

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

## Professional Services Division April 2014

### 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 reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

COA Decision: **Accreditation with Major Stipulations**

### Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership		X	
2) Unit and Program Assessment and Evaluation			X
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	18	1	
General Education Induction	6	6		

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 Self-Study Report
- 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 25-27, 2014

**Accreditation Team**

**Recommendation:** Accreditation with Stipulations

### **Rationale:**

The unanimous recommendation of Accreditation with Stipulations was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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—The team reviewed the Preconditions documentation and determined that General Precondition #8 and Multiple/Single Subject Precondition #6 were not met.

### Common Standards—

The entire team reviewed each of the nine Common Standards and determined whether the standard was met, not met, or met with concerns. The site visit team found that all nine Common Standards are **Met** with the exception of Common Standard 1 which is **Met with Concerns** and Common Standard 2 which is **Not Met**.

### Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the preliminary multiple subject and clear general education programs. Following discussion, the team considered whether the programs standards were met, met with concerns, or not met. The site visit team found that, for the preliminary program, all program standards are **Met** with the exception of Program Standard 14 which was **Met with Concerns**. For the induction program, all program standards are **Met**.

### Overall Recommendation –

The overall recommendation of the team is **Accreditation with Stipulations**

Following is the proposed stipulations:

- 1) The institution must submit documentation that shows that the institution is in compliance with the General Preconditions for all Professional Preparation Programs #8 and Preconditions for Multiple and Single Subject Programs #6.

- 2) The institution provide an update on documentation of the processes/procedures/protocols related to both programs that have been established and will be monitored/maintained in the future.
- 3) The institution 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.
- 4) The institution provide documentation that candidates 1) complete observations in hard-to-staff and/or low performing schools 2) complete a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

### **Initial/Teaching Credentials**

Multiple Subject Preliminary

General Education (Multiple Subject) Clear

Staff recommends that:

- The institution must submit documentation that shows General Preconditions for all Professional Preparation Programs #8 and Preconditions for Multiple and Single Subject Programs #6 are met by December 1, 2014.  
<http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>
- 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**

<b>Team Leader:</b>	<b>Robert Frelly</b> Chapman University
<b>Common Standards/Program Sampling:</b>	<b>Carolyn Csongradi</b> Santa Clara University, Retired
<b>Common Standards/Program Sampling:</b>	<b>Melanie Carmona</b> Placentia-Yorba Linda Unified School District
<b>Staff to the Visit:</b>	<b>Gay Roby</b> CTC Consultant



## Documents Reviewed

Program Summaries	<i>Kallot</i> (all-state gatherings) Agendas/Notes
Candidate Portfolios	Instructor Reflections and Administrative Feedback
Faculty Handbook	Budget Summaries and Updates
Student Handbook	Admissions Guidebook
Resumes	<i>West Coast Recruitment Strategies for The Schools of Education</i>
Collaborative Logs	DeLeT News and Announcements
Candidates' Self-assessments	Clinical Educator Meeting Notes
<i>Guidelines for a DeLeT Course Syllabus</i>	Mentor Meeting Notes
Syllabi	Materials Used in Mentor Lessons
Inquiry Action Plan Examples	Student Observations
NTC-FAS (Formative Assessment System)	<i>Assessment of Fellows' Knowledge and Skills</i>
Clear Portfolio Rubric	<i>Monthly Calendar of Fellows' Responsibilities 2013-2014</i>
Participant Survey Results	Advisory Committee Meeting Notes
TPA Information Sheet	
Public Schools Visit Assignment	
Summer Orientation Schedule	
Assessment of Courses by Fellows	

## Interviews Conducted

	Team Leader	Common Standards	Program Sampling	TOTAL
Candidates	0	12	6	<b>18</b>
Completers	0	8	5	<b>8</b>
Employers	4	3	5	<b>4</b>
Institutional Administration	5	2	6	<b>17</b>
Program Coordinators	2	1	1	<b>19</b>
Faculty	8	4	6	<b>18</b>
TPA Coordinator	0	3	0	<b>3</b>
Field Supervisors – HUC employees	2	4	6	<b>12</b>
Field Supervisors - School employees	0	4	2	<b>6</b>
Induction Mentors	0	2	3	<b>5</b>
Credential Analysts and Staff	1	3	2	<b>6</b>
Advisory Board Members	1	3	4	<b>8</b>
<b>TOTAL</b>				<b>124</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of 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, Jerusalem, Los Angeles, and New York. In the mid-1960s, after the devastation of the Watts riots, HUC-JIR

reaffirmed their support of the Los Angeles community by choosing to rebuild its campus in South Central Los Angeles. The institution is the oldest extant Jewish seminary in the Americas and the main seminary for training rabbis, cantors, and communal workers in Reform Judaism.

Since 2002, the Los Angeles campus has been dedicated to fostering teaching excellence in Jewish day schools in North America with a focus on schools in Southern and Northern California (Los Angeles, San Francisco, and this year San Diego).

## **Education Unit**

The Rhea Hirsch School of Education (RHSEO) at HUC-JIR offers several programs. A master's degree in Jewish Education, an executive masters for candidates with five years of professional experience, a certificate specializing in adolescent and emerging adult education, and a PhD in Jewish education. It sponsors a national research experiment in congregational education and the TARTAK Learning Center, a resource center for Judaic studies teaching materials. Under the aegis of the Rhea Hirsch School of Education are two CTC-approved credential programs: the preliminary multiple subject credential and the induction program.

The Preliminary Multiple-Subject Credential Program is called **DeLeT (Day School Leadership through Teaching)**. 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 fellowship, comprising two summers and the intervening year. Candidates in the program, called "fellows," study with faculty of distinction at the RHSEO and work with experienced mentor teachers and administrators at their site schools. Currently, 12 candidates are accepted into the program annually.

