

Report on the Efforts of Hebrew Union College to Address Stipulations

Overview of this Report

This item is the fourth quarterly progress report submitted by Hebrew Union College required by COA action in April 2014. This item presents the steps that Hebrew Union College has taken to address the stipulations.

Staff Recommendation

The COA is to discuss and determine whether Hebrew Union has addressed each stipulation sufficiently to remove one or all of the stipulations placed upon it at the April 2014 COA meeting.

Background to this Report

A site visit was held at Hebrew Union College on March 25-27, 2014 and the report of that visit presented to the Committee on Accreditation at their April 2014 meeting (*see the following link: [report](#)*) where the Committee determined that the institution be granted **Accreditation with Major Stipulations**. The institution had five stipulations placed on them. These stipulations are as follows:

- 1) The institution must submit documentation that shows that the institution is in compliance with the following Preconditions:
 - a. Precondition 8 which reads, "All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area."
 - b. Precondition 6 (now #10 in the 2014 Preconditions document) which reads, "The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching."
- 2) Hebrew Union College will submit a report to the Commission by June 1, 2014 that provides the following information:
 - a. A list of all currently enrolled candidates with information on whether they have satisfied the subject matter requirement and where they are with respect to the fieldwork component of the program (for example, observation, early field experience, student teaching).
 - b. a list of admitted candidates (those that will begin in the summer of 2014 and beyond) and whether they have satisfied subject matter competence requirement.
 - c. evidence that all current and incoming admitted candidates have been informed of the subject matter competency requirement. (A copy of the letter and student advising materials would be appropriate.)

- d. Evidence that all candidates who have not satisfied the subject matter requirement and who had been in student teaching in the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement.
- e. The institution is to provide an update on documentation of the processes, procedures and protocols related to both programs that have been established and will be monitored and maintained in the future.
- f. The institution is to develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes, as well as use of that data for unit improvement.

3) The institution is to provide documentation that candidates:

- a. complete observations in hard-to-staff and/or low performing schools
- b. complete a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential

The institution has submitted a number of reports regarding their progress in addressing these stipulations. As required, the report in June 2014 chronicled the notification of the then-current candidates and candidates enrolled for fall of the need to fulfill subject matter requirements. Subsequent reports in [September](#), [December](#), and [March](#) described ongoing efforts to address the remaining stipulations and fully align their programs with common and state standards.

Report Contents

This final quarterly report was received on June 4, 2015 and has been read and analyzed by staff. It is organized into sections that provide information on actions taken to address each stipulation. The complete report is attached to this item as Appendix A, with personal information redacted.

A summary of the report is included below. Because the report builds upon information previously submitted, staff is providing an updated version of the table presented previously that summarized the information in Hebrew Union College's quarterly reports.

Stipulation	Final Quarterly Report Response	Staff Analysis
<p>1) The institution must submit documentation that shows that the institution is in compliance with the following Preconditions:</p> <ul style="list-style-type: none"> • Precondition 8 which reads, "All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area." • Precondition 6 (now #10 in the 2014 Preconditions document) that reads, "The approved preliminary teacher preparation program sponsor determines that 	<p>Precondition 8: Chart A of the attached report presents the information on faculty involvement in the public schools from 2012 through 2015.</p> <p>Twenty-two faculty members reported their involvement with public schools over the last three academic years. During the current academic year, their involvement includes observations in public school classrooms (5), educational consultant and coach (4), working with district office personnel (2) volunteers in public school classrooms (2), teaches at public institutions (2), lecturers at public institutions (2), and participants in professional development with other K-12 educators (1). Four of the 22 were unable to participate in public schools this fiscal year.</p> <p>Precondition 10: Of the 12 members of the current cohort of candidates, eight have met the subject matter requirements and are student teaching. Three members have five</p>	<p>Precondition 8 Of the 22 faculty members for which HUC reported, 2 appear to no longer be employed at HUC and 4 had no participation listed in 2014-15, but all 4 had some activity listed for the past three years. Given this, HUC appears to be in compliance with Precondition 8 at this time.</p> <p>However, Commission staff notes that the depth of experiences vary significantly and that the institution should ensure that each faculty member have an appropriate level of participation to address the intent of this precondition. For instance, one faculty member is listed as having only one activity, observing a developmental kindergarten – for a total of a single day participating in the public schools. Commission staff does not believe that this example is sufficient to qualify as participation in the public schools.</p> <p>Precondition 10 At this time, staff believes HUC meets this precondition. In addition to the data in this report, previous reports have included advising materials that had been revised</p>

<p>each candidate meets the subject matter requirement prior to student teaching."</p>	<p>examinations to pass; all are enrolled for the examinations in June 2015 and will not student teach until they pass. One has decided not to pursue a teaching credential at this time.</p> <p>Of the 12 members of the 2013-14 cohort of candidates, seven have been recommended for their credential, one is student teaching, three have four examinations to pass before student teaching can commence, and one is on a leave of absence while pursuing a Masters of Jewish Education.</p> <p>Charts B and C of the attached report summarizes current examination status for the two cohorts above.</p>	<p>to ensure that all candidates are aware of the requirement to demonstrate subject matter competency prior to student teaching. Upon submission of admission materials, potential candidates are given written information regarding the need to meet subject matter requirements before whole class student teaching. During orientation, this information is reviewed and questions answered. The program director then monitors each candidate's status and notes when they are eligible for student teaching.</p>
<p>2) Hebrew Union College will submit a report to the Commission by June 1, 2014 that provides the following information:</p> <ul style="list-style-type: none"> • A list of all currently enrolled candidates with information on whether they have satisfied the subject matter requirement and where they are with respect to the fieldwork component of the program (for example, observation, early field 	<p>Hebrew Union College submitted a report to the Commission in a timely manner (by June 1, 2014) that addressed the items in this stipulation. The COA discussed this report at its June 2014 meeting (See June 2014 HUC Report).</p>	<p>Hebrew Union College provided this required report in June 2014.</p>

