

## Report of Actions Taken by Hebrew Union College to Address Stipulations June 2014

### Overview of this Report

This agenda item provides information on the report submitted by Hebrew Union College in response to COA directive that a report be provided by June 1, 2014 regarding: a) faculty service in public schools; b) the status of current MS preliminary program candidates in meeting their subject matter competencies; and c) the notification to incoming candidates (starting June 2014) that subject matter competencies must be completed before being assigned to whole class instruction in a student teaching setting.

### Staff Recommendation

This is an action item. Staff recommends that the Committee on Accreditation (COA) accept the institution's report regarding faculty participation in the public school system and information on the status of candidates' current level of participation in classrooms and progress towards subject matter competency. Staff further recommends that the COA establish staff monitoring, with quarterly reports from the institution for the 2014-15 year. The reports would continue to track the progress of candidates (from both the 2013-2014 and the 2014-2015 years) towards subject matter competency, verifying that whole class instruction does not occur until subject matter competency has been met.

### Background

A site visit was held at Hebrew Union College on March 25-27, 2014 and a [report](#) of that visit presented to the Committee on Accreditation at their April 2014 meeting. The site visit team determined that 7 Common Standards were met, one Common Standard (Common Standard 1) being met with concern, and one Common Standard (Common Standard 2) not being met. The program standards for the multiple subject preliminary program were found to have 18 standards met, and 1 met with concern (Program Standard 14) while the general education multiple subject clear program had all standards met.

Additionally, the site visit team determined that two preconditions were not being implemented at the time of the visit: General Precondition #8 (#9 in the April 2014 booklet) and Preliminary Multiple and Single Subject Precondition #6 (#10 in the April 2014 booklet). After considerable discussion and deliberation, the Committee determined that the institution be granted Accreditation with **Major Stipulations**. The stipulations were as follows:

- 1) The institution must submit documentation that shows that the institution is in compliance with the following Preconditions:
  - Precondition 8 which reads, "All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area."
  - Precondition 6 (now #10 in the 2014 Preconditions document) which reads, "The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching."

- 2) Hebrew Union College will submit a report to the Commission by June 1, 2014 that provides the following information:
  - A list of all currently enrolled candidates with information on whether they have satisfied the subject matter requirement and where they are with respect to the fieldwork component of the program (for example, observation, early field experience, student teaching).
  - a list of admitted candidates (those that will begin in the summer of 2014 and beyond) and whether they have satisfied subject matter competence requirement.
  - evidence that all current and incoming admitted candidates have been informed of the subject matter competency requirement. (A copy of the letter and student advising materials would be appropriate.)
  - Evidence that all candidates who have not satisfied the subject matter requirement and who had been in student teaching in the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement.
- 3) The institution is to provide an update on documentation of the processes, procedures and protocols related to both programs that have been established and will be monitored and maintained in the future.
- 4) The institution is to develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes, as well as use of that data for unit improvement.
- 5) The institution is to provide documentation that candidates:
  - Complete observations in hard-to-staff and/or low performing schools
  - Complete a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential

At that time, the Committee on Accreditation reserved the option to determine whether a revisit would be needed with that determination being made after discussion of the institution's June 1st report.

### **Report Contents**

The report was received on June 2, 2014 and has been read and analyzed by staff. It is divided into three sections, matching the topics outlined above, and provides evidentiary tables and emails. For the purpose of COA efficiency, staff has included the most relevant parts of the report to include and have summarized the information provided. The entire report is not provided here but could be made available to the COA should members request it.

Section One: General Precondition #8 *All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).*

The institution has submitted a table that lists all 17 of their faculty and instructional personnel, followed by columns, representing the last three academic years. The activities of each faculty or instructor are listed by year, indicating some involvement in the public school system at least once in the last three years. This table, which has been redacted to remove individuals' names can be found in this agenda item as Appendix A.

Section Two: Preliminary Multiple and Single Subject Precondition #6 *The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Sections 44259 (b) (5).*

At its April 25th meeting, the Committee on Accreditation determined that Hebrew Union College was to suspend any whole group student teaching instruction by any current candidate who had not yet been completed subject matter competency. The Committee requested a listing of current candidates and their status toward subject matter competency.

The institution's report included the text of an email sent out by program directors on May 1st, four working days after the COA meeting, informing current candidates of possible suspension of student teaching activities, and requesting updated information on subject matter competency measures. Following that email, each candidate was informed of any changes in their preparation program in a face-to-face meeting with the program directors.

