

Quarterly Report from Hebrew Union College to Address Stipulations February 2015

Overview of this Report

This agenda item provides information on the quarterly report submitted by Hebrew Union College (HUC) addressing stipulations resulting from their spring 2014 site visit. Information is provided regarding: a) faculty service in public schools; b) the status of current Preliminary Multiple Subjects program candidates, as well as the cohort that completed in June 2014, in meeting their subject matter competencies; c) the notification to incoming candidates (cohort 13 started June 2014) that subject matter competencies must be completed before being assigned to whole class instruction in a student teaching setting; and d) ongoing progress towards documenting the institution's processes and procedures, development of a unit-wide assessment, and establishing a full-day student teaching assignment of at least two weeks.

Staff Recommendation

This is an action item. No action is needed at this time, however, the COA requested that all quarterly report updates be presented as action items, should further action be warranted by the COA including the possibility of a revisit. Staff will continue to work with the institution to provide technical assistance and review the remainder of the 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 the report of that visit presented to the Committee on Accreditation at their April 2014 meeting (*see the [COA April 2014 HUC Report](#)*). After considerable discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Major Stipulations**. The stipulations are listed in the left side of the table below.

Report Contents

The report was received on December 1, 2014 and has been read and analyzed by staff. It is organized into sections that address each of the stipulations and builds upon information in previous quarterly reports. The complete report is on file at the Commission and is available should any Committee member wish to read its contents. A summary of the report is included below.

Stipulation	Program Response December 1 Report
<p>1) The institution must submit documentation that shows that the institution is in compliance with the following Preconditions:</p> <ul style="list-style-type: none"> • 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) that reads, "The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching." 	<p>Hebrew Union College submitted updated Preconditions, an organizational chart for the institution and pertinent appendices:</p> <ul style="list-style-type: none"> • Faculty activity in public schools, organized by topics addressed in the academic years 2012-13, 2013-14, and 2014-15. (See Appendix A) • An updated chart (See Appendix B) of the subject matter requirements of each candidate in the 2014-15: <ul style="list-style-type: none"> ○ 7 candidates passed all exams ○ 1 candidate has one exam to pass ○ 2 candidates have 2 exams to pass ○ 1 candidate has 3 exams to pass ○ 1 candidate has 4 exams to pass
<p>2) Hebrew Union College will submit a report to the Commission by June 1, 2014 that provides the following information:</p> <ul style="list-style-type: none"> • 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 	<p>Hebrew Union College submitted a report to the Commission in a timely manner (by June 1, 2014) that addressed the items in this stipulation. The COA discussed this report at its June 2014 meeting (See June 2014 HUC Report).</p>

<p>the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement.</p>	
<p>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.</p>	<p>The institution submitted a series of tables listing four categories of processes, procedures and protocols that will now be documented on an ongoing cyclical basis, beginning in June, 2014. (See Appendix C)</p>
<p>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.</p>	<p>The institution shared a summary of their investigative talks (to date) with other institutions as they gather information in order to design a unit assessment plan for HUC.</p>
<p>5) The institution is to provide documentation that candidates:</p> <ul style="list-style-type: none"> • 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 	<p>Hebrew Union College submitted</p> <ul style="list-style-type: none"> • a table of completed and scheduled visits to public schools for each current candidate. Visits have occurred twice a month for candidates in the Los Angeles and San Carlos areas; for candidates in Carmel Valley once a month in September and October and twice a month since. • a statement regarding Public School Teaching and Full Weeks of Teaching (see Appendix D)