<p>experience, student teaching).</p> <ul style="list-style-type: none"> • a list of admitted candidates (those that will begin in the summer of 2014 and beyond) and whether they have satisfied subject matter competence requirement. • evidence that all current and incoming admitted candidates have been informed of the subject matter competency requirement. (A copy of the letter and student advising materials would be appropriate.) • Evidence that all candidates who have not satisfied the subject matter requirement and who had been in student teaching in the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement. • The institution is to provide an update on documentation of the processes, procedures and protocols related to both programs that have been established and will be monitored and maintained in the future. 		
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<p>3) The institution is to develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes, as well as use of that data for unit improvement.</p>	<p>Hebrew Union College has developed a unit-wide assessment system that identifies ways in which both the candidates and the programs will be assessed. The system has been divided into the admission phase, a mid-program benchmark phase, and an end-of-program phase. Assessments within the system are listed under each category.</p> <p>Unit outcomes are embedded within the four categories of candidate and program review mentioned above. For example, school administrators who host candidates meet with program personnel to provide feedback to the program annually.</p> <p>The institution has identified categories where documentation will be generated regarding candidate competence and program effectiveness:</p> <ul style="list-style-type: none"> • Assessment of program participants • Assessment of the program • Collection and Analysis of Assessment Data • Recommendations for Possible Action <p>The processes, procedures, and protocols that will be monitored and maintained in the future are listed within each of the categories listed above.</p>	<p>Hebrew Union College has provided documentation on the development of a unit-wide assessment system including processes and procedures for collecting, analyzing and using data for program improvement. However, no assessment tools or assessment results have been provided thus far. Commission staff do not believe that all aspects of the unit assessment system have been implemented as of this date. It may be appropriate for the COA to request additional follow up next year to ensure full implementation of the unit assessment system. It could revise the current stipulation, remove the stipulation and require a one year out report, or ask for additional information in the next biennial report.</p>
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	<p>Chart D of the attached report provides information on both the documentation and the processes, procedures, and protocols development by HUC for future monitoring. However, neither document titles nor samples of the documents were included in the report.</p> <p>Chart E of the attached report shows candidate and program assessment topics; however, no assessment tools or assessment results accompanied the report.</p>	
<p>4) The institution is to provide documentation that candidates:</p> <ul style="list-style-type: none"> • Complete observations in hard-to-staff and/or low performing schools • Complete a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential 	<p>Candidates were assigned to "host schools" in fall 2014. The report includes tables identifying each candidate's assigned school and the days of observation by each candidate (Chart F). As noted in an earlier quarterly report, candidate participation in public schools have proven such a positive experience, the hourly requirement is being increased in future years.</p> <p>Chart G showed candidates' full-day teaching assignment, if one is currently in progress. Four candidates are fulfilling a full-day teaching assignment for two</p>	<p>Commission staff believe that HUC has adequately addressed the stipulation related to observation by establishing relationships with public schools near their three campus locations, requiring observations in hard to staff and/or low performing schools and tracking those observations(see Chart F), and requiring a complete full day teaching assignment of at least two weeks (see Chart G).</p> <p>Each candidate is now assigned a public classroom for observations and interactions with public school participants, with hourly expectations established and monitored. This addition</p>

	<p>weeks. Three are waiting until their subject matter requirements are fulfilled before doing their student teaching at the school identified for them, one is on maternity leave, and four have assigned schools but no information was provided regarding dates of their student teaching.</p>	<p>to the HUC curriculum has been so successful that the college is planning to increase the hourly requirement in the future. The Commission believes that increasing the hours of observation in public schools would be beneficial to the candidates and encourages this direction. The COA may wish to request follow up on this in future biennial reports or other correspondence.</p> <p>It is noted that this stipulation was difficult to meet in the 2014-15 year because contracts were already in place with Jewish Day schools for the school year. HUC now has had time to negotiate a new contract and have built in that candidates have more time to go to the public schools to complete the Commission requirements.</p> <p>Commission staff believes that HUC has largely met this stipulation but dates were not provided for all candidates. Commission staff recommends that the COA request follow up on these remaining candidates, either by retaining the stipulation until documentation on all candidates is received or by requiring a follow up report.</p>
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Next Steps

This is an action item. Staff recommends that the COA accept the final quarterly report from Hebrew Union College and discuss the possible removal or revision to each stipulation as well as to the current accreditation status of Accreditation with Major Stipulations.

