Report on Actions Taken by Hebrew Union College
to Address Stipulations

Overview of this Report

This item presents information on the report submitted by Hebrew Union College (HUC) as required by COA action in June 2015. This item presents the steps that Hebrew Union College has taken to address the two stipulations remaining from its March 2014 site visit.

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** with five stipulations placed on them. Three stipulations were removed in June 2015, following a series of quarterly reports in September 2015, December 2015, and March 2016 and the status was changed to **Accreditation with Stipulations**. The remaining two stipulations were retained until evidence of implementation could be submitted to the Committee.

The two remaining stipulations are:

1) the implementation of a unit-wide assessment system, documenting assessment tools, providing assessment results and a summary of any resulting program changes; and

2) additional data reflecting candidate observations in hard to staff and/or low performing public schools and the completion of teaching assignments of at least two weeks for candidates enrolled in the 2014-15 and 2015-16 academic year.

The institution submitted a report regarding these stipulations on June 1, 2016. Staff has reviewed the report and present information regarding the report below.

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Among the evidence provided in the response received by HUC was a comprehensive description of the unit-wide assessment system now being implemented at the institution. In addition, HUC provided information on candidate activity regarding observations and student teaching assignments. Additional evidence in support of candidate activity was provided via a sampling of the logs that candidates maintained throughout their program participation.

Stipulation 1: The institution must provide evidence of a unit wide assessment system, documenting assessment tools, providing assessment results, and a summary of any resulting program changes.

In regards to the Stipulation 1 on implementing a unit-wide assessment, Appendix A (presented below) outlines the multiple measures used by the institution to examine candidate

competence in both the preliminary teaching credential program (entitled DeLeT, a Hebrew word meaning "door") and the induction program as well as the measures used to determine program effectiveness. The table presents information gathered during three distinct time frames, illustrating the ongoing nature of the unit's assessment system. HUC also provided a sample of the analysis of the data conducted by HUC's Institutional Research and Assessment department. This information was reviewed by staff and is not provided in this agenda item. Planned program changes are noted in the report's cover letter which states "we immediately see the need to reexamine our course work and assignments in our methods courses to allow our candidates the opportunity to gain greater content knowledge."

Stipulation 2: The institution must provide additional data reflecting candidate observations in hard to staff and/or low performing public schools and the completion of teaching assignments of at least two weeks for candidates enrolled in the 2014-15 and 2015-16 academic year.
Appendix B is the institution's tracking document, showing when each candidate completed observation experiences in hard-to-staff schools and their student teaching assignments. All observations for Cohort 13 occurred in September 2015 at schools identified by Hebrew Union College, such as 32nd Street School in Los Angeles, Beresford Elementary School in San Mateo, and Jefferson Elementary in Carlsbad. Student teaching in Jewish schools occurred in June 2015 for Cohort 13 and two weeks of student teaching in public schools were completed in January and May for Cohort 14. A sampling of the candidates' logs and spreadsheets of activities was submitted as further evidence of these activities occurring on the dates entered into the table.

Staff Recommendation
Staff recommends that the Committee on Accreditation accept this report and discuss if sufficient evidence is presented to remove the remaining stipulations and to grant **Accreditation** status to the institution.

Appendix A
DeLeT Teacher Education and DeLeT Induction Program Unit Wide Assessment System

Recruitment/ Admission	Assessment of **DeLeT** Candidates	Assessment of **DeLeT** Program	Assessment of **Induction** Candidates	Assessment of **Induction** Program
June 2015	• 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	• Meeting for all instructors to evaluate the previous year and to discuss changes and protocols for the coming year • Review of admission procedures • Does writing sample offer meaningful information? • 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?	• Completion of DeLeT pre-service teacher education program • Credential recommendation • Recommendations from Head of School • Referrals from Induction Program alumni • Recruitment and assessment of candidate qualifications • Credential check • Collection of Applications and School Approval Forms	• Review of admissions documents • Orientation to the DeLeT Induction Program • Meeting with the school administration to recommend site based mentors Northern Calif. and San Diego • DeLeT Induction Program goals and new cost protocols and procedures for this academic year.
Fall Semester 2015	• 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	• 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	• DeLeT Induction Program Coordinator reads all collaborative logs on the new online NTC FAS system to assess beginning teacher/DeLeT Induction Program Candidates' and Mentors' progress • Payments now deposited Sept 1, December 1, and March 1, in pre-written checks that are collected at the start of the program in August	• Education Director meets with DeLeT Induction Program Coordinator monthly to assess the DeLeT Induction Program as a whole. • Continued professional development with the New Teacher Center to stay informed about the Online Formative Assessment System and how assessment reports are now able to be generated by the system

	• 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	• school's program and philosophy to all other fellows during *Kallot* (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	• Education Director meets with DeLeT Induction Program Coordinator and Clinical Educator/Mentors monthly to assess candidates and mentors 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 (CTP)	itself.
Spring Semester 2 - 2016	• 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	• 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 • Education director holds regular office hours for individual fellows	• Completion of Inquiry Action Project • Beginning Teacher Network Meetings (Nor Cal, So Cal) • Online Induction Portfolio (thumb drive) Due in June • Selection of an Inquiry Action Project appropriate for beginning teachers • DeLeT Induction Program Clinical Educator and Mentors assess online portfolios during the summer	• 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

	• 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	• Academic Coordinator collects data on effectiveness of instructors based on observations and student evaluations • 2016 Assessment Collection on the Live Text Platform organized by the National HUC Director of Institutional Research and Assessment		

Appendix B
Observation and Student Teaching Dates

Candidate Certificate of Clearance	Public School Visits 2014-2015 Cohort 13																Observation *	Group Teach	Student Teaching in Jewish School
	Dates of Required 18 Hours																	Dates	Week One
Candidate 1 HA 140189267	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 2 JA 140192315	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 3 CB 140105372	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 4 RC 150028484	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 5 HC 140173471	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 6 ST 140199791	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 7 BF 140184009	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 8 JG 140193440	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 9 DH 140105380	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 10 RN 140189953	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 11 DS 140208479	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015
Candidate 12 TM 140176185	9/16	9/23	10/7	10/21	11/4	11/18	12/2	12/16	1/13	1/27	2/10	2/14	3/10	3/24	4/21	5/5	September 2014	Oct/Nov 2014	June 8-12, 2015

*Observations done in identified Hard-to-Staff and/or Low Performing Schools

Candidate Certificate of Clearance	Public School Visits 2015-2016 **Cohort 14**							Observation	Small Group Teaching	Student Teaching In Public School	
	Dates of Required 65 Hours								Dates	Week One	Week Two
Candidate 1 MB 150120430	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 2 SB 150129237	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 3 EK (ELL) 150114762	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 4 RLR 123134702	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 5 TS 150129238 Un-enrolled	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 6 SS (ELL) 150111034	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 7 TY 150163796	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm
Candidate 8 SZ 150129971	10/20	11/3	12/1	2/2	3/8	4/5	5/3	September 2015	October-November 2015	1/19-1/22 8:00am-1:00pm	5/23-5/27 8:00am-3:00pm