

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Summit Preparatory Charter High School

Professional Services Division January 2019

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Summit Public Preparatory Charter High School (Summit Public Schools)**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. Based on the report, a recommendation of **Accreditation with Major Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation			X
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice		X	
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary General Education- Single Subject Teaching Credential Intern	6	4	1	1
Teacher Induction	6	5	1	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Summit Preparatory Charter High School

Dates of Visit: November 5-7, 2018

2017-18 Accreditation

Team Recommendation: Accreditation with Major Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Major Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

Preliminary Single Subject-Intern

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with interns, graduates, faculty employers, and faculty/mentors, the team determined that all program standards are fully met for the Intern program except for the following:

Program Standard	Team Finding
2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	Met with Concerns
3: Clinical Practice	Not Met

Clear Teacher Induction

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are met for the Clear Teacher Induction Program except for the following:

Program Standard	Team Finding
3: Designing and Implementing Individual Learning Plans Within the Mentoring System	Met with Concerns

Common Standards

Common Standards 2, 4, and 5 were **Met**. Common Standard 1 was **Not Met** and Common Standard 3 was **Met with Concerns**.

Common Standard 1: Infrastructure to Support Educator Preparation- Not Met

The documents reviewed and interviews of key stakeholders indicate that the vision of Summit Public Schools, specifically its reference to its Teacher Residency Program is inconsistent with its implementation of a single subject intern program. An in-depth review of the institution's single subject intern program and interviews with the institution's single subject intern program identified many responsibilities assumed by mentors, including developing the courses for the credential, tracking interns, and determining intern readiness. Through interviews and documents, provided by the program it is determined that at times cooperating teachers are placed without meeting the required qualifications of years of teaching experience and clear credential status. Single subject intern candidates are consistently recommended for preliminary credentials without having met all the fieldwork requirements.

Common Standard 3: Fieldwork and Clinical Practice- Met with Concerns

Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed at the site visit indicate that the teachers are in a residency program, rather than an intern program. The minimum 600 hours of clinical practice, during which candidates are teacher of record, was not evident. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers (interns), the clinical practice as a Teacher of Record was an issue.

Precondition Finding:

The team further finds that the program is not in compliance with Precondition 2: Subject Matter Requirement that requires that all individuals admitted into the intern program to have passed the subject matter examination or completed a subject matter program in the subject area that the intern is authorized to teach. (Reference Ed Code 44325 c). Although it appears that the program has not allowed candidates to serve on an intern credential prior to demonstration of subject matter competence, the program does not require demonstration of subject matter prior to program admittance. Additionally, some candidates reported not having passed the CSET until very late (spring) into the program. For the period of time that these candidates had not yet demonstrated subject matter competence, these candidates did not serve on the intern credential and were not allowed to advance to solo student teaching, however, they were in the classroom in a significant manner and involved in instructional activities. The team believes that this complexity is largely the result of trying to align a residency model with the intern requirements.

Overall Recommendation

Based on the fact that the team found the Preliminary Single Subject credential program Standard 2 Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs) was **Met with Concerns**, Standard 3: Clinical Practice was **Not Met**, the Clear Induction Program Standard 3: Designing and Implementing Individual Learning Plans Within the Mentoring System was **Met with Concerns**, Common Standard 1 Infrastructure to Support Educator Preparation was **Not Met**, Common Standard 3 was Fieldwork and Clinical Practice was **Met with Concerns**, and Precondition 2 for intern programs was found to not be in compliance, the team recommends **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

- That within one year, Summit Public Schools host a revisit year revisit, focusing on all standards found Not Met or Met with Concerns
- Summit Public Schools **not be permitted** to propose new credential programs for approval by the Committee on Accreditation until the stipulations have been addressed.

