

**Recommendations by the Accreditation Team and Report of Findings of the  
Accreditation Visit for Professional Preparation Programs at  
Hebrew Union College**

**Professional Services Division**

**May 2022**

**Overview of this Report**

This agenda report includes the findings of the accreditation visit conducted at **Hebrew Union College**. 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. On the basis of the report, a recommendation of **Accreditation with a 7<sup>th</sup> Year Report** is made for the institution.

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

<b>Common Standards</b>	<b>Status</b>
1) Institutional Infrastructure to Support Educator Preparation	<b>Met</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met</b>
4) Continuous Improvement	<b>Met with Concerns</b>
5) Program Impact	<b>Met</b>

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject	6	6	0	0
Teacher Induction	6	6	0	0

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:** Hebrew Union College

**Dates of Visit:** March 21 - 23, 2022

**Accreditation Team Recommendation:** Accreditation with a 7<sup>th</sup> Year Report

**Previous History of Accreditation Status**

Accreditation Reports	Accreditation Status
<a href="#">03/27/2014</a>	<a href="#">Accreditation with Major Stipulations</a>
<a href="#">04/25/2015</a>	<a href="#">Accreditation with Stipulations</a>
<a href="#">06/14/2016</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation with a 7<sup>th</sup> Year Report** 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:

Preconditions

All general preconditions and preconditions for all credential programs were **met**.

Program Standards

All program standards for the Preliminary Multiple Subject credential program were **met**.

All program standards for the Teacher Induction program were **met**.

Common Standards

Common Standards 1, 2, 3, and 5 were **met**. Common Standard 4: Continuous Improvement, was **met with concerns**.

### Overall Recommendation

Given the above findings on preconditions, common standards and program standards, the review team recommends an accreditation status of **Accreditation with a 7<sup>th</sup> Year report**. The review team recommends that the institution provide a 7th Year report within one year of the date of COA action to provide an update on those standards which were met with concerns.

On the basis of 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 Multiple Subject Teacher Induction

In addition, staff recommends that:

- Hebrew Union College's response to the preconditions be accepted.
- Hebrew Union College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Hebrew Union College 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 and Common Standards

Mimi Miller  
California State University, Chico

### Common Standards

Robin Duncan  
California Baptist University

### Program Reviewer

Anita Flemington  
University of LaVerne

### Program Reviewer

Kelly Daly  
Sonoma County Office of Education

### Staff to the Visit

Jake Shuler  
Commission on Teacher Credentialing

## Evidence 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  
Candidate Files

Assessment Materials  
Candidate Handbooks  
ILP Samples  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Examination Results  
Accreditation Data Dashboard

### Interviews Conducted

<b>Groups</b>	<b>TOTAL</b>
Candidates	14
Completers	12
Faculty	14
Employers	15
Institutional Administration	2
Program Directors	2
Program Staff	1
Admissions Staff	2
University Field Supervisors	7
Site Based Field Supervisors	8
Community Partners	4
<b>TOTAL</b>	<b>81</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## **Background Information**

The Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is an international graduate institution of higher education consisting of four campuses in Cincinnati (founded in 1875), New York (founded in 1922), Los Angeles (founded in 1954), and Jerusalem (founded in 1963). In the mid-1960s, after the devastation of the Watts riots, HUC reaffirmed their support of the Los Angeles community by choosing to rebuild its campus in South Central Los Angeles closely connected to USC. The institution is the oldest extant Jewish seminary in the Americas and the main seminary for training rabbis, cantors, teachers, and communal social workers in Reform Judaism.

The Los Angeles campus is home to the Rhea Hirsch School of Education along with the Zelikow School of Jewish Nonprofit Management and a rabbinical program, as well as a partnership serving over 650 undergraduates from the University of Southern California, who take courses in the Louchheim School of Judaic Studies.

