**Program Review Action Plan**
This plan combines the NHU Self-Study recommendations, program reviewer recommendations and the CTC Biennial Report recommendations.

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<thead>
<tr>
<th>Data and Needs Identified from CTC Program/Biennial Report</th>
<th>Proposed Action</th>
<th>Timeline</th>
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| Interactive differentiation strategies | • Recruit instructors that have a K-12 background.  
• Inservice in best practices  
• Instructor modeling  
• Update course activities to include differentiated strategies and videos | 2007-2008 |
| Integrated curriculum | • Include observations  
• Include examples and classroom examples  
• Include more lesson planning and practice | 2008-2009 |
| Flexible Grouping | • Examples through text, video, speakers, and observation  
• Link to differentiation  
• Include required element in lesson planning | 2008-2009 |
| Better Texts and Need for More high school emphasis | • Preview and identify a text for Health that addresses K-12 and current issues  
• Preview and identify a Second Language Acquisition text that addresses high school as well as elementary  
• Focus more on Reading to Learn methods in Reading | 2007-2009 |
| Classroom management strategies for high school students | • Supplement book with videos that address all age levels  
• Possible guest speakers  
• Observations  
• Recruit instructors that have a K-12 background. | 2008-2009 |
| Struggling reader strategies for high school teachers | • Incorporate best practices  
• Require greater range of strategies in lesson planning  
• Examine and update objectives to include more in-depth coverage of strategies  
• Rewrite standards 8A-8B to reflect needs | 2008-2009 |
| Enrollment and Tuition costs | • Work with Advancement and Financial Aid to secure grant and scholarship money  
• Increase PTTP students thus creating a cohort of students that are more involved and linked to NHU. | 2007-2010 |
| Supervision Needs: BCLAD, High School, Master Teachers | • Advertise and recruit additional supervisors from recently retired high school administrator and teachers  
• Work with school administration to identify exemplary BCLAD teachers as well as content area teachers  
• Work with Intern providers to address differentiation and grouping techniques | 2007-2008 |
| Update and fully implement Standards 19-21 | • Rewrite standards  
• Submit for department review and inclusion  
• Identify and train additional assessors  
• Train all supervisors in assessment systems and expectations | Summer 2008 |
<p>| Fully implement CalTPA as additional content areas are added | | |</p>
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| Develop and/or revise recruitment and marketing plan. | ✓ Write plan  
✓ Work with company to develop materials  
✓ Hire .5 recruiter | Fall 2008 |
| Scholarship and grant money to assist candidates with tuition costs | ✓ Investigate state and federal grants and scholarships (APLE, TEACH, Foundations, DOE grants)  
✓ Write, submit and receive funds | 2008-2009 |
| Replace credential analyst | ✓ Hire .5-1.0 FTE credential  
✓ Find funds to cover position | 2007-2008 |
| Write new programs  
   o Tier II  
   o Blended  
   o CTEL | ✓ Write, submit, and complete Tier II-December 2008  
✓ Write, submit, and complete CTEL-January 2008  
✓ Write, submit, and complete Blended-January 2009 | 2008-2009 |
| Need for additional assessors and data analysis person | ✓ Hire TPA coordinator and assessor (.5-1.0 FTE) (estimated 50 TPA1, 40 TPA2, 40 TPA3 and 35 TPA4.)  
