

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	Dominican University	Program	PRELIMINARY MULTIPLE/SINGLE SUBJECT
Date of Review	November 2022		

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 response must 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 the items below; responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	Standard 2
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 1: Program Design and Curriculum	<i>“The program’s design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program’s theoretical foundations are reflected in the org look anization, scope and sequence of the curriculum provided to candidates.”</i> Program reviewers could not find explicit evidence of this.	<p><i>Under 1.1 Narrative Description. Each program has program summaries detailing this. Evidence provided throughout the submission to reflect assertions.</i></p> <p>Preliminary Multiple Subject Program Summary</p> <p>Preliminary Single Subject Program Summary</p> <p>Preliminary Education Specialist Program Summary</p>

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 3: Clinical Practice A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors	3A: <i>“The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week. Clinical supervision may include an in-person site visit, video-capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.”</i> Description of the evaluation is sufficient, but not sufficient evidence for number of visits per quarter/semester.	<p><i>Posted to CTC Accreditation site under Section 6.5 : Clinical Practice Requirements</i></p> <p>Published Manuals or Handbooks or Advising Materials that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.</p> <ul style="list-style-type: none"> ■ Teacher Preparation Handbook: CH2) Fieldwork Placement Procedures and Requirements ■ Teacher Preparation Handbook: CH3) Performance Assessment Requirements <p>Clinical Practice Requirements:</p> <ul style="list-style-type: none"> ■ EdSpec Supervisor Responsibilities ■ MS/SS Supervisor Responsibilities ■ Requirements Timeline/Overview
Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	Unable to find sufficient support for: <i>“The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates’ satisfaction of all program requirements.”</i> Possible evidence might be a sample of “intervention plan” for a struggling candidate.	<p><i>Links to sample Intervention Plans posted under section 7.1.1 7.1.1: Candidate support, assessment and monitoring for student success on CTC Accreditation Website</i></p> <p>Candidate support, assessment and monitoring for student success:</p> <ul style="list-style-type: none"> ■ Sample IDP (Intervention Plan) 1 ■ Sample Intervention Plan for candidates 1 ■ Sample Intervention Plan for candidates 2

Standards Requiring More Information	Comment from Program Reviewers	Response from Program
<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>B. Candidate Preparation and Support</p> <p>C. Assessor Qualifications, Training, and Scoring</p>	<p>5A(2): <i>“The program requires candidates to affirm that they candidates have followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.”</i> Explicit evidence required.</p> <p>5A(4) <i>“The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.”</i> More clear and explicit evidence of how program improvement is achieved via TPA data would be beneficial.</p>	<p><i>5 A.2) Evidence posted under section 1.1.2 TPA Preparation and Support Samples</i></p> <p>CALTPA 23/24 Google Slides for Students</p> <p>Sample Syllabi</p> <p>Sample Presentations</p> <p>5A(4): Weekly reports are received via EdReports. The data allows us to be clear on where the student is in passing all assessments required for credential. The data is reviewed by the CalTPa Coordinator who determines the level of support needed for students. Currently, candidates are not always completing the TPA during their time in the credential program, so we have candidates who are now in the induction programs attempting to pass the TPA. The CalTPA coordinator has partnered with Induction teams to offer additional support through trainings and individual support sessions.</p>
<p>Standard 6: Induction Development Plan</p>	<p><i>“Before exiting the program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan...”</i> Explicit evidence of completed induction development plan required.</p>	<p>IDP Sample uploaded to section 7.1.1: Candidate support, assessment and monitoring for student success.</p> <p>Candidate support, assessment and monitoring for student success:</p> <ul style="list-style-type: none"> ■ Sample IDP (Intervention Plan) 1 ■ Sample Intervention Plan for candidates 1 ■ Sample Intervention Plan for candidates 2