence; in science, *describing* observations of an experiment.

¹ Articulate why instructional strategies chosen are likely to support aspects of students' language development.

Appendix M (2)

**2019-2020 Systematic Instruction Plan
(Lesson Plan Form for Moderate/Severe Disabilities)
Notre Dame de Namur University
School of Education and Psychology**

Student: _____

Date Plan Started: _____

Target Skill: _____

Subject Area: _____

State Adopted Academic Content Standard(s) and/or Common Core State Standards

Alternate Achievement Standard:

Student objective:

Format

Prerequisite Skills:

Materials:

Setting and Schedule for Instruction:

Task Direction:

Number of Trials:

Instructional Procedure

PROMPTING

Specific Prompt or Prompts to Be Used (list in sequence)

1. _____

2. _____

3. _____

4. _____

Type of Prompt System (check which applies)

___ *None (simultaneous prompting)*

___ *Time Delay: Constant* ___ *Progressive* ___

___ *Least to Most Prompts (System of Least Prompts)*

___ *Most to Least Intrusive Prompts*

___ *Graduated Guidance*

___ *Stimulus fading and shaping*

___ *Chaining* ___ *Backward* OR ___ *Forward*

Fading Schedules: _____

FEEDBACK (reinforcement)

Correct Responses _____

Praise: _____

Fading Schedule for Praise _____

Error Correction _____

ASSESSMENT: (Attach data sheet) _____

Generalization and Maintenance Plan:

Appendix O

NOTRE DAME DE NAMUR UNIVERSITY School of Education and Psychology

2019-2020 ACADEMIC HONESTY

Academic relationships should be governed by a sense of trust and readiness to give credit to the work of others where such credit is due. Any student who commits, aids, or attempts to commit academic misconduct shall be subject to disciplinary action. Academic misconduct includes but is not limited to:

1. Plagiarism: The inclusion of someone else's product, words, ideas, or data as one's own work. Examples of plagiarism include the taking of any portion of a document, article, or book and representing it as one's own work; the lifting of a well-phrased sentence(s) and including such sentence(s) without crediting the author; including another person's ideas as an example of one's own work. Plagiarism includes using unpublished work as well as published sources; using another's term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.
2. Cheating: Using unauthorized materials in an examination; looking at another student's test paper to copy answers; supplying questions or answers from an examination to be given or in progress; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources forbidden by a faculty member.
3. Fabrication: Submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.
4. Misusing computer software: Notre Dame de Namur University is the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the University or any University community member, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.
5. Reading, duplicating, copying, removing, or any other unauthorized or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of the University.
6. Forging or any other unauthorized alteration of a document, record, identification, or any property maintained by any individual(s) or department(s) of the University.
7. Academic Misconduct: Other acts of dishonesty occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of an unadministered exam or any information about the exam.

Please refer to the Student Handbook for further information