Final Quarterly Report June 2015

To: Commission on Teacher Credentialing

From: Hebrew Union College-Jewish Institute of Religion

*1--The institution must submit documentation that shows that the institution is in compliance with the following **Preconditions**:*

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

Chart A: 2014-2015 DeLeT HUC Faculty Participation in Public Schools
(faculty names redacted)

Instructor's Name	2012-2013	2013-2014	2014-2015
DLT 512 Meeting Needs of All Learners	Supervised Special Education Credential Interns from National University in LAUSD public schools Santa Monica High School, Maple Ave. Primary Center, Carson High School, Magnolia Science Academy	Supervised Special Education Credential Interns from National University in LAUSD public schools Santa Monica High School, Maple Ave. Primary Center, Carson High School, Magnolia Science Academy	New faculty member to be determined
DLT 501-504 Teaching and Learning Seminar I, II, III	UCLA Howard Gardner Lecture	ASCD Conference, 2014	Visitation to 32 nd Street School to observe in the classrooms where the 7 cohort 13 fellows are observing and assisting.
DLT 514 Health and Jewish Values		New Los Angeles Charter 1919 S. Burnside Ave. LA, CA 90016 Investigated their health and wellness program (in her discipline) and about common core implementation	Instructor has plans to visit a public school, but has not yet done so.
DLT 516 Diversity in Schools	Collaborated with Mendes Learning Center, Los Angeles on a community based learning program	Visit to Calabasas High School	Instructor unable to visit public schools this academic year.
DLT 520 Reading, Language, and Literature I		School tours at LAUSD Schools: Dixie Canyon, Carpenter, Lanai, Larchmont Charter Tour in Burbank USD	5 th grade lead teacher at Citizens of the World Charter School, Los Angeles, CA
DeLeT Academic Coordinator,	Lincoln Elementary School, Ventura, CA Observed classes Presented mini-courses	Lincoln Elementary School, Ventura, CA Observed classes Presented mini-courses	Engagement with 32 nd Street School to arrange and supervise public school engagement by 7 fellows in

Instructor's Name	2012-2013	2013-2014	2014-2015
	Observed presentations	Observed presentations ASCD Conference, 2014	Cohort 13.
DLT 510 Child Development		May 28, 2014 Observed Developmental Kindergarten at Topanga Elementary School, LAUSD	Instructor unable to visit public schools this academic year.
DLT 534 Educational Technology	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.	Lectures on Cyber-Education for students and parents in public school districts throughout the southland.
DLT 516 Diversity in Schools	Founder, Board President, Curriculum Director at Culture and Language Academy of Success, K – 8 Charter School	Lectures on Culture and Language for teachers and administrators in public school districts throughout the United States	Lectures on Culture and Language for teachers and administrators in public school districts throughout the United States
DeLeT Education Director,		Observation and coordination of joint program at 32 nd Street Elementary School, LAUSD	Engagement with the Principal of 32 nd Street School for planning and execution of public school engagement by 7 fellows in Cohort 13.
DLT 527 Teaching Mathematics,	Supervised teacher professional development through California Math Project, including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.	Supervised teacher professional development through California Math Project, including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.	Supervised teacher professional development through California Math Project, including demo lessons in LAUSD, Lawndale, Pasadena, Torrance, Santa Monica, Downey, Baldwin Park, Alhambra and other districts.
DLT 516 Diversity in Schools (guest)	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning
DLT 522 Reading, Language, and Literature III, (guest)	Bilingual ELD teacher/coach Long Beach USD	Bilingual ELD teacher/coach Long Beach USD	Bilingual ELD teacher/coach Long Beach USD
DLT 516 Diversity in Schools (guest) Orange,	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	UCLA, Center for Culturally Responsive and Linguistic Teaching
DLT 528 Teaching Science	Volunteer at Pacific Rim Science Day Pacific Rim chaperone on "Build it Workshop" field trip Volunteer grant writer for Pacific Rim Elementary School	Volunteer at Pacific Rim Science Night and Science Day Chaperone for field trip	Observed 2 fellows in public school classrooms where they are observing and assisting Ongoing classroom volunteer at Pacific Rim Elementary School, Carlsbad
DLT 504 Teaching and Learning IV	Fourth Street Elementary School Tour Observed gifted student classrooms Differentiation	Observed Citizens of the World Charter School, Mar Vista Project Based Learning UCLA Education Speakers Series, Neuropsychiatric Institute	32nd Street School, observed 2 fellows in classrooms where they are observing and assisting

Instructor's Name	2012-2013	2013-2014	2014-2015
		ASCD Conference, 2014	
DLT 560 Physical Education and Jewish Values	Canfield Avenue Elementary School, LAUSD, observed PE class Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz UCLA Howard Gardner Lecture	Canfield Avenue Elementary School, attended Bookfair fundraiser Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz UCLA Education Speakers Series, Neuropsychiatric Institute	32nd Street School, observed 2 fellows in classrooms where they are observing and assisting Professional Development for Induction Program Leaders at New Teacher Center, Santa Cruz BTSA Induction and IHE Forum
DLT 521 Reading Language and Literature II, III	El Camino Creek Elementary School Carlsbad, CA Observed school-wide spelling bee	El Camino Creek Elementary School Carlsbad, CA Observed student presentations ASCD Conference, 2014	32nd Street School, observed 2 fellows in classrooms where they are observing and assisting El Camino Creek Elementary School Carlsbad, CA Observed student presentations
DLT 516 Diversity in Schools (guest)	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	Educational Consultant and Coach, Center for Culturally Responsive Teaching and Learning	Literacy Coach, South Park Elementary School, LAUSD
DLT 525 Integrated Social Studies Woods, M.	LAUSD visit to participate in Socratic Seminar, 5th grade UCLA Howard Gardner Lecture	LAUSD visit to observe learning centers, 4th grade ASCD Conference, 2014	Professor UCLA
DLT 556 Day School and Society	Observed buddy coordination between American and Israeli public schools	Early Childhood Center Site Visit PicFair District, Los Angeles	Instructor unable to visit public schools this academic year.
DLT 530 Teaching Jewish Holidays Through the Arts		Prospective Kindergarten Public School visits in PVPUSD	Volunteer 4 hours per week at Cornerstone at Pedregal, 6069 Groveoak Place, Rancho Palos Verdes, CA 90275 PVPUSD. Volunteers 4 hours a week in public school Kindergarten classroom, leading small group instruction (literacy, math, reading, art), assisting teacher, student supervision Attends all public school special events and celebrations Attends all parent education seminars offered by teachers at the school Attends all teacher led in-services throughout the year.