The institution has submitted a table listing the current cohort of twelve candidates (2013-2014), their status in regards to what activities their current field experience entails, and the status of their subject matter competencies and other program requirements (CSET examinations, CBEST or CSET writing, RICA, US Constitution and CPR). Of the twelve candidates, one has taken a leave of absence from the program; three of them have met all subject matter requirements and are engaged in whole class student teaching; eight candidates are still working on subject matter competency. Of the eight, many have taken recent examinations for which the results have not yet been received and/or enrolled in future examinations.

A summary of the findings is below while a more detailed table can be found in Appendix B.

Competency Measure	# Passed n=12
CSET I	8
CSET II	6
CSET III	3
CSET Writing or CBEST	9
RICA	3
US Constitution	5
CPR	12

For the eight candidates who have not completed subject matter competency, the program directors suspended the scheduling of whole class instruction, originally planned for the months

of May and June. These candidates will be rescheduled for whole class instruction student teaching in the fall of 2014, once subject matter competency has been demonstrated/completed. For the three candidates who have completed subject matter competency, student teaching has continued, with the expectation of program completion by the end of the spring, 2014 semester.

Section Three: Measures to inform the next cohort of students of the need to complete subject matter competency before being eligible for whole class instruction during student teaching.

Incoming Cohort 13 students received an advisement letter entitled “What to do Before DeLeT Begins” along with their acceptance letter from the Department of Admissions, explaining the requirement to complete subject matter competence before whole class student teaching begins and outlining the various examinations, where they can be accessed, and cost of each examination. Along with the advisement letter, candidates received an email from the program directors stating that they must complete all CSET and writing tests during the summer before their program begins 2014-2015, or show evidence that they are registered to take the tests. The candidates will receive additional in-depth information about the requirements at orientation on Thursday, June 12, 2014. The program directors have scheduled specific summer office hours to be available for any student who needs help navigating the system.

A table of required examinations has been established for the incoming cohort of candidates, and will be used to track candidates' progress through subject matter competencies. A few of the incoming candidates have completed some of the required examinations already.

The table established for the incoming cohort is attached as Appendix C.

**Appendix A**  
**DeLeT Faculty and Instructional Personnel Participation in Public Schools**  
**2011-2014**

Instructor's Name	2011-2012	2012-2013	2013-2014
Instructor A		Supervised Special Education Credential Interns from National University in LAUSD public schools Santa Monica High School, Maple Ave. Primary Center, Carson High School, Magnolia Science Academy	
Instructor B		UCLA Howard Gardner Lecture	ASCD Conference, 2014
Instructor C			New Los Angeles Charter 1919 S. Burnside Ave. LA, CA 90016 Investigated their health and wellness program (in her discipline) and about common core implementation
Instructor D	Worked with students to volunteer through Koreh LA literacy project, and on individual community service projects with several public elementary schools in the San Fernando Valley	Collaborated with Mendes Learning Center, Los Angeles on a community based learning program	Saw two theater performance at Calabasas High School
Instructor E			School tours at LAUSD Schools: Dixie Canyon, Carpenter, Lanai, Larchmont Charter Tour in Burbank USD
Instructor F		Lincoln Elementary School, Ventura, CA Observed classes Presented mini-courses Observed presentations	Lincoln Elementary School, Ventura, CA Observed classes Presented mini-courses Observed presentations  ASCD Conference, 2014
Instructor G			Visit scheduled for May 28, 2014 Observe Developmental Kindergarten at Topanga Elementary School, LAUSD
Instructor H	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.
Instructor I	Founder, Board President, Curriculum Director at Culture and Language Academy of Success, K – 8 Charter School	Founder, Board President, Curriculum Director at Culture and Language Academy of Success, K – 8 Charter School	
Instructor J		Observation and coordination of joint program at 32 <sup>nd</sup> Street Elementary School, LAUSD	Observation and coordination of joint program at 32 <sup>nd</sup> Street Elementary School, LAUSD