Based on this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Single Subject Intern
Clear Teacher Induction

In addition, staff recommends that:

- The institutions be required to demonstrate compliance with Intern Precondition 2 Subject Matter Requirement within 10 days of COA Action.
- Summit Public Schools continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:	Patricia Pernin Los Angeles Unified School District
Common Standards:	Hans Kaufhold Riverside Unified School District
Programs Cluster:	Amy Gimino California State Polytechnic University Pomona Gina Smith Stanislaus County Office of Education
Staff to the Visit:	Bob Loux Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission	Program Review Submission
Common Standards Addendum	Program Review Addendum
Course Syllabi and Course of Study	Candidate Advisement Materials
Accreditation Website	Faculty Vitae
TPA Results and Analysis	Assessment Materials
Candidate Handbooks	Survey Results

Interviews Conducted

Stakeholders	TOTAL
Candidates	39
Completers	48
Employers	24
Institutional Administration	14
Program Coordinators	2
Faculty	5
Mentor/Coaches	21
Site-Based Supervisors	17
Credential Analysts and Staff	1
Advisory Board Members	3
TOTAL	174

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Summit Preparatory Charter High School is a school within Summit Public Schools. Summit Public Schools is a network of public charter schools that prepare a diverse student population. They operate 11 schools serving over 4,500 students in the Bay Area and the state of Washington. Historically, 98 percent of Summit graduates are accepted into four-year colleges, and Summit graduates complete college at double the national average.

The California Summit Public Schools are comprised of 8 schools in Daly City, Richmond, San Jose, Sunnyvale, and Redwood City currently serving 3,123 students. Approximately half of their students identify as Latino, 18% as Caucasian, 12% as Asian, 5% as African-American, 4% as Filipino, 10% with two or more races, and 1% as Native American or Native Hawaiian. Forty-four percent qualify for free or reduced lunch, 10% are students with special needs, and 12% are classified as English learners.

Education Unit

The education unit is comprised of two programs – referred to as the Summit Learning Teacher Residency which is an intern credentialing program, and the Summit Induction Program. The Summit Learning Teacher Program is in its second year of operation with 15 candidates currently enrolled in the program. The Induction Program is in its third year of operation with 60 candidates currently enrolled. On average, the unit awards approximately 35-40 credentials per year across both programs.

The Summit Learning Teacher Residency has a team of six faculty, including a Senior Director, three mentors, a Director of Growth, and a Recruitment Manager. The Induction Program has one full time faculty member - the Induction Program Manager - and 15 induction coaches.

Table 1
Program Review Status

Program Name	Number of Program Completers (2017-18)	Number of Candidates Enrolled (2018-19)
Preliminary Single Subject – Intern	18	15
Clear – Teacher Induction	19	60

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports
Preliminary Single Subject – Intern

Staff Note: California Education Code (44325) provides for Local Education Agencies to sponsor district intern programs. District interns must be employed as the classroom teacher of record. Education Code does not authorize an LEA to offer student teaching programs, including residencies. Summit Public School was approved as a teacher preparation program in March 2017.

The Summit Public Schools intern program was designed to “build a long-term, sustainable pipeline of teachers prepared to lead high-quality, personalized learning classrooms at Summit Public Schools and across the nation launched the first cohort in August 2017, and recommends candidates for preliminary single-subject credentials in English, history, mathematics, biology, chemistry, physics and Spanish. In Year 1, the program admitted 24 candidates and had 18 completers. In 2018-19 (Year 2), the program enrolled 15 candidates.

The program is led by the Senior Director of Summit Learning Teacher Residency who also serves as the TPA Coordinator. The program also has a Manager of Credentialing, who recommends credentials, serves as an instructor and program supervisor and oversees curriculum development, data analysis and program coordination. Three full-time instructors with expertise in math and English/Language Arts co-teach the Friday Learning Experience and mentor all of the candidates enrolled in the program. The leadership team, which consists of the Senior Director, Manager of Credentialing, and the three instructors/mentors, meet weekly to monitor program implementation, discuss candidate progress, and co-plan coursework.