In the DeLeT clear program, beginning teachers participate in one-on-one mentoring with a DeLeT mentor/support provider for two years duration. The mentor/support provider, who is often the candidate's university supervisor during the preliminary program, has been trained to work with beginning teachers in a formative approach, using the New Teacher Center's Formative Assessment System (NTC-FAS). All support providers participate in professional development to prepare them to mentor, coach, and observe beginning teachers within their school settings, tailoring the mentoring to the beginning teachers' specific strengths and challenges. Candidates are asked to develop an individualized growth plan, based upon the California Standards for the Teaching Profession (CSTP), and then document their growth in their professional practice during their participation in the clear program.

Unlike public education where districts most often represent a group of schools in a specific geographical area, each Jewish day school is autonomous and an entity unto itself, with unique religious beliefs, programs, etc. Of the 39 Jewish days schools in the greater Los Angeles area, any one of them has the opportunity to partner with HUC-JIR in the development of future teachers. As a result of the independence and unique aspects of each school, the HUC-JIR programs must be flexible and responsive to the context and requests of each partner school.

Similar to public school's organizational structure where support, assistance, and collegiality are provided by a county office, Jewish day schools can voluntarily participate in Los Angeles' Umbrella Organization, Builders of Jewish Education (BJE). Participation in this organization provides HUC-JIR's educational unit with valuable relationships within the 39 greater Los

Angeles Jewish day schools that serve 10,000 Angelino school children.

School assignments for candidates in the preliminary program are unique in that they are assigned a district-employed supervisor in two different areas. At some Jewish day schools, the morning is devoted to traditional school academics while the afternoon addresses Judaic studies. Candidates are provided support from a supervisor in both areas and the program curriculum addresses integrated curriculum between these two areas throughout the program.

The HUC-JIR DeLeT program is an in-residence 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. With a staff of eight, the program personnel working with the twelve annual candidates establish synergistic relationships that have created an intimate, informal program where conversations, observations, and check-ins are used to determine the candidates' requisite skill and knowledge.

**Table 1**  
**Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
Multiple Subject	Initial	12	13	CTC
Clear General Education	Advanced	15	22	CTC

### **The Visit**

The visit took place on the Los Angeles campus of the Hebrew Union College-Jewish Institute of Religion, with electronic interviews of stakeholders located at their San Francisco and San Diego campuses. The visit began mid-day on Tuesday, March 25th with the final report being delivered at noon on Thursday, March 27th. The review team consisted of a team lead, two team members who addressed both Common and Program Standards, and a state consultant.

## Common Standards

### Standard 1: Educational Leadership

Met with Concern

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

The mission of Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is to inspire and prepare transformational Jewish professional and lay leaders who sustain the values, responsibilities and texts of their tradition in the open and pluralistic spirit of the Reform movement. The DeLeT program —Day School Leadership Through Teaching is a component of HUC-JIR that is dedicated to fostering teaching excellence in Jewish day schools in North America. DeLeT candidates participate in 13-month program whose components – classroom placements, mentoring, and coursework – prepare graduates to take their places as dedicated, creative, passionate, and reflective teachers and leaders in day school education. The institution and program have created and articulated a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks.

The DeLeT program is led by a director who provides guidance and intellectual leadership to the small and close-knit DeLeT faculty and staff. The director is responsible for strategic planning, financial development, and research and evaluation related to DeLeT and is viewed as an integral component of the leadership team. He has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development, and access human resource records.

The director is committed to the success of the programs and supports all stakeholders in their focus as a collaborative community providing an engaging and supportive environment for all candidates. This effort translates to an empowerment of the program personnel who are then able to meet the academic, social and emotional needs of their students. The design and intent of the program, along with a relatively small number of candidates annually creates an environment that promotes individual attention. The DeLeT leadership team holds a philosophy of shared-value education and aspirations that encourage candidates to embrace academic rigor, respect for all, and self- reflection.

Program leadership has the authority and institutional support needed to create strategies to achieve the needs of the programs and represent the interests of each stakeholder. The small number of personnel involved in delivering the program has resulted in a close-knit community of educators who are intimately involved with the limited numbers of candidates annually. Listening circles, kallot (a gathering of the cohort members), informal conversations regarding candidate progress has resulted in a program that often "feels" that a candidate has mastered a skill or accomplished a task instead of employing an objective evaluation.

Interviews with the credential coordinators verified that each candidate is determined to possess the knowledge and skills required of a program completer before a recommendation for a teaching credential is made.

**Rationale for Finding:**

The review team did not find evidence of the DeLeT leadership making program development decisions based on internal data, from criteria for mentor selection to the evaluation of candidates' portfolio contents. Additionally, quantitative assessment data for program improvement is absent unit-wide, as evidenced by interview responses and a lack of supporting documents. Such evidence is an essential component of fulfilling state obligations and participating in accountability structures established by the Commission as part of the Accreditation cycle.

**Standard 2: Unit and Program Assessment and Evaluation**

**Not Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

DeLeT gathers information about its candidates and programs from a variety of sources, including exit surveys, informal conversations with stakeholders, and advisory committee discussions. Interviews with faculty and program leadership indicated that the program values the input of these constituencies and an occasional example of program changes resulting from these conversations and discussion were noted.

**Rationale for Finding**

While the team found evidence within the programs of a high level of collaboration and frequent interaction with members of the various constituencies, it was unable to find evidence that such data are being collected in any systemic manner or that it was being used for program evaluation and improvement. At the same time, the team could find no evidence of unit evaluation at all.