## **Education Unit**

The Rhea Hirsch School of Education at HUC offers several programs in addition to the DeLeT (Day School Leadership through Teaching) programs, including a Masters degree in Educational Leadership with a concurrent Master of Arts in Jewish Learning and an Executive Masters of Jewish Education. For candidates focusing on Israel Education, HUC sponsors a Master's degree in Education in Israel on the Jerusalem campus. HUC Los Angeles is home of the TARTAK Learning Center, a resource center for Judaic studies teaching materials and the Frances-Henry library, a branch of the renowned HUC Klau library, offering online and in-person resources.

Under the aegis of the HUC School of Education are two Commission-approved credential programs: the Preliminary Multiple Subject credential program and the Coaching and Induction program. The Preliminary Multiple Subject credential program is called DeLeT. DeLeT, the Hebrew word for “door,” is the educator’s entryway into the field of Jewish day school education. DeLeT is a full-time pre-service teacher education program, comprising two summers and the intervening year. Candidates in the program, called “resident teachers,” study with approximately twenty adjunct faculty with expertise in a myriad of educational subjects. They work with experienced mentor teachers, clinical educators, and administrators at their site schools. Currently, 8-10 candidates are accepted into the program annually.

HUC programs are flexible and responsive to the context of each partner school, while maintaining a clear vision for excellence in teaching and learning aligned with the highest standards in the field. HUC partners with approximately 4 Jewish day schools in Northern California, 12 Jewish day schools in Los Angeles, and 1 Jewish day school in San Diego. Additionally, each candidate completes 150 hours of participation and student teaching in a public school placement in 8 different public schools throughout California.

The HUC DeLeT program is a residency-based program, where candidates are assigned to a specific Jewish day school for a year's tenure. They begin work in the classroom from the beginning of the academic year, increasing classroom responsibility on a regular/weekly basis until

they are responsible for whole class instruction by June, all the while supported by a site-based mentor and an HUC-based clinical educator.

In the DeLeT induction program, beginning teachers participate in one-on-one mentoring with a DeLeT mentor. Mentors are trained to use the New Teacher Center’s Formative Assessment System of tools (NTC-FAS). Additionally, mentors participate in professional development with the Jewish New Teacher Project (JNTP,) a subsidiary of the New Teacher Center, to prepare them to coach beginning teachers within their school settings, tailoring the mentoring to the beginning teachers’ specific strengths and challenges. Candidates are asked to develop an inquiry paper at the end of the academic year, highlighting a project they undertook to research and learn about more deeply.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Preliminary Multiple Subject	7	8
Teacher Induction	12	9

**The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. All interviews were conducted via technology.

The visit proceeded in accordance with all normal accreditation protocols.

## PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **met**.

### PROGRAM REPORTS

#### Preliminary Multiple Subject

##### Program Design

The DeLeT (Day School Leadership through Teaching) Preliminary Multiple Subject credential program on the Los Angeles campus of Hebrew Union College (HUC) is led by the Director of Teacher Education, who reports to the National Director of the Schools of Education at HUC. The director is responsible for program administration, including academic coursework, faculty, clinical fieldwork, supervision of mentor teachers and university supervisors, candidate advisement and evaluation. The director oversees admissions and recruitment with assistance of two admissions associates. Reporting to the director are the DeLeT Credential and Induction Program Coordinator, the Coordinator of the Graduate Education Programs, university supervisors (“clinical educators” or CEs) and adjunct faculty. The director communicates directly with the administration of the School of Education and the campus and also facilitates institutional connection by serving on the cross-campus Academic Affairs Committee.

Documents showed, and interviews with the director, faculty, and candidates verified that the DeLeT Multiple Subject program coursework spans 13 months (four semesters) starting in June and ending in July the following year. The two summer semesters for each cohort take place in person at HUC, with the exception of the summers of 2020 and 2021, which were held remotely due to COVID. During the academic year, candidates engage in full-time supervised clinical placements in Jewish day schools for over 650 hours while taking coursework online. They also complete 150 hours with a mentor teacher in a public school.

