

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Notre Dame de Namur University

## Professional Services Division May 2018

### Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Notre Dame de Namur University. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

### Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice		X	
4) Continuous Improvement	X		
5) Program Impact	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple/Single Subject	6	4	2	
Preliminary Education Specialist	16	15	1	
Mild/Moderate Disabilities	6	6		
Moderate/Severe Disabilities	8	6	1	1
Preliminary Administrative Services	9	9		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team

- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Notre Dame de Namur University

**Dates of Visit:** April 8-11, 2018

**2017-18 Accreditation**

**Team Recommendation:** Accreditation with Stipulations

Previous History of Accreditation Status	
<u>3/22/2010</u>	<u>Accreditation</u>
<u>3/15/2009</u>	<u>Accreditation with Stipulations</u>

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were **met** for the Preliminary Multiple and Single Subject credential programs except for Standards 2 and 3 which were **met with concerns**.

All program standards were **met** for the Preliminary Education Specialist Mild/Moderate.

*All program standards were **met** for the Preliminary Moderate Severe credential program except for Program Design Standard 5 and Standard 4 which were **met with concerns** and Standard 8 which was **not met**.*

All program standards were **met** for the Preliminary Administrative Services credential program.

Common Standards

Common Standards 1, 2, 4, and 5 were **met**. Common Standard 3: Course of Study, Fieldwork, and Clinical Practice was **met with concerns**.



### Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, and district-employed supervisors. Given the above findings on common standards and program standards, the review team recommends an accreditation status of **Accreditation with Stipulations**.

Below are the recommended stipulations. That within one year, the institution will submit written documentation to the Commission documenting the following:

1. That the institution provide evidence that site-based supervisors are required to be trained and oriented to their supervisory role in a systematic manner.
2. That the Preliminary MS/SS teaching credential programs provide evidence that candidates are able to demonstrate their knowledge of digital literacies and the use of learning technologies as specified in the Teaching Performance Expectations (TPEs) 3, 4, and 5.
3. That the Education Specialist Moderate/Severe credential program provide evidence that candidates acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization.
4. That the Education Specialist: Moderate/Severe credential program provide evidence that candidates demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind, and multiple disabilities.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

#### Multiple Subject

Preliminary Multiple Subject

Multiple Subject Intern

#### Single Subject

Preliminary Single Subject

Single Subject Intern

#### Education Specialist Credentials

Prelim Mild/Moderate Disabilities

Mild/Moderate Disabilities Intern

Prelim Moderate/Severe Disabilities

Moderate/Severe Disabilities Intern

#### Administrative Services

Preliminary

Further, staff recommends that:

- The institutions response to the preconditions be accepted.
- Notre Dame de Namur University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Notre Dame de Namur University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **Accreditation Team**

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### Documents Reviewed

University Catalog	RICA Data
Course Syllabi	PACT Data
Course of Study	TPE Data
Program Assessments	Survey Data
Program Summaries	Faculty Vitae
Multiple Subject Handbook	Course Syllabi
Single Subject Handbook	Department Meeting Summaries
Education Specialist Handbook	Preconditions
Administrative Services Handbook	District MOUs
Overview of Assessments	Candidate Completer Checklists
Common Standards Feedback	Operating Budget
Common Standards Addendum	

### Interviews Conducted

Stakeholders	TOTAL
Candidates	123
Completers	24
Employers	14
Institutional Administration	7
Program Coordinators	9
Faculty	5
Adjunct Faculty	29
TPA Coordinator	2
Advisors	7
Field Supervisors – Program	24
Field Supervisors – District	11
Credential Analysts and Staff	2
Advisory Council Members	1
Community Partners	5
Trustee	1
<b>TOTAL</b>	<b>264</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background Information

Founded more than 160 years ago in 1851, Notre Dame de Namur University (NDNU) is the third oldest college in California and the first authorized to grant a baccalaureate degree to women. NDNU is a Catholic, not-for-profit, coeducational university, located in Belmont, California on the San Francisco Peninsula in Silicon Valley. The university serves more than 1,600 students from 29 states and 27 different countries. Approximately two-thirds of NDNU students self-identify as students of color with about one-third of the student body self-identifying as Hispanic.

