Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum

Institution	Dominican University	Program	PRELIMINARY EDUCATION SPECIALIST: Mild/Moderate Support Needs with Intern
Date of Review	January 2023		

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

Posting the Addendum

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

Standards Found to be Preliminarily Aligned	Standard 4

Standards Requiring More Information	Comment from Program Reviewers	Additional Specific Evidence Needed for the Site Visit	Response from Program
Standard 1: Program Design and Curriculum	Please provide further clarification on the theoretical framework of developmentally, linguistically, and culturally appropriate and bias-free practices for the care and education of students with disabilities as well as for collaborating effectively with families to support their student's development and learning. Theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.		The Preliminary Education Specialist Mild/Moderate and Dual credential programs are tightly organized around a philosophical framework and service delivery model congruent with current best practices and established research. Curriculum delivery includes concurrent course and fieldwork in each semester that is organized in a sequential order of study to build upon prior work, allowing candidates to participate in increasingly complex activities and build their skills as educators. General education and special education courses are integrated in each semester of the program to underscore the collaborative nature of teaching in schools. The foundation courses are: 5020 Differentiating Instruction for Inclusive Classrooms, 5010 Teaching for Equity, 5051 Using Technology in Classrooms, and 5052 Applied Instructional Technology. The courses introduce our candidates to the complex socio-cultural variables that impact and influence our system of education and are to the state academic content and common core standards. Specifically, candidates learn about the linguistic and academic needs of culturally diverse students and are provided with the initial competencies for teaching exceptional students, as well as adaptive technology to engage all students.

| Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs) | Evidence does not always specify how it addresses the TPE. Overall add assignment descriptions, rubrics, and questions. | 1. Missing A and/or P: U1.2, U1.3, U2.1, U2.2, U2.3, U2.4, U2.5. MM2.1, MM2.4, MM 2.11, U4.6, U5.2, U5.3, U5.5, U6.1, U6.3, U6.4, U6.5, U6.6, U6.7
2. TPEs Not addressed in matrix: MM2.2, MM2.3, MM4.5
3. Missing I: MM1.3, MM1.4, MM1.5, MM1.6, U2.6, MM2.4, MM2.10, U4.6, U4.7, MM4.1, MM4.4, MM5.3, MM5.5, MM6.1, MM6.5 MM6.6

4. Other items for review:

    a. Needs clear assessment for U2.6, MM2.6 needs clear assessment for TPE,
    b. U5.4, Need more description for how standards U5.6, U5.7, U5.8 are applied (A) in course EDU 5020,
    c. MM4.4, MM4.6 and MM4.7 courses state I, P, A or PA; however, supporting assignments are difficult to identify,
    d. MM2.10 needs to specifically address social skills in A,
    e. MM2.11 needs to specifically address standard (TBI), | *Missing links are added via the Matrix
U1.2: A is added, P was already in the matrix
U1.3: A is added, P was already included
U2.1: A is added, P was already included
U2.2: A is added, P was already included
U2.3: A is added, P was already included
U2.4: A & P added
U2.5: A is added, P was already included
U2.6: I is added, A & P was already included
U3.1: Assignment hyperlink added in the designated bookmark
U3.2:Assignment hyperlink added in the designated bookmark
U3.3:Assignment hyperlink added in the designated bookmark
U3.4:Assignment hyperlink added in the designated bookmark
U3.5:Assignment hyperlink added in the designated bookmark
U3.6: Assignment hyperlink added in the designated bookmark
U3.7: Assignment hyperlink added in the designated bookmark
U3.8: Assignment hyperlink added in the designated bookmark
U4.6: A & I is added
U4.7: I is added
U5.2: A is added
U5.3: A is added & refer to the "Critical Experiences" hyperlinks
U5.4: Assignment hyperlink added in the designated bookmark
U5.5: Assignment hyperlink added in the designated bookmark
U5.6: Assignment hyperlink added in the designated bookmark
U5.7:Assignment hyperlink added in the designated bookmark |