**Chart B: Updated Subject Matter Requirement Exams
for Current Cohort 13 (2014-15) and Student Teaching Status**

Cohort 13 2014-2015	CSET I	CSET II	CSET III	CSET Writing or CBEST	Student Teaching Status
Candidate 1	Pass	Pass	Pass	Pass	Student Teaching
Candidate 2	Pass	Pass	Pass	Pass	Student Teaching
Candidate 3	Pass	Pass	Pass	Pass	Student Teaching
Candidate 4	Pass	Pass	Pass	Pass	Student Teaching
Candidate 5	Pass	Pass	Pass	Pass	Student Teaching
Candidate 6	Pass	Pass	Pass	Pass	Student Teaching
Candidate 7	Pass	Pass	Pass	Pass	Student Teaching
Candidate 8 (ELL)	Pass	Pass	Pass	Pass	Student Teaching
Candidate 9	6/2015	Pass	Pass	Pass	Sm. Group Instruction
Candidate 10 (ELL)	6/2015	Pass	Pass	6/2015	Sm. Group Instruction
Candidate 11	6/2015	Pass	Pass	6/2015	Sm. Group Instruction
Candidate 12	Pass	No Pass	No Pass	No Pass	Sm. Group Instruction
	Will not be pursuing a credential at this time				

**Chart C: Updated Subject Matter Requirement Exams
for Cohort 12 (2013-14) and Credential Status**

Cohort 12 2013-2014	CSET I	CSET II	CSET III	CSET Writing or CBEST	Credential Recommen- dation status
Candidate 1	Pass	Pass	Pass	Pass	Recommended
Candidate 2	Pass	Pass	Pass	Pass	Recommended
Candidate 3	Pass	Pass	Pass	Pass	Recommended
Candidate 4	Pass	Pass	Pass	Pass	Recommended
Candidate 5	Pass	Pass	Pass	Pass	Recommended
Candidate 6	Pass	Pass	Pass	Pass	Recommended
Candidate 7	Pass	Pass	Pass	Pass	Recommended
Candidate 8	Pass	Pass	Pass	Pass	Student teaching
Candidate 9	Pass	Pass	No Pass by 1 point	Pass	Pending passing SMR Exams
Candidate 10 (ELL)	6/2015	Pass	Pass	6/2015	Pending passing SMR exams
Candidate 11	Pass	No Pass by 1 point	Pass	Pass	Pending passing SMR exams
Candidate 12 Leave of Absence	Currently Enrolled In HUC Masters of Jewish Education				

2-- Union College will submit a **report to the Commission by June 1, 2014** that provides the following information:

- A list of all currently enrolled candidates (Cohort-12) with information on whether they have satisfied the subject matter requirement and where they are with respect to the fieldwork component of the program (for example, observation, early field experience, student teaching).
- A list of admitted candidates (those that will begin in the summer of 2014 and beyond Cohort 13) and whether they have satisfied subject matter competence requirement.
- Evidence that all current and incoming admitted candidates have been informed of the subject matter competency requirement. (A copy of the letter and student advising materials would be appropriate.) who had been in student teaching in the public schools have been removed from their student teaching assignment until such time that they have satisfied the subject matter requirement.

Hebrew Union College submitted a report to the Commission on June 1, 2014 that addressed the items in this stipulation. The COA discussed this report at its June 2014 meeting (See June 2014 HUC Report).

3-- The institution is to provide an update on **documentation of the processes, procedures and protocols** related to both programs that have been established and will be **monitored and maintained in the future**.

Chart D: Updated Processes, Procedures, and Protocols (Preliminary Program)

JUNE, 2014 RECRUITMENT AND ADMISSION	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ol style="list-style-type: none"> 1. Candidates' grade point averages 2. Candidates' undergraduate subject matter preparation 3. Candidates' experiences with youth (summer camp, teacher assistant) 4. Candidates' completion of Basic Skills Exams 5. Candidates' completion of RICA and US Constitution exams 6. Staff interviews with candidates 7. Observation of candidates' ability to work in groups 8. Candidates' teaching of 5-minute prepared lesson to staff 9. In-house writing sample assessment 10. Admission committee meeting to assess each candidate on several parameters and identify concerns 	<ol style="list-style-type: none"> 1. Meeting for all instructors to evaluate the previous year and to discuss changes and protocols for the coming year 2. Review of admission procedures 3. Does writing sample offer meaningful information? 4. Are qualifications of proposed mentor teachers sufficient? 5. How is the quality of the "fit" between candidate and school in which candidate is placed? 6. How effective were we in recruiting this year's candidates? How many applicants were there? What was the yield? 	<ol style="list-style-type: none"> 1. Academic coordinator convenes curriculum taskforce (site school administrators, DeLeT alumni, and DeLeT staff) to solicit ideas for improving the curriculum and aligning the academic coursework with the student teaching experience 2. What incentives can we provide to ensure earlier completion of outside testing? Did assessments reveal any specific challenges? 3. Ongoing solicitation of input from site school administrators about the effectiveness of last year's fellow/program 4. Credential Coordinators collect data to be included in Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ol style="list-style-type: none"> 1. Identify opportunities for expanded outreach in recruiting in new venues 2. Further interview prospective mentor teachers to ensure their alignment with program goals 3. Provide candidates with more detailed information about basic skills testing times and sites 4. Find a suitable consequence for lagging test-takers