Faculty and program leadership confirmed several modifications to programs in the last few years. An effort was made in 2018 to more fully integrate candidate preparation for the CalTPA into multiple subject program coursework in 2018. The Physical Education (PE) and Jewish Values course was shortened from a full unit course to a 4-hour workshop, and the health/wellness and values components were integrated into other courses. While COVID presented some challenges, all coursework in the DeLeT Teacher Education Program continued as scheduled via zoom/distance learning platform during 2020, 2021, and 2022.

As confirmed by interviews with program leadership, candidates, program completers, and the heads of Jewish day schools, the multiple subject program has several means for valuable feedback and input. Candidates participate in weekly homeroom and individual advisement meetings with the director and monthly credential requirement check-ins with the program coordinator. Candidates complete course evaluations, and resulting data are shared by the director at meetings with individual instructors. Candidates also complete evaluations of university supervisors, and mentors. In addition, candidates and mentor teachers complete surveys conducted by the CTC, however, per CTC policy, because there are fewer than 10

candidates, DeLeT program personnel do not have access to the results. Heads of schools meetings with the director and graduating candidate exit interviews with the National Director of the School of Education also lead to valuable feedback.

### Course of Study: Curriculum and Field Experience

The first summer of the program includes courses in Child Development, Educational Technology, Reading, Language and Literature 1, the Arts, and Jewish Texts. Candidates also complete Teaching and Learning Seminar 1, which includes the Elements of Instruction and how to develop a basic lesson plan.

The fall semester includes Teaching and Learning Seminar 2, reading instruction, and Jewish values. Added to this curriculum are math methods, and understanding students with special needs such as English Learners or students with IEPs. Fieldwork or supervised teaching also occurs during this semester. Most candidates also complete CalTPA Cycle 1.

During the spring semester, candidates continue with reading instruction, adding an understanding of schools and society, health, diversity, and a social studies methods course that includes rotating special topics such as Teacher Israel, History methods, etc. Candidates also complete Teaching and Learning Seminar 3 and CalTPA Cycle 2 during this semester. During the second summer term, candidates complete the following coursework: Teaching and Learning Seminar 4, which includes the capstone project, Diversity in Schools, Integrated social studies, STEAM methods, PE Workshop, and Friday Arts workshops. In addition, the candidates complete a capstone project based on their field experience.

A review of documents and interviews with the director, faculty, candidates, and completers confirmed that candidates complete coursework assignments and Teacher Performance Assessments (TPAs) while in their fieldwork sites. They are supported by mentor teachers, clinical educators, faculty, credential coordinator, and director.

The director works with each candidates' mentor teacher and the clinical educators hired by HUC who oversee the observations and fieldwork portion of the program. The required ten hours of mentor training consists of discussing mentoring practices, the developmental needs and skills needed for beginning teachers, the alignment from theory to practice that matches what the candidates are learning in their coursework, what assignments candidates have in the coursework, basic lesson planning and lesson delivery, classroom management skills, and educational technology capabilities. Mentors meet monthly with the director to discuss program expectations and to check in about candidate progress.

The director also works monthly with each clinical educator to discuss program expectations of the candidates, check in about the candidates' progress in teaching and taking on greater responsibilities in the teaching environment.

A review of documents and interviews with the director, faculty, candidates, and completers confirmed that coursework for differentiated instruction for English Learners and students with

special needs is embedded into all four terms of coursework and field experience. Courses and fieldwork are aligned to content standards and standards-based instruction and assessment. Additionally, throughout the four terms, candidates complete courses that cover diverse cultural and linguistic responsiveness, access to technology for research, access to technology for assessment, and content-based literacy instruction.

A review of documents and interviews with the director, faculty, clinical educators, candidates, and completers, it was confirmed that each candidate completes 650 hours of fieldwork. Each candidate is placed in a Jewish day school for the full school year, where they observe, assist, work with individual students, small groups of students, and student teach. Additionally, each candidate is matched with a public school in their area to complete 150 hours spaced throughout the year to observe, assist, work with individual and small groups of students, and teach.