NDNU provides professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. The university offers degrees through a variety of formats, including a traditional undergraduate curriculum;

afternoon, evening, and weekend programs for working adults; and online and hybrid programs. The university offers undergraduate, master's, doctoral, and credential programs. For over 60 years, NDNu has offered preparation for teachers and administrators through its School of Education and Psychology (SEP).

**Education Unit**

The SEP consists of three departments: Education, Clinical Psychology, and Art Therapy. The Education Department currently offers the following preliminary credential programs: Multiple Subject, Single Subject, Education Specialist (Mild/Moderate and Moderate/Severe), and Preliminary Administrative Services. The teaching credential programs are offered through both a traditional and intern pathway. Candidates have the option to combine their credential coursework with either a Master of Arts (MA) in Education, MA in Special Education, or an MA in School Administration.

Credential programs are offered at two campuses - the Belmont main campus and the Tracy satellite campus. The Multiple and Single Subject credential programs are offered at both campuses. The Belmont campus admits all education candidates in the fall and spring semesters and during both summer sessions. The Tracy campus admits candidates each fall in a cohort model. Fall 2017 was the first cohort to begin at the Tracy campus. Currently, the Education Specialist credential is only offered on the Belmont campus. The program is currently recruiting for an Education Specialist credential cohort program at the Tracy campus to begin in May 2018. The Administrative Services credential is only offered at the Belmont campus.

The Education Department has four full-time tenured or tenure track faculty and two full-time non-tenure track faculty. The department has a pool of 50 part-time faculty with master's degrees (at a minimum) who supervise and/or teach across the programs. Each of the three credential programs has a part-time placement coordinator who also serve as faculty within the associated program. The department has a full-time credential analyst and an executive assistant to the dean of the School of Education and Psychology.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Multiple Subject	34	67
Single Subject	41	62
Education Specialist	25	46
Administrative Services	3	18

## **The Visit**

Generally, the visit proceeded in accordance with normal accreditation protocols. However, one common standards reviewer had to cancel due to illness but was able to be replaced. One program sampling reviewer joined the team later in the process but was able to complete her review prior to the visit. The interview schedule had to be adjusted due to spring break for several of the partnering school districts but a series of individual phone interviews was able to be arranged such that the team lead and others were able to work into their schedules to cover all required interviews.

An additional complexity existed with respect to the Administrative Services program. The program review documents were not submitted by the institution during the normally scheduled timeframe back in December 2016. The documents needed for program review were posted on the NDNU website in the weeks leading up to the visit. The program sampling team member was able to review all program documents and complete the site visit interviews during the visit in order to reach a finding. Additionally, the institution did not receive their complete Common Standards review feedback until one month prior to the site visit leading to a delay in the institution completing the addendum. However, all Common Standards documents were able to be reviewed prior to and during the site visit in order to reach a finding.

**Program Reports**  
**Preliminary Multiple and Single Subject**  
**Teaching Credential Programs with Intern**

**Program Design**

Notre Dame de Namur University (NDNU) is an academic community committed to improving social justice, building knowledge and skills in the context of collaborative community, and developing the whole person through reflection, transformation and professional development. In keeping with the University's mission, the Preliminary Multiple and Single Subject Credential Programs (MS/SS Programs) are offered both on the main campus and the Tracy campus, the latter of which started enrolling MS/SS candidates in the 2017 fall semester. The MS/SS programs are designed as concurrent programs in which coursework and clinical practice are undertaken simultaneously after building knowledge and skills in a foundational block of coursework. The MS/SS programs are grounded in three core competencies: foundations of education in society; curriculum and pedagogy; and reflection and professional development. These competencies reflect and expand NDNU's mission to promote justice and peace in the world and to develop the whole person. Interviews with faculty, candidates, and field supervisors verified the mission is linked and distinguishable in curricula, clinical placements, and performance expectations.

The MS/SS programs are housed in the SEP. There is a dean that leads the Education Department which consists of faculty, program directors for each credential offered, placement coordinators for each program, and a credential analyst. Stakeholder input is gathered through regular departmental meetings and program specific meetings to influence and introduce academic program improvement. Directors and placement coordinators meet regularly with university supervisors to discuss department updates, disseminate information, and monitor candidate progress.