Interviews with faculty and program leadership indicated that the program assesses effectiveness most often through informal discussions, repeated check-ins, and in program leadership meetings. However, these discussions were broadly based on student progress rather than on specific, measurable data points. Further, the team found no formalized mechanism for systematic data and information gathering, review of the data, and tracking actions or modifications made to the program based on the data.

Interviews with program leadership make it clear that they recognize the need for, and importance of using data as the basis for program improvement efforts and are willing to investigate ways to develop and implement a unit and program assessment and evaluation.

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

**Findings**

The institution demonstrates a strong commitment to educator preparation by providing the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. These assertions are supported through the team's review of data, supportive materials, and interviews with stakeholder groups.

The institution provides adequate and equitable funds to support the local implementation of the program to each participating Jewish day school that, in turn, provides qualified personnel, adequate facilities, and other resources in support of candidates. During interview sessions, site administrators reported the benefits of ongoing communication in establishing and maintaining quality educator preparation not only for the teachers' years in DeLeT and DeLeT Clear programs, but for subsequent years as well. Facilities include office space, storage capabilities, meeting rooms, and other facilities as needed. Other departments who provide support to the program include technology services, human resources, and business services.

A part-time education director, working under the organization of Hebrew Union College, leads the program, assisted with three part-time staff (Academic Coordinator, two Credential Coordinators) and a full time program associate. Additional clerical support is provided as needed. Each staff member described workloads that are challenging and demanding.

The director is responsible for the coordination, admission, advisement, curriculum, and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management throughout the program. Additionally, the director develops the budget that funds DeLeT with the support of each participating school. Throughout the interview process, the education director and program associate were consistently praised for their dedication and responsiveness in effectively addressing the needs of all stakeholders as well as their vision for the future of the programs.

Each participating Jewish day school provides two mentors (master teachers) for each participating teacher, one in general studies and one in Judaic studies. The participating school provides each mentor and candidate with additional resources, materials, and support needed to successfully complete the program and credential requirements. Sufficient funds are provided for staff and stakeholders for professional development, and for clear program candidates to participate in beginning teacher network meetings.

Interviews confirmed that the credential analysts both initiate and conclude the process for candidates and serve as additional ongoing resources. Communication between program

leadership and credential coordinators helps to ensure that candidates steadily progress towards the completion of the program.

Each candidate has sufficient material, resources, and support necessary to successfully complete the program and credential requirements. A full time program associate is available to ensure effective and timely support for all participants. DeLeT uses Sakai as the support system and all stakeholders may access the resources and information via the Internet. During the interview process, all staff stressed the importance of providing quality, individualized service in support of candidates.

The advisory board provides opportunities for each program partner to offer input on the use of resources and ensure that the local needs are being met while preserving the services to each candidate. For example, the University had put forth a proposal that would have impacted the budget of each participating Jewish day school for a fiscal year that was already planned. Once advisory board members presented the University with a superior timeline, implementation was postponed in order to promote the proposal's greater success.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Standard Met**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

#### **Findings**

A review of resumes and interviews of stakeholders at DeLeT and the DeLeT clear program reveals an established process that ensures those employees who serve as university-based supervisors and support providers are qualified to serve in these roles. Site administrators reported that they actively recruit teachers who they believe model best practices and encourage them to apply for support provider positions.

Notes taken during interviews of instructional personnel and faculty revealed they have current knowledge in the content they teach acquired in a variety of professional ways. Several members attended professional meetings, held joint academic appointments in education with local universities and all mentioned they exchanged information freely in a rich, informal collaborative atmosphere.

Ample evidence gathered from a review of course syllabi, faculty resumes, and notes taken of candidate interviews indicate that instructional personnel and faculty understand the context of

public schooling, and model best professional practices in teaching and learning, scholarship, and service. This observation is reflected in coursework assignments. DeLeT (preliminary) candidates are required to visit their cohort's schools, explore children's books for bias, listen to guest speakers from other cultures as well as reflect on and share their observations of public school visits.

The part-time faculty is a small, dedicated and talented group of individuals, reflect a diverse society, and with a wide range of real world experiences. Reviews of course syllabi and assignments reveal the faculty are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity as reflected in the careful design of six written inquiries assigned in the Teaching and Learning Seminar which are "visible to everyone" across the program, drive the alignment of the program's course sequence and in the future will form foundational material for the Teacher Performance Assessment.

Candidate interviews and Teacher Performance Assessment scores, and faculty interviews confirm the faculty has a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

With the recent formation of the Advisory Committee, meeting three times in the past year, and informal conversations at site schools and when issues arise, faculty collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. All stakeholders report that the program director and administrative team is open to listening to suggestions for addressing immediate concerns or ways in which pressing problems within the program can be solved. However, no evidence was found of a systematic approach to collaboration outside the Jewish community other than that the sharing of faculty with other universities.

The institution provides support for faculty development in formal and informal ways. Mentors are required to attend a two or three day summer institute introducing them to the DeLeT program, philosophy and aspects of being a mentor. Additional formal training opportunities are scheduled throughout the year to introduce a lesson plan template, a rubric, and the reading of articles on integrating general studies and Judaica.

Candidates evaluate the performance of instructors at end of each course utilizing the program's website (Sakai) online evaluation form. The Academic Coordinator retrieves the forms and meets with the instructor to go over the results. The environment at DeLeT is based on reflection and positive feedback where faculty and instructional personnel visit classes for ideas and offer comments.

Interviews with site administrators and the faculty who serve as support providers in the DeLeT clear program reveal that service providers were typically former mentors, originally selected, evaluated and recognized for excellence by the DeLeT administration and retained as consistently effective teachers. A more robust process with standards-based criteria for field supervisors and mentors selection would strengthen the DeLeT clear program's evaluation system and allow for recognition of individuals and feedback for consistently effective teaching.

