

# Summit Public Schools

## Common Standards

### Standard 1: Educational Leadership

*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.*

### About Summit Public Schools

Summit Public Schools (Summit) is a leading charter management organization serving diverse communities in the San Francisco Bay Area and Washington State. Summit operates nine schools enrolling approximately 2,000 students. Summit was established by a group of parents who wanted to reimagine the public high school experience. They envisioned a public school that prepared all students for success in college, and to be our next generation of innovators and leaders. A fundamental part of realizing this vision has been to ensure that our students have a high-performing teacher every period, every day.

Over the past decade, Summit has focused on attracting, developing and retaining the highest caliber teachers, rewarding them for excellence and nurturing them into phenomenal leaders across the organization. Specifically, Summit offers a robust professional development program that:

- Supports teachers inside and outside of the classroom. Teachers participate in no less than 40 days of dedicated professional development each year.
- Provides teachers with a detailed roadmap to guide their growth within the organization through a Personalized Educator Plan (PEP) and an Educator Skills Rubric. Teachers receive the ongoing coaching and mentorship needed to grow as classroom teachers and leaders.

Summit has served as a leader in teacher professional development. Our approach has been successful in [developing hundreds of Summit's outstanding teachers and school leaders](#), as well as retaining 85 percent of our teachers within the organization.

Currently we are building on this success by creating more personalized professional development resources for our teachers. This work has led us to designing and developing educator preparation programs in order to provide a comprehensive, unified professional development experience for our teachers - from credentialing through induction and beyond. As a growing organization, we have a need for the following educator preparation programs: an internship program (General Education and Education Specialist) and an induction program (General Education and Clear Education Specialist).

### Vision

Summit Public Schools has a clear vision for all educators and for our educator preparation programs:

***Each Summit teacher is an empowered and self-directed learner  
who is directly improving student achievement everyday.***

This vision comes out of our vision for students and our school model, which transforms the traditional model of schooling to one that:

- Nurtures communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive.
- Connects students' long-term goals and aspirations to their daily decisions, actions and behaviors.
- Empowers and equips students to drive their learning and own their success.
- Engages students in meaningful, deeper learning experiences where progression is based on competency and subject-matter knowledge is applied to real, authentic situations.

We believe the learning model must shift to better meet the needs of today's students and truly prepare them for college and the changing world. Similarly, the learning model for teachers must transform to provide educators with the training, professional development, and supports they need to ensure their own professional growth and their students' success in 21st century schools.

The goals, then, of the Summit Public Schools educator preparation programs are to:

- develop teachers' knowledge, skills, and habits so they are prepared to work in 21st century schools;
- provide a user-centered, personalized, self-directed experience that mirrors our program for students;
- provide a coherent, unified career trajectory from pre-service through induction to continuous professional development; and
- make teaching a more efficient and sustainable profession.

In order to achieve these goals, we have designed a credentialing and induction model that:

- Is embedded within the day-to-day work of Summit schools, allowing for truly authentic performance tasks.
- Ensures growth and development are based upon a teacher's competency. Our model ensures that all teachers have the ability to understand their strengths and weaknesses within a research-based framework.
- Blends technology and face-to-face learning experiences to ensure that teachers have access to professional development, resources and growth opportunities at all times and are empowered to drive their learning.
- Personalizes the professional development experience for every teacher based on individual development and career goals.
- Centers around individualized coaching with honest, actionable, and timely feedback to maximize teacher growth and development.
- Supports authentic collaboration with colleagues who know the school context and are immersed in the work themselves.
- Provides meaningful feedback and directly connects professional development experiences to opportunities for career advancement and teaching certifications.

This design builds off of Summit's existing professional development program and empowers each educator to continuously learn and develop in a way that is personalized and authentic.

### **Elements of Effective Teaching**

We have identified [four areas that make for effective teaching](#) - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. We have taken what research and experience have shown to be the elements of effective teaching and clearly defined them by what teachers need to know and how they learn it. By focusing on growing teachers in each specific area, we will dramatically increase their impact on student achievement.

#### ***Educator Skills: Developing skills as a facilitator of student learning, an instructional leader and an effective mentor.***

Being a successful educator requires the ability to solve complex problems and make hundreds of rapid decisions, every single day. Expert practitioners have the ability to analyze and respond to problems, interpret a variety of data, and communicate effectively. These thinking skills can be described, learned, and practiced and are the backbone of the work we do every day as educators, mentors, and leaders.

Educator skills are assessed on the [Educator Skills Rubric](#), which articulates the levels of practice from Novice to Systems Leader including applied guidelines for teachers, site administrators, and district/CMO faculty. The Educator Skills Rubric is based on the Interstate Teacher Assessment and Support Consortium (inTASC) standards, aligned to the California Standards for the Teaching Profession and the New Leaders for New Schools framework, and incorporates current research in the field of teacher development as well as input from current teachers.

Candidates will also complete performance assessments that are designed to develop Educator Skills and to support the application of Educator Knowledge to daily practice. Performance assessments include case studies, close studies of teaching and learning, observations, action research, and portfolios.

#### ***Educator Knowledge: Engaging in learning that is personalized for each teacher, while reflecting best practices and research.***

Educator knowledge is the content that is essential to do our jobs, solve problems, and achieve goals. Content guides outline core knowledge that is required to perform each role at Summit. This core knowledge is broken down into discreet focus areas that can be learned and assessed in bite-sized chunks. Each focus area includes learning objectives and a playlist of resources that supports work toward content mastery. Teachers are able to access all of the content and learning resources they need based on how they learn best and at the exact time that they need them.

