

**California Commission on Teacher Credentialing
Committee on Accreditation
Revisit Team Report for Summit Preparatory Charter High School**

Dates of Visit: February 26-27, 2020

Revisit Team Recommendation: Accreditation

Overview

This is the revisit team report of Summit Preparatory Charter High School that took place February 26-27, 2020.

Revisit Team Recommendations

Based on the evidence provided by Summit on their revisit website that was confirmed through interviews and additional documents reviewed at the revisit, the team recommends the **removal of all stipulations assigned by the Commission and the COA**. Therefore, the team recommends Summit’s accreditation status be changed from **Accreditation with Major Stipulations to Accreditation**.

A summary of the conditions placed upon Summit by the Commission is in the chart below:

| Conditions Placed on Summit by Commission | 2020 Finding of Revisit Team |
|---|-------------------------------------|
| Contract/Partner with Regionally Accredited Institution of Higher Education | Met |
| Host a Revisit | Met |

A summary of the stipulations placed on Summit by the Committee on Accreditation and reviewed by the 2020 revisit team is in the chart below:

| Stipulations | 2020 Revisit Team Finding | 2020 Revisit Team Recommendation |
|--|----------------------------------|---|
| Common Standard 1. | Met | Removal of Stipulation |
| Common Standard 3: Course of Study, Fieldwork and Clinical Practice | Met | Removal of Stipulation |
| Preliminary Single Subject Program Standard 2: Preparing Candidates to Master the TPEs | Met | Removal of Stipulation |
| Preliminary Single Subject Program Standard 3: Clinical Practice | Met | Removal of Stipulation |

On the basis of this recommendation, staff recommends that:

- Summit Preparatory Charter High School be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Summit Preparatory Charter High School 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.

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Given that the program was being reviewed as a student teaching residency model program and not as an intern program as it was for the original accreditation visit in 2019, and given the nature of the appeal, the revisit team was constituted entirely of Board of Institutional Review (BIR) members who were not on the original site visit team.

Revisit Team Members

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Pia L. Wong
California State University, Sacramento

Commission Consultant

Jake Shuler

Interviews Conducted

| Stakeholders | Total |
|------------------------------|--------------|
| Candidates | 10 |
| Faculty | 4 |
| Institutional Administration | 3 |
| Cooperating Teachers | 11 |
| IHE Partners | 3 |
| Total | 31 |

Note: Program completers were not interviewed at the revisit given that the focus of the revisit was on the current program that was redesigned in the last year following the COA and Commission actions.

Background

In November 2018, Summit Preparatory Charter High School (Summit) hosted an accreditation visit. The report from the site visit team may be found at this link: [2018 Summit Site Visit](#). The Committee on Accreditation (COA) granted the status of **Accreditation with Probationary Stipulations** at its January 2019 meeting. The COA discussed the Summit programs at its March 2019 meeting and took further action at that time.

Summit then appealed the COA decision to the full Commission. In April 2019, the Commission heard the appeal brought forth by Summit and decided to set aside the COA decision and assign the institution the status of **Accreditation with Major Stipulations**. The Commission issued the following conditions:

- 1) That within six months, Summit either:
 - a. Contract with a regionally accredited institution of higher education (IHE) with a Commission-approved teacher preparation program. This means that there would be a meaningful evaluation and feedback on how Summit is addressing the Commission's Preconditions, Common Standards, and Preliminary Single Subject Program Standards as part of the partnership; or
 - b. Submit a proposal to be accredited as an experimental residency program pursuant to Education code Section 44273 and be compliant with the experimental program standards adopted by the Commission in March 2008.
- 2) That Summit, within twelve months, host a revisit to confirm that Summit's preliminary teacher residency program is meeting all preconditions, common standards, and program standards for the preliminary teacher preparation program.

In the appeal decision, the Commission authorized Summit Preparatory Charter High School to operate its program not as an intern program, but as a student teaching-based teacher residency program. As a result, the stipulation related to the intern preconditions placed upon Summit by the COA prior to the appeal is no longer applicable and was not part of the revisit.

In addition, the COA indicated that the revisit would not cover any standards related to the induction program. As a result, the stipulation related to induction program standard 3 was not part of the revisit.

In order to properly fulfill the directive of the Commission and to ensure mutual expectations for the revisit, Administrators of the Professional Services Division and leadership at Summit determined the conditions and stipulations to be addressed by the revisit team.

In February 2020 a revisit team reviewed conducted a site visit for the stipulations that remained relevant pursuant to the Commission's decision in April 2019. The following presents the revisit team findings on these stipulations and conditions.

2020 Revisit Team Findings on Conditions and Stipulations

1. Commission Condition to Contract with an IHE

In April 2019, the Commission issued the following condition: Within six months, Summit must contract with a regionally accredited institution of higher education with a Commission-approved teacher preparation program. This would include a meaningful evaluation and feedback on how Summit is addressing the Commission's Preconditions, Common Standards, and Preliminary Single Subject Program Standards as part of the partnership.

Revisit Team Finding on the Condition: Met

Summit has maintained consistent relationships with different institution of higher education partners, beginning with a significant collaboration with Stanford University's Center for Assessment, Learning, and Equity-(SCALE). One important outcome of this relationship was the development of the program's curriculum, which reflects a skillful synthesis of current resources and practices in teacher education.

Summit has also collaborated formally with Western Governors University (WGU), a regionally accredited institution of higher education with Commission-approved teacher preparation programs. Through interviews it was confirmed that Summit has been working with WGU to receive feedback on how Summit is addressing the Commission's Preconditions, Common Standards, and Preliminary Single Subject Program Standards as part of the partnership. The review team also reviewed the WGU evaluation report which was complete in December and found that all items required were addressed. The review team interviewed the WGU team that has been supporting Summit.