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings**

The DeLeT programs have well-defined admission criteria and procedures with all Commission-adopted requirements in place. During interviews, candidates and completers shared that they were clear about the requirements and procedures outlined for admissions and received assistance and guidance in completing all necessary paperwork. Candidates are required to complete prerequisite requirements prior to admission to the credential program.

The institution demonstrates a strong commitment to educator preparation by providing the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. These assertions are supported through the team's review of data, supportive materials, and interviews with stakeholder groups.

The DeLeT leadership makes an effort to recruit a diverse candidate pool by encouraging students to participate in early field experiences prior to admission into the teacher credential program. Applicants are sought from various California colleges and universities, as well as Arizona State University. The leadership team acknowledged the need to recruit from universities and colleges that are more fully representative of California's diverse population.

The application process requires candidates to submit multiple documents so that faculty members have a full picture of the candidate's competence. Candidates submit an application form and an essay on their philosophy of education. A select number of applicants are invited to the DeLeT campus for a half-day screening process that includes interviews with the leadership team, a sample teaching presentation, and collaborative experiences with other applicants.

An examination of the DeLeT documents and interviews with faculty revealed that candidates must complete the basic skills requirement and complete the appropriate subject matter examinations as part of the teaching credential program. Applicants to the program are interviewed to determine their appropriate dispositions by program faculty prior to admission. Candidates participate in pre-field experiences prior to formal admission to student teaching. Interviews with current students and school personnel at sites where DeLeT students are serving consistently affirmed the personal, intellectual, and professional qualities that these students bring to the program.

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

Advisement begins prior to and during the acceptance process for all applicants with opportunities for advisement by the DeLeT education director or admissions associate. Early advisement includes the examination of transcripts, personal conversations and, if appropriate, arrangements for an interview to review academic, professional and personal goals.

Upon acceptance, an orientation meeting is held for each program. Program components and completion requirements are reviewed, including the introduction of the TPA in the preliminary program and the demonstration portfolio in the clear program.

The DeLeT education director and both credential coordinators hold weekly office hours during the academic year and daily office hours during the summers, both of which are designed around the DeLeT candidates' schedules. Based upon interviews with program leadership, site administrators, field supervisors, district-employed supervisors, support providers and candidates, field supervisors meet once a week with DeLeT candidates and support providers meet for two hours every other week with clear credential candidates, observing and advising the candidates in areas such as curriculum, assessment, individual needs, and professional development topics such as the recent ASCD's Understanding by Design conference. Preliminary and clear candidates and district-employed supervisors concur that they meet frequently during the month, focusing on instructional practices, reflection, coursework and/or NTC-FAS work.

Site administrators, candidates, and program leadership reported that candidates receive weekly information about coursework, assignments, events, due dates, tests, and credential requirements electronically by a weekly bulletin called the DeLeT News and Announcements (the DNA), and through one-on-one meetings with their assigned field supervisor (weekly for DeLeT candidates and bi-weekly for clear program candidates). The DeLeT administrative program associate facilitates the collection of TPA materials and other assigned course work, while credential coordinators maintain a Credential Requirements Checklist of candidates' progress in meeting the state obligations. Constant verbal and email communication between candidates and their field supervisors, as well as monthly emails from program leadership, promotes connectedness and continual assistance throughout the program. One clear candidate reported that because of this constant communication, her field supervisor is very supportive and understanding of individual situations at schools. A preliminary candidate shared that her instructor did an explicit review of what was in the TPA before each one and explained what to focus on. She additionally reported that instructors would isolate certain things they were teaching in class and point out how they related to specific TPAs.

Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts. As evidenced through candidate portfolios, field supervisors maintain a collaborative log with the following categories: a) What's Working, b) Challenges and Concerns, c) Student's Next Steps, and d) Mentors' and Clinical Educator's Next Steps. Support providers in the DeLeT clear program also complete a collaborative log as part of each meeting with the participating teacher. In rare cases, when a candidate has not been able to meet the rigorous standards of the academic or internship work, the program coordinator shared that she has worked with the candidate to improve performance expectations. Then, if necessary, she has modified assignment deadlines, consolidated certain assignments, or made well-defined adaptations to meet the demonstrated needs of the candidate. The program has counseled candidates out of the program who consistently did not meet program requirements, even after repeated interventions.

Throughout the year, preliminary candidates receive grades at the culmination of each course. Moreover, field supervisors and district-employed supervisors collaborate thrice yearly to write a formal narrative assessment based on detailed and reflective self-assessments written by the candidates. Clear candidates receive informal, but constant, feedback from their SP and site administrator. Formal meeting documentation is recorded twice annually in collaborative logs housed in their portfolios. Supervisors and support providers reflected that they constantly change their teaching practice and coaching styles based upon the work they do with their candidates. This fluid system of mentorship and learning serves both the candidates and the supervisors/support providers who work with them. As one administrator noted, the level of seriousness is extraordinary...the DeLeT staff is very reflective and are lifelong learners who will never be stagnant.

### **Standard 7: Field Experience and Clinical Practice**

### **Standard Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

### **Findings**

The candidates at DeLeT Preliminary Program are enrolled for 13 months in a planned sequence of steadily increasing immersion in teaching and learning. The intense program begins with an orientation in June, followed by coursework in July and August and by September, the start of a carefully orchestrated field-based teaching experience in Jewish day schools, the selected site partners who also select mentors for the candidates.