Chart D: Updated Processes, Procedures and Protocols (Preliminary Program), Continued

AUGUST, 2014 END OF SUMMER 1 SESSION	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ol style="list-style-type: none"> 1. Fellows' successful completion of academic coursework Education director reviews course grades 2. Teaching and Learning Seminar instructor provides narrative reports on fellows' work 3. Academic coordinator and education director review instructors' narrative assessments of fellows 4. Director, clinical educators, and several alumni observe and assess a 15-minute mini-lesson by each fellow, supervised by the seminar instructor, giving extensive feedback to each fellow. 	<ol style="list-style-type: none"> 1. Fellows submit formal evaluation of each academic course 2. Input from fellows is gathered during listening circle conversations 	<ol style="list-style-type: none"> 1. Academic coordinator analyzes a) HUC's objective course evaluations b) instructors' subjective course evaluations, c) fellows' evaluations of courses 2. Academic coordinator reviews course syllabi Education director meets with staff to evaluate summer programming 3. Credential Coordinators complete Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ol style="list-style-type: none"> 1. Academic coordinator continues to meet with each instructor to discuss course feedback and make course modifications 2. Continue to seek time for additional informal and formal interaction among fellows 3. Explore alternate ways to assess fellows at the end of summer 1

Chart D: Processes, Procedures, and Protocols, (Preliminary Program), Continued

JANUARY, 2015 END SEMESTER 1	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ol style="list-style-type: none"> 1. Fellows' successful completion of academic coursework 2. Education Director grades and writes narrative assessments based on multiple assessments of fieldwork 3. Submission of public school observation log 4. Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive fall-term self assessment 5. Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments 6. Education director reviews fellows' record of pupil progress in reading and math 7. Weekly meetings with clinical educators, who maintain a collaborative log of fellows' progress 8. Instructors write narrative assessments of each candidate's work, assessing each fellow's strengths and weaknesses based on participation in academic coursework 9. Credential coordinator assesses fellows' performance on TPAs 10. Clinical educators and mentor teachers observe fellows doing practice teaching and provide feedback 	<ol style="list-style-type: none"> 1. Fellows submit formal evaluation of each course 2. Weekly homeroom session with Education director to identify questions/issues 3. Education director reads and responds to collaborative logs and assesses fellows' progress 4. Education director meets with clinical educators monthly to assess program as a whole 5. Continuation of the listening circle, discussing programmatic issues 6. Each fellow introduces his/her school's program and philosophy to all other fellows during <i>Kallot</i> (regional convocations) 7. Heads of School and Advisory Committee meet in a constructive dialogue about the program 8. Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ol style="list-style-type: none"> 1. TPA scores collected and sent to all stakeholders 2. Education director holds regular office hours for individual fellows and collects their performance data. 3. Education director holds weekly "homeroom" discussions, listening to concerns and challenges and analyzing the collected data 4. Academic coordinator analyzes public school involvement of all instructors 5. Credential Coordinators complete Title II reports to collect and analyze data on prior year's cohort of fellows. 6. How are public school observations impacting the fellows' views? 	<ol style="list-style-type: none"> 1. Instructors to increase public school involvement 2. Obtain formalized feedback and data from fellows regarding the impact of public school engagement

Chart D: Processes, Procedures, and Protocols (Preliminary Program), Continued

MAY, 2015 END SEMESTER 2	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ol style="list-style-type: none"> 1. Fellows' successful completion of academic coursework 2. Education Director grades and writes narrative assessments based on multiple assessments of fieldwork 3. Submission of public school observation log 4. Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive mid-year and final self assessment 5. Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments 6. Education director reviews fellows' record of pupil progress in reading and math 7. Weekly meetings with clinical educators, who maintain a collaborative log of fellows' progress 8. Instructors write narrative assessments of each candidate's work, assessing each fellow's strengths and weaknesses based on participation in academic coursework 9. Credential coordinator assesses fellows' performance on TPAs 10. Clinical educators and mentor teachers observe fellows doing practice teaching and provide feedback 	<ol style="list-style-type: none"> 1. Fellows submit formal evaluation of each course 2. Weekly homeroom session with program administrator to identify questions/issues 3. Education director reads all collaborative logs and assesses fellows' progress 4. Education director meets with clinical educators monthly to assess program as a whole 5. Continuation of the listening circle, discussing programmatic issues 6. Education director holds regular office hours for individual fellows 7. Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ol style="list-style-type: none"> 1. Education director holds weekly "homeroom" discussions, listening to concerns and challenges and analyzing the collected data 2. Education director tracks application proceedings 3. Education Director collects placement needs data based on inquiries received 4. Identify percentage of fellows securing teaching assignments 5. Placement of recently accepted fellows at partnering public and Jewish day schools 6. Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 	<ol style="list-style-type: none"> 1. Add an intensive Hebrew language concentration as a result of prior assessments and recommendations of stakeholders 2. Replace ineffective mentors 3. Replace ineffective instructors 4. Condense the curriculum in instances of redundancy 5. Increase observation time in public schools 6. Align TPAs with coursework more organically