#### ***Habits of Success: Empowering teachers to self-direct their learning and to continue developing emotional intelligence.***

Educators learn mindsets that indicate the habits of professional action and moral commitment that underlie effective performance. When educators embrace these mindsets, they can work to develop the behaviors that make them more confident personally, interpersonally, and during the critical moments of decision-making they face every day. These Habits of Success are built on the research and

work of Daniel Goleman; Angela Duckworth; The Collaborative for Academic, Social, and Emotional Learning (CASEL); and Carol Dweck.

***Professional Expeditions: Exploring and reflecting on perspective-changing experiences, career interests, and passions.***

Summit teachers and candidates continue to participate in 40 days of professional development each year, during which they not only focus on their personal growth, but also have the time and space to collaborate with peers across all Summit schools. During this professional development time, candidates have the opportunity to participate in Professional Expeditions, including participating in Days Away, to observe other schools and classrooms; attending workshops led by colleagues or school leaders; and working on projects related to individual or school goals. A significant part of this experience is reflection, because only through reflection are we able to understand the change we have experienced.

**Internship Program**

Candidates in the internship program will learn and practice Educator Skills by participating in full time teaching at one of the Summit campuses for an initial summer program, an academic school year, and a second summer program. We will use the Educator Skills Rubric, based on the iTASC standards and aligned to the California Standards for the Teaching Profession, to assess the development of these skills. Candidates will develop Educator Knowledge primarily through technology platforms that allow for self-paced, personalized learning. They will apply this knowledge directly in the classroom, as well as through performance assessments, including:

- case studies,
- close studies of teaching and learning,
- performance tasks, and
- portfolios.

Candidates will participate in professional development experiences and will collaborate with a wide variety of colleagues to conduct research, apply their learning, and reflect on their development. Candidates will have regular, ongoing support and instructional coaching from master teachers and mentors over the course of the year. This coaching and support will be focused on:

- the development of the candidate,
- the successful completion of program requirements, and
- the integration of theory to daily classroom practice.

For example, imagine Angel, a candidate in the internship program who is teaching Spanish 1 at Summit Public School: Rainier in San Jose. In September, Angel finds himself struggling with enacting the classroom management plan he developed at the start of the school year as part of his coursework. His students are beginning to act out in class and are not responding to his attempts to get them back on task. Angel starts by reviewing the Educator Skills Rubric and the Look For descriptors that are specific to this area of his practice - Creates engaging and positive learning environments. From the rubric, he links directly to content knowledge resources through the technology platform and finds articles that provide different management theories by Jacob Kounin, Alfie Kohn, and Lee Canter, an excerpt from Teach Like a Champion articulating specific strategies a teacher can use to improve student behavior, and videos of teachers implementing these strategies. Angel picks two strategies that he is going to try over the next week - narrating positive behavior and giving feedback on the classroom norms at the end of each class. He calls his mentor, Lily, and talks with her about the strategies he has chosen. She helps

him reflect on exactly what he saw in the videos so he has clear, actionable steps to put into place, and they make a plan for Lily to observe that week. Angel implements the strategies, and spends time each day reflecting on how the strategies are working with his master teacher, Julio. When Lily comes to observe, she joins the conversation, and both Julio and Lily help Angel reflect on the impact of his actions on the classroom environment and student behavior, as well as his next steps. In this way, Angel is supported in his development, because he understands the expectation he is working towards and is able to access the resources and supports he needs to grow at his own pace.

### **Induction Program**

Teachers participating in the induction program will follow a similar model to that of the internship program. Teachers will complete a portfolio with evidence of their growth on the [Educator Skills Rubric](#) and reflections on their learning. Teachers will continue to develop and refine their Educator Skills through individual coaching, collaboration with colleagues, and professional development experiences. Teachers will further their [Educator Knowledge](#) through technology platforms, working through a competency-based progression and filling in gaps as needed. They will also have the support of an induction mentor who will focus on the development of the candidate and the successful completion of the portfolio.

### **Program Completion Requirements**

For all educator preparation programs, candidates must complete all requirements prior to being recommended for a credential. In order to ensure the integrity of the program and the quality of the candidates' work, program completion requirements include multiple measures, including assessment on the Educator Skills Rubric, portfolios and other performance assessments. Performance assessments and portfolios are scored by multiple readers who participate in trainings to calibrate scoring with the use of sample assessments. Candidates who are not yet meeting standard are given the opportunity to revise their work until it meets the standard that is expected.

### **Organization, Coordination, and Governance**

Summit Public Schools uses a [consensus-based decision-making model](#). We believe that we make better decisions when we make them collaboratively and when a variety of perspectives are represented. As a result, all faculty and relevant stakeholders participate in the consensus process for decisions related to the educator preparation programs. Further, the culture at Summit Public Schools is one of collaboration and feedback, so it is expected that faculty and stakeholders are regularly involved in conversations and work related to the development, organization, and coordination of these programs. The Director of Credentialing works to ensure that all voices and perspectives are heard and considered.

