

Recommendation to Remove Stipulations for High Tech High October 2011

Overview of this Report

This agenda item presents a Progress Report on activities undertaken by High Tech High (HTH) to satisfy stipulations placed on it by the Committee on Accreditation during its June 2009 meeting.

Staff Recommendation

Staff reviewed HTH's activities and future activities in response to the COA decision. Staff recommends that the COA remove the three remaining stipulations and grant *Accreditation* to the institution. Further, staff recommends that the COA consider requiring HTH to report on its continued efforts and achievements relative to these three final stipulations in Biennial Reports throughout this accreditation cycle.

Background

On June 26, 2009, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Stipulations* to High Tech High and its single subject intern program.

At that time, the COA stipulated:

1. That High Tech High provides evidence of a recruitment plan for attracting ethnically and culturally diverse instructional personnel.
2. That High Tech High provides evidence of a process for encouraging and supporting applicants from diverse populations.
3. That High Tech High provides evidence that candidates are afforded opportunities to participate in fieldwork in settings other than the HTH community.
4. That High Tech High provides evidence that the HTH single subject intern program establishes collaborative partnerships with other education institutions. *(Removed, June 2010)*
5. That High Tech High provides evidence that candidates are provided with opportunities to "use assessments... for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction." *(Removed, June 2010)*
6. That High Tech High provides evidence that the intern teachers are provided with opportunities to observe and/or participate in "... classrooms in hard-to-staff and/or underperforming schools." *(Removed, June 2010)*

Responses to Stipulations and Subsequent COA Action

In June 2010, High Tech High submitted responses to the six stipulations. The responses were reviewed by staff and an agenda item recommending removal of the stipulations was prepared for the August 2010 COA meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-08/2010-08-item-14.pdf>). Committee on Accreditation members reviewed HTH's responses and determined that HTH had satisfactorily resolved three of the stipulations (4-6) but that the

actions planned to remedy stipulations 1-3 were not sufficient. HTH retained the status *Accreditation with Stipulations* with three stipulations yet to be met (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-08/2010-08-minutes.pdf>).

Additional Steps Taken by HTH

In February 2011, HTH submitted a Progress Report describing additional activities it had completed and will continue to complete to address the remaining three stipulations. Staff reviewed the responses and provided feedback to better focus the responses. HTH staff revised their responses and, in September 2011, submitted another response. Staff reviewed that response and determined that the activities undertaken by HTH substantially satisfied concerns identified by the stipulations.

Timeline of Accreditation Activities Undertaken by High Tech High	
Date	Action
May 2009	Accreditation site visit to HTH
June 26, 2009	COA assigns Accreditation with Stipulations to HTH
June 2010	HTH submits a Progress Report
Summer 2010	Staff and team lead review the Progress Report and recommend <i>Accreditation</i>
August 2010	COA reviews Progress Report and staff recommendations, and votes to continue <i>Accreditation with Stipulations</i> , retaining stipulations 1, 2, and 3.
February 2011	HTH submits a Progress Report
March 2011	CTC staff review the Progress Report and provide feedback
August 2011	Technical assistance phone call between HTH and CTC staff
September 2011	HTH submits a revision of the Progress Report
September 2011	Staff review revised Progress Report and determine that the report substantially address the stipulations and that remaining concerns could be handled through information submitted in future Biennial Reports
October 2011	COA reviews HTH revised Progress Report and staff recommendations to grant <i>Accreditation</i> and require updates to document progress through Biennial Reports

Summary of Progress Report

Staff at HTH submitted a Progress Report documenting activities undertaken to address concerns identified in the three remaining *Stipulations*. Staff has summarized in the table below the steps identified by HTH to address the three remaining stipulations. The Progress Report submitted by HTH in September 2011 is included as Appendix A.