Chart D: Processes, Procedures, and Protocols (Preliminary Program), Continued

JULY, 2015 END SUMMER 2	ASSESSMENT OF FELLOWS	ASSESSMENT OF PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR ACTION
	<ol style="list-style-type: none"> 1. Fellows' successful completion of academic coursework 2. Education Director reviews grades and narrative assessments 3. Completion of ELL requirement 	<ol style="list-style-type: none"> 1. Fellows submit formal evaluation of each course 2. Dr. Zeldin holds exit interviews with graduating fellows 3. School administrators, community representatives, and program instructors attend culminating project presentations and offer feedback to fellows and program. 4. Advisory Committee meets with DeLeT staff to make program recommendations 	<ol style="list-style-type: none"> 1. Number of fellows completing the program 2. Number of fellows recommended for credential 3. Compare data from Dr. Zeldin's exit interviews with survey data obtained throughout the year 4. Teaching and Assistant Teaching Positions offered to members of this cohort and prior cohorts 5. Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 6. Use of CTC Survey Link 	<ol style="list-style-type: none"> 1. Increased involvement of community representatives in DeLeT professional development opportunities.

Chart D: Processes, Procedures, and Protocols (Induction Program)

RECRUITMENT AND ADMISSION	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ol style="list-style-type: none"> 1. Completion of DeLeT program and credential recommendation 2. Recommendations from Head of School 3. Referrals from Induction Program alumni 4. Credential check/Transcripts 5. Application and School Approval Forms 	<ol style="list-style-type: none"> 1. Review of admissions documents and orientation to the DeLeT Induction Program 2. Assessing the qualifications of beginning teachers/induction candidates 3. Assigning an appropriate DeLeT Clinical Educator and Mentor 4. Meeting with the school administration re: DeLeT Induction Program goals and procedures 	<ol style="list-style-type: none"> 1. Several times throughout the year, the DeLeT Clinical Educator and Mentor meets with school site administrators to align the Induction Program Formative Assessment work with the beginning teacher's experiences at the school. 2. Soliciting input from site school administrators about the effectiveness of the beginning teacher in relation to the inquiry action project they choose in the spring semester 	<ol style="list-style-type: none"> 1. Expand Induction recruiting outreach to schools not related to DeLeT 2. Expand training of new DeLeT Induction Program Clinical Educators and Mentors 3. Update training for new and returning Clinical Educators and Mentors on the New Teacher Center's online FAS toolkit (Summer 2015)

Chart D: Processes, Procedures, and Protocols (Induction Program)

FALL SEMESTER 1	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ol style="list-style-type: none"> 1. On-going monitoring - Clinical Educator and Mentor bi-monthly collaborative logs are submitted to the DeLeT Induction Program Coordinator 2. DeLeT Induction Program Coordinator communicates via email with each beginning teacher/DeLeT Induction Program candidate with the first semester invoice in December. 3. DeLeT Induction Program Clinical Educator and Mentors check in with the school administration to assess the progress of the beginning teacher/DeLeT Induction Program Candidate 	<ol style="list-style-type: none"> 1. DeLeT Induction Program Coordinator reads all collaborative logs and assesses beginning teacher/DeLeT Induction Program Candidates' progress 2. Education director meets with DeLeT Induction Program Clinical Educator and Mentors monthly to assess program as a whole 3. Three-way meeting between school administration, the beginning teacher/Induction Program participant and the DeLeT Clinical Educator and Mentor to discuss progress to date and ideas and possible resources for the spring Inquiry Action Project 4. Understanding Context Reflection FAS tool 	<ol style="list-style-type: none"> 1. Portfolio check-in with Clinical Educator and Mentors 	<ol style="list-style-type: none"> 1. Expand recruitment and training of new induction program CE/Mentors 2. Expand recruitment of participants in the induction program

Chart D: Processes, Procedures, and Protocols (Induction Program)

SPRING SEMESTER 2	ASSESSMENT OF BEGINNING TEACHERS/INDUCTION PROGRAM PARTICIPANTS	ASSESSMENT OF INDUCTION PROGRAM	COLLECTION AND ANALYSIS OF ASSESSMENT DATA	RECOMMENDATIONS FOR POSSIBLE ACTION
	<ol style="list-style-type: none"> 1. Completion of Inquiry Action Project 2. Beginning Teacher Network Meetings (Nor Cal, So Cal) 3. Induction Portfolio Due in June 4. Final payments due in June 5. Selection of an Inquiry Action Project appropriate for beginning teachers 6. DeLeT Induction Program Clinical Educator and Mentors read and assess portfolios during the summer 	<ol style="list-style-type: none"> 1. DeLeT Induction Program Surveys (Participants, Administration) 2. DeLeT Induction Program Clinical Educator and Mentors read and assess portfolios during the summer. 3. Analysis of Clear Credential recommendations made for program completers 4. Use of CTC Survey Link 	<ol style="list-style-type: none"> 1. DeLeT Induction Program Survey Analysis 2. Credential Coordinators collect and analyze data for the Biennial report or other documentation for accreditation activities as scheduled for Violet Cohort 4. 3. Use of CTC Survey Link 	<ol style="list-style-type: none"> 1. Expand recruitment and training of new induction program CE/Mentors 2. Cost analysis of the Induction Program 3. Re-organization of payment structure for 2015-2016

4--The institution is to develop and implement a **unit-wide assessment system** and apply that system across unit programs. The system is to include data collection related to unit outcomes, as well as use of that data for unit improvement.