As the leader of the educator preparation programs, the Director of Credentialing is ultimately charged with ensuring that the vision and goals of these programs are achieved. Through the consensus process, the Director of Credentialing engages the faculty in this important work to ensure the alignment of the program. The Director of Credentialing also [collaborates with teams from across Summit Public Schools](#) who provide support and direct services to the educator preparation programs. These teams include the Information Team, the Academics Team, the Technology Team, and the Finance Team (including Human Resources).

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

*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.*

### **Elements of Effective Teaching**

As stated above, we have identified four areas that are critical for effective teaching - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. We will assess candidates and evaluate the effectiveness of our programs based on student performance data in conjunction with teacher performance and growth in each of these four elements.

***Educator Skills: Developing skills as a facilitator of student learning, an instructional leader and an effective mentor.***

Educator Skills are assessed on the [Educator Skills Rubric](#), which articulates the levels of practice from Novice to Systems Leader including applied guidelines for teachers, site administrators, and district/CMO faculty. Candidates will self-assess regularly on the rubric in collaboration with their mentors and site administrators. This rubric allows candidates (and all Summit employees) to track their individual development as an educator, as well as their progress towards program expectations. The Educator Skills Rubric is based on the Interstate Teacher Assessment and Support Consortium (inTASC) standards, aligned to the California Standards for the Teaching Profession and the New Leaders for New Schools framework, and incorporates current research in the field of teacher development as well as input from current teachers.

Candidates will also complete performance assessments that are designed to develop Educator Skills and to support the application of Educator Knowledge to daily practice. Performance assessments include case studies, close studies of teaching and learning, observations, and portfolios. These assessments will be collected through the [Personalized Educator Plan tool](#), a technology platform for teacher professional development and assessment.

***Educator Knowledge: Engaging in learning that is personalized for each teacher, while reflecting best practices and research.***

Content knowledge is broken down into discreet focus areas that can be learned and assessed in bite-sized chunks. Each focus area includes learning objectives and a playlist of resources that supports work toward content mastery. Teachers are able to access all of the content and learning resources they need based on how they learn best and at the exact time that they need them.

Educator knowledge is assessed through content assessments with multiple choice, applied, and reflective questions. Content assessments provide immediate feedback, and the results of assessments can be used to point candidates to appropriate sources of knowledge. Candidates will need to successfully complete the full progression of required content assessments to demonstrate competence in this area.

***Habits of Success: Empowering teachers to self-direct their learning and to continue developing emotional intelligence.***

Habits of Success are built on the research and work of Daniel Goleman; Angela Duckworth; The Collaborative for Academic, Social, and Emotional Learning (CASEL); and Carol Dweck. Through reflection and [360 feedback](#), candidates compile evidence of strengths and areas for development. Candidates use this evidence and an interactive set of guiding questions as the foundation for reflective conversations and [goal setting](#). Habits of Success are then developed through authentic, job-embedded experiences of teachers inside and outside the classroom.

***Professional Expeditions: Exploring and reflecting on perspective-changing experiences, career interests, and passions.***

Summit teachers and candidates continue to participate in [40 days of professional development](#) each year, during which they not only focus on their personal growth, but also have the time and space to collaborate with peers across all Summit schools. During this professional development time, candidates have the opportunity to participate in [Professional Expeditions](#), including participating in Days Away, to observe other schools and classrooms; attending workshops led by colleagues or school leaders; and working on a project related to individual or school goals. A significant part of this experience is reflection, because only through reflection are we able to understand the change we've experienced. Professional Expeditions are likely to lead to improvements in skills, knowledge, and habits. Supporting materials and documentation include artifacts, a product, and/or feedback from peers or a coach, as well as a reflection on the experience itself.

**Personalized Educator Plan (PEP) Tool**

Each Summit teacher and candidate has a dynamic [Personalized Educator Plan \(PEP\)](#). The PEP tool is a candidate's individualized portal into his/her professional development plan. Here, candidates not only have access to all of the learning resources they need to move forward with their development, but they are able to set goals and track progress. All resources are developed based on research in the field of teacher development. Further, the PEP is directly linked to the school's student information system, allowing candidates to see how their growth has impacted outcomes for students.

The PEP also functions as a tool for assessment of both individual candidates and the educator preparation programs. The PEP is a technology platform that houses all of the assessment systems mentioned above, including content assessments to assess Educator Knowledge, the Educator Skills Rubric for ongoing assessment of Educator Skills, goal setting and reflection tools related to all four areas, and the submission of performance assessments and portfolio evidence. The PEP serves as the tool for data collection on candidate performance on the individual and cohort level.

**Program Assessment and Evaluation**

As mentioned above, the PEP collects data on candidate performance on the individual and cohort level. In addition to using this data to support individual candidate development, Summit will also analyze and utilize this data to assess and evaluate the educator preparation programs. We will assess the effectiveness of our programs by analyzing student growth along with teacher growth in each of the [four elements](#) - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. Together this data will allow us to see not only whether our program is developing high performing educators, but also the impact those educators are having on students. Further, our information

systems will capture each candidate's qualifications so that we can understand what developmental path best meets each teacher's needs. All of these metrics together - student achievement, student growth, teacher growth on the Educator Skills Rubric, teacher completion of content assessments, and 360 feedback - will provide us with information about the growth and development of each candidate in relation to our expectations for all Summit employees and in relation to the program completion requirements.