✓ Train person  
✓ Find funds for person | 2008-2009 |
| Need for additional highly qualified full-time and adjunct faculty member to teach classes | ✓ Hire Special Education adjuncts that are currently in the field or recently retired to cover Tier I and Tier II classes. | 2007-2008 |
| Need for MS and SS adjuncts and supervisors to teach expanded course offerings and student teachers | ✓ Advertise highly qualified and recommended personnel  
✓ Hire and orient new instructors | 2007-2009 |
| Increase resources and library holding to assist with curriculum development | ✓ Work with librarian  
✓ Find funds  
✓ Establish a curriculum center | 2008-2010 |
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<td>NHU unintentionally, places the least qualified teachers with the most at-risk students. The committee would suggest that strengthening the on-site instructional support that interns receive.</td>
<td>Interns are hired and placed by district. NHU does not provide placement. <strong>Actions:</strong> 1. Write to provide State Intern Program for NHU 2. Hire a coordinator and support coordinator from state funds. 3. Recruit additional support personnel.</td>
<td>2008-2009</td>
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<td>Teacher Education has developed new certification programs in Special Education and Secondary Single Subjects. Additional staffing becomes a necessity. It is recommended that the University expand the teaching staff available who can model bilingual and multicultural perspectives on teaching and learning.</td>
<td>1. Recruit and hire additional qualified, experienced teachers to be instructors. 2. Advertise on NHU website. 3. Check recent retirees and highly recommended teachers in the field.</td>
<td>2008-2009</td>
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<td>Strengthen courses which support multicultural experiences to include exposure to materials and field experiences that reflect the diversity of the populations students are preparing to instruct.</td>
<td>1. Continued work as courses are revised to meet CTC standards. 2. Encourage students to do field work in diverse settings. 3. Improve library holding in regards to resources and materials on ELL students. 4. Implement a Masters program that provides opportunity for in-depth study in this area.</td>
<td>Fall 2008- Fall 2009</td>
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<td>The reviewers found no evidence of methods courses taught in Spanish, or that the teaching of reading was taught in Spanish</td>
<td><strong>Not applicable nor accredited through CCTC. BCLAD certificates and credentials are issued to students passing state tests only.</strong> To be investigated as possibility when new standards are completed.</td>
<td>NA</td>
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<td>It is recommended that the University provide direct supervision to all candidates who will emerge from NHU with a BCLAD credential.</td>
<td>NHU currently hires supervisors that are bilingual to supervise BCLAD students. There is a need to find supervisors in languages other than Spanish.</td>
<td>On-going</td>
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<td>It is recommended that there be improved articulation between the University and the districts hosting the students.</td>
<td>1. Chair to continue efforts to meet with all six-district Intern advisory committees and five-BTSA programs. 2. Coordinator of Supervisor and supervisors to make personal contact with hosting districts and principals.</td>
<td>Fall 2008 revised requirement</td>
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<td>The review of the course syllabi did not find any materials that provided instruction of pedagogy in Spanish or accommodations for ELL students with different language proficiencies.</td>
<td>CTEL coursework approved by CTC</td>
<td>2008</td>
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<td>Current syllabi must be modified to integrate additional issues related to the instruction of ELLs including language variation, tracking, dropping out, recent arrivals, students with non-parallel schooling and access to English across the curriculum.</td>
<td>CTEL coursework approved by CTC which required NHU to demonstrate ELL instruction and materials throughout the program.</td>
<td>2008</td>
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<td>It is feasible that the department could develop and incorporate assignments into the Intern classes that would encompass service learning and/or community-based experiences. For example, Interns might be asked to develop a curriculum unit on service-learning and/or community-based work.</td>
<td>Although there are no specific Intern classes provided by the university as this is a support program responsibility the following could be incorporated into courses. <strong>Actions</strong> 1. Explore possibilities of additional assignments for various methods courses. 2. Look to see if this could fit within Masters Program.</td>
<td>2009</td>
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<td>The personal service given to its students is strength of NHU. However, there was no documentation to note this support. NHU might consider developing “logs” or some record to document how students are supported.</td>
<td>1. Design system that better demonstrates student support systems. 2. Ask support providers, supervisors, instructors, and advisor to provide information.</td>
<td>2008-2009</td>
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<td>The team recommends that NHU consider a more extensive “Program Evaluation” study.</td>
<td>CTC required Biennial and Self-study for accreditation visit will provide more extensive review</td>
<td>January 2009-December 2009</td>
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