Appendix A
Faculty Activity in Public Schools 2012-2015

Instructor's Name	2012-2013	2013-2014	2014-2015
Meeting the Needs of All Learners	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		
Teaching and Learning Seminar	UCLA Howard Gardner Lecture	ASCD Conference, 2014	Visitation to 32 nd Street School to observe in the classrooms where the 7 cohort 13 fellows are observing and assisting.
Health		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	
Diversity	Collaborated with Mendes Learning Center, Los Angeles on a community based learning program		
Reading, Language, and Learning		School tours at LAUSD Schools: Dixie Canyon, Carpenter, Lanai, Larchmont Charter Tour in Burbank USD	5 th grade lead teacher at Citizens of the World Charter School, Los Angeles, CA
Academic Coordinator	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	Engagement with 32 nd Street School to arrange and supervise public school engagement by 7 fellows in Cohort 13.
Child Development	Founding Board member, Topanga Elementary School Faculty	May 28, 2014 Observed Developmental Kindergarten at Topanga Elementary School, LAUSD	
Educational Technology	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.
Diversity	Founder, Board President, Curriculum Director at Culture and Language Academy of Success, K – 8 Charter School	Lectures on Culture and Language for teachers and administrators in public school districts throughout the United States	Lectures on Culture and Language for teachers and administrators in public school districts throughout the United States
Education Director		Observation and coordination of joint program at 32 nd Street Elementary School, LAUSD	Engagement with 32 nd Street School, Los Angeles, and White Oak Elementary School in San Carlos to arrange and supervise public school engagement by 9 fellows in Cohort 13.

Appendix B
Completion of Subject Matter Requirements
For Individual Candidates 2014-15

	CSET I	CSET II	CSET III	CSET Writing or CBEST	Exams Still To Pass
Candidate 1	Pass	Pass	Pass	Pass	0
Candidate 2	Pass	Pass	Pass	Pass	0
Candidate 3	Pass	Pass	Pass	Pass	0
Candidate 4	Pass	Pass	Pass	Pass	0
Candidate 5	Pass	Pass	Pass	Pass	0
Candidate 6	Pass	Pass	Pass	Pass	0
Candidate 7	Pass	Pass	Pass	Pass	0
Candidate 8		Pass	Pass	Pass	1
Candidate 9		Pass	Pass		2
Candidate 10		Pass	Pass		2
Candidate 11	Pass				3
Candidate 12 (ELL)					4

Appendix C
DeLeT Teacher Education Processes, Procedures, and Protocols

JUNE, 2014 RECRUITMENT AND ADMISSION	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ul style="list-style-type: none"> • Candidates' grade point averages • Candidates' undergraduate subject matter preparation • Candidates' experiences with youth (summer camp, teacher assistant) • Candidates' completion of Basic Skills Exams • Candidates' completion of RICA and US Constitution exams • Staff interviews with candidates • Observation of candidates' ability to work in groups • Candidates' teaching of 5-minute prepared lesson to staff • In-house writing sample assessment • Admission committee meeting to assess each candidate on several parameters and identify concerns 	<ul style="list-style-type: none"> • Meeting for all instructors to evaluate the previous year and to discuss changes and protocols for the coming year • Review of admission procedures • Does writing sample offer meaningful information? • Are qualifications of proposed mentor teachers sufficient? • How is the quality of the "fit" between candidate and school in which candidate is placed? • How effective were we in recruiting this year's candidates? How many applicants were there? What was the yield? 	<ul style="list-style-type: none"> • Academic coordinator convenes curriculum taskforce (site school administrators, DeLeT alumni, and DeLeT staff) to solicit ideas for improving the curriculum and aligning the academic coursework with the student teaching experience • What incentives can we provide to ensure earlier completion of outside testing? Did assessments reveal any specific challenges? • Ongoing solicitation of input from site school administrators about the effectiveness of last year's fellow/program • Credential Coordinators collect data to be included in Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ul style="list-style-type: none"> • Identify opportunities for expanded outreach in recruiting in new venues • Further interview prospective mentor teachers to ensure their alignment with program goals • Provide candidates with more detailed information about basic skills testing times and sites • Find a suitable consequence for lagging test-takers

DeLeT Teacher Education Processes, Procedures, and Protocols

AUGUST, 2014 END OF SUMMER 1 SESSION	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ul style="list-style-type: none"> • Fellows' successful completion of academic coursework Education director reviews course grades • Teaching and Learning Seminar instructor provides narrative reports on fellows' work • Academic coordinator and education director review instructors' narrative assessments of fellows • Director, clinical educators, and several alumni observe and assess a 15-minute mini-lesson by each fellow, supervised by the seminar instructor, giving extensive feedback to each fellow. 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each academic course • Input from fellows is gathered during listening circle conversations 	<ul style="list-style-type: none"> • Academic coordinator analyzes a) HUC's objective course evaluations b) instructors' subjective course evaluations, c) fellows' evaluations of courses • Academic coordinator reviews course syllabi Education director meets with staff to evaluate summer programming • Credential Coordinators complete Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ul style="list-style-type: none"> • Academic coordinator continues to meet with each instructor to discuss course feedback and make course modifications • Continue to seek time for additional informal and formal interaction among fellows • Explore alternate ways to assess fellows at the end of summer 1