We will also use assessment and evaluation tools that provide user feedback on our programs. We will use surveys to collect overall feedback on the program from our candidates at least once per year. We will use a [360 review process](#) through which candidates provide feedback to their mentors and program faculty at minimum twice per year. Further, at Summit, we have a culture of honest, actionable, timely feedback; we have structures in place to support candidates in providing feedback at any point in the program. All of these data will be used for program evaluation, as well as to improve individual performance and the program itself.

At Summit we believe that data is most effective when it is timely and actionable. We have an Information Team and data systems that provide us with weekly data reports used to track our school and organizational goals. From these reports, we determine key next steps at the student, teacher, school, or organizational level. For the educator preparation programs, the Director of Credentialing has access to these weekly reports, tracking the performance of all candidates and the performance of their students. The Director of Credentialing will share this data with mentors, program faculty, and the candidates themselves on a regular basis. This data will drive action plans to improve individual performance and the program itself, and we will look for improvement in the data on a weekly basis.

### **Standard 3: Resources**

*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.*

#### **Budget**

At Summit Public Schools, our schools are designed to be sustainable on the state and federal allocation. It is important to us that our programs will last over time and can be replicated by other schools and districts. We apply this same philosophy to our education preparation programs.

Summit's education preparation programs will initially be funded by private foundation funds. These funds will support the development of the program and the personnel salaries until the program is at capacity. Given our historical fundraising success, we are confident that we can secure these funds. Each Summit school will also pay a fee to the education preparation programs for each employee who is participating in the credentialing or induction programs. These fees will cover the cost of operating the program and the personnel salaries, including the Director of Credentialing, a Credential Analyst, and mentors.

For the internship program, we will provide one mentor per twelve candidates. The Director of Credentialing and the mentors will serve as the primary instructors for the program, with school site and CMO leaders also supporting as guest instructors. We plan to open the program with twelve candidates in the first year, and we expect the program to reach capacity at twenty-four participants in approximately two years. At this time, the program will be sustainable on the fees paid by the schools. The internship program draft budget accounts for additional expenses to run the program, including a service fee to SPS for organizational resources such as the Information Team and Finance Team, technology, marketing materials, supplies, and travel expenses.

For the induction program, we will provide one mentor per fifteen teachers. In addition, the Director of Credentialing and Credential Analyst will support the induction program and induction mentors.

#### **Personnel**

The personnel for the educator preparation programs will include both an educator preparation team, as well as support from the Summit central office team. The program-specific team will include a Director of Credentialing, a Credential Analyst, and full time mentors to support both credentialing and induction candidates. Support will also be provided from the central office teams, including the Finance and Human Resources Team, the Information Team, and the Academics Team. The Information Team supports with collecting and analyzing data and program evaluation, while the Academics Team consists of experts in curriculum and instruction, assessment, and professional development.

#### **Facilities**

The educator preparation programs will use existing school-site facilities. All Summit employees work directly on the school campuses, and most work out of multiple school sites in order to build strong relationships and collaboration with all school faculties.

**Process for Determining Resources**

The Director of Credentialing will work directly with the Chief Finance Officer (CFO) in determining the budget and resources for the educator preparation programs. The CFO works with all team directors in a collaborative process to determine and monitor resources for each program.

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

*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.*

### **Faculty Qualifications**

Summit Public Schools has served as a leader in teacher professional development over the past ten years. Our approach has been successful in developing hundreds of Summit's outstanding teachers and school leaders, as well as retaining 85 percent of our teachers within the organization. Keys to this success include a personalized approach to professional development, built-in collaboration across schools and teams, 40 days of professional development each year, an emphasis on mentoring and coaching, and paid opportunities to develop over the summer. Further, teachers who are interested in roles outside of the classroom can opt into Summit's internal training programs - a leadership program modeled after Stanford University's Prospective Principal's Program for future site administrators, and an instructional coaching program for future instructional coaches and mentors. These professional development opportunities provide multiple career trajectories for teachers and support retention within the Summit organization. Thus, many of the faculty for the educator preparation programs will be experienced teachers from Summit schools who have participated in this extensive professional development.

Faculty for the educator preparation programs will be selected based on the following criteria:

- years of experience in education,
- types of experiences (roles) in education,
- pedagogical content knowledge,
- prior educational preparation (graduate degrees),
- appropriate credentials,
- alignment with the values of Summit, and
- understanding of adult learning.

In addition, we value experience teaching and working at Summit schools. All faculty will participate in Summit's collaborative hiring process. We expect to hire faculty for these programs who have a minimum of five years teaching experience, a valid teaching credential, Master's Degrees or above in

Education, prior experience in coaching teachers, and expertise in practicing the [four areas](#) outlined above - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions.

### **Faculty Diversity**

One of the core values of Summit Public Schools is heterogeneity. In the same way that our schools seek to mimic the demographics of the surrounding districts, we also strive towards a heterogeneous community of adults within the organization. We hope that these educator preparation programs will build a quality teacher and educator force that mirrors the diversity of our student body and the regions we serve.

We will also strive to hire diverse faculty to support the development of these new teachers. Internally, we have developed an Instructional Fellows program, designed to provide professional development and training to SPS faculty who are interested in moving into instructional coaching or mentoring roles. Currently teachers of color represent more than 1/4 of the Instructional Fellows cohort. We also anticipate the need to recruit externally as we develop these educator preparation programs. We will post the positions across a variety of hiring platforms, and will work closely with several partner organizations, including the Stanford Teacher Education Program, Teach for America, and Match Education, all of whom are known for the diversity of their alumni. Finally, we will consider the diversity of the educator preparation program team throughout the hiring process.