In addition to the relationship with WGU, Summit has formed a partnership with High Tech High Graduate School of Education to learn from both their newly-established preliminary credentialing program, as well as the long-standing intern credentialing program. During the revisit, the review team saw evidence of this partnership.

The review team found these partnerships to be supportive relationships for Summit and recommends they continue to partner with a regionally accredited institution of higher education with a Commission-approved teacher preparation program to continue to fine tune their program alignment to all applicable Commission standards as well as to remain current on research and trends in teacher education.

2. Stipulation on Common Standard 1: Institutional Infrastructure to Support Educator Preparation

This Common Standard was deemed to be **not met** after the initial site visit. At the revisit, the institution was required to provide evidence to show:

- a. A re-evaluation of Summit's vision in light of a residency model rather than intern model.
- b. That all cooperating teachers meet the required qualifications of a minimum of 3 years of experience and clear credential status in the content area for which they are providing supervision.

- c. That all preliminary candidates participate in 600 hours of clinical practice prior to recommendation for the credential.

Revisit Team Finding on the Stipulation: Met

- a. Through review of the accreditation website and interviews with stakeholders, it was clear that the vision for the program is a teacher residency model. Across the stakeholder groups of candidates, cooperating teachers, mentors (supervising Summit coaches), everyone spoke about the vision of the program as aligned to a teacher residency program. Candidates talked about the residency model as a component of the program that they would not want to see changed. Cooperating teachers also supported the importance of the residency model and how it prepares the candidates to be prepared for success in the first year of teaching.
- b. Through documentation on the accreditation website and confirmation through interviews, a process has been established and implemented to ensure that all cooperating teachers have three years of experience and a clear teaching credential in the single subject area of the candidate who is working in the cooperating teacher's classroom.
- c. Summit has established a clear process for tracking the 600 hours of clinical practice prior to being recommended for a credential. This was verified through documentation and interviews with all stakeholders. Candidates were clear how many hours they have completed and this is discussed at quarterly meetings with the candidate, cooperating teacher and Summit mentor.

2020 Revisit Team Recommendation: Removal of Stipulation

3. Stipulation on Common Standard 3: Course of Study, Fieldwork and Clinical Practice

This common standard was deemed to be **met with concerns** after the initial site visit. At the revisit, evidence was needed to show that all candidates have participated in a minimum of 600 hours of clinical practice, that there a tracking system that includes the date that the individual satisfied the subject matter requirement, and clear evidence about how each candidate has satisfied the required number of clinical practice hours.

Revisit Team Finding on the Stipulation: Met

Summit has established a clear process for tracking the 600 hours of clinical practice prior to being recommended for a credential. This was verified through documentation and interviews with all stakeholders. A part of the tracking system that has been established is a date that the CSET is passed. The tracking process clearly states how the candidate is completing the 600 hours. This was also verified through interviews with the stakeholders. In interviews candidates understood the tracking system and knew the number of hours that they had completed. All of the mentors understood their role and responsibility for tracking hours.

2020 Revisit Team Recommendation: Removal of Stipulation

4. Stipulation on Single Subject Program Standard 2: Preparing Candidates to Master the TPEs

This program standard was found to be **met with concerns** after the initial site visit. The program standards require the program to show evidence that candidates have opportunities to learn, develop and apply each Teaching Performance Expectation (TPE). The program uses “look fors”, however, the initial site visit team was unable to determine how and to what extent these aligned with the TPEs. At the revisit, the program was required to provide evidence such as links to appropriate places in the syllabi or other available documentation demonstrating that the TPEs are introduced, practiced, and assessed within the program.

2020 Revisit Team Finding on the Stipulation: Met

A comprehensive matrix was developed that maps all course syllabi with course requirements, clinical field experience, and other co-curricular activities (e.g., professional learning sessions) to TPEs, using the CTC-provided table. This matrix clearly demonstrates the varied ways that TPEs are introduced, practiced and assessed. The documentation included in the matrix illustrates how candidates master, in theory and in practice, both the TPEs and the core practices of the Summit model. Interviews with stakeholders corroborated the salience of both frameworks – the TPEs and the Summit principles – in what is learned, discussed, and put into practice. All stakeholders interviewed also spoke with consistency about how candidates are supported to master the TPEs and how evaluators calibrate to ensure standardization in the evaluation and feedback process.

2020 Revisit Team Recommendation: Removal of Stipulation

5. Stipulation on Single Subject Program Standard 3: Clinical Practice

This program standard was deemed to be **not met** after the initial site visit. At the revisit, the revisit team was required to re-evaluate this standard for a residency model rather than an intern model. The program was required to provide evidence that all candidates have completed (or are nearing completion) of at least 600 hours of clinical practice after having satisfied the subject matter requirement. This information was to be at the individual level, with a tracking system or form that includes when each candidate demonstrated subject matter and how they have met the required clinical practice hours.

2020 Revisit Team Finding on the Stipulation: Met

Through document review and interviews with key stakeholders, it was determined that this standard is met. The tracking process used highlights required milestones for each candidate in great detail. Data in the tracking document is verified at multiple levels to ensure accuracy. In addition to the tracking process, the team obtained evidence via interviews and supplemental documents that confirmed a robust structure for supporting cooperating teachers, with initial training and regular follow up as well as regular protocols for informational communication. The program also furnished evidence of a transparent support system for candidates who are struggling and need individualized assistance to maintain progress in mastering the TPEs and

completing the program; interviews with cooperating teachers corroborated the information provided in interviews.

2020 Revisit Team Recommendation: Removal of Stipulation