Chart E: HUC Unit-Wide Assessment

Recruitment/ Admission	Assessment of DeLeT Candidates	Assessment of DeLeT Program	Assessment of Induction Candidates	Assessment of Induction Program
June 2014	<ul style="list-style-type: none"> • Candidates' grade point averages • Candidates' undergraduate subject matter preparation • Candidates' experiences with youth (summer camp, teacher assistant) • Candidates' completion of Basic Skills Exams • Candidates' completion of RICA and US Constitution exams • Staff interviews with candidates • Observation of candidates' ability to work in groups • Candidates' teaching of 5-minute prepared lesson to staff • In-house writing sample assessment • Admission committee meeting to assess each candidate on several parameters and identify concerns 	<ul style="list-style-type: none"> • Meeting for all instructors to evaluate the previous year and to discuss changes and protocols for the coming year • Review of admission procedures • Are qualifications of proposed mentor teachers sufficient? • How is the quality of the "fit" between candidate and school in which candidate is placed? • How effective were we in recruiting this year's candidates? • How many applicants were there? What was the yield? 	<ul style="list-style-type: none"> • Assessing the qualifications of beginning teachers/induction candidates • Completion of DeLeT program and credential recommendation • Recommendations from Head of School • Referrals from Induction Program alumni • Credential check/Transcripts • Application and School Approval Forms 	<ul style="list-style-type: none"> • Review of admissions documents and orientation to the DeLeT Induction Program • Meeting with the school administration to assess DeLeT Induction Program goals and procedures for the year.
Fall Semester 1	<ul style="list-style-type: none"> • Fellows' successful completion of academic coursework • Education Director grades and writes narrative assessments based on multiple assessments of fieldwork • Submission of public school observation log • Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive fall-term self assessment • Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments • Education director reviews fellows' record of pupil progress in reading and math • Weekly meetings with clinical educators, who maintain a collaborative log of fellows' progress • Instructors write narrative assessments of each candidate's work, assessing each fellow's strengths and weaknesses based on participation in academic coursework • Credential coordinator assesses fellows' performance on TPAs • Clinical educators and mentor teachers observe fellows doing practice 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each course • Weekly homeroom session with program administrator to identify questions/issues • Education director reads all collaborative logs and assesses fellows' progress • Education director meets with clinical educators monthly to assess program as a whole • Continuation of the listening circle, discussing programmatic issues • Each fellow introduces his/her school's program and philosophy to all other fellows during <i>Kallot</i> (regional convocations) • Heads of School and Advisory Committee meet in a constructive dialogue about the program • Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ul style="list-style-type: none"> • DeLeT Induction Program Coordinator reads all collaborative logs and assesses beginning teacher/DeLeT Induction Program Candidates' progress • Education Director meets with DeLeT Induction Program Coordinator and Clinical Educator/Mentors monthly to assess each candidates progress • Three-way meeting between school administration, the beginning teacher/Induction Program participant and the DeLeT Clinical Educator and Mentor to discuss progress to date and ideas and possible resources for the spring Inquiry Action Project • Participating teacher together with their Clinical Educator/Mentor co-assess on the first 4 essential elements of the Continuum of Teacher Practice 	<p>Education Director meets with DeLeT Induction Program Coordinator monthly to assess the DeLeT Induction Program as a whole.</p>

Recruit-ment/ Admission	Assessment of DeLeT Candidates	Assessment of DeLeT Program	Assessment of Induction Candidates	Assessment of Induction Program
	teaching and provide feedback		(CTP)	
Spring Semester 2	<ul style="list-style-type: none"> • Fellows' successful completion of academic coursework • Education Director grades and writes narrative assessments based on multiple assessments of fieldwork • Submission of public school observation log • Clinical educators and mentor teachers collaborate with individual fellow on a comprehensive mid-year and final self assessment • Teaching and Learning Seminar instructor requires information from public school observations in inquiry assessments • Education director reviews fellows' record of pupil progress in reading and math • Weekly meetings with clinical educators, who maintain a collaborative log of fellows' progress • Instructors write narrative assessments of each candidate's work, assessing each fellow's strengths and weaknesses based on participation in academic coursework • Credential coordinator assesses fellows' performance on TPAs • Clinical educators and mentor teachers observe fellows doing practice teaching and provide feedback 	<ul style="list-style-type: none"> • Fellows submit formal evaluation of each course • Weekly homeroom session with Education director to identify questions/issues • Education director reads and responds to collaborative logs and assesses fellows' progress • Education director meets with clinical educators monthly to assess program as a whole • Continuation of the listening circle, discussing programmatic issues • Education director holds regular office hours for individual fellows • Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations 	<ul style="list-style-type: none"> • Completion of Inquiry Action Project • Beginning Teacher Network Meetings (Nor Cal, So Cal) • Induction Portfolio Due in June • Final payments due in June • Selection of an Inquiry Action Project appropriate for beginning teachers • DeLeT Induction Program Clinical Educator and Mentors read and assess portfolios during the summer 	<ul style="list-style-type: none"> • DeLeT Induction Program Surveys (Participants, Administration) • DeLeT Induction Program Coordinator and Clinical Educator/Mentors read and assess portfolios during the summer. • Analysis of Clear Credential recommendations made for program completers • Use of CTC Survey Link

5-- The institution is to provide documentation that **candidates:**

- Complete **observations in hard-to-staff and/or low performing schools**
- Complete a **full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential**