Interviews verified that clinical educators meet monthly with Jewish day school mentors to serve as a liaison between DeLeT and the fieldwork site. Clinical educators monitor the checklist of candidate responsibilities as they evaluate and advise candidates who are developmentally ready to complete each competency. The director regularly communicates with clinical educators, mentor teachers, and the candidates about fieldwork assignments. The candidates observe and plan with their mentor teachers, connecting content learned in courses to field experiences. Additionally, these connections are observed and discussed with the clinical educators.

#### Assessment of Candidates

Interviews with the director, candidates, and completers supported documentation outlining a process for candidate assessment. Candidates are assessed for program competencies with five key assessments: DeLeT preliminary assessment, TPA Cycle 1, mid-year assessment, TPA Cycle 2, and a summative assessment. Additionally, there are ongoing assessments embedded in courses and connected to fieldwork.

All key assessments are embedded into the Teaching and Learning Seminar that runs for the entirety of the 13-month program. Candidates have conferences to discuss their coursework and formal evaluations with the seminar instructor and director. During the final summer of the program, candidates complete a capstone project.

Grading in DeLeT is pass, low pass, or no pass, and all candidates are aware of the passing status as they complete each course in the program. Advisement is undertaken if anyone is in jeopardy of getting a low pass or no pass.

#### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject program.

## Teacher Induction

### Program Design

The DeLeT (Day School Leadership through Teaching), on the Los Angeles campus of Hebrew Union College, provides a two-year, individualized, job-embedded system of mentoring, support, and professional learning. The program assists DeLeT Teacher Education Program alumni and other teachers working in Jewish day schools in providing Teacher Induction that meets both program and credentialing requirements for the state of California. The program is coordinated by the DeLeT Induction Program Coordinator and lead mentor. The lead mentor is the sole mentor for the program at this time. Program leadership also consists of the DeLeT Director, who reports to the National Director, School of Education at Hebrew Union College.

Interviews and evidence verified that the program leaders have a strong system of communication, collaboration, and coordination. There is weekly communication between the induction coordinator and the DeLeT Director. The induction coordinator maintains ongoing communication with all eligible candidates either through DeLeT's education preparation program or through communication with Jewish day schools throughout California that have preliminary candidates that need to clear their credentials. The induction coordinator has regularly occurring opportunities for one-on-one mentor check-in meetings and one-on-one principal check-in meetings twice a year. In addition, the induction coordinator meets regularly with heads of schools and other partners to provide communications and invite feedback.

DeLeT's Teacher Induction program design is based on the Jewish New Teacher Project (JNTP), which is a subsidiary of the New Teacher Center (NTC). JNTP's staff adapted NTC's researched-based, field-tested curriculum to address Jewish day school's needs for supporting their new teachers. JNTP provides assessment tools (Kiano) to analyze candidate data based on the California Standards for the Teaching Profession (CSTPs), track candidate progress, and set professional goals. The DeLeT mentor uses these tools, strategies, and skills as the foundation for coaching candidates in induction. DeLeT's induction mentor received two years of training at the New Teacher Center and is now a valued "Veteran Mentor" with JNTP. The induction mentor receives four trainings per year, which present new content with a focus on inquiry, the work with the candidate, and what that means for students in the classroom. Candidates interviewed and the statewide completer survey results verified that candidates and mentors are meeting an hour or more per week on average, and 100% of completers and current induction candidates found their mentor support invaluable.

The program offers standards-based professional development to candidates through JNTP. Candidates choose three professional development workshops from a variety of offerings throughout the year. The offerings include: Building Relationships to Support Learning, Understanding Learner Variability, Designing Effective Instruction, Assessments for Learning, Analyzing Student Learning, and Developing Expert Learners. Interviews with current candidates, completers, data from the Accreditation Data Dashboard (ADD) indicated that there was strong cohesion between these professional learning opportunities and the induction program goals and activities. One current candidate stated that these learning opportunities offered are "a great way

to learn about professional topics with other colleagues, and to be thought partners around topics that are of interest.”