Summit’s program is based upon best practice research (e.g., Darling-Hammond, 2002; Fuller,1970), Summit’s principles for personalized learning, and the following goals in mind:

- Providing onsite immersive, mentored experiences with professional educators;
- Positioning candidates as active and important members of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community;
- Supporting candidates to develop deep knowledge of their students and the communities from which they come;
- Emphasizing skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity;’ and
- Empowering candidates as self-directed adult learners with a personalized trajectory and timeline through the program.

The curriculum, housed on Canvas, is designed around four Elements of Effective Teaching aligned with the TPEs and edTPA. These four Elements include: (1) *Educator Knowledge* presented through content guides and playlists; (2) *Educator Skills* and (3) *Educator Habits of Success*, both operationalized through observable statements or “look fors,” that are tracked through an interactive, personalized Professional Educator Plan dashboard; and (4) *Professional Expeditions, or 2-week experiences*, where candidates apply these knowledge, skills and habits in different contexts.

Although the program is approved as an intern program, its clinical practice model appears to be based on a student teaching residency. The program integrates coursework and clinical experiences through what all stakeholders and program documents refer to as *residency placements*.

Candidates spend a year in a secondary classroom at one of the Summit Public Schools in Daly City, El Cerrito, Redwood City, Richmond, San Jose or Sunnyvale, located in the San Francisco Bay Area. Candidates spend 4 days a week in their cooperating teacher’s classroom and come to the Summit office to attend weekly learning sessions from 8:30 – 4:00 P.M. on Fridays.

During preservice, prior to passing the CSET and being recommended for the intern credential, candidates complete 5 weeks of professional development in the summer and begin a supervised, early field experience residency in the fall that scaffolds the teacher inquiry process and provides gradual release of responsibility. Candidates begin co-planning and co-teaching partner and small group activities and eventually co-plan and co-teach whole class lessons and learning sequences.

The program is designed so that candidates are recommended for the intern credential and begin solo teaching one period, four days a week, in the spring, for a minimum of eight weeks (32 hours) with the candidate co-teaching the remainder of the day on each of these 4 days. Through interviews and document review, it was determined that not all candidates pass the CSET in the fall and are delayed from being placed on an intern credential, including one candidate in the first cohort who did not advance to an internship until April. Candidates that have not passed the CSET continue in the classroom but without the added solo responsibility for one period a day. Interviews with principals and cooperating teachers made it clear that they view the candidates as residents, rather than intern teachers. They are not employed by Summit and the cooperating teacher remains the legal teacher of record.

Cooperating teachers are selected through an extensive process, based on program expectations, content area expertise, principal recommendations, interviews, and a simulated coaching assessment. The cooperating teachers complete extensive Summit training that extends well beyond the minimum 10-hour requirement and receive a handbook that clarifies expectations, roles and responsibilities. Candidates and cooperating teachers are “matched” based on survey results and compatibility. Candidates, completers and cooperating teachers

expressed satisfaction with placements; cooperating teachers were pleased with candidates' preparation; and cooperating teachers and candidates commended the program mentors for their accessibility and prompt attention and resolution to questions and issues as they arose.

Principals, cooperating teachers and candidates consistently reported the mentors met with candidates at least bi-weekly and regularly checked in with the cooperating teachers to gather feedback and provide ongoing support. Completers commended the mentors for being highly accessible and allowing class time each Friday to address their questions and needs, based on what was happening at their sites.