### **Faculty Professional Development**

High-performing teachers are absolutely non-negotiable at Summit. In the same way that we know that students need high-quality, high-impact teachers in order to be successful, we want to ensure the same high standard of teaching and mentoring for the candidates in our educator preparation programs. Just as our students and our teachers are empowered, self-directed and continuous learners, so are all adults who work with Summit Public Schools. All faculty will participate in a self-directed, personalized model of professional development that supports growth and development in the four areas critical for effective teaching - Educator Knowledge, Educator Skills, Habits of Success, and Professional Expeditions.

[Educator Knowledge](#) is the content that is essential to do our jobs, solve problems, and achieve goals. Content guides outline core knowledge that is required to perform each role at Summit. This core knowledge is broken down into discreet focus areas that can be learned and assessed in bite-sized chunks, such as Constructivism, Classroom Management, and Mentoring Language. Each focus area includes learning objectives and a playlist of resources that supports work toward content mastery. Faculty are able to access all of the content and learning resources they need based on how they learn best and at the exact time that they need them.

[Educator Skills](#) are assessed on the [Educator Skills Rubric](#), which articulates the levels of practice from Novice to Systems Leader including applied guidelines for teachers, mentors, site administrators, and district/CMO faculty. The Educator Skills Rubric is aligned to the inTASC standards, the California Standards for the Teaching Profession, and the New Leaders for New Schools framework. Faculty will self-assess regularly on the rubric in collaboration with the Director of Credentialing, who supervises all educator preparation program faculty. This rubric allows faculty to track their individual development, strengths, and growth areas.

For Habits of Success, faculty compile evidence of strengths and areas for development through reflection and 360 feedback. Faculty use this evidence and an interactive set of guiding questions as the foundation for reflective conversations and goal setting. Habits of Success are then developed through authentic, job-embedded experiences.

Professional Expeditions are opportunities to explore career interests and passions and are designed to change perspectives through deep reflection. In addition, Summit provides several weeks each year of all-organization professional development days designed to support collaboration across teams and roles in the organization. Summit will also provide opportunities for action research and in-the-field learning for faculty in the educator preparation programs.

For example, imagine Lily, the mentor described in Common Standard 1 who supports Angel, the candidate in the internship program. Lily is in her second year of mentoring and, after completing a self-assessment on the Educator Skills Rubric, has set a goal for herself in this strand of the rubric - Observes and collects high quality evidence on performance, tailoring type and frequency of evidence gathering based on individual need; conducts co-observations with colleagues to build capacity. Lily feels confident in her ability to use selective scripting as an observation and data collection tool, and would like to expand her repertoire of observation tools in order to best meet the needs of individual candidates. Lily uses the Personalized Educator Plan tool to access resources related to classroom observations, including articles from the Santa Cruz New Teacher Center and the Association for Supervision and Curriculum Development, a toolbox of observation tools from the Santa Cruz / Silicon Valley New Teacher Project, samples of observation tools completed by other mentors, and videos of experienced mentors explaining how they use different observation tools in their practice. Lily meets with Pam, the Director of Credentialing, to discuss her learning. Lily asks Pam to co-observe with her using the seating chart tool, which is new to Lily. Later that week, Pam and Lily co-observe Angel's class using the seating chart tool to capture data on student engagement and participation. Afterward, Lily and Pam share their notes and compare how they each used the tool. Pam supports Lily in reflecting on the observation tool, the data she collected in Angel's classroom, and her next steps in supporting Angel's development.

### **Faculty Evaluation, Recognition, and Retention**

All Summit employees are evaluated on the same tools, including the Educator Skills Rubric, Content Knowledge progressions, perception surveys from colleagues as to Habits of Success (such as emotional intelligence and growth mindset), and 360 reviews. Using these tools, faculty self-assess, identify strengths and growth areas, and set goals in collaboration with the Director of Credentialing, who supervises the educator preparation program faculty. The Director of Credentialing will also provide regular one-to-one support and feedback for each faculty member. Further, Summit has a culture of honest, actionable, timely feedback, so all faculty can expect to give and receive this feedback regularly.

Summit works to retain all employees, including educator preparation program faculty, through similar organization-wide structures. For all employees, Summit provides clear promotion pathways and actively works to ensure that every adult is in the right seat. As part of this work, we have regular, ongoing conversations regarding each individual's professional goals, strengths, and interests. We provide opportunities for continual learning and development, regardless of years of experience and role in the organization. We also recognize employees who are doing exceptional work to support Summit's mission and vision by sharing their work in the weekly, organization-wide newsletter; giving individual, positive feedback; and publicly sharing successes with other members of the team.

**Collaboration**

Summit values collaboration and will provide ample opportunity for faculty to collaborate internally, as well as with external partners. Faculty will participate in regular team meetings led by the Director of Credentialing. These meetings are designed to provide opportunities for professional development, collaboration, problem solving, calibration, data analysis, planning, and reflection. Faculty will also have opportunities to collaborate with Summit employees from other teams, including the Academics Team and the Information Team. In addition, Summit has a number of external partners with whom we collaborate regularly, including the Stanford Teacher Education Program; the Stanford Center for Assessment, Learning, and Equity; Educurious; Khan Academy; and the Santa Cruz / Silicon Valley New Teacher Project. These partners support Summit in a variety of ways, including providing professional development opportunities for Summit employees, providing resources and materials for use in our programs, and giving feedback on our work.