DeLeT Teacher Education Processes, Procedures, and Protocols

JANUARY, 2015 END SEMESTER 1	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ul style="list-style-type: none"> • Fellows' successful completion of academic coursework • Education Director grades and writes narrative assessments based on multiple assessments of fieldwork • Submission of public school observation log • Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive fall-term self assessment • Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments • Education director reviews fellows' record of pupil progress in reading and math • Weekly meetings with clinical educators, who maintain a collaborative log of fellows' progress • Instructors write narrative assessments of each candidate's work, assessing each fellow's strengths and weaknesses based on participation in academic coursework • Credential coordinator assesses fellows' performance on TPAs • Clinical educators and mentor teachers observe fellows doing practice teaching and provide feedback 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each course • Weekly homeroom session with program administrator to identify questions/issues • Education director reads all collaborative logs and assesses fellows' progress • Education director meets with clinical educators monthly to assess program as a whole • Continuation of the listening circle, discussing programmatic issues • Each fellow introduces his/her school's program and philosophy to all other fellows during <i>Kallot</i> (regional convocations) • Heads of School and Advisory Committee meet in a constructive dialogue about the program • Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ul style="list-style-type: none"> • TPA scores collected and sent to all stakeholders • Education director holds regular office hours for individual fellows and collects their performance data. • Education director holds weekly "homeroom" discussions, listening to concerns and challenges and analyzing the collected data • Academic coordinator analyzes public school involvement of all instructors • Credential Coordinators complete Title II reports to collect and analyze data on prior year's cohort of fellows. • How are public school observations impacting the fellows' views? 	<ul style="list-style-type: none"> • Instructors to increase public school involvement • Obtain formalized feedback and data from fellows regarding the impact of public school engagement

DeLeT Teacher Education Processes, Procedures, and Protocols

MAY, 2015 END SEMESTER 2	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ul style="list-style-type: none"> • Fellows’ successful completion of academic coursework • Education Director grades and writes narrative assessments based on multiple assessments of fieldwork • Submission of public school observation log • Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive mid-year and final self assessment • Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments • Education director reviews fellows’ record of pupil progress in reading and math • Weekly meetings with clinical educators, who maintain a collaborative log of fellows’ progress • Instructors write narrative assessments of each candidate’s work, assessing each fellow’s strengths and weaknesses based on participation in academic coursework • Credential coordinator assesses fellows’ performance on TPAs • Clinical educators and mentor teachers observe fellows doing practice teaching and provide feedback 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each course • Weekly homeroom session with program administrator to identify questions/issues • Education director reads all collaborative logs and assesses fellows’ progress • Education director meets with clinical educators monthly to assess program as a whole • Continuation of the listening circle, discussing programmatic issues • Education director holds regular office hours for individual fellows • Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ul style="list-style-type: none"> • Education director holds weekly “homeroom” discussions, listening to concerns and challenges and analyzing the collected data • Education director tracks application proceedings • Education Director collects placement needs data based on inquiries received • Identify percentage of fellows securing teaching assignments • Placement of recently accepted fellows at partnering public and Jewish day schools • Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ul style="list-style-type: none"> • Add an intensive Hebrew language concentration as a result of prior assessments and recommendations of stakeholders • Replace ineffective mentors • Replace ineffective instructors • Condense the curriculum in instances of redundancy • Increase observation time in public schools • Align TPAs with coursework more organically

DeLeT Teacher Education Processes, Procedures, and Protocols

JULY, 2015 END SUMMER 2	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ul style="list-style-type: none"> • Fellows’ successful completion of academic coursework • Education Director reviews grades and narrative assessments • Completion of ELL requirement 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each course • Dr. Zeldin holds exit interviews with graduating fellows • School administrators, community representatives, and program instructors attend culminating project presentations and offer feedback to fellows and program. • Advisory Committee meets with DeLeT staff to make program recommendations 	<ul style="list-style-type: none"> • Number of fellows completing the program • Number of fellows recommended for credential • Compare data from Dr. Zeldin’s exit interviews with survey data obtained throughout the year • Teaching and Assistant Teaching Positions offered to members of this cohort and prior cohorts • Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. • Use of CTC Survey Link 	<ul style="list-style-type: none"> • Increased involvement of community representatives in DeLeT professional development opportunities.