Evidence verified that DeLeT ensures that the induction mentor holds a valid California teaching credential and that the mentor is assigned to the candidate within the first 30 days of the participants enrollment in the program. In addition, DeLeT’s induction mentor matches the candidates according to subject area/credential type. DeLeT’s mentor meets with each candidate on average of one hour per week for the duration of the induction program. During the interview with the DeLeT mentor, it was noted that candidates could request to be assigned a new mentor, and one could be provided virtually through NJTP. Candidates confirmed that they completed a survey to determine whether there was a need for reassignment of a mentor.

Documents indicate and interviews confirmed that candidates develop an Individual Learning Plan (ILP) that provides them with the opportunity to set goals and individually design an induction experience in collaboration with their mentor. The ILP is developed using NJTP Kiano tools and is aligned with professional areas of growth and the CSTP. As previously mentioned, candidates also attend professional learning opportunities through NJTP. Candidates stated that these sessions often spark ideas for future ILP inquiries. All candidates and completers interviewed indicated that the mentor facilitated the development of the ILP goals, and that they were individualized and aligned to their specific needs based on their school context. Upon successful completion of Teacher Induction and credential requirements, candidates are recommended for a California Clear Credential.

The program uses a variety of methods to gather input regarding program management and development. Candidates complete a survey in the fall and spring to give feedback on their mentor. Candidates also complete a survey after each of their professional learning workshops through NJTP. Candidates in the DeLeT induction program also fill out the NTC/JNTP participant survey at the end of each year. Principals and Head of Schools provide feedback to the program through one-to-one conversations, emails, and Zoom meetings. Interviews confirmed that prior to COVID, principals and heads of schools met with the DeLeT leadership team for a “Day of Learning” in which the morning concentrated on professional development and the afternoon was a time for reflection on the program and means of supporting one another. In addition, candidates and mentor teachers complete surveys conducted by the CTC. However, because there are fewer than 10 candidates completing the survey, these data are not available to DeLeT program personnel.

#### Course of Study: Curriculum and Field Experience

Program documentation confirmed that the ILP consists of inquiry cycles that are guided by student learning and teaching practice. These inquiry cycles happen six times throughout the year. There are several sources candidates may use to inform their ILP, such as the Individual Development Plan (IDP) brought from their preliminary preparation program, triad meetings, and student data. Candidates and the DeLeT mentor use the NTC/JNTP Kiano tools to develop the ILP. The first page of the ILP collects general candidate and mentor information, ILP goals, links to

standards, self-assessment, then moves on to evidence, strengths and areas for growth, next steps, and support desired.

The ILP provides a roadmap for the candidate's induction work and documents progress toward meeting CSTP growth goals. Documents indicated and interviews confirmed that candidates begin with a self-assessment of their level of proficiency to the CSTP using the Continuum of Teaching Practice, plus initial mentor observations. This self-assessment is also guided by a collaborative discussion between the candidate and the mentor, with the mentor prompting the candidate to consider their IDP to make evidenced-based decisions. Candidates, in collaboration with their mentor and either principal or Head of School, establish professional goals aligned with the CSTP. Candidates then determine an action plan and specify the date they will collect to measure their progress.

The ILP process incorporates the role of the mentor by making it a collaborative effort between the candidate and mentor. The DeLeT mentor guides candidates through the inquiry process and provides feedback. Candidate and completer interviews affirmed the collaborative, reflective nature of the ILP development and reported that the mentor showed them where different resources were located and were supportive in helping them achieve their goals. Each inquiry concludes with the candidate analyzing data, assessing progress towards their goal, describing growth, identifying next steps, and revisiting the CSTP element.

Candidate professional learning involves observing veteran teachers, participating in the NJTC professional development workshops, and researching and completing an inquiry action project in the spring.

