

Common Standard 5 – Program Impact	
Common Standard Element	Required Documentation
5.1 The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	No additional information is required during the Common Standards submission. Information is available through Program Review submission.
5.2 The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	As an institution, the Hallmarks of the Sisters of Notre Dame provide the foundation for our mission and values. Engagement in the community and a focus on understanding the impact of issues of diversity and inclusion on the lives of students, the curriculum we teach, and how we teach are an important part of our program. Prior to COVID there were several long-term school partnerships where candidates engaged in scheduled tutoring of K-12 students in after school settings as part of foundation and curriculum and instruction course requirements. During COVID these arrangements were difficult at best to maintain. Post-COVID it has been difficult to re-establish these partnerships for a range of reasons. Currently the

	literacy courses [EDU 4330 Elementary Reading/Language Arts: Primary Grades; EDU 4333 Elementary Reading/Language Arts: Supper Grades; EDU 4410 Language and Literacy in the Content Area] have requirements for candidates to engage with K-12 students in literacy support activities between 5-15 hours per semester. The one, long term partnership that has continued, even during COVID, is the NDNU/ALAS Partnership. NDNU began working with <i>Ayudando Latinos a Sonar</i> (ALAS) in Half Moon Bay in the fall of 2014. ALAS is the only Latino-serving non-profit on the San Mateo Coast and their program offers cultural arts programs, social services, and advocacy on behalf of Latino families in the area in addition to our tutoring program. They do everything from offering Baile Folklorico and Mariachi classes to translation services at local schools and help for families with employment and access to necessary services. Kelly Delaney, Program Director for the Single Subject Program, and the instructor for EDU 4101 <i>Foundations for Teaching English Learners</i> work with the founder Belinda Arriaga and the Education Director in 2014, Erendida Gonzalez to establish the partnership. As part of their class, EDU 4107 <i>Foundations for Teaching English Learners</i>, candidates originally spent 16 hours per semester, now 20 hours per semester working with English Learners with a special focus on literacy development. Our candidates are able to practice the instructional strategies they learn about in class, and the ALAS youth get extra support with reading, writing, and homework help. The ALAS tutoring program meets twice a week from 3-6 PM and our candidates are matched with several ALAS students that they work with each time so that they can build a relationship with the students and see improvement over time. The program began in rooms in the local Catholic church and then moved to space in the brand-new public library in Half Moon Bay. It has been a fantastic opportunity for ALAS students and our NDNU candidates to learn together. Our candidates have a better understanding and ability to support English learners and the program at ALAS has grown since we began the tutoring program. Initially we had the same number of students as tutors.
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	Now we serve over 100 students in tutoring and summer school and there is a waiting list of students to join the program. Summer school is 3 weeks, Monday through Friday, with academics in the morning from 8:00a-12:00p followed by lunch, and then PE or cultural arts in the afternoon. Students do drama, dance, music, fashion design, and PE including surfing and soccer with college athletes. The academics are mostly focused on literacy through identity development and cultural exploration at different levels. Students are separated by grade in elementary (K-5) with one middle school group with 6th-8th grades all together. There are 100 students overall in summer school. Teachers include professors from USF and UCSC as well as graduate students in those programs, along with our NDNU candidates. High school students who were once students in the program now act as aides during summer school as well for younger students. Although ALAS does partner with the district for their own summer program, the summer program connected to NDNU and other universities is not connected to the district. Our program is much more culturally relevant and similar to tutoring, focused on literacy and culture. Students do different things at different grade levels, but support is very much grounded in cultural awareness and pride. The middle school teacher, for example, focuses on this connecting environmental literacy and activism, particularly water conservation and care for oceans since they are a coastal community. She has them read and write about connections between indigenous cultural stewardship of the land and water and then work on ideas for problem solving, activism and outreach. There is no standardized curriculum across grades, teachers have the freedom to focus on what works for their students based on their needs and experiences, based on the community cultural wealth model proposed by Yosso. Since fall of 2014, NDNU candidates have provided 9,680+ hours tutoring for students through ALAS. When the Common Standards added 5.2 asking the unit and its programs to “evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve
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	California’s students” there was considerable discussion and debate with our program, as well as across all credential preparation programs, about how to define and measure impact. The one thing we at NDNU agreed upon was we did not want to use standardized test scores. The other thing we discovered is that teachers often don’t consider or reflect on the impact they are having on their students and how to articulate or measure impact. In March 2022, we held a School of Education Reunion. As part of the activities, we posted the following question on a white board and asked our alums to respond. Only a couple did but it was a start. The one thing we learned from this is that teachers often don’t consider or reflect on the impact they are having on their students and how to articulate or measure impact. As a result, we added the question to our Exit Interview (done in person) and our Exit Survey and began to ask our candidates during the exit process to respond to the question: Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom(s)? Please provide an example. While what our graduates and graduating candidates have shared can’t be converted into statistical data, it does affirm we are preparing teachers who are committed to identifying the diversity of abilities and needs their students bring into their classroom and providing their students with support, not only for their academic growth but also for their personal growth. Artifacts and Evidence ALAS article 2014 <i>Ayudando Latinos a Sonar</i> (ALAS) website: https://www.alasdreams.com/ School of Education Reunion Positive Impact Responses Education Specialist Exit Interview Responses Fall 2023 General Education Exit Interview Responses Fall 2023
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The following article from the Half Moon Bay Review in December 2014 provides a picture of the program at the very beginning. Interviews with parents, students, NDNU candidates, the director of the tutoring program at that time, and Dr. Delaney provide insights into the importance of the program and why it has continued over the years.