## **Standard 5: Admission**

*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.*

### **Overview**

The [admission criteria and procedures](#) for the educator preparation programs follow Summit's [hiring process](#) for teachers. Since candidates for the internship program are full employees, they must be hired through Summit's hiring process and meet the Commission-adopted requirements for intern eligibility in order to enter the program. We have developed a rigorous hiring process over the past years to ensure that we accept candidates who are a strong fit both for a career in teaching and for our organization. An important aspect of this process is that we use multiple measures to assess each candidate, in the same way that we use multiple measures in our classrooms to assess our students.

Our program is built around [four elements of effective teaching](#) - Educator Knowledge, Educator Skills, Habits of Success, and Professional Expeditions. Therefore, the hiring process for our schools is also designed with these four elements in mind. For the internship program in particular, we expect candidates to enter our programs with strong [Habits of Success](#) and subject matter competence in order to be successful in our programs.

A key value at Summit is that all students are known. Our hiring process reflects this value in that we use the process not just to determine whether a candidate is hired but also to learn as much information as possible about each candidate prior to the start of employment and entry into the educator preparation program. As our educator preparation programs are personalized for each candidate, it is critical that we understand the strengths and growth areas of each candidate, in the same way that we want teachers to know and personalize the learning experience for each student.

Another of Summit's core values is heterogeneity, thus our process is one that recognizes the diverse strengths and backgrounds candidates bring to our schools. In the same way that we want our schools to mirror the heterogeneity of the neighboring districts, it is critical that our candidates and teaching faculty mirror the heterogeneity of our student population.

### **Admission Criteria**

In order to be admitted to the Summit Public Schools internship program, applicants must meet the following Commission-adopted intern eligibility criteria:

- Possess a Baccalaureate or higher degree and submit official transcripts from all accredited institutions of higher education attended
- Obtain a Certificate of Clearance by completing the LiveScan
- Satisfy the Basic Skills Requirement by one of the following:
  - passing the CBEST exam

- passing the writing section of the Multiple Subjects CSET exam
- passing the CSU EPT and ELM exams
- passing an out-of-state basic skills exam
- Verify Subject-Matter Competency by one of the following:
  - passing the CSET Exam
  - providing evidence of having completed a Commission approved subject matter preparation program
- Satisfy the US Constitution Requirement.

Further, all applicants will be evaluated in terms of their demonstrated commitment to the core values of Summit Public Schools, including but not limited to:

- college readiness for all students,
- personalized learning,
- heterogeneity,
- whole-child education,
- collaboration,
- data-driven and research-based practices,
- teacher leadership, and
- growth mindset.

For the induction program, Summit’s teachers are eligible to enter the program if they have a valid preliminary California teacher credential or equivalent.

### **Admission Procedures**

The admission procedure for the internship program is the same as the [hiring process](#) for all teachers, as applicants to the internship program must be hired through Summit’s teacher hiring process and meet the above Commission-adopted intern eligibility criteria in order to be accepted into the program. For this process, applicants must first complete an application, including a resume, cover letter, and letters of recommendation.

Applicants who pass the initial application screening then participate in the hiring process, which currently consists of the following steps:

- an initial application that screens for the Commission-adopted intern eligibility criteria listed above,
- an initial interview with school leaders from multiple sites,
- a reference check, and
- a final interview with additional school leaders.

Throughout the hiring process, candidates are assessed for their alignment with the values and beliefs of Summit Public Schools.

Teachers who are eligible for the induction program will be contacted by the Director of Credentialing with information about how to enroll in the program.

## **Standard 6: Advice and Assistance**

*Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. 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.*

### **Program Assistance**

Collaboration is one of the core values of Summit Public Schools, so each candidate is intentionally surrounded by colleagues who can support and provide assistance. The primary support provider for each candidate is his/her mentor, and the mentor is the person who knows that candidate best. The mentor meets regularly with the candidate and observes him/her in the classroom in order to provide support, offer feedback, and monitor progress. Candidates in the credentialing program also work with a master teacher, who is an experienced teacher, an instructional coach, and best understands the context of the school site. If a candidate needs support beyond what the mentor and master teacher can provide, the candidate can work directly with the Director of Credentialing for additional advice and assistance.

### **School Site Assistance**

All candidates can also seek support and assistance from a variety of colleagues through informal and formal meeting structures. Candidates participate in weekly grade level team meetings with teachers who share the same group of students; these meetings are used to problem solve around individual students and to make connections between the different courses and classrooms. Candidates also participate in weekly course level team meetings with teachers who teach the same course across all Summit schools; these meetings are used to share best practices and collaborate around the common assessment plan. School site leaders also play a role in supporting candidates, just as they support all teachers on their faculty. This support includes yearly meetings to set goals and reflect on growth, regular meetings to discuss progress and give feedback, instructional coaching and classroom observations, and faculty professional development.

### **Monitoring of Progress**

The Director of Credentialing and the mentors have access to weekly data reports (as described in Common Standard 2) for each candidate. These reports provide information about the progress of each candidate in both his/her development as a teacher and in his/her completion of the program requirements. The Director of Credentialing and the mentors will provide personalized support to each candidate based on this data. If a candidate is not making adequate progress even after multiple interventions by the mentor, master teacher, and/or Director of Credentialing, then the Director of Credentialing will determine whether the candidate can remain in the educator preparation program.