Interviews with stakeholders and reviews of course syllabi show that fieldwork and coursework are highly coordinated. The alumni who remained linked through the DAN, the DeLeT Alumni Network, an online closed, monitored group, surveyed its members and published a document in

2010 supporting the fact that candidates perceive a strong connection between field and course work. Furthermore, the program requires three self-reflective pieces during fieldwork that are read by the mentor teacher and the field supervisor who monitor a candidate's own sense of teaching mastery. Additionally weekly collaboration logs are kept for each candidate, documenting their increasing skill in all areas and also based on mentor observations and discussed with the field supervisor. Candidates commented in interviews that it was beneficial to have two different sets of eyes viewing the same set of observations, especially when their interpretations of those observations were different. The Teaching and Learning Seminar course continues throughout the entire program, giving assignments that allow candidates to demonstrate their knowledge of academic standards through responses to six inquiry assignments.

Selection of site schools for candidates is made on a case-by-case basis in discussions between the Head of School and a program leader. The DeLeT clear program is small with much of the decision-making (from site school to mentor selection and evaluation of courses, faculty and field supervisors) conducted informally, without the rigor of fixed criteria. Informal conversations and personal observation by program personnel often serve as the criteria for decision-making. The program's accountability would be strengthened with the establishment and implementation of objective criteria for program requirements, protocols and processes resulting in documented evidence of a quality program.

While Jewish day schools are not traditional public schools, they offer many of the same challenges in diversity within their student populations. Dr. Gil Graff, Executive Director of Builders of Jewish Education, a voluntary organization that links 39 schools and about 10,000 students in the greater Los Angeles area, revealed that many Jewish day schools had English language learners from Iran, Russia, and Israel who populated the schools, bringing similar linguistic and culture challenges as seen in other California schools. This interview of Dr. Graff gave support to the candidate and completer interviews where claims were made that they felt more than prepared to step into the challenges presented in schools other than Jewish day schools.

Reflection is a hallmark of the HUC-JIR program. Candidates are required to engage in reflective practices from their initial applicant interview through exit interviews. Field based stakeholders confirmed in interviews the strong emphasis on candidate reflective practices in lesson planning, lesson delivery and assignments as a core element in the DeLeT program. Reflection is key to improving student learning.

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Findings**

The DeLeT preliminary teacher preparation program employs veteran teachers as hosts to their candidates, supporting their acquisition and mastery of teaching skills. A review of resumes, interviews with leadership and site school administrators who selected the district-employed supervisors for each candidate showed that the mentors have appropriate teaching experience. DeLeT administrative staff is in the process of documenting their credential status.

Selection of school sites for candidates is made on a case-by-case basis in discussions between the Head of School and the DeLeT Education Director. The selection of a site based supervisor is based on what the Head of School and the leadership at DeLeT perceive is a "good match" with consideration of like personalities, current school need and the approval of the Head of School. While master teachers indicated satisfaction with the process, interviews of candidates revealed that some candidates were not satisfied with the matching process but felt no options were provided to them. A more objective selection process, one that includes the possibility of reassignment in certain instances may be advantageous to the program and the candidates. Additionally, providing candidates an opportunity to evaluate the services provided by their mentor teacher would inform both the program and the Heads of Schools of mentor quality and program effectiveness.

The programs provide ongoing professional development to district-employed supervisors. Master Teachers participate in a *Summer Mentor Institute*, two *Mentor Days of Learning* during the school year, monthly seminars, and weekly consultations with field. Additionally, master teachers are compensated for their participation in the program and often serve for a number of years.

The Team did not find evidence of an ongoing systematic program for evaluation or recognition for master teachers. Program leadership does not provide evaluation of services provided by master teachers on any formal basis. An interview of the entire current cohort of candidates about master teacher evaluation confirmed that candidates felt that they could go to a program leader about a master teacher issues on a case-by-case basis for resolution, but no organized approach to provide feedback for field supervisors was available to the candidates.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings:**

Each year, candidates are required to demonstrate the professional knowledge and skills necessary to educate and support all students via inquiry work, their lesson planning, and their work in progress. They are evaluated by peer feedback, teacher feedback, field supervisor feedback, self-evaluations, rubric-based grades, and personal narrative evaluations. As evidenced by portfolios, clear credential candidates use the New Teacher Center's Formative Assessment System (NTC-FAS) and complete collaborative logs monthly, self-assessing their progress on the Continuum of Teaching Practice.

During the *Summer Mentor Institutes* and *Days of Learning*, a two-day gathering for professional development devoted to teaching supervisors about mentoring, generational differences, program design, and curriculum design. Supervisors shared that they relay the skills and educational strategies they've acquired to their candidates throughout the school year. Clear program support providers attend a one-day summer institute on similar topics, conveying their learning to the clear program candidates. Candidate interviews endorsed this concept, as most spoke in a unified manner about several common learning themes, such as backwards design, Understanding by Design, and curriculum integration. As this is a unique program solely for Jewish day school teachers, candidates shared that they learned about integration of state-adopted content standards with Jewish studies through both coursework and via articles emailed to them by program leadership.

The DeLeT Preliminary program requires its teacher preparation candidates to take and pass subject matter competency exams administered by the State of California and they are required to successfully complete the four Teacher Performance Assessments with scores of 3 or 4. Grade spreadsheets substantiate that candidates who do not meet this standard on their first attempt are required to rewrite and re-submit their tasks.

In the clear program, candidates complete the NTC-FAS tools, employing valid research evidence and California content standards. Several completers recalled that there were several points of assessment in the program, including self-driven inquiry action projects and constant feedback by support providers. Complete portfolios are then turned in to the program and the support providers review the evidence using a rubric during the summer institute looking for: evidence of growth, completion of requirements, use of professional language, establishment of goals, and progress toward achieving those goals. The program coordinator discussed that by the end of the two-year program, each portfolio entry has been viewed numerous times by a variety of program personnel. Thus, it is determined that candidate has completed the requirements via the documentation of the collective work in their portfolio.