		f. Need more description (rubric, discussion questions) for how standards U5/1, U5.4, U5.7, U5.8 are applied (A) in course EDU 5365/5385, g. U6.2 needs assessment description and rubric, h. Need more description (rubric, discussion questions) for how standards U3/1, U3.2, U3.3, U3.4, I3.5, U3.6, U3.7, U3.8, are applied (A) in course EDU 5365/5385, i. U6.3 assignments noted do not address TPE, j. U6.5 not addressed by evidence k. U6.7 not addressed by evidence l. MM6.1 needs evidence specific to standard m. MM6.5 and MM6.6 need additional activity description to demonstrate how the standard is being I, P, or A n. M6.4 need additional descriptions for P and/or A	U5.8:Assignment hyperlink added in the designated bookmark U6.1: A is added, please refer to the Assignments that are hyperlinked and refer to the "Reflection" section of each assignment/critical experience. U6.2: A added in EDU5020, students complete and discuss an Implicit Bias Test U6.3: A's are added, candidates participate in an Individual Counseling session as a part of their Midterm Review. Candidates can develop learning goals and determine next steps for professional growth. U6.4: A is added and use the hyperlink of the actual assignment to view U6.5:A's have been added and refer to the hyperlinks to view additional details of the assignment in the syllabi U6.6: Links are added for this TPE U6.7: A's are added in matrix MM1.3: I added to the matrix MM1.4: I added to the matrix MM1.5: I added to the matrix MM1.6:I added to the matrix MM2.1: A added to the matrix MM2.2: I, P, A added to the matrix MM2.3: I, P, A added to the matrix MM2.4: I & A Added to the matrix MM2.6: I Added to the matrix MM2.10: Refer to the bookmark linked to activities found on the syllabi for the added descriptor requested MM 2.11: TBI description included along with activity to support understanding TBI MM4.1: I added in the matrix and clear description given

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			MM: 4.4: I added in the matrix MM4.6: I, P, A, added to the matrix MM: 4.7: Revised links to reflect TPE MM5.3: I added to the matrix MM5.5: I added to the matrix MM6.1: A links were revised to refer to the Assignments/Critical Experiences, which all have hyperlinks for Reviewers to obtain more description and details MM6.4: Assignment hyperlink added in the designated bookmark MM6.5: Assignment hyperlink added in the designated bookmark MM6.6: Assignment hyperlink added in the designated bookmark

Standard 3: Clinical Practice	Please clarify "SPED for Credential Holders." Please provide more specification on: 1. How you provide diversity in clinical placements including setting and age? 2. How are the 10 observations distributed over early and culminating fieldwork to guarantee six each semester? 3. How do interns outside of their own classrooms get the diversity of experiences (age)? 4. What are the specific criteria for school placements?	Please clearly specify and delineate the different programs.	*See responses below to correspond with Program Reviewer comment numbers.* 1. Data from the website www.ed-data.org is used to assess diversity in field placement sites, with the goal being to place candidates in schools that reflect the diversity of California's student population. Across the two-year MMSN program, candidates have multiple placement opportunities to experience diversity in age, grade levels, disability categories, and the continuum of special education services. Candidates also identify focus students at their fieldwork sites to learn more about English learners and students with typical and atypical behavior and needs. 2. For credential holders, student teachers participate in an 8-10 week placement on the first day of school where they are placed. Student teachers are observed weekly with lesson plans submitted to their supervisors at least 24 hours prior to the lesson. With an 8-10 week period, this allows for a minimum of 6-8 meetings that include 6+ classroom observations and 1-2 final evaluations distributed across the student teacher's early and culminating experience.

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			See Education Specialist Candidates Expectations & Responsibilities, Education Specialist University Supervisor/Resident Mentor Role & Responsibilities, and DU Supervision Introduction 2023-24. 3. Interns experience diversity of age through their early fieldwork and general education opportunities. 4. Every effort is made to place candidates in schools that reflect the diversity of California's student population, as indicated by the website www.ed-data.org. Additionally, sites must have a fully qualified mentor teacher and administrator and place students in the Least Restrictive Environment. Sites must demonstrate a commitment to culturally relevant teaching practices, collaboration with family members, and support for English learner students with disabilities.
Standard 5: Assessment of Candidate Competency	Please provide more specific evidence of Ed Specialist TPA support over the arc of the program.	Please provide evidence of the new Ed Specialist TPA handbook. Only the older Multiple Subjects provided.	The CalTPA Coordinator provides a presentation in Seminar courses along with offering TPA support directly. Also, Coordinator partners with Induction teams in the immediate area for TPA Support. See Slide Deck for CalTPA.
Standard 6: Induction Individual Development Plan	Please create link to IDP as it is not accessible in the handbook.		Sample IDP