Course of Study (Curriculum and Field Experience)

Summit's four, yearlong courses are embedded into their Friday learning experience sessions and are co-planned and co-taught by the mentors as follows:

- Curriculum, Instruction and Assessment in a Personalized Environment
- Culture of Learning
- Diversity and Access
- Professional Growth

Each week candidates meet at the Summit office as a full cohort. The first three courses are designed to provide candidates with essential, timely content and resources through playlists (modules), checking for understanding and project-based activities, case studies, and inquiry cycles. The final, *Professional Growth* course, is designed for candidates to apply and gather evidence of what they learn in the other courses. Candidates and completers all stated that they appreciated the model, which allowed them to immediately apply what they learned in coursework to their classroom and bring questions and issues that surfaced in their classrooms, back to their Friday sessions. Completers confirmed that the coursework was rigorous, relevant and overwhelming at times (especially when the edTPA was due). Current candidates concurred and a few said that a clear syllabus or master calendar would have helped them keep track of all of their assignments and deadlines.

The leadership team reported that as a result of last year's SCALE (edTPA) report and the realization the program needs to frontload content for candidates, they adjusted this year's curriculum to provide more focused support for diverse learners, and established a separate, rather than a combined, inquiry cycle of assignments for English learners and students with special needs. Program completers reported that, although topics such as Universal Design for Learners, assistive technologies and supporting diverse populations of students (LGBTQ, homeless, foster care, GATE, and ELs with primary languages different than Spanish) were briefly touched upon in playlists last year, they had insufficient training in these areas. In addition, during interviews, all but two program completers expressed that they wanted more content-specific lesson planning and felt the program's general lesson planning strategies and limited content-area playlists were insufficient. The Senior Director of Summit Learning Teacher Residency provided evidence of how the program is adding playlist content and resources

inside their learning system to address these areas and mentioned that the program is providing candidates with additional content-specific support through existing playlists and their network of teachers.

Summit's leadership team and mentors closely monitor and support candidates progress in completing all of the expected course learning outcomes and program requirements (e.g., CSET, edTPA) through secure, shared spreadsheets, however course grades are not issued. Candidates reported their living expense stipend is contingent on staying on top of these requirements. As a result of the SCALE report and program completer input, Summit has further personalized the Friday learning experiences. Candidates now have a dedicated time to check in with their mentors in the morning. Then in the afternoon, candidates are provided time for personalized activities/sessions/break out groups to better address their individual needs.

Assessment

Each of Summit's courses include multiple formative assessments along with project/performance-based assessments that aligned with program outcomes and the edTPA. In addition, clear "look fors" or observable statements, along with novice-level rubric descriptors, ensure candidates, mentors and cooperating teachers clearly understand what is expected at each point in the program.

Candidates are observed in fieldwork for educator skills/habits rubric with specific "look fors" related to the TPEs and expect candidates to reach their "novice level." A Professional Learning Portfolio (PLP) guides their work with their cooperating teacher and mentor though out the year. Within the PLP, candidates set goals for specific skills or habits they want to work on, develop an action plan and collect evidence (observation notes and reflection notes) to document their progress.

Mentors, cooperating teachers and candidates engage in quarterly co-assessments (i.e., a beginning of the year baseline assessment plus meetings in November/December, February/March and a final meeting in May/June) where candidates review evidence, reflect on their growth, set goals, and track their progress based the program's performance indicators. At the final co-assessment meeting, a transition plan is developed with a set of recommendations for continued growth in the candidate's clear program. Each candidate receives a copy of his/her transition plan and the program maintains a copy in the candidate's file.

Cooperating teachers and mentors receive extensive, on-going training and support, including calibration activities using parallel local scoring of sample edTPA submissions. Likewise, candidates receive information and program support to help them complete the edTPA requirement. Among the first cohort of completers, all but one candidate

successfully passed the edTPA. The remaining candidate is receiving remediation support from the program.

Findings on Standards

After review of the institutional report; supporting documentation; outcomes data, including assessment and survey results; interviews with candidates, graduates, site administrators, cooperating teachers and faculty/mentors, and a representative from SCALE, the team determined that all program standards are met for the Single Subject Intern program except for the following:

Standard 2: Preparing Candidates Toward Mastery of the TPEs - Met with Concerns

Although there was some evidence presented that the program's coursework and clinical practice provide opportunities for candidates to learn, develop and apply each Teaching Performance Expectation, the program syllabi and assignments are not clearly mapped to the TPE elements. There was not a clear and complete crosswalk of the course content, assignments and "look fors" to ensure consistent implementation of coursework over time and to verify all TPE element areas (i.e., UDL, assistive technologies, supporting diverse student populations, and subject-specific pedagogy) are being addressed.