Instructor K	Supervised teacher professional development through California Math Project , including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.	Supervised teacher professional development through California Math Project, including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.	Supervised teacher professional development through California Math Project, including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.
Instructor L	Ongoing classroom volunteer at Pacific Rim Elementary School, Carlsbad	Volunteer at Pacific Rim Science Day Pacific Rim chaperone on "Build it Workshop" field trip Volunteer grant writer for Pacific Rim Elementary School	Volunteer at Pacific Rim Science Night and Science Day Chaperone for field trip
Instructor M		Fourth Street Elementary School Tour Observed gifted student classrooms Differentiation	Observed Citizens of the World Charter School, Mar Vista Project Based Learning  UCLA Education Speakers Series, Neuropsychiatric Institute  ASCD Conference, 2014
Instructor N	Celerity Palmati Charter School observation of DeLeT alumna.  Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz	Canfield Avenue Elementary School, LAUSD, observed PE class  Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz  UCLA Howard Gardner Lecture	Canfield Avenue Elementary School, attended Bookfair fundraiser  Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz  UCLA Education Speakers Series, Neuropsychiatric Institute
Instructor O			El Camino Creek Elementary School Carlsbad, CA Observed student presentations  ASCD Conference, 2014
Instructor P	LAUSD visit to observe arranged environments	LAUSD visit to participate in Socratic Seminar, 5 <sup>th</sup> grade  UCLA Howard Gardner Lecture	LAUSD visit to observe learning centers, 4 <sup>th</sup> grade  ASCD Conference, 2014
Instructor Q	Early Childhood Center Site Visit PicFair District, Los Angeles	Observed buddy coordination between American and Israeli public schools	

Appendix B

Candidate Name	Status	CSET I	CSET II	CSET III	CSET Writing or CBEST	RICA	US Constitution	CPR
Fellow 12.1	Student teaching	6/23/12	9/20/12	6/23/12	CBEST 2/9/08	12/30/13	4/21/14	8/22/13
		PASS	PASS	PASS	PASS	PASS	PASS	PASS
Fellow 12.2	Student teaching	12/20/13	4/25/14	5/12/14	5/12/14	8/2013	5/13/14	8/2013
		PASS	PASS	PASS	PASS	PASS	PASS	PASS
Fellow 12.3	Student teaching	6/8/13	6/8/13	6/8/13	2/17/14	8/17/13	4/6/14	9/9/13
		PASS	PASS	PASS	PASS	PASS	PASS	PASS
Fellow 12.4	Small group instruction/ Mid-year fieldwork experience			5/21/14				8/22/13
				No results				PASS
Fellow 12.5	Small group instruction/ Mid-year fieldwork experience							2/26/14
								PASS
Fellow 12.6	Small group instruction/ Mid-year fieldwork experience	7/26/13	11/16/13	4/30/14	CBEST 2/12/13		Tran- scripts	11/6/13
		PASS	PASS	NO PASS	PASS		PASS	PASS
Fellow 12.7	Small group instruction/ Mid-year fieldwork experience	4/22/14	6/5/14	6/4/14	6/4/14			1st Aid done, CPR in 8/14
		PASS	Registered	Registered	Registered			
Fellow 12.8	Small group instruction/ Mid-year fieldwork experience	1/2/14	4/3/14	5/12/14	5/12/14			9/9/13
		PASS	PASS	No results	PASS			PASS
Fellow 12.9	Small group instruction/ Mid-year fieldwork experience	2/6/14	4/24/14	6/5/14	6/5/14			8/15/13
		PASS	PASS	Registered	Registered			PASS
Fellow 12.10	Small group instruction/ Mid-year fieldwork experience	6/6/14			6/6/14	8/2013	8/2013	8/2013
		Registered			Registered	NO PASS	PASS	PASS
Fellow 12.11	Small group instruction/ Mid-year fieldwork experience	1/3/14	5/28/14	5/28/14	5/14/14	4/21/14		8/2014
		PASS	No results	No results	No results	PASS		PASS
Fellow 12.12	Leave of absence to transfer to the HUC MaEd.	NA	NA	NA	NA	NA	NA	8/20/13
								PASS

**Appendix C**  
**Chart of Incoming Cohort 13 Basic Skills and Subject Matter Competency as of 6/1/14**

Candidate Name	Status	CSET I	CSET II	CSET III	CSET Writing or CBEST	RICA	US Constitution	CPR
Fellow 13.1		6/5/14	6/5/14	6/5/14	5/31/14			
Fellow 13.2								
Fellow 13.3		6/10/14	6/10/14	6/10/14	10/13 Pass			
Fellow 13.4		5/27/14	5/27/14	5/27/14	5/29/14			
Fellow 13.5								
Fellow 13.6								
Fellow 13.7								
Fellow 13.8								
Fellow 13.9		5/6/14 Pass	5/6/14 No Pass	5/6/14 Pass	6/2000 Pass			
Fellow 13.10		5/28/14	7/2014	5/21/14	5/13/14			
Fellow 13.11								