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

*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.*

### **Overview**

Being a successful educator requires the ability to solve complex problems and make hundreds of rapid decisions, every single day. Expert practitioners have the ability to analyze and respond to problems, interpret a variety of data, and communicate effectively. These thinking skills can be described, learned, and practiced and are the backbone of the work we do every day as educators, mentors, and leaders. At Summit, these are known as [Educator Skills](#), and these are the focus of the field experiences for credentialing candidates.

### **Placements**

All field experiences will occur in Summit classrooms for the educator preparation programs. We believe that candidates will benefit from a context-embedded program, which will allow them to make direct connections between their coursework and the day-to-day work in their classrooms. Candidates will participate in [thirteen months of field experiences](#) - a summer school program on either end of an academic school year. Over the course of these experiences, candidates will collaborate with a variety of master teachers, thus learning about different approaches to and styles of curriculum and instruction.

### **Professional Development**

In addition to classroom experience, candidates will also participate in [professional development experiences](#) to further develop their knowledge and skills. All Summit teachers participate in eight full weeks of professional development each academic year. These [professional development weeks](#) are a combination of self-directed time to work on personal goals, collaboration with school site faculty to improve outcomes for students, and professional development sessions led by the Academics team on topics such as backwards design, [literacy](#) and numeracy interventions, differentiation, and using data to inform planning and target supports.

During the academic year, candidates participate in [collaborative team meetings](#) with a grade level team (all teachers at the same site who teach the same students) and a course level team (all teachers across Summit sites who teach the same course). These teams share best practices, analyze student performance data, and problem solve on a weekly basis. In particular, the course level teams share a common curricula and compare student data each week in order to authentically collaborate around research-based practices that lead to the best outcomes for students.

Candidates will also have a dedicated mentor, who will directly support the candidate both in developing as a teacher and in successfully completing the program requirements. Mentors work to support candidates in making connections between theory and practice and in reflecting on their work. Additionally, the assessments for the educator preparation programs - including case studies, close studies of teaching and learning, action research, and portfolios - are designed as opportunities for learning and will be aligned to the work candidates are already doing through their professional development and collaboration.

### **Diversity**

Diversity is one of Summit's core values and is a theme embedded within Summit's educator preparation programs. Candidates will explore issues of diversity within their classrooms and schools through the required performance assessments and through coaching conversations with their mentors. Further, diversity is woven throughout the [Educator Skills Rubric](#), so candidates will need to demonstrate appropriate growth and reflection on this key theme as part of their work in the programs.

## **Standard 8: District-Employed Supervisors**

*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.*

### **Mentor Qualifications**

Summit Public Schools has served as a leader in teacher professional development over the past ten years. Our approach has been successful in developing hundreds of Summit's outstanding teachers and school leaders, as well as retaining 85 percent of our teachers within the organization. Keys to this success include a personalized approach to professional development, built-in collaboration across schools and teams, 40 days of professional development each year, an emphasis on mentoring and coaching, and paid opportunities to develop over the summer. Further, teachers who are interested in roles outside of the classroom can opt into Summit's internal training programs - a leadership program modeled after Stanford University's Prospective Principal's Program for future site administrators, and an instructional coaching program for future instructional coaches and mentors. These professional development opportunities provide multiple career trajectories for teachers and support retention within the Summit organization. Thus, many of the mentors for the educator preparation programs will be experienced teachers from Summit schools who have participated in this extensive professional development.

Mentors for the educator preparation programs will be selected based on the following criteria:

- years of experience in education,
- types of experiences (roles) in education,
- pedagogical content knowledge,
- prior educational preparation (graduate degrees),
- appropriate credentials,
- alignment with the values of Summit, and
- understanding of adult learning.

In addition, we value experience teaching and working at Summit schools.

All mentors will participate in Summit's collaborative hiring process. We expect to hire mentors for these programs who have a minimum of five years teaching experience, a valid teaching credential, Master's Degrees or above in Education, prior experience in coaching teachers, and expertise in practicing the four areas outlined above - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. We also seek to build a team of mentors with a range of subject matter expertise.

## **Mentor Selection Process**

Summit employees who are interested in a mentoring role will have the opportunity to join the Instructional Fellows program, an internal professional development program focused on instructional coaching. This program is designed to support teachers in developing the Educator Knowledge, Educator Skills, and Habits of Success needed to move into a mentoring or instructional coaching role. Teachers can opt into the program, or they may be recommended for the program by a site or organizational leader due to demonstrated success on the Educator Skills Rubric and a strong cultural fit with the organization.

All candidates will participate in Summit's collaborative hiring process, which includes an application, several rounds of interviews, and a reference check. Preference will be given to candidates who have participated in Summit's Instructional Fellows program and who meet the criteria outlined above.

## **Mentor Professional Development**

High-performing teachers are absolutely non-negotiable at Summit. In the same way that we know that students need high-quality, high-impact teachers in order to be successful, we want to ensure the same high standard of teaching and mentoring for the candidates in our educator preparation programs. Just as our students and our teachers are empowered, self-directed and continuous learners, so are all adults who work with Summit Public Schools. All mentors will participate in a self-directed, personalized model of professional development that supports growth and development in the four areas critical for effective teaching - Educator Knowledge, Educator Skills, Habits of Success, and Professional Expeditions.