Standard 3: Clinical Practice – Not Met

Although there is extensive observation during the required hours of preservice, prior to becoming interns, the review team did not see evidence that the program meets the requirement of 600 hours of field experience as interns. According to the Senior Director of Summit Learning Teacher Residency, 8 weeks of solo teaching for one period across four days is the minimum fieldwork requirement for interns in the program. This is a total of 32 hours. The candidates are in the classroom co-teaching for the remainder of each of these 4 days.

The program did not provide convincing evidence that all of their cooperating teachers had a minimum of three years of content area K-12 teaching and had cleared their credentials in the content area for which they are providing supervision. During interviews, two cooperating teachers indicated that they had not cleared their credential. Additionally, although faculty mentors should have expertise in the content area of the candidate being supervised, the program has just a few mentors with content expertise in mathematics and English/Language Arts and draws upon others to provide candidates with additional support in designated content areas (e.g., science). Completers stated that they desired more content-specific support that extended beyond the playlists and their cooperating teachers.

Also, during interviews with candidates and the program director it was discovered that most candidates are admitted into the program in the summer without meeting the subject matter Precondition requirement. Precondition 2 for interns requires each single subject candidate admitted into the program to have passed the Commission-approved subject matter

examination, or completed the subject matter program for the subject areas in which the intern is authorized to teach. Summit expects candidates to pass the CSET so they can apply for intern credentials November-December, yet few candidates in the first cohort passed the CSET in time and 10 of 15 of the candidates in the second year cohort had not yet met the subject matter requirement at the time of the visit. *Reference: Education Code Section 44325(c) (3).*

Program Reports Teacher Induction

Program Design

The leadership team of the Summit Public Schools (SPS) Induction Program is comprised of one Manager of Induction and 15 coaches/mentors. The Manager of Induction is responsible for the day-to-day operations of the program and communicates with all stakeholders. The leadership team works with coaches/staff at all eight sites across the Bay Area. Summit's Manager of Induction collaborates with the Talent and Human Resources Teams to proactively identify any new hires eligible for the Induction program.

Summit's Teacher Education Induction Program for both General Education and Education Specialist credential candidate is a two-year program that begins in the teacher's first year of teaching. Summit's educator preparation programs are designed in alignment with the current research and theory on teaching and learning with highly effective personalized learning classrooms.

Interviews with a variety of stakeholders verified that informal and formal feedback from program candidates and coaches is gathered throughout the year in the form of surveys, observations, and site visits. This information is used to have reflective conversations to continue with candidate growth with induction and site-specific goals. The Manager of Induction shares this information with all stakeholders.

Course of Study (Curriculum and Field Experience)

Candidates are assigned a mentor and begin working with them within the first 60 days of hire. Through interviews, it was noted that coaches and teachers begin with a commitment meeting. Next, coaches observe classrooms then both sides co-create a shared narrative about strengths and areas for growth based on observational data and reflection. Coaches assist teachers in setting a goal, engage in an observation-feedback cycle for that goal through weekly observations and coaching meetings, and then help teachers determine when it is appropriate to set the next goal. They also complete quarterly co-assessments on the Summit Learning Instructional Look-Fors. The Look Fors were developed as part of the California Consortium for the Development and Dissemination of Personalized Learning, in partnership with Lindsay Unified School District and Transcend Education. Interviewees addressed the fact that Summit Public Schools has created a crosswalk between the Look-Fors and the California Standards of the Teaching Profession (CSTP). It was discussed in interviews that site principals have input into ILP goals that they would like to have all teachers work on during their induction participation. In the interviews, it was also noted that if coaches/mentors do not have a like credential with their assigned candidate, there is a system put in place so that the candidate is getting support from colleagues or other coaches that share their like credential.