Chart F: Candidates' Observations in Hard to Staff/Low Performing Public Schools

Observation Location: 32nd Street School Los Angeles, CA																	
Candidate	Grade Level Observed	September- November Activities						December - February Activities						March - May Activities			
		9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/24	3/10	3/24	4/21	5/5
1	Kdg	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2	2	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3	3	X	X	X	X		X		X	X	X	X	X	X	X	X	X
4	2	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
5	2	X	X	X	X	X	X	X	X		X	X		X	X	X	X
6	5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Observation Location: White Oaks Elementary San Carlos, CA

Candidate	Grade Level Observed	September- November Activities						December - February Activities						March - May Activities			
		9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/24	3/10	3/24	4/21	5/5
1	K - 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
2	K	X	X	X	X	X	X	X	X	X			X	X	X		
3	K - 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

Observation Location: Pacific Rim Elementary Carmel Valley, CA

Candidate	Grade Level Observed	September- November Activities		December - February Activities				March - May Activities			
		10/21	11/18	12/2	12/16	1/13	2/10	3/10	4/21	5/5	
1	4th	X	X	X	X	X	X	FT			X
2	4th	X	X	X	X	X	X	X	ML	ML	ML

ML = Maternity Leave

Chart G: Candidates' Complete Full Day Teaching Assignments and Teaching Dates

FELLOW	SCHOOL	DATES
Candidate 1	Wise Elementary School, Los Angeles	January 5,6,12,13. March 30, June 3
Candidate 2	Sinai Akiba Academy, Los Angeles	May 29, June 1, 2, 3, 4, 5, 8, 9, 10, 11, 12
Candidate 3	Brandeis Hillel Day School, San Francisco	May 26, 27, 28, 29, June 1
Candidate 4 *Not pursuing a credential at this time.	Brandeis Hillel Day School, San Francisco	Pending subject matter requirement fulfillment
Candidate 5 (ELL)	San Diego Jewish Academy, San Diego	Pending subject matter requirement fulfillment
Candidate 6	Heschel Day School, Northridge	Assigned but no dates available
Candidate 7	Pressman Academy, Los Angeles	Pending subject matter requirement fulfillment
Candidate 8	San Diego Jewish Academy, San Diego	Maternity Leave
Candidate 9	Temple Israel of Hollywood Day School, Hollywood	Jan. 23, Feb. 6, 25, March 23, May 22, 26, 28, June 2,4,9
Candidate 11	Gideon Hausner Day School, Palo Alto	Assigned but no dates available
Candidate 12 (ELL)	Ilan Ramon, Agoura Hills	Assigned but no dates available

Part H: Responses to COA's April Questions on Chart D

1. How can we find a suitable consequence for candidates who are lagging in their test taking?
 - a. We do not allow candidates to do their full-class student teaching until they have completed and passed all of the CSET/CBEST tests.
 - b. When it takes candidates longer than their DeLeT year to pass all of the tests, we make arrangements to observe them "student teaching" in whatever job they have secured before they are recommended for a preliminary credential.
 - c. We require candidates to complete all state mandated requirements before we will recommend them for the preliminary credential. (RICA, US Const.)

2. What are the processes used to identify and replace ineffective mentors?
 - a. The DeLeT education director, Eileen Horowitz, works with clinical educators (field supervisors) to identify ineffective mentors and bring them up to DeLeT standards by direct instruction, modeling of desired behaviors, sharing practical articles about the mentoring process, and the use of reflection.
 - b. Mentors and clinical educators each fill in a mentor reflection and evaluative rubric, analyzing mentor performance.
 - c. In the case of an ineffective or unsuitable mentor, the clinical educator and DeLeT education director work with the site school administration to replace the mentor.
 - d. At the end of each school year, the DeLeT education director discusses the performance of each mentor with the participating schools. Ineffective mentors are asked not to participate again.

3. What are the processes used to identify and replace ineffective instructors?
 - a. The DeLeT academic coordinator (as of July 1st, the DeLeT associate education director) meets with each instructor before classes start to ensure that all syllabi are rigorous and aligned with DeLeT and California standards.
 - b. The academic coordinator frequently observes classes in session to ascertain instructional and content quality and an engaged classroom with appropriate environment.
 - c. During the course, the DeLeT academic coordinator/associate education director, the clinical educators, and the education director get verbal or email feedback from the candidates regarding the quality and rigor of each course.
 - d. Each instructor writes a narrative reflection about all aspects of their course. These reflections are read by the DeLeT administration.
 - e. At the conclusion of every course, candidates write detailed course evaluations for the college. These are examined by the DeLeT academic coordinator/associate education director who then meets with the instructor to give feedback and determine if an instructor needs to be replaced.

4. How will DeLeT increase involvement of community representatives in DeLeT professional development opportunities?
 - a. DeLeT is reaching out to the greater day school communities/schools to have greater participation by alumni, mentors, heads of school and teachers in DeLeT-sponsored professional development activities including the DeLeT Day of Learning on July 16, 2015.
 - b. DeLeT will increase its PR and direct communication with stakeholders of the greater DeLeT community through the DeLeT Alumni Network (DAN), heads of school, and mentor networks.
 - c. In addition to prominent educators from within the HUC community, DeLeT will expand our program to include journalists, authors, and faculty from the greater Los Angeles area.
 - d. For 2015-2016 candidates in Los Angeles will periodically attend staff development sessions in the public schools.
 - e. An innovative idea for the coming year is to invite teaching assistants from all the day schools to HUC for an intensive day of learning to encourage them to become part of future DeLeT cohorts.