Learning from one another

ASPIRING TEACHERS, ESL STUDENTS BENEFIT FROM NEW PARTNERSHIP

By JULIA REIS
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Upon entering a small back room at Our Lady of the Pillar Catholic Church, the sights and sounds of learning become apparent.

ting on the floor, playing Connect Four with a boy and flipping through flashcards. There's another man sitting at a table behind them, helping a boy define the word "boondocks," an unfamiliar term in the boy's book. From time to time, children bound into the room from the parking lot. They smile as they grab a book and look for an adult with whom to read.

Ayudando Latinos A Soñar, the youth empowerment program known as ALAS in Half Moon Bay, has offered homework help here for local students before. But for the first time, a formal after-school tutoring program has brought in help from a local university — from college students looking to become teachers themselves.

Kelly Delaney, a teacher education lecturer at Notre Dame de Namur University in Belmont, knew ALAS Founder Belinda Arriaga from their doctorate program at University of San Francisco. They spoke a while ago of a partnership that would allow Delaney's students to get hands-



DEAN COPPOLA / REVIEW

Keila Moncada, right, a 10-year-old from Moss Beach, gets a high-five from Rachel Beck, a tutor from Notre Dame de Namur University. Beck, who lives in Montara, met with Keila during a tutoring session at Our Lady of the Pillar Catholic Church on Monday.

on experience as teachers and benefit Coastside kids struggling with literacy and learning English as a second language.

"A lot of my students at Notre Dame live and work in Woodside and Palo Alto, places where they don't always have access to English-language learners," Delaney said. "They watch sample lessons, they write papers and do all these things, but they don't get the hands-on experience I was wanting."

For this semester's class, Delaney made it part of the coursework that her students either tutor in Half Moon Bay or take an alternative option if transportation or schedule conflicts left them unable to go to the coast. Half of her students, around 20, come to Our Lady of the Pillar Catholic Church Mondays and Thursdays to work one-on-one

with elementary- and middle-school age youth.

Kaia Lindberg, director of the tutoring program, says the focus of the college students' work with the children has been improving their reading and writing, with some math mixed in. She says that, while most of the children speak English well, it's the second language for 90 percent of the group.

"Reading is the basis of everything," Lindberg said. "There is a tremendous amount of reading in everything. If your reading is shaky, you can't show your skills."

The feedback from families and students has been positive, Lindberg added. One parent told her that her child had gone up three reading levels over the time spent with an NDNU tutor.

"The kids have been loving the tutors," she said. "They're

getting confident in their ability to read."