DeLeT Induction Program Processes, Procedures, and Protocols

RECRUITMENT AND ADMISSION	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ul style="list-style-type: none"> • Completion of DeLeT program and credential recommendation • Recommendations from Head of School • Referrals from Induction Program alumni • Credential check/Transcripts • Application and School Approval Forms 	<ul style="list-style-type: none"> • Review of admissions documents and orientation to the DeLeT Induction Program • Assessing the qualifications of beginning teachers/induction candidates • Assigning an appropriate DeLeT Clinical Educator and Mentor • Meeting with the school administration re: DeLeT Induction Program goals and procedures 	<ul style="list-style-type: none"> • Several times throughout the year, the DeLeT Clinical Educator and Mentor meets with school site administrators to align the Induction Program Formative Assessment work with the beginning teacher's experiences at the school. • Soliciting input from site school administrators about the effectiveness of the beginning teacher in relation to the inquiry action project they choose in the spring semester 	<ul style="list-style-type: none"> • Expand Induction recruiting outreach to schools not related to DeLeT • Expand training of new DeLeT Induction Program Clinical Educators and Mentors • Update training for new and returning Clinical Educators and Mentors on the New Teacher Center's online FAS toolkit (Summer 2015)

DeLeT Induction Program Processes, Procedures, and Protocols

FALL SEMESTER 1	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ul style="list-style-type: none"> • On-going monitoring - Clinical Educator and Mentor bi-monthly collaborative logs are submitted to the DeLeT Induction Program Coordinator • DeLeT Induction Program Coordinator communicates via email with each beginning teacher/DeLeT Induction Program candidate with the first semester invoice in December. • DeLeT Induction Program Clinical Educator and Mentors check in with the school administration to assess the progress of the beginning teacher/DeLeT Induction Program Candidate 	<ul style="list-style-type: none"> • DeLeT Induction Program Coordinator reads all collaborative logs and assesses beginning teacher/DeLeT Induction Program Candidates' progress • Education director meets with DeLeT Induction Program Clinical Educator and Mentors monthly to assess program as a whole 	<ul style="list-style-type: none"> • Portfolio check-in with Clinical Educator and Mentors • Three-way meeting between school administration, the beginning teacher/Induction Program participant and the DeLeT Clinical Educator and Mentor to discuss progress to date and ideas and possible resources for the spring Inquiry Action Project (Is this assessment of induction candidate?) • Understanding Context Reflection FAS tool 	<ul style="list-style-type: none"> • Expand recruitment and training of new induction program CE/Mentors

DeLeT Induction Program Processes, Procedures, and Protocols

SPRING SEMESTER 2	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ul style="list-style-type: none"> • Completion of Inquiry Action Project • Beginning Teacher Network Meetings (Nor Cal, So Cal) • Induction Portfolio Due in June • Final payments due in June 	<ul style="list-style-type: none"> • DeLeT Induction Program Surveys (Participants, Administration) • DeLeT Induction Program Clinical Educator and Mentors read and assess portfolios during the summer. • Clear Credential recommendations made for program completers 	<ul style="list-style-type: none"> • Selection of an Inquiry Action Project appropriate for beginning teachers • DeLeT Induction Program Survey Analysis • Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. • Use of CTC Survey Link 	

Appendix D
DeLeT Teacher Education
Requirements for
Public School Teaching and Full Weeks of Teaching

We are being proactive about placing our interns in public schools where they will teach for a significant period of time. Though we have not received a clear estimate of the number of hours our interns are required to spend teaching in a public school, we have already inaugurated a program that sends them to engage and interact in public schools. They are spending a total of 27 hours this year in the public schools.

For the 2015-2016 academic year we are considering augmenting the public school experience with additional hours of student teaching.