These candidates must also complete the MS/SS program foundational courses and curriculum courses to continue in the program. The program design consists of a foundational experience in educational research and pedagogy and a two-semester student teaching experience that incorporates state-adopted academic content standards and the common core standards while students participate in simultaneous classroom experiences. While interviews with program coordinators, faculty, supervisors, master teachers, and candidates in MS/SS programs verified the candidates are well-prepared to recognize and adapt learning for students in the classroom, there was limited evidence to confirm the required opportunities for candidates to learn, apply, and reflect on digital literacy and the use of learning technologies as required in the TPEs.

The program ensures that all requirements for the intern credential are met prior to the credential being issued.

NDNU reported that the following transition activities have been implemented to the program design over the past two years:

- Revised Single Subject teaching and pedagogy course to offer a more focused approach for single subject candidates.
- Single subject student teaching requirement was revised to meet the required 600 hours.
- Induction transition plan is being developed for candidates in their final semester.
- Course was developed to provide support for those serving on Provisional Internship Permit (PIP)/Short-Term Staff Permit (STSP) which was then required for all interns.
- Transition to new CalTPA is planned and underway for fall 2018 implementation.

### **Course of Study (Curriculum and Field Experience)**

NDNU candidates must successfully complete a series of foundational courses as part of their credential program. During these courses, candidates are initially introduced to the theoretical foundations of teaching and learning. The coursework includes an introduction to psychological, sociological, and multicultural aspects of understanding the learning environment as well as the needs of special, gifted, and English learners. The foundational block includes the following courses: Psychological Foundations, Sociological and Multicultural Foundations, Foundations for English Language Learners, Health, and Technology for Education and Assessment. Once candidates complete this phase, they build on this foundational learning with a pedagogical-focused student teaching phase that requires candidates to complete a clinical practice in a public-school classroom with a district-employed master teacher and is overseen by a university supervisor. This experience is combined with methodology courses in reading, language arts, science, social science, and math for multiple subject students and teaching, pedagogy, secondary curriculum, language, and literacy in the specific content area for single subject candidates. There are times when candidates have been hired as teacher of record on PIPs and STSPs. To provide support for these candidates, the program created a 1-unit course that provides basic support. This course was then incorporated into the intern program and required for intern candidates. Intern interviews verified their understanding of the application of the theory and effective practices taught through the MS/SS program course of study.

Prior to student teaching, candidates are required to complete 40 hours of field experience working with K-12 students. Candidates typically complete this requirement prior to being admitted to the program. During the student teaching experience, candidates must achieve a minimum of 600 hours of supervised clinical practice in multiple experiences giving them opportunity to observe and instruct students in various K-12 settings. Candidates complete two placements with different grades levels and different school standings. The placement sites are from the pool of surrounding districts that have MOU's with the university. The districts represent the student demographic of most urban schools in the surrounding local area. Candidates are assigned to a university supervisor and a district master teacher who meet the defined selection criteria. While the university supervisors provide information for the master teacher regarding the expectations and responsibility for supporting and assessing the candidate, interviews with district-employed master teachers indicated that this practice was inconsistent. There was also insufficient evidence that the required formal training for master teachers in supervision and instructional practices is being provided.

Supervisors and master teachers conduct regular evaluation and observation during the student teaching experience. The candidates are observed a minimum of six times through each experience. District master teachers, university supervisors, and candidates meet regularly to develop goals and objectives toward mastery of learning outcomes during the student teaching experience. University supervisors reported communication expectations are conducted through meetings, emails, handbooks, and forms. District master teachers reported inconsistent communication regarding expectations of roles and responsibilities and insufficient orientation opportunities to learn about program requirements and effective supervision approaches.

NDNU teacher candidates are required to attend a Student Teaching Seminar during their clinical practice. Candidates participate in several professional development activities, and they receive information and support for the completion of the Performance Assessment for California Teachers (PACT). It should be noted that NDNU students will be transitioning to the CalTPA in the 2018 fall semester.

MS/SS interns participate in similar coursework and professional development activities to support the completion of program requirements. During interviews, interns cited they were scaffolding with district support and university supervision.