A beaming Ryan Diego Lopez, a Cunha Intermediate School sixth-grader, said, with help from the tutors, he's made the school's honor roll and is doing better in math.

"Without the tutors, I don't know where any of us would be right now," Diego Lopez said. "We would have had bad grades if they weren't here."

NDNU student Kyle McCabe, who is working on his teaching credential for special education in the school's master's program, said he's welcomed the ability to work with a younger age group than he normally teaches.

"At first, I was not enthused about traveling over the hill, but as soon as I got here it was a breath of fresh air," McCabe said. "When you work with high school kids, a lot of time they're forced to be there so long that the exuberance is squished out of them. But these kids want to read and interact."

Delaney says the experience is giving her students insight into working with children for whom English isn't their first language.

"A lot of them went in with the intellectual understanding that these kids wanted to do work and work hard, but until they met the individual students they didn't get how hard kids are trying and how much work they were doing," she said. "Now they're constantly saying, 'I didn't realize how much work this is.'"

Student Diego Lopez realizes how hard work can pay off.

"It's helping with intelligence, so we can get very good jobs, so we can be rich in money and intelligence," he said. ■

How has the NDNU Education Program had a positive impact on the teaching and learning in your classroom/school?
School of Education Reunion, March 9 ,2022

- Although I have just started my education journey, I'm hopeful that NDNU will leave me with all the skills I need to be a math teacher.
Q.E [Current Single Subject credential candidate]
- The NDNU Ed.; program has allowed me the ability to education beyond a classroom environment by becoming an Education Specialist at Lucile Packard Children's Hospital. I advocated for, educated, and supported medically involved children. Also, taught children while on dialysis in the hospital. Trish Lawson, M.Ed. [have Terry find date and ID]
- Graduate students apply what they learn at NDNU and make a great impact on the students they teach.
- Applying my learning in actionable ways with my students and relying on the colleagues and friendships I built to create a better system.
- Daily encouraging and working to bring out the best in each student. Agenda and assessments – being open to constructive criticism; open to improvement and growth mind set. Less is more....

Educational Specialist Credential Exit Interview
11/30/2023

Questions

What 3-4 things were most valuable/useful for you in your credential program?

- Supportive, experienced instructors
- Flexible schedule
- Helpful staff (X 2)
- Insightful lessons
- Online classes (X3)
- The classes are well related to classrooms we work in
- Tech class
- Mostly flexible and understanding instructors.
- Tech and Health, a balance of -in-person-synchronous-asynchronous – nice to fit into my schedule; didn't need to drive.

What 3-4 things would you change in your credential program?

- Less focus on C&I courses [these are the gen ed course MM candidates take] for SPED; great classes, content good but amount of work too much.
- As Resource teacher – how many lessons plans needed; differentiated/adjust not as useful.
- More classes on behavior and social learning for SPED students.
- Less reading and homework
- Hybrid class with co-teaching focus
- Balance between how to write for all [class] + how to accommodate 1 or small group.
- Scaffolding for a student in a content area
- High school vs elementary
- If wasn't co-teaching math, would be helpful [math course]

What 2-3 things would you add to your credential program?

- More summer classes (X2) – do reading classes in summer for full 15 weeks.
- Behavior intervention class for SPED instead of curriculum.
- IEP Rehearsal training
- Free access to IEP goal banks/programs (X2) – Palo Alto Goal Book

Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom? Please provide an example.

- Increased student independence: i.e. use of each to support them, independently seeking help from all teachers, not just SPED teacher (X2)
- Student wants to come to resource room .
- Engaged, interactive small group lessons.
- Positive relationships/trust (X2)
- Students growing socially and emotionally? (X4)
- Connection, leading to academic improvement.
- Students know that they are supported.

General Education Exit Interview
Tuesday, November 21, 2023

Questions

What 3-4 things were most valuable/useful for you in your credential program?