## Multiple Subject Preliminary Credential

### DeLeT Program Design

Entering a second decade of teacher training, the DeLeT program at Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is the West Coast partner in a bi-coastal teacher education program, preparing graduates to teach general studies in independent Jewish day schools. Candidates are recruited from across the country and selected on the basis of their potential to succeed in the DeLeT program and the day school teaching profession. The admission director commented that in 2014 they received 55 admissions inquiries and 19 completed applications. Sixteen applicants will undergo interviews and approximately 12 will be accepted. The interview process is authentic and rigorous. Comments from faculty and site administrators alike, were candidates are “the top of the top.” Once candidates are accepted, attrition is low; the extensive support system often mentioned in candidate interviews.

Under the auspices of the Rhea Hirsch School of Education, candidates spend two summers taking courses in both core education and Judaic studies. During the intervening year, they are placed in Jewish day schools in the Los Angeles, San Diego, and San Francisco Bay areas while they continue their academic courses. Candidates experience supervised student teaching totaling four days each week under the guidance of two mentor teachers: one in general studies and the other, Judaic studies. Two afternoons each week candidates continue their coursework at HUC, meeting in person and via video-conference, utilizing two large video screens and voice activation that switches to members projected from San Francisco and San Diego. During both summers, all members of the cohort study together at HUC-JIR in Los Angeles. Candidates commented that the cohort model, which brings them together for the first time in early June, is one of the program’s strengths and they remain in touch as a group in an online alumni network where 107 of the 118 DeLeT preliminary program graduates are participants. According to the Public Relations and Media Specialist, the DeLeT Alumni Network (DAN) is an ongoing support group and source of professional development for new and seasoned teachers. In turn, the faculty recognizes the value and commitment of candidates to the cohort and arranges for frequent face-to-face visits at the different sites. The Education Director reported that faculty also regularly rotate where they give lessons resulting in all candidates feeling connected to the HUC campus after having seen where everyone teaches, meeting their students and mentors.

The demanding thirteen-month program consists of 41 graduate credits and nine months of fieldwork that leads to a Certificate in Day School Teaching from HUC-JIR and a preliminary California State Multiple Subject Teaching Credential. The program is small and takes pride in maintaining frequent supportive communication within its community of faculty, candidates and the program’s director. A review of the hard copy of the collaboration logs maintained for each candidate for the current cohort demonstrated everything from type written observations about two focus students in math and reading that were followed for an extended period to handwritten notes for prayers noted by the DeLeT education director, who had met with the candidate over a personal matter. Program leadership reported that each candidate is treated as a unique individual, valued, supported and mentored by a community of seasoned professionals.

The DeLeT program is administered by the education director, overseeing an experienced group of ten administrative staff who further supervise aspects of the program such as admissions, fieldwork supervision, coordination of academic coursework, credential evaluation, teacher education and selection of site school personnel. Together this team provides a focused,

interrelated program where, as one candidate stated (in the best of complimentary tones) "you can't hide here."

Meeting twice yearly, an Advisory Committee comprised of Heads of Schools and other site administrators considers financial matters, ways to improve DeLeT, and introduce new staff and school sites. Privately funded largely by the Jim Joseph Foundation, candidates in the DeLeT program receive a significant stipend covering educational and travel costs. Following program completion, candidates are expected to use their preparation and experience to teach in Jewish day schools. When candidates and completers were asked what they thought might happen if they were unable to find a job in Jewish day school, two different responses were noted. In one case, candidates were clear that as long as they tried to find a job in a Jewish day school, no one would be upset if they accepted employment in a public school. The other response was one of absolute confidence that they had been provided with the appropriate set of skills to work in any school environment. Either way, they wanted to be in the classroom.

### *Course of Study*

Coursework and its accompanying supervision by program personnel provides multiple opportunities for candidates to submit and receive feedback on tasks that assist in the development of reflective thinking. A plethora of interviewees report that the program is built upon rigor, respect, and reflection, key descriptors for candidate work in both DeLeT and the DeLeT clear program.

Beginning with the candidate's first summer, the program offers a planned sequence of courses and observations where candidates learn major concepts, theories and research related to: child development (cognitive, linguistic, social, emotional and physical); human learning; and social, cultural, philosophical, and historical foundations of education. Throughout the year, specific content instruction is offered in math, science, integrated social studies, visual and performing arts, physical education and health. The standards that these courses address are considered essential to multiple subject educators.

The Teaching and Learning seminar is ongoing throughout the thirteen-month program, and provides both a strong pedagogical strand as well as inquiry assignments that require fellows to write six major papers. These inquiry assignments integrate multiple sources of data including observations, interviews, reading, writing, and reflection and address the following broad based topics: classroom learning environment, instruction, child study, curriculum, integration and Judaica.

The six inquiry topics are key organizational elements for candidates, accessible by other faculty members and also influence the sequence of courses in 2014-2015. For the future, faculty continue to discuss how to best link Teacher Performance Assessments to related inquiries, providing content continuity for greater understanding without overwhelming candidates' workloads.

A review of the course syllabi and interviews with stakeholder groups indicates that the embedding of the Teacher Performance Expectations within the courses, and even the TPA, is in its early stages and, not surprisingly, unevenly implemented. While the teaching skills reflected in the TPE are a solid part of DeLeT program, the majority of interviewees reported they had no knowledge of TPE. Further work is scheduled for the TPE and TPA to become an integral part of a candidate's experience and the evaluative tool the CTC designed it to be.

Candidates are further supported through additional learning activities in their other courses that include two-day collaborative sessions (Kallot) when candidates learn about site schools and curricular areas via panel discussions and professional preparation presented by career counselors.