Stipulation	Summary of HTC Response
1. Provide evidence of a recruitment plan for attracting ethnically and culturally diverse instructional personnel.	<p>HTH indicated that it has:</p> <ul style="list-style-type: none"> • Convened a credential study group to discuss strategies for expanding the diversity of the instructional team to work with HTH interns. • Developed a DI Understudy Program beginning in 2011-12 • Expanded HTH Intern and Induction Learning Seminars • Expanded its Adult Learning Community programs to include schools around the country and to attract a wide range of educators that interact with the interns • Expanded Current Recruitment Efforts using a range of activities (listed on page 7-8 in Appendix A) and continue to make a concerted effort to advertise in multiple places opportunities for instructors for credential programs.
2. Provide evidence of a process for encouraging and supporting applicants from diverse populations	<p>HTH indicated that it has:</p> <ul style="list-style-type: none"> • Expanded the number and types of venues through which teaching positions are advertised • Continue to collaborate with numerous colleges and universities to recruit a diverse intern cohort. • Included in its recruitment efforts a range of ethnically based advocacy groups such as the Urban League, Barrio Logan College Institution and Encuentos. • Expanded is Teacher Recruitment efforts to include other education related programs (EnCorps, Teach for America, and SELPAs) • Expansion of partnerships with other Charter schools • Continued its orientation sessions for potential applicants • Provided data from its 2010-11 and 2011-12 intern application process.
3. Provide evidence that candidates are afforded opportunities to participate in fieldwork in settings other than the HTH community	<p>HTH indicated that it:</p> <ul style="list-style-type: none"> • Has established relationships with schools that are hard to staff or underperforming and has changed its observation and participation requirements to ensure that candidates have opportunities to observe, participate, analyze and discuss with colleagues the "...wide range of solutions for instructional issues and gain insight into how a diverse range of schools educate and support their students." • Interns are required to conduct a number of formal observations each year, including hard to staff and/or low performing schools. • Induction teachers are required to conduct off campus observations in a range of educational settings. • Educational Specialists entering DI programs are required to conduct at least three observations in a range of settings as part of their summer requirements. • Observations must be recorded and include reflections on differences and how the school environment may or may not impact the learning experience in their own classroom.

Also included in Appendix A is HTH's response to some of staff's questions about whether aspects of the plan were actually implemented. Because there had been some passage of time between March 2011 when CTC staff initially reviewed the response to the three remaining stipulations and August 2011 when CTC staff held a follow up phone call with HTH, staff wanted to be certain that the plan had been implemented as stated and determine whether any additional actions had been taken that were not reflected in the plan. HTH documents some of those responses in Appendix A.

Appendix A

HTH Progress Report

SS District Intern Program
September 7, 2011

*In response to the August 10, 2010 Accreditation with Stipulations Letter
(Per our technical assistance phone call on September 7, 2011)*

1. That HTH provides evidence of a recruitment plan for attracting ethnically and culturally diverse instructional personnel.

HTH convened a Credential study group to discuss instructional personnel for the HTH District Intern program for 2011-2012 and to look forward to the 2012-2013 school year and beyond. The team focused on what steps can be taken to employ a diverse instructional team to work with HTH Interns. HTH team members included:

Phyllis Perlroth, Lead Education Specialist, Mentor, and Intern Instructor

Zoltan Sarda, MS Intern Instructor, Mentor, Induction Seminar Instructor

Amy Reising, Director of Credentialing and Teacher Development

Julie Holmes, Credential Analyst, Program Manager

Ben Daley, Chief Academic Officer

Kay McElrath, Chief Financial Officer and Human Resources

An important requirement for HTH District Intern instructional staff is that they hold jobs in K-12 schools and work with the day to day complexities of teaching and supporting students. Instructors currently include veteran HTH teachers and education experts, administrators who were once teachers at HTH, Directors (principals), and guest instructors from San Diego Unified School District, Desert Mountain SELPA, and San Diego County Office of Education. By inviting a range of instructors from other local and partner educational organizations, HTH offers the widest range of instructors that have appropriate expertise, knowledge, varied orientations to a quality education.