### **Assessment of Candidates**

During the program, candidates perform multiple assessments that allow faculty to verify that each candidate has met program learning outcomes and required Teaching Performance Expectations (TPEs) with the exception of opportunities for candidates to learn and apply digital literacy. The assessments include embedded signature assignments linked to course requirements, observations, supervisor evaluations of student/intern teaching experience, master teacher evaluation, standardized testing (i.e. RICA), and performance assessment (currently PACT transitioning to CalTPA). These various measures are used to provide formative and summative feedback for the candidate's development as a teaching professional. Interviews with students, faculty, and supervisors indicated that feedback is an essential part of the program, and that it is provided in an effective and consistent manner.

PACT data is collected, uploaded, scored, and archived on TaskStream. Plans, systems and resources are in place to support the student through this process. Students needing remediation are supported to ensure that they complete the PACT successfully. In addition to the collection of this data, program directors, faculty, and fieldwork coordinators meet annually to review the assessment data to recommend and implement program improvements. The program directors and the TPA coordinator indicated through the interviews that there is a plan for the transition from PACT to CalTPA in fall 2018. Faculty, supervisors, and department leadership will be meeting through workshops to prepare for the implementation of this new assessment process.

### **Findings on Standards**

After review of the supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Preliminary Multiple Subject and Single Subject programs except for the following:

**Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations Met with Concerns**

In the Preliminary Multiple Subject and Single Subject credential programs, the team was unable to confirm that the organized coursework and clinical practice provide sufficient opportunities for candidates to learn, apply, and reflect on digital literacy and the use of learning technologies as required in TPEs 3, 4, and 5.

**Standard 3: Criteria for the Selection of District-Employed Supervisors – Met with Concerns**

In the Preliminary Multiple Subject and Single Subject credential programs, the team found inconsistent evidence that district-employed supervisors understand their roles in supervising candidates and found no evidence that the supervisors complete the 10 hours of training required by the standard.

**Preliminary Education Specialist Mild/Moderate with Intern  
Preliminary Education Specialist Moderate/Severe Credential Programs with Intern**

**Program Design**

The Education Specialist credential programs are housed in the SEP. There is one full-time non-tenure track faculty member who also serves as the program director. The program pulls from the department pool of 50 part-time faculty, each holding at least a master's degree, for supervision and instructional needs. The program benefits from a full-time credential analyst and the executive assistant to the dean of the School of Education and Psychology. All full-time education faculty meet once monthly to discuss the academic programs and oversee program functions. The program director meets with the program placement coordinators and program supervisors monthly, to discuss candidate progress and other program related business.

As with each of the Education Department programs, the special education program begins with the foundational courses in which all education program candidates enroll, regardless of whether they are Multiple Subject, Single Subject or Education Specialist candidates. Together, candidates complete the series of foundational courses that provide a basis in research and pedagogy along with community engagement experiences with school-aged students in tutorial and classroom settings. These experiences are in addition to courses that are specific to each credential.

### **Course of Study (Curriculum and Field Experience)**

As mentioned previously, the course of study begins with the four foundational courses completed by all education credential candidates. Following the foundation courses, five education specialist specific courses are completed, as are four additional courses of content specific coursework for multiple subject and education specialist candidates. Supervised clinical practice occurs across two semesters. If extended supervision is needed, it is provided in a 1-unit class. Supervision is also provided for any candidate who may hold a teaching position prior to internship preconditions being met.

The classes required for Education Specialist credential candidates are: Special Education Program Management, Clinical Assessment, Technology in Special Education, Counseling in Special Education, Curriculum and Instruction Adaptations: Mild/Moderate or Moderate/Severe.

Candidates are assigned to an appropriate classroom setting, depending on their program (Mild/Moderate or Moderate/Severe) and grade level in the first semester of fieldwork (student teaching). As candidates move through the program, student/intern teaching, along with supporting coursework, provide a focused experience in the classroom. During their two semesters of student/intern teaching, candidates attend weekly seminars and work with their master teacher or intern support provider and university supervisor to demonstrate their competences in specific areas, including TPEs, IEPs, lesson plan development, and classroom management.