Technology is integrated into courses as candidates use a computer-based learning interface to varying degrees and participate in hybrid courses that blend distance/online and face-to-face learning. Several course assignments and projects require immediate application of research and best practices as candidates observe and reflect about classroom experiences. Moreover, candidates must use a computer to obtain online assistance in both mastery and completion of their TPAs.

### **Fieldwork**

The preliminary credential program provides a gradual assumption of increasing teacher responsibilities in the classroom setting, clearly delineated in both the Faculty and Student Handbooks. Supervised teaching coursework commences in the fall. In interviews with candidates, master teachers and field supervisors the responsibilities in the handbooks' checklist, while lacking in details, were acknowledged to be helpful guidelines. Evidence that these monthly checklists had widespread use as the team found initialed hardcopies of them with the collaboration logs of each candidate.

For their fieldwork, candidates are placed in site schools in Los Angeles, San Diego, and San Francisco. With the exception of Tuesday and Thursday afternoons, when candidates attend their academic courses, they are with their master teachers for classes, meetings, and school-wide programs. Candidates are required to observe and write reflections in all subject domains and grade levels including special education, music, art, and physical education. Interviews with heads of schools revealed that the selection of site schools was dependent on both available master teachers, personality “fit” of candidate and grade level availability in conversations between DeLeT program administrators and school personnel.

Candidates are monitored and supported in fieldwork at DeLeT by an assigned field supervisor and at the school by two site based experienced master teachers (one Judaic, one general). Additionally, the Head of School communicates with the DeLeT Education Director, supervises candidates, provides site-based orientation and also facilitates master teacher support.

Master teachers participate in a *Summer Mentor Institute*, two *Mentor Days of Learning* during the school year, monthly seminars, and weekly consultations with clinical educators. Additionally, master teachers are compensated for their participation in the program.

Field supervisors are members of the DeLeT faculty and meet weekly with master teachers and candidates to collaborate and document the increasing classroom responsibilities described in the handbook. The field supervisor also maintains relationships with Heads of School and the program director to “trouble shoot” any issues that arise over the course of the school year.

A survey of alumni was conducted for which 61 responses were received (94% response rate). When questions were posed about internal consistency between coursework, field experience and assessment, two-thirds responded that courses reflected what they were observing in the field and

79% indicated that the criteria by which their master teachers evaluated them as “interns” were consistent with what the faculty taught them in courses (*The DeLeT Alumni Survey – 2010*).

### ***Assessment of Candidate Competence***

After meeting program prerequisites, candidate competence is assessed through multiple formative and summative ways: three self-assessments assigned throughout the year; individual course projects, six inquiries assigned in the Teaching and Learning Seminar, a capstone project, TPAs, and during fieldwork evaluations and conferences with master teachers and field supervisors.

Assessment from program personnel is a strong element of the DeLeT program, threaded throughout every facet of their experience. The education director of the program visits and observes the fellows in their site schools and, in consultation with field and master teachers assigns candidates grades for their fieldwork. All academic coursework instructors write a narrative assessment about each candidate’s performance in their course.

Throughout the year, candidates write three formal self-assessments that are read and assessed by master teachers. This composite assessment is shared with the education director of the program informally in monthly meetings of field supervisors with the director. In these meetings, issues about candidates’ performance are raised and assessed. The education director may decide to speak to candidates individually or even, in serious cases, put them on probation. This informal monitoring of each candidate serves as the basis of the program personnel “knowing” that the candidate has completed program requirements and has met expected goals.

Every month, candidates are given a list of classroom responsibilities to fulfill beginning with school tours, learning classroom policies and expectations, and culminating with three consecutive days of student teaching in May. Their master teachers sign off on these responsibilities when the candidates have successfully completed them. The team was unable to find documentation that required observations took place in hard-to-staff and/or underperforming schools. Documents show that candidates were directed to go to a public school, but it was one of their own choosing.

For their capstone project, candidates form two or three groups to research, write, prepare, and teach a two-hour lesson on a topic based on one of the enduring dilemmas of teaching to present to the greater Jewish educational community. The TPA tasks are assigned throughout the course of study and judged by assessors shared with nearby Mt. St. Mary's College. These assessments ask a candidate to make teaching decisions based on their knowledge of their students and teaching as well as to justify the decisions and choices that they make, allowing assessment of beginning teaching skills.

**Findings on standards:** After review of the institutional report, supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team found that for the Multiple Subjects program all standards are met with the exception of Program Standard 14 which is Met with Concerns.

## **Standard 14: Learning to Teach Through Supervised Fieldwork is Met with Concerns**

In reviewing the program narrative and supporting documentation and conducting interviews with stakeholders, the team ascertained that each candidate observes and participates in two or more K-12 classrooms but were unable to verify that these experiences took place in "classrooms in hard-to-staff and/or underperforming schools." And while "each candidate is supervised in daily teaching", building to a five-day full-day teaching assignment, they were unable to confirm that full-day teaching assignments lasted "at least two weeks, commensurate with the authorization of the recommended credential."

### **Clear Credential Program**

The DeLeT clear credential program, housed at Hebrew Union College and led by the program coordinator, who reports to the DeLeT Education Director, and the Senior National Director of the Schools of Education at Hebrew Union College-Jewish Institute of Religion, serves an annual average of 20 beginning teachers in Jewish day schools in the San Francisco bay area, greater Los Angeles area, and starting in 2014-2015, the San Diego area (graduates from the DeLeT program in spring of 2014).. Candidates are eligible to participate in the DeLeT clear credential program if they successfully complete the requirements for a California Preliminary Multiple Subject Teaching Credential and are currently employed as teachers in area Jewish day schools. Phone interviews were conducted with all campuses during which candidates expressed satisfaction with the program and its responsiveness to its candidates' needs and individual assignments.