#### Assessment of Candidates

A review of program documents showed that candidate competency is assessed through a variety of formative assessments. Candidates are assessed for competency and program completion through six inquiries on the ILP aligned to the CSTP which are reviewed by program staff. In addition, candidates have monthly mentor observations, a spring inquiry action project, and completion of the DeLeT Induction Portfolio.

Each spring, candidates decide upon and write an inquiry action paper, focusing on an idea that they have to research to benefit their classroom community. Past projects focus on specific classroom management strategies, guided reading, grouping strategies in middle school, and many this past year focused on distance learning. Interviews with completers indicated that some of the project ideas stem directly from mentor observations and ILP-aligned CSTP goals.

The DeLeT Induction Portfolio Assessment includes a collection of lesson and unit plans for the mentor to access prior to observations, monthly observation notes, candidate reflections with reference to lessons taught, and samples of student and/or whole class work. The portfolio also includes all observation and debrief tools (Kiano) that include: observation notes, analysis of student work, collaboration logs, and ILPs for each of the six CSTPs. Documentation also confirms that the portfolio includes a focus on teacher observation, professional development workshop

reflections, and the inquiry action project. The DeLeT Induction Portfolio Rubric is used to provide candidates feedback and assess for program competency. To culminate the induction program, candidates participate in a clear credential review that both the DeLet mentor and the DeLeT director review prior to the clear credential recommendation to the CTC.

### Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Teacher Induction program.

## **INSTITUTION SUMMARY**

The DeLeT multiple subject and induction programs at Hebrew Union College exhibit a clear commitment to provide thorough preparation with regard to both academics and candidate dispositions. Employers uniformly describe DeLeT graduates as exceptionally well-prepared, reflective practitioners who embrace and model inquiry and critical thinking. DeLeT candidates remarked on the strong sense of community and support that they receive, and employers noted that candidates carried this spirit of collaboration forward to create classroom communities where each child is honored. One employer commented, “The program doesn’t just teach how to teach, it cultivates how to be a good human being.” The high quality of the teacher preparation programs at DeLeT was clear through interviews with candidates, completers, and partners.

Due to the small nature of the programs, many processes occur through relationships. As DeLeT looks to the future, programs can continue to be strengthened by taking steps toward the purposeful recruitment of candidates to diversify the educator pool in California, hiring faculty who represent diversity, and systematizing processes of decision making based on data.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Inconsistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
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 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.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## **Finding on Common Standard 1: Met**

### **Summary of information applicable to the standard**

HUC's DeLeT clearly articulates a vision of teaching and learning focused on developing reflective practitioners who think critically about classroom teaching and honor the individuality of each child. The conceptual framework for DeLeT draws upon four sources for supporting professional practice of new educators: the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), CSTP, and Michigan State University's Teacher Certification Program. Interviews with employers and site-based mentors verified that candidates and completers exhibit a strong commitment to reflective practice, suggesting that the vision is coherent and enacted across the unit.

Faculty, staff, and other key partners share in the organization, coordination, and decision making for the educator preparation programs. For example, DeLeT consulted with their partners when restructuring the multiple subject program to include both full-time clinical practice in a Jewish day school and 150 hours of experience in a public school setting. Before COVID-19, an advisory committee met twice per year to discuss program operations, give feedback, and share learnings. During the pandemic, collaboration with community partners occurred through regular phone calls from leadership to partner schools. Interviews confirmed collaborative relationships between faculty and partners in the educational community. Many of the instructional faculty are program graduates and currently teaching at Jewish day schools throughout California.

The university's provost office works in conjunction with the School of Education Director to allocate financial resources that align with the unit's priorities and needs. According to program leadership and faculty, one recent change in allocations was a salary increase for adjunct instructors. Interviews confirmed that the institution provides the unit with sufficient resources for the effective operation of programs. In the rare case that new adjunct faculty is needed, qualified instructors are recruited from among people who are part of DeLeT's professional network. There was inconsistent evidence showing recruitment efforts that support the hiring of faculty who represent diversity. To ensure instructional quality, the unit provides professional development opportunities including, for example, a workshop entitled Building Communities of LGBTQ Equality and Belonging. Faculty confirmed that that program leadership reviews student evaluations with them for each course at the end of each semester, engaging in collaborative and productive dialogue about pedagogy. Program graduates spoke highly of the quality of instruction in DeLeT, stating that they "knew exactly what to do on their first day in their own classroom."