NDNU Education Department policy has always been that candidates were required to take one semester of student teaching under a master teacher. At the completion of the first semester, candidates could then, based on faculty evaluation of their experience and readiness, complete the second semester of student teaching or as an intern complete the fieldwork requirement. The teacher shortage, especially in Special Education in the Bay Area resulted in some districts in the area hiring individuals who held a bachelor's degree, met the Basic Skills requirement, and all other associated requirements as a full-time teacher of record under one of two teaching permits: a Provisional Intern Permit (PIP) or Short Term Staff Permit (STSP). This resulted in a number of individuals being admitted to the program who were already teaching as a full-time teacher of record.

Before candidates may accept an intern position, the placement director must approve the school and district based on: 1) whether an MOU between NDNU and the district is in place; 2) there are English learner students with whom the 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.

Due to the teacher shortage, an increasingly large proportion of Education Specialist candidates are paid interns or serving on a PIP or STSP who are therefore in the same placement for both semesters of student teaching as the teacher of record. NDNU Education Department works with

districts to provide opportunities for these candidates to have experiences at multiple grade levels and to ensure they have experience with diverse student populations. This includes providing pay for substitute teachers for release days, using district/school vacations and breaks which often differ from district to district, as well as programs that extend into the summer months, to provide the candidate opportunities to engage in programs at other districts/schools.

### **Assessment of Candidates**

During the program, candidates perform a wide variety of assessments that allow faculty to verify that each candidate has met program and CTC requirements. Assessments completed during the program include:

- Embedded signature assignments in each course
- Monthly check-in with supervisors during student/intern teaching regarding individual candidates' progress
- Midterm and final master teacher and supervisor evaluation (during student teaching one and two)
- Midterm and final supervisor and intern teacher evaluation (during intern teaching one and two)
- Reading Instruction Competence Assessment (RICA)
- University supervisor observations (6 minimum during each semester of student teaching/intern/PIP/STSP)
- Professional development checklist (during student teaching one and two)

The evaluation of candidates' growth is an ongoing process in both the courses completed and two university supervised clinical practice student/intern teaching experiences. Two 300-hour fieldwork courses are required to be successfully completed by each credential candidate in either a student teaching or intern teaching model. The student teaching clinical practice is facilitated by a special education placement coordinator and monitored by a university supervisor and school-based master teacher. In addition to the formal university supervised observations, candidates are rated by their master teacher or intern liaison two times in the 1<sup>st</sup> semester and two times in the 2<sup>nd</sup> semester across the California Standards for the Teaching Profession (CSTP).

Candidates are also evaluated on professional behaviors by their mentor or master teacher, their supervisor, and they also complete a self-evaluation. The professional behaviors document addresses a candidate's ability to communicate, professional dispositions and behaviors, and demonstration of reflective behaviors.







While the university is working through a two-million-dollar shortfall due to low enrollment, the SEP has not had any reduction in budget over the last few years. The Dean reported that the SEP was fully funded and each program in the school had received adequate resources. Interviews with faculty, staff and students confirmed that the dean was extremely adept at finding resources as needed by tapping local businesses and foundations in the Silicon Valley.

The dean serves as the unit leadership at NDNU and is involved in all aspects of leadership and administration of the school. She is the senior authority in all areas related to budget and finance for the programs in the school and works with the University Chief Financial Officer on a regular basis. She meets weekly with the senior budget manager and Council of Deans. Interviews with faculty suggested that anything that was needed could be obtained by asking the dean. She is able to garner funds for additional conferences, and professional development as needed. In addition, the dean participates in Board of Trustee Committees and regularly attends Board meetings.

NDNU faculty and administration are committed to diversity in their student population and their faculty. Worth noting is the fact that NDNU is classified as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander Serving Institution (AANAPISI). Through interviews with various constituencies, it was clear that their goal is to hire faculty who are representative of their undergraduate and graduate population as well as the population in California PK-12 schools. Within the last few years, the two faculty searches resulted in hiring two faculty members of color. The full-time faculty in the Education Department is 55% Caucasian and 45% faculty of color. The numbers are not as strong with the part-time faculty, where 75% are Caucasian and 25% are faculty of color.