During the course of the year, coaches work with their candidates to determine the order in which they will complete the required portfolio entries, making adjustments to the timeline whenever necessary. During an interview with the Manager of Induction, it was noted that this program is competency-based, not time based, therefore candidates have opportunities to continue working on progressing toward mastery beyond the two-year time frame. (All teachers at Summit Public schools have coaches assigned to them that help them with their professional development throughout their teaching at Summit Public Schools.) In alignment with the personalized learning focus that Summit Public School uses, coaches guide teachers in building a backwards map that is suitable to their needs; experienced or skilled teachers may complete the program requirements within one school year while others may need more time than the average two years. Candidates are informed of the Early Completion Option during the initial orientation and that information was available in the Participating Teacher Handbook.

Advisement and reflective conversations start at the beginning of year one as stated by interviewees. The program design includes beginning the coaching cycle, quarterly co-assessments, continual professional development, observations of candidates with reflective conversations to look for strengths and areas of growth, and calibrations of each portfolio. Portfolio calibration is completed by coaches with input from the manager of induction. The Manager of Induction meets with all coaches weekly to assist in providing support.

Assessment of Candidates

In order to successfully complete the induction program with Summit Public Schools, participating teachers must meet the following program requirements: successfully complete all three portfolio entries (Learning Environment, Student Work Inquiry Cycle, and Professional Communications), demonstrating substantial evidence of all required Look Fors while consistently demonstrating performance at the rubric level (3 or higher on a 4 point scale) for all required Summit Learning Instructional Strategies Look Fors. It was noted in interviews that any teacher struggling to meet program requirements is identified based on program data and weekly coach check-ins. The induction manager works with the coach to provide more intensive support for that candidate to ensure successful completion of the portfolio. The program requires candidates to submit three portfolios, and although candidates expressed that they feel that they have a voice in the flexibility with respect to the artifacts and evidence collected as well as input on which order they work on each topic, there appears to be limited attention to an ILP that is driven based on the individualized needs of each candidate. In addition, there was little evidence of the employer's input.

Candidates and coaches work together to complete the portfolios and then calibrate the portfolio work to reach the level 3 or higher on the performance rubric. Candidates are informed of where they are scoring as they are calibrating and use that data to continue working toward the level 3 standard. When they have successfully completed a portfolio, they are ready to move onto the next portfolio. The Manager of Induction tracks the overall

completion of the program. The Manager of Induction then recommends clear credentials for those individuals which program leadership has approved for the recommendation. Candidates stated in interviews that they receive a congratulatory email from their coach/mentor when they have been recommended for their clear credential.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are fully met for the Summit Public Schools except for the following:

Standard 3: Designing and Implementing Individual Learning Plans Within the Mentoring System – Met with Concerns

The candidates develop their ILP on one of the three topic areas prescribed by the program. The standard requires that ILPs are to be created individually by the candidate, program, and employer. The program requires candidates to submit three portfolios. Although candidates expressed that they feel that they have a voice in the flexibility with respect to the artifacts and evidence collected as well as input on which order they work on each topic, there appears to be limited attention to an ILP that is driven based on the individualized needs of each candidate. In addition, there was little evidence of the employer's input.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks 			X
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. 	X		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	X		
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 		X	
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 			X

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 			X
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Not Met		
<p>Rationale</p> <p>The documents reviewed and interviews of key stakeholders indicate that the Summit Public School vision does not align with an LEA sponsoring an intern program, which is the only type of Preliminary teacher preparation that an LEA is legally allowed to offer. An in-depth review of the institution’s single subject intern program and interviews with the institution’s single subject intern program identified many responsibilities assumed by mentors, including developing the courses for the credential, tracking interns, and determining intern readiness. Through interviews and documents, provided by the program it is determined that at times cooperating teachers are placed without meeting the required qualifications of years of teaching experience and clear credential status. Single subject intern candidates are consistently recommended for preliminary credentials without having met all the fieldwork requirements (hours) as interns.</p>			
Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 		X	
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	X		