Interviews with program leadership and candidates confirmed that a credential coordinator monitors the credential recommendation process, tracking candidate progress and ensuring that each recommendation for a credential is reviewed appropriately. The director approves the final list of candidates who are recommended to the CTC for a preliminary or clear credential.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Inconsistently</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

Evidence provided, including links to applications and recruitment materials, clearly outlines the criteria for admissions into both the multiple subject and induction programs. The unit accepts applicants for its educator preparation programs based on these criteria.

Evidence in interviews with candidates confirm that the education unit admits candidates based on consistent criteria. The unit provides the support, advice, and assistance to promote the successful entry and retention of all candidates in the profession, as evidenced by interviews with candidates and completers. Scholarships are available to assist individuals who might have that extra need in the area of finance.

There was a lack of evidence that the unit purposefully recruits candidates to diversify the educator pool in California. The Admissions and Recruitment Department of HUC attends graduate student fairs on college campuses and campuses throughout the country, but program staff acknowledged a need for further outreach and purposeful action to further diversify program candidates. 80% of induction program participants are alumni of the pre-service DeLeT Teacher Education Program.

Candidates in DeLeT programs are individually monitored and supported by the faculty in the program for their success in attaining program requirements. This was verified numerous times by

faculty, candidates, alumni, and adjuncts. Candidates in the program receive thorough, individualized support by the faculty, mentors, and clinical educators. Interviews with these various roles confirmed that their support is also in tandem with one another.

Interviews confirmed that the credential analyst works in collaboration with the DeLeT Director to maintain a spreadsheet that keeps track of candidate progress in meeting all requirements, competencies, and performance expectations. This document helps drive the support of individual student needs and is communicated in weekly credential updates. Support is provided by faculty, mentors, and clinical educators in partnership with Jewish day schools and public schools.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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 candidates to learn, practice, and demonstrate competencies required of the credential they seek.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

Interviews with candidates, completers, and mentor teachers confirm the rigorous and integrated format of both DeLeT programs. Candidates in the Preliminary Multiple Subject program complete a 13-month program of rigorous coursework and fieldwork that provides context, content, and methodology of teaching and learning throughout the year to engage students in meeting state adopted content standards. The Teacher Induction program is a one to two year job-embedded program.

As confirmed in interviews and documentation, DeLeT partners with a number of diverse Jewish day schools located in urban and suburban areas throughout the state of California where candidates work for an entire academic year in a classroom with a credentialed mentor teacher and a university-hired and trained clinical educator. In these schools, candidates work with developing English Language learners, families from many cultural backgrounds, students with varied academic abilities, and a wide range of learning and social/emotional needs. Interviews with a public school administrator and public school mentors also confirmed that candidates participate in diverse public school placements for 150 hours (five weeks) throughout the academic year.

Conversations with administration and faculty confirmed that well-qualified clinical educators (CEs) and mentors are provided for DeLeT student teachers and induction candidates, as appropriate. Mentors and clinical educators have like-credentials and extended experience in teaching.

Mentors and clinical educators both confirmed their participation in monthly mentor/CE meetings and professional development workshops. These meetings provide opportunities to reflect on the collaborative work they are doing to support their candidates. These groups also confirmed part of their evaluation system included gathering three times a year, together with their candidates, to formally co-assess the candidates teaching practice by reflecting on their developing skills and abilities as candidates take on more planning and teaching responsibilities in the classroom.