NDNU School of Education and Psychology provided full curriculum vitae for all their full-time and part-time faculty. They are all appropriately qualified for the courses that they teach. During interviews, candidates indicated they respected the faculty and felt they had much to teach them. There are delineated procedures for recruiting faculty when positions are open and full-time openings are advertised beyond the immediate area. Part-time faculty positions and administrative positions are generally advertised within the local area. Faculty (full-time and part-time) are evaluated each semester through course evaluations completed by candidates. In addition, faculty are observed teaching once every 3-4 years, with priority given to new hires in their first year. The Dean of the School of Education and Psychology developed a Faculty Observation Form that is used for these observations.

There is a delineated process for credential recommendation that begins with the full-time credential analyst who provides information as well as individual appointments with candidates throughout their program. A permanent file is created for each candidate at the time of admission. The credential analyst checklist for the candidate's specific credential program is included in the file. As documentation of requirements are submitted, these are placed in the file and marked off the checklist. The file is used by placement coordinators to verify completion of requirements for placement in student teaching. The checklist and file contents are used by



Institution. Candidates in the education programs reflect this commitment to diversity. For spring 2018, candidates were approximately 50% Caucasian 18% Hispanic, 11% Asian, 3% two or more races, and 2% each African American, Pacific Islander, and nonresident. The unit draws from the university's undergraduates for its credential programs as well as from its partnerships with school districts. To recruit a pool of diverse candidates, the dean reported that she and faculty attend recruitment events on campus and in the districts to meet with potential applicants and to follow-up with advising. A focus of these recruitments is on the university's commitment to diversity and the critical need for diverse educators in California schools. According to the dean, the majority of candidates are from partner districts with underrepresented student populations.

Appropriate information and personnel are clearly identified to support each candidate's attainment of program requirements. Potential candidates have access to information both through university and program-specific websites with details about admission requirements and program contact information and through recruitment events where they can be advised by university admissions and education faculty. Once admitted to a program, candidates receive information as to their course of study and develop a program plan in conjunction with the program director as to how to meet coursework, field experiences, and other requirements. Interviews with the dean and program directors indicated that the directors are responsible for monitoring a candidate's progress throughout their program on the main Belmont campus, while the dean is responsible for the new Multiple Subject and Single Subject candidates on the Tracy satellite campus. Interviews with candidates on both campuses confirmed that they are provided support and assistance as they progress through their programs; on the Tracy campus, the dean visits weekly for advising and program oversight.

A process is in place to identify and support candidates who need additional assistance. Candidates are monitored throughout their programs, and those not making satisfactory progress in a course or field placement are advised of that concern, and their program plan may be revised to meet specific needs. If a candidate continues to be unsuccessful, the matter may be addressed by the Education Committee, including the program directors and credential analyst as members, which can determine whether the candidate has the potential to complete the program or should be counseled out. The candidate is informed of each step of the process and works with the appropriate personnel to resolve the problem; if the matter reaches the Education Committee, the candidate is invited to attend a meeting. Interviews with the dean, program directors, faculty, and K-12 partners confirmed that a process was in place for advising and for addressing concerns. Interviews with candidates and graduates verified that they understood their program requirements and felt supported as they moved through coursework and field experiences to complete their programs. When candidates experienced an issue in their programs, they stated that they always felt supported and were given opportunities to address the concern.

Across interviews, district and school administrators reported on the quality of candidates in student teaching placements and of graduates who have been employed. They noted that NDNU

candidates are not only well prepared in content and pedagogy but also seek professional development and feedback to nurture their growth. In addition, the candidates reflect the commitment of the university to diversity and demonstrate the knowledge and confidence to work with students from different backgrounds and with different needs. Several administrators stated that their preference is to hire NDNU graduates because of their preparation, quality of performance in the classroom, and professionalism.

**Standard 3: Course of Study, Fieldwork and Clinical Practice Findings: Met with Concerns**

The unit has designed a coherent sequence of coursework and clinical experiences to prepare candidates to develop and demonstrate the knowledge and skills to support K-12 students' learning. The course of study for each program is presented on that program's website and on advising materials available through the unit. Interviews with the dean, faculty, and program directors confirmed the availability and currency of the information, and candidates and graduates verified that the course of study presented at the beginning of their program was used to monitor their progress as they completed requirements. Based on interviews with the dean and with candidates on the Tracy campus, the programs are same for both locations. In addition, a review of course syllabi and program requirements showed that coursework is based on research-based practices and is closely integrated with field experiences to ensure that candidates learn, practice, and demonstrate the competencies of their program. Program directors described the process of updating syllabi and working with their K-12 partners for a close tie with experiences in the field. Across programs, graduates reported that they were well prepared for their job responsibilities based on their coursework and field experiences. In particular, they found the connection between theory and research and the application in school settings to be strong and modeled by their faculty and supervisors.