Educator Knowledge is the content that is essential to do our jobs, solve problems, and achieve goals. Content guides outline core knowledge that is required to perform each role at Summit. This core knowledge is broken down into discreet focus areas that can be learned and assessed in bite-sized chunks, such as Classroom Observation Techniques, Classroom Management Strategies, and Constructivism. Each focus area includes learning objectives and a playlist of resources that supports work toward content mastery. Mentors are able to access all of the content and learning resources they need based on how they learn best and at the exact time that they need them.

Educator Skills are assessed on the Educator Skills Rubric, which articulates the levels of practice from Novice to Systems Leader including applied guidelines for teachers, mentors, site administrators, and district/CMO faculty. The Educator Skills Rubric is aligned to the Interstate Teacher Assessment and Support Consortium (inTASC) standards, the California Standards for the Teaching Profession, and the New Leaders for New Schools framework. Mentors will self-assess regularly on the rubric in collaboration with the Director of Credentialing, who supervises all educator preparation program faculty. This rubric allows mentors to track their individual development, strengths, and growth areas. In addition, the Director of Credentialing will lead regular meetings with all mentors to share best practices, review and analyze data from the candidates, and calibrate around the standards used to assess candidates.

For Habits of Success, mentors compile evidence of strengths and areas for development through reflection and 360 feedback. Mentors use this evidence and an interactive set of guiding questions as the foundation for reflective conversations and goal setting. Habits of Success are then developed through authentic, job-embedded experiences.

Professional Expeditions are opportunities to explore career interests and passions and are designed to change perspectives through deep reflection. In addition, Summit provides several weeks each year of all-organization professional development days designed to support collaboration across teams and roles in the organization. Summit will also provide opportunities for action research and in-the-field learning for mentors in the educator preparation programs.

### **Mentor Evaluation and Recognition**

All Summit employees are evaluated on the same tools, including the Educator Skills Rubric, Content Knowledge progressions, perception surveys from colleagues as to Habits of Success (such as emotional intelligence and growth mindset), and 360 reviews. Using these tools, mentors self-assess, identify strengths and growth areas, and set goals in collaboration with the Director of Credentialing, who supervises the educator preparation program team. The Director of Credentialing will also provide regular one-to-one support and feedback for each mentor. Mentors will also participate in a 360 review process, where they receive feedback from the candidates they support, as well as from other colleagues. Further, Summit has a culture of honest, actionable, timely feedback, so all faculty can expect to give and receive this feedback regularly.

Summit works to retain all employees, including educator preparation program mentors, through similar organization-wide structures. For all employees, Summit provides clear promotion pathways and actively works to ensure that every adult is in the right seat. As part of this work, we have regular, ongoing conversations regarding each individual's professional goals, strengths, and interests. We provide opportunities for continual learning and development, regardless of years of experience and role in the organization. We also recognize employees who are doing exceptional work to support Summit's mission and vision by sharing their work in the weekly, organization-wide newsletter; giving individual, positive feedback; and publicly sharing successes with other members of the team.

## **Standard 9: Assessment of Candidate Competence**

*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.*

### **Assessments**

In order to complete the Summit educator preparation programs, candidates must demonstrate competence and growth in each of the [four areas of effective teaching](#) - Educator Knowledge, Educator Skills, Habits of Success, and Professional Expeditions, which includes the Teaching Performance Expectations (TPE).

To demonstrate [Educator Knowledge](#), candidates must complete the required content assessments to demonstrate knowledge of teaching and learning. Summit uses a competency-based progression to ensure that candidates complete the program with the knowledge they need to effectively support all students in meeting the academic standards.

For [Educator Skills](#), candidates must score at the appropriate level on the [Educator Skills Rubric](#). The Educator Skills Rubric is a living document where candidates self-assess and are assessed by master teachers and/or mentors on a regular basis. The Educator Skills Rubric is aligned to the inTASC standards, as well as to the California Standards for the Teaching Profession and the Teaching Performance Expectations. This ongoing assessment on the Educator Skills Rubric will ensure that all candidates receive timely, actionable feedback on their growth and performance in relation to the standards and the TPEs.

For [Habits of Success](#) and [Professional Expeditions](#), candidates must demonstrate growth and reflection on their personal goals. Candidates receive ongoing feedback from their mentors and colleagues (through [360 reviews](#)) that allow them to track their own growth, reflect, and set appropriate goals.

Candidates are also required to complete performance assessments, such as

- action research,
- case studies,
- portfolios, and
- analyses of teaching and learning,

in order to demonstrate their learning and reflection in relation to the Teaching Performance Expectations. These performance assessments provide opportunities for candidates to integrate their knowledge and skills, while also providing authentic opportunities to practice and apply what they are learning. The performance assessments will be scored by mentors and program faculty, who have participated in professional development and calibration trainings prior to assessing the candidates' work.

All Summit protocols, measures, observation tools, evaluations and processes are aligned to the Interstate Teacher Assessment and Support Consortium (inTASC) standards, as well as to the California Standards for the Teaching Profession, Teaching Performance Expectations (TPEs) and to Program Standards 5 and 6 focused on pedagogy and equity for all students.

**External Assessments**

Further, candidates in the internship program are required to complete and pass the edTPA, as the required Teaching Performance Assessment. Candidates will be supported through the edTPA process by their mentors, who are trained specifically on the edTPA. In addition, the performance assessments used in the internship program will be aligned to the edTPA and the edTPA rubrics to support candidates through this process.