Interviews revealed that support providers are selected through the joint efforts of their site administrators and the DeLeT program coordinator and the DeLeT Education Director. The program coordinator shared that support providers are the heart of the two-year program as they deliver the content of the program to candidates. The coordinator reflected that support providers are chosen because of their professional reflective style and openness to the process of teacher learning and growth. Program leadership, site administrators, and candidates all agreed that the program effectively matches candidates with support providers taking into account the support provider's individual personality traits that they predict will mesh well with the candidate's temperament and learning style.

Support providers conduct two-hour meetings with candidates twice per month. Candidates and support providers mentioned that typical meetings include topics such as curriculum, assessment, individual needs, and professional development subjects such as ASCD's Understanding by Design. Throughout each year, support providers conduct 6-8 observations of candidates, providing constant feedback and guidance to the candidate. Three candidates with the same support provider remarked that she is very supportive and understanding of the varying contextual situations at the schools. This support provider was very good at helping to adapt curriculum and adapt to state standards because that school is an orthodox Jewish day school.

The clear program uses the New Teacher Center's Formative Assessment System (NTC-FAS) to guide candidates, along with their support providers, to understand the context of their teaching, set professional goals, examine their practice in terms of planning lessons and units of instruction and lesson observations by the support provider, review their progress toward their professional goals by analyzing student work and communicating with parents, and reflect on their

professional growth over the course of two academic years. One candidate reflected that the program was very personalized and that every step is about the teacher and how the teacher connects to the work and the students. As evidenced in numerous candidate portfolios, the advanced inquiry project encourages candidates to examine and reflect on an area of interest. Candidates then research the topic, generate pedagogical questions, experiment with new teaching strategies, perform action research, and write an inquiry action plan paper reflecting upon their experiences. All stakeholders reported that this is a valuable experience in order to become more reflective practitioners. One candidate commented she felt inspired by creating different units or projects of something to improve upon or that was missing from the curriculum.

In collaboration with their support provider, DeLeT clear program candidates define professional goals for the academic year on an individual growth plan. A plan-teach-reflect-apply cycle of reflection is used to develop lesson and unit plans, evaluate the student work products/outcomes, and then apply what is learned to the next round of classroom planning and instruction. A review of program portfolios indicated that candidates assess their growth in the California Standards for the Teaching Profession via the NTC-FAS Continuum of Teaching Practice, documenting their proficiency level, which is then supported by a written account of teaching experience, reflection, and student evidence. Indeed, reflection is a key theme that runs throughout the program, with candidates sharing that they regularly engage in formative assessment of their teaching, reflecting on and assessing their lesson plans at each meeting.

The DeLeT clear program and the Jewish day schools where the candidates are employed have a partnership in the service of beginning teachers. Mid-year and end-of-year meetings are conducted among the candidate, the support provider, and the school administrative liaison, to keep the administrative liaison informed about the candidate's progress in the program. Additionally, administrators, support providers, and candidates share opinions and input with program leadership very informally, usually through conversation. Stakeholders of all types reported that their viewpoints on any issue are both respected and often used to mold and improve the program. One such change reported by program leadership is the addition of a rubric to evaluate candidate portfolios. Including more formal program evaluation opportunities such as this, including regular solicitation of confidential and quantitative perception data from all stakeholders, would strengthen the program.

At least once per year, candidates gather for a beginning teacher network meeting in either northern or southern California. This meeting introduces candidates to the other beginning teachers in Jewish day schools in their area (or reacquaints them with preliminary program peers), focuses on practical research in the area of teaching, and allows year two candidates to present their inquiry action plans from the previous year, inspiring the year one candidates to start thinking about their own projects. Candidates reported that this was a beneficial form of professional development because of the collaboration they had with candidates across the state. One group of past candidates shared that visiting their peers' schools was a highlight of the program, as it made them feel less isolated and gave them ideas for instruction, as well as a chance to network with other new teachers.

Candidates collect their work for the year in the DeLeT clear program portfolio, a month-by-month collection of collaborative logs, observation notes, lesson and unit plans, evidence and analysis of student work, inquiry action plan, and a co-assessment on eight essential elements of the Continuum of Teacher Practice. Each item in the portfolio has been discussed multiple times

and deemed complete by the candidate and the support provider during the academic year. This constant check-in was a theme observed throughout interviews with all stakeholders. One candidate shared that her support provider gives feedback as they go and that there is a great deal of talk and emails exchanged that preface the work, creating an environment conducive to teaching and learning. Another candidate expressed that this relaxed process of feedback and improvement creates a warm, comfortable community where there is so much support from instructors and mentors. At each partnership meeting, candidates and their support providers fill out a collaborative assessment log, documented in portfolios, wherein they catalogue the candidate's strengths, areas of concern, and area of focus for the next month. Candidates shared that this process was helpful in the areas of feedback and reflection throughout their years in the program.

Support providers analyze completed portfolios for quality and completeness using a rubric to assess quality and completeness at the summer mentor institute day of learning, an annual gathering for professional development devoted to teaching support providers about mentoring, generational differences, and program design. The program coordinator uses this analysis data to make positive changes in the program for the following year. Altering this activity to take place at various points throughout the year would allow support providers and clear credential program leaders to review and assess portfolios at several points during the year, thus informing candidates of their progress in a more regular and formal way. The program coordinator discussed that, by the end of the two-year program, each item has been viewed many times. Thus, it is determined that candidate has completed the requirements via the documentation of the collective work in their portfolio.

### **Findings on Standards:**

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.