The unit has a Memorandum of Understanding with local school districts that delineates roles and responsibilities for the preparation of teachers and administrators. The unit and programs collaborate with these K-12 partners on selecting clinical personnel and school sites. The process generally includes the program identifying the need for a placement, contacting the district or school for a possible site, and working with the school to identify an appropriate mentor. The dean and program directors reported that the process can vary depending on the policies of the district but that both the program and the school worked together to determine the best placement for the candidates.

As verified by the program directors and placement coordinators, university supervisors are selected based on their certification and K-12 experience. The Single Subject program director noted that in the past some supervisors did not have the appropriate content expertise, such as former principals, but that all supervisors now are fully qualified. Program directors and placement coordinators evaluate the university supervisors' performance, based on student teachers' and master teachers' feedback, and determine whether the supervisor continues in that role. Criteria for site-based supervisors, including master teachers, include certification and experience in the area of supervision. Programs report that these site-based supervisors receive

training and orientation for their roles through a handbook or toolkit and/or a training session that includes an orientation to the unit. However, interviews with master teachers revealed insufficient evidence that there is a training process and inconsistent evidence that there is an orientation. Some master teachers reported not receiving training or orientation materials at all, while others relied on the university supervisor for information at the beginning of the semester. In addition, the Single Subject credential program director noted that the process had been uneven across university supervisors in the past but that the program was now working to ensure training and orientation would be conducted more consistently in the future. Master teachers are evaluated by their student teacher and university supervisor, and this information is used by the program director to determine whether the teacher should continue to have placements.

Programs effectively implement and evaluate fieldwork and clinical practice through regular communication with the candidate, master teacher, and university supervisor. Candidates work individually with their supervisor as well as participate in a student teaching seminar with their program director or another instructor. In addition, the supervisor works closely with the master teacher about the candidates' progress and checks periodically with the principal over any issues or concerns. Administrators and master teachers reported that the programs are very responsive to the needs of the student teacher, the master teacher, and the school site. University supervisors complete observations often and are in regular contact with administrators and master teachers. If a concern arises, the supervisor attempts to resolve it quickly and professionally. Program completers also noted that they felt well supported by their supervisor and program faculty.

For each preparation program, candidates have significant experience in school settings where the curriculum aligns with state content standards and frameworks and where the school reflects the diversity of California's student population. In interviews, program directors and faculty described the process used to identify appropriate placements for their candidates. In addition, candidates and program completers reported that their coursework and the clinical experiences provided opportunities to learn about and work with diverse K-12 students.

### **Rationale**

The standards require site-based supervisors to be trained and oriented to their supervisory role in a systematic manner. There is insufficient evidence that the site-based supervisors receive training in supervision, and there is inconsistent evidence as to how they are oriented to their supervisory role.

### **Standard 4 – Continuous Improvement**

**Findings: Met**

Evidence provided prior to and during the site visit confirmed that Notre Dame de Namur University incorporates a range of data to inform decisions for continuous improvement. Key assessments at the unit and program levels were identified through a review of documents including the Overview of Assessments as well as data analysis and forms and interviews with faculty, program directors, and the dean. Examples of data that inform course of study, fieldwork,

and support services for candidates include: Commission on Teacher Credentialing (Commission) master teacher surveys; Commission completer surveys; Reading Instruction Competence Assessment (RICA) results; NDNU exit surveys of credential programs; Education Specialist TPEs; and CSTP evaluations by master teacher/intern supervisor. Each of these measures include some combination of ratings on a 4-point Likert scale and/or open-ended questions. Results are summarized and brought to faculty at unit meetings for analysis and recommendations. In addition to the key assessments listed for which data analysis was available for review, the Preliminary Administrative Services Credential is planning formative and summative assessments to indicate candidates' readiness to meet the needs and challenges of prospective administrators. Summative assessment also occurs for the Administrative Services candidate at the conclusion of each of the courses and is addressed for the overall Administrative Services program in the capstone course (EDU 4606) during the final year of the program. The proposed questions for these assessments were reviewed.