The DeLeT candidates and completers clearly articulated receiving extensive support from program administration, clinical educators, faculty, and mentors in meeting their goals of learning to teach and meeting all credential requirements

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Inconsistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met with Concerns**

**Summary of information applicable to the standard**

Evidence gathered from documents and interviews suggests that the unit collects and uses some data to engage in improvement and make appropriate modifications at both the unit and program level. For example, after reviewing TPA Cycle 2 scores from the 2020-21 school year, program leadership and faculty reorganized their third semester teaching and learning course to better emphasize formative assessment skill development. While most of DeLeT’s continuous improvement is relevant to either the multiple subject or the induction program, DeLeT leadership shared a recent example of unit-wide continuous improvement. After reviewing RICA pass rate data, DeLeT sponsored a RICA workshop for current multiple subject and induction candidates who had not yet passed the RICA. While there are examples of continuous improvement, there is inconsistent evidence of a comprehensive process.

Documents, surveys, and interviews confirmed that 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. One such example is a written survey conducted by the induction program each semester in which candidates give feedback about the quality of support in the program.

Both the unit and its programs regularly collect data, and some of that data is analyzed and used systematically to improve programs and their services. Student evaluations of teaching are used regularly and systematically to give feedback to course instructors. In interviews, instructors spoke of how that data led to changes in their courses. In other instances, data was collected but there is inconsistent evidence about how it is systematically analyzed and used to improve programs and their services.

DeLeT’s continuous improvement process includes multiple sources of data that focus on the extent to which candidates are prepared to enter professional practice. Data sources include statewide assessments (CalTPA and RICA), course-embedded key assessments, classroom observations of candidates, and candidate exit interviews. Feedback from key partners such as employers and community partners is collected by phone or email from program leadership to school partners. A common theme among all interviewees was that they felt comfortable calling or emailing program leadership with feedback. While this approach provides some feedback, processes are needed that ensure that all interested parties have systematic opportunities to give feedback, and that this feedback is analyzed and used to inform program operations.

**Rationale**

Evidence gathered from documents and interviews suggests that the unit collects and uses some data to engage in improvement and make appropriate modifications at both the unit and program level. However, there is inconsistent evidence to support a comprehensive continuous improvement process. In addition, while both the unit and its programs regularly collect data, and some of that data is analyzed and used to improve programs and their services, evidence is inconsistent that data are systematically used to improve programs and their services.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Documentation provided and interviews confirmed that DeLeT ensures that all program completers demonstrate knowledge and skills necessary to educate and support all students in meeting state-adopted academic standards. Candidates who were interviewed indicated that they received regular formative feedback in coursework and clinical experiences. Program leadership, faculty, clinical educators, and site-based supervisors collaborate regularly to ensure evaluation of candidate competency.

DeLeT provided evidence that programs have a positive impact on candidate learning and on teaching and learning in California’s schools. A 2015 study conducted by a team at Brandeis University indicated that the core values and competencies taught in the DeLeT program led to a

change in candidates' definitions of effective teaching. In addition, the program provided written statements from 26 alumni and two of the founding directors of the DeLeT Teacher Education Programs at HUC and Brandeis University about the impact of their DeLeT experiences, reflecting on the core values, reflective practice, and inquiry stance embedded in the program.

As gathered in interviews with program leadership, over the past 10 years, 100% of DeLeT alumni who actively search for teaching jobs directly out of their year in DeLeT are successful in finding teaching positions in Jewish day schools, charter schools, or public school districts. Over the past 14 years, 65 DeLeT induction program completers were also completers of the DeLeT preliminary multiple subject program. 22 teacher induction completers have gone on to complete master's degrees in education and related fields. Many DeLeT alumni now hold leadership/administrative positions in Jewish day schools in California and around the country.

Public school teachers who mentor DeLeT multiple subject candidates described them as energetic, kind, and compassionate and having extraordinary initiative. One remarked, "I would have taken this person in a heartbeat to be my colleague." Employers of DeLeT program completers uniformly describe the many strengths of DeLeT graduates – reflective, life-long learners who are passionate about teaching and care deeply about their students. One school partner commented, "If you have DeLeT on your resume, you have already been vetted."