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	X		
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision</p> <p>It is clear that the institution purposefully recruits and admits candidates to reflect the diversity of the communities its schools serve and the state as a whole. Interviews of program leadership as well as the institution’s Director of Diversity, Equity and Inclusion provided examples of specific actions to ensure diversity. The program provides a system of support to ensure the transparency of requirement attainment through the use of digital tracking of requirements and specific coaching. Additional assistance is identified and provided to candidates in a timely manner through a “layered” coaching and mentoring model that involves regular communication and feedback.</p> <p>The criteria used to accept applicants into its single subject intern program is based on a teacher residency model. This discrepancy was noted in interviews with candidates, program staff, and school leaders.</p>			
Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	X		
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows	X		

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
candidates to learn, practice, and demonstrate competencies required of the credential they seek.			
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program	X		
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	X		
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	X		
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	X		
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	X		
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 			X
<ul style="list-style-type: none"> For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. 		X	
Finding on Common Standard 3: Fieldwork and Clinical Practice	Met with Concerns		
<p>Rationale Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed during the site visit, indicate that the teachers are in a residency program rather than an intern program. The minimum 600 hours of clinical practice, which includes time as a teacher of record, was not evident. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers, the clinical practice as a Teacher of Record was an issue.</p>			

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation	X		
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Additional information applicable to the standard decision Through numerous data sources provided and interviews with all stakeholders it is clear that both the institution and programs actively employ continuous improvement activities that result in program modifications. Interviews with the Chief Financial Officer and other institutional leaders indicate that substantive efforts are made to involve key stakeholders in the program's continuous improvement.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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	X		

Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
Finding on Common Standard 5: Program Impact	Met		
Additional information applicable to the standard decision			
<p>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. 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. The intent is that teachers in these programs tend to remain in the system and some will become School Site Executive Directors and eventually leaders in the Summit system. There are also students who have attended the school and have then returned to Summit to teach.</p>			

INSTITUTION SUMMARY

The Summit Preparatory Charter High School (Summit Public Schools) Single Subject Intern and Teacher Induction programs have a strong coaching model that is evident at all levels: administrators, directors, coaches, mentors, teachers and candidates. Throughout all programs, collaboration is evident as indicated by the numerous levels of debriefing meetings in which stakeholders analyze data and determine the next steps to increase the capacity of all personnel in the Summit Public Schools. However, after review of all documents and interviews with administrators, directors, coaches, mentors, teachers, candidates and other stakeholders, major issues concerning the implementation and adherence to the standards for an Intern program are evident. As noted, the minimum 600 hours of clinical practice, during which the candidate is serving on an intern credential and is the teacher of record, was not evident. Documents, which included the Summit Learning Teacher Residency (SLTR) agreement, and other evidence reviewed during the site visit indicate that the candidates are in a residency program rather than an intern program, which is not allowable. The SLTR document also indicates that participating teachers in the SLTR program are not contracted by Summit. As participating teachers were not contracted teachers, the clinical practice as a Teacher of Record was an issue and does not appear to be in alignment with the requirements of an Intern program.

For the induction program, there was concern as to individuality of the Individual Learning Plan, which is developed through a collaborative process that includes the candidate, coach and administrator. Evidence reviewed indicated that the program consistently prescribed three topic areas that each candidate was required to address in the form of three satisfactory

portfolios. The portfolios were required prior to a recommendation for a Clear Credential. There was no clear connection between the portfolios and the ILP. Although the strength appeared in the coaching model for the program, the individualized candidate driven program was not evident.