- First class I took, Psych/Development Foundations – really important, opened my eyes to what was important for students and how to be effective (X2).
- The way that Cathy led the secondary education class; in-person, all of her information/content that she taught was cyclical – what was interesting about the class – I didn't have to study for the class because the information was in the class, when the quiz came what was extraordinary – what she taught weekly came into play on the assessment.
- Valuable for me was the – student teaching Kelly V.: having to be able to sit there and ask questions; she is willing to take it one step at a time and break it down; the other one valuable was the Health class, didn't know a lot about that stuff, opened my eyes to the world and these kids (X2).
- Christy class very valuable – exception to my general rule – the schedule should be set in stone ahead of time; canceling because it is hot, go to zoom, switching back and forth, the reason Christy works because she said this is how we are meeting and it was set in stone; easy to keep track, content interesting.

- Health – social emotional learning a big deal; health class content is too much, slides 100 slides, there is nothing wrong with the content – the content doesn't equal the one unit; all agree a lot for 1 unit.
- 1 unit for technology [Gadus]– that one felt like a 1-unit class; used with her own class
- NDNU is very personal, a great; Jila came out to see 6 times; then another 6 times; can just talk to them; a very personal approach – a hallmark of the program; (X2)
- I had Julie and she helped me have hard conversations; helped me walk through the conversations.
- Sherry – it is just really after a year and a half – NDNU has the way to credential students; they see me; they know what I do; in communication with MT; lots of communication; know if in trouble or not; if you need help.
- I like getting BA here, then credential and MA.
- Because the teachers are so experienced, they offer really good books, like now in Assessment – Grading....; Yardsticks – go to that – need that to remind me of the difference between grades; develop the pedagogy.
- Yardsticks – students falling out of chairs; when my student teacher – kid falling out of his chair; glad I was prepared for it, it is normal.
- Oats rule – hard fast rules – really helpful, tips that can hard ; Cameron – make sure you are connected with other teachers; be creative; change things, use my creativity to design things keep things fresh.

What 3-4 things would you change in your credential program?

- Keeping class schedules consistent – not changing on the day especially if taking multiple classes; also participation is a huge part of your grade.
- When I was student teaching as opposed as sub - could have taken more units same with student teaching – I didn't have to be there for the whole time – could have taken more than 10 units; but this semester trying to keep up with 11 units it is the hardest – I have law degree and passed the bar – harder than anything I have done – too much; more flexibility to front load.
- Could have done without being in a classroom – could have taken the reading without being a teacher/sub/intern; SPED in the Classroom – set-up with a way to do the work; a way around (X2) so consider rearranging requiring classes to be taught together; with teaching demands it is too much; take course when you can, have the bandwidth for it
- Do either canvas or google – pick one – too much to keep going between –
- InSpace – made it so clear and consistent in her syllabus; not change it once; kept it and made it possible to follow along; need to be consistent.
- All of them are using google classroom – not the greatest but what we are used to; Mike's HS using canvas.
- Giving us the – if miss a class, give leeway – overnights – instead of a 5 page paper; go over slides, give a reflect; not impacting the grade;

What 2-3 things would you add to your credential program?

- A limit on the number of textbooks you need to purchase – don't need 7 or 10 for one class – primary and upper elementary – too much; some of it is 3 chapter – rather than whole book.

Think about your student teaching/intern teaching experiences. How do you know you had a positive impact on the students in your classroom? Please provide an example.

- I just finished my ST conferences; one of the parents said to me – I am so glad you are my daughter’s teacher, she came here 3 years ago, not comfortable, missed a lot of school – now that I am her teacher she wants to come to school every day.
- You get observed by your principal – the comments from him, the comments from Sherry while they observed – when you get the feedback – their comments confirm what I want to be – Parents coming up to you and confirming that relational; internal when you wake up and love what you doing, going to work; on that point when you have those students who are yelling at you – don’t know what they are doing; need to turn that negative on the student – give them time off, let relax.
- Student who feels out of it – told principal I wasn’t a good teacher = after summer – he was the one greeting me – Hi, how are; we missed you, it is calm in here; parents tell me they want to come to school they want to learn
- Make sure you are connected with other teachers; be creative; change things, use my creativity to design things keep things fresh.
- Just texting someone – stay together.
- Something I learned – have days where feeling stuck in a rut – I realized I am in a bad place, step away but should have stepped into another school. Didn’t realize the impact of the school I had on my life.