Preliminary Education Specialist Program

In the spring of 2011, HTH was approved to offer a preliminary Education Specialist credential. Our instructional staff expanded to include a range of Education Specialists, resource teachers, and experts. The HTH Ed Specialist manager, Phyllis Perlroth, worked with our partner the Desert Mountain SELPA and other resource specialists, to identify experienced instructors to teach courses for the HTH ES program. For the 2011-2012 program New Staff for 2011-2012 include:

Adrienne Shepard (Program Specialist, DM SELPA),

Sheri Wilkins Ph.D. (Program Manager, DM SELPA),

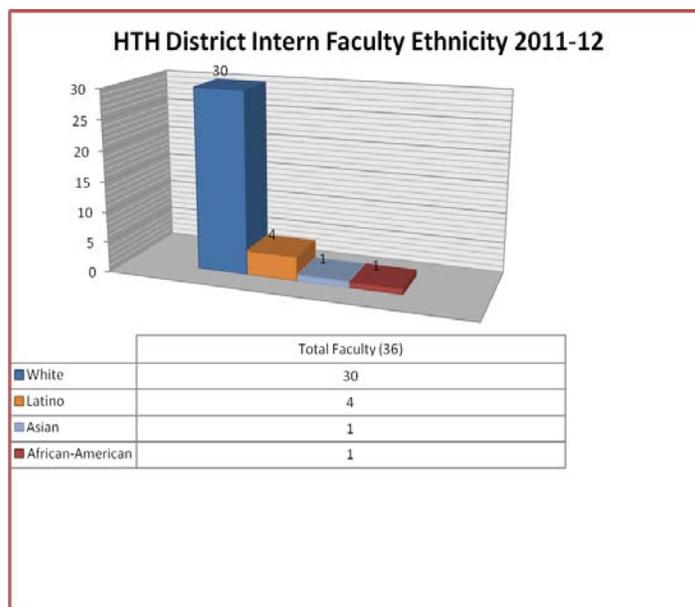
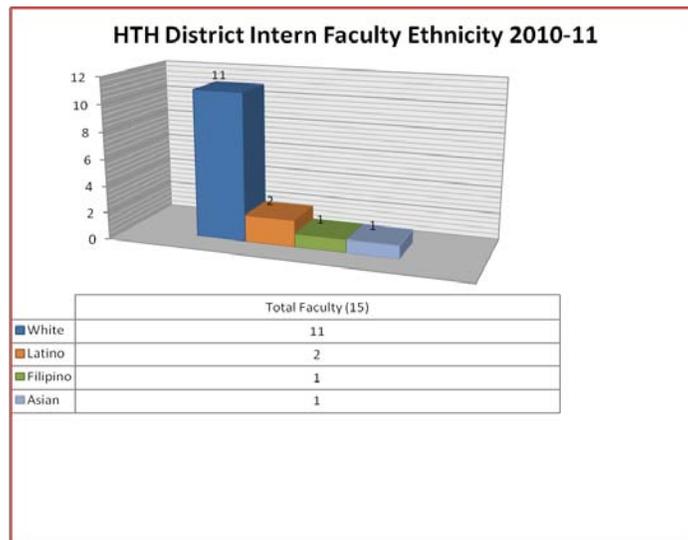
Jim Wood (San Diego Unified, Program Manager),

Danielle Cota (Program Specialist, DM SELPA),

Anne Callies (San Diego Unified, Assistive Technology Coordinator,

Robert Parker (HTH Director of Special Education),
 Charlie Hoff (K- 8 HTH Education Specialist),
 Sarah Barnes (9-12 HTH Education Specialist),
 Deborah Cesario (LazanoSmith Attorney at Law),
 Cynthia Norall, Ph.D. (Comprehensive Autism Services & Education Inc.),
 Evan Wooton (Comprehensive Autism Services & Education Inc.),
 Aida Allen (Health Science High, Program Manager, EL Specialist/RtI),
 Elissa Kelly (Speech and Language Pathologist), and
 Anne Terry (Speech and Language Pathologist).

The charts below demonstrate Faculty Ethnicity for 2010-11 and 2011-12.