A strength of the assessment and continuous improvement plan at NDNU is the systematic collection, analysis, and use of completer performance in each of the approved programs in the unit. A combination of Commission completer surveys and direct assessment of candidate competency are used in each of the teacher education programs. Interviews with Teaching Performance Assessment (TPA) coordinators and review of department, school retreat, and university supervisor meeting agendas and/or minutes verify regular and systematic collection and analysis of Performance Assessment for California Teachers (PACT) data and program improvement decisions. Additionally, data provided from participation in the Single Subject CalTPA pilot and field test, informed the decision to adopt the CalTPA and use those data for program review at the annual Education Department Retreat. The Preliminary Administrative Services Credential program participated in the pilot of the APA in spring 2017. The program has not yet received feedback on their candidate performance, but the program plans to use these data on their program completers to inform continuous improvement efforts.

In terms of using assessment data to inform effectiveness of unit operations to improve programs and their services, the NDNU Exit Survey of Credential Programs is a key assessment. The assessment overview document indicates that the survey uses a 4-point Likert scale and open-ended questions to ask about the candidate's experience with the university as a whole, the Education Department as a unit, and their credential program. Aggregate data, as well as data disaggregated by credential program, is shared with faculty to identify areas of strength and those that need improvement. Additionally, review of the assessment overview document and an interview with the dean identified three additional key assessments that are in development to provide additional information to inform unit effectiveness and program improvement including: Education Department alumni survey; Education Department employer survey; and Education Department induction support provider survey. Data collected from each of these measures will be sent to faculty for their review and will be part of the annual meeting focused on unit and program assessment.

According to the overview of assessments provided to the team and the data analysis documents available for review, multiple sources of data have been identified. One time per year an Advisory Council is convened by the unit to which county office personnel, community partners, district administrators, and other stakeholders are invited to participate. The agendas from these meetings verify that results from the Commission surveys are consistently listed as an agenda item. Interviews with department faculty and participants in the Advisory Council including faculty, district superintendents and assistant superintendents verified their participation in these meetings. At the unit level, faculty review data from PACT (in future this will be CalTPA), RICA, and Commission surveys at the end-of-year retreat according to interviews with the program faculty in the unit and a review of the end of year retreat agenda and meeting summaries. Program completion data for all programs are systematically collected and reviewed by the faculty, including part-time faculty and university supervisors, according to a review of the data analysis documents and the department meeting agendas and minutes. At the program level, as specific data become available, they are reviewed in monthly meetings. For example, the TPA Coordinators reported that data regarding the extent to which multiple and single subjects candidates are prepared to enter professional practice are shared with full time faculty at the monthly department meetings.

#### **Standard 5 – Program Impact**

**Findings: Met**

Each program in the School of Education and Psychology at NDNU has identified key assessments and fieldwork evaluations that allow candidates to demonstrate their preparedness to educate and support all students in meeting state-adopted standards. Interviews with administration, faculty, district and university employed field supervisors, candidates, and alumni confirmed that the programs provide valuable support for candidates as they develop increased knowledge and skills. Results of assessments reviewed during the visit and the interviews with the credential analyst and program directors indicate that candidates meet the Commission-adopted competency requirements prior to being recommended for a credential.

NDNU students demonstrate a positive impact in the schools and surrounding community while they are students in the Liberal Studies undergraduate program, and during and after their credential programs through the many community partnerships. The long list of collaborative efforts was reviewed and partners involved with several of these projects shared the positive impact that NDNU faculty and students have on the local community. For example, a representative from Ayudando Latinos A Soñar (ALAS), a non-profit organization locally serving Latino youth and families, participated in an interview. This organization partners with faculty at NDNU to provide tutoring at the ALAS center for 2-3 hours per week. The ALAS representative shared that they have received anecdotal evidence from parents and teachers that students who participated in the tutoring program made significant gains in reading and writing and English language proficiency.

School administrators consistently reported that the teachers and other school personnel they hire from NDNU are the best that they hire. When they have openings, they reach out to NDNU before seeking other candidates.