HTH DI Instructor “Understudy” Program

A key new idea generated by the study group is to expand our current instructional staff by offering opportunities to veteran HTH teachers to act as “understudies” to learn the syllabus and instructional approach for several of our current Intern courses. For example, four HTH teachers were identified and offered a stipend to attend all Methods classes this fall and to assist with co-teaching. These teachers will then be in a position to be asked to take on the instructional role for the course next year, or, if we expand, to teach a second class of the course. We plan to invite one or two “understudies” to co-teach each of the intern courses in 2011-2012, and then continue this practice so that we have multiple instructors on call for each course. The number of Interns enrolled in the HTH Intern program grows each year. To support the learning needs of our Interns and keep our class enrollment to twenty five students, we are examining the prospect of expanding to two cohorts.

HTH Intern and Induction Learning Seminars

We also plan to expand the number of Learning Seminars offered currently to our Induction teachers. This year for the first time, we will open our Learning Seminars to both Induction teachers and Intern teachers. Six Learning Seminars were offered in prior years. This year we will expand to twelve seminars. Seminars are taught by veteran HTH teachers, partner Charter School teachers, and other educational experts. Learning Seminars focus on the six California Standards for the Teaching Profession, Engaging Students in Learning, Effective Environments, Organizing Subject Matter, Planning Instruction, Assessing Learning, and Developing as a Professional and Program Standard 5, Pedagogy and Program Standard 6, Universal Access: Equity for all Students. Each year the schedule of seminars shifts slightly and a new set of seminars is offered. This program of pedagogical and equity focused seminars provides yet another opportunity to expose Interns to a diverse range of instructors while simultaneously building the HTH adult learning community.

HTH Adult Learning Community

In 2010-2011, HTH expanded its Adult Learning programs to include schools around the country and outside of the country. Through these and other on campus adult learning efforts including Collegial Conversations on weekends that focus on analyzing student work, and the HTH Graduate School of Education speaker series, we attract a wide range of educators that interact with our DI Interns. HTH holds four on-site Educator Residencies and a summer Institute. These are opportunities for other schools and interested educators (typically from outside of the San Diego area) to attend a two to three day experience on the HTH campus. Visiting educators attend seminars provided by our teachers (including our Interns) and administrators, visit and observe HTH classrooms, and talk with our Directors and students. In 2010-2011, over 600 educators visited our campus to share their work. HTH Intern teachers benefit from these diverse range of educators by having the opportunity to have them in their classrooms, discuss issues of teaching and learning, and best practice.

Recruitment Efforts

As teaching positions for the HTH District Intern program open and the program expands, the study group agreed to expand current recruitment efforts to attract ethnically and culturally diverse personnel. Recruitment efforts are managed by the Intern Director, Amy Reising and Program Manager, Julie Holmes.

HTH will:

- a. Advertise on the HTH website (www.hightechhigh.org) under the HTH job placement button.
- b. Advertise on the HTH Intern and Induction google sites for “understudies” and Learning Seminar instructors. (<https://sites.google.com/a/hightechhigh.org/induction/>, <https://sites.google.com/a/hightechhigh.org/intern-credentialing/>)
- c. Advertise on Craig’s List, EdJoin, and Educationdegree.com
- d. Announce through our colleagues, San Diego Unified School District, San Diego County Office of Education, and the Desert Mountain SELPA that we have open Intern instruction positions.
- e. Announce through our diverse, urban, and lower API partner Charter schools working with HTH teacher preparation programs (Intern and Induction) when instruction positions are available (see Appendix for chart on partner schools).
- f. Announce through the established California Intern Directors network and DIDnet that HTH is seeking Instructors for an open position.
- g. Cultivating a rich and diverse staff will be put on the agenda of the HTH Intern Board at its annual meeting for feedback on other potential ideas for reaching out to ethnically and culturally diverse educators.

The Credential study group plans to meet in the 2011-2012 year to assure that issues related to creating an ethnically and culturally diverse instructional personnel are addressed strategically through additional advertising and announcements. The study group will continue to identify innovative and creative avenues, for example identifying and paying instructor “understudies”, for attracting a wide and diverse set of instructors to the HTH DI program.

Additional Questions:

- Is there a person on the study that represents HR? *Yes, Kay McElrath, CFO/HR joined the study group.*
- Was the study group’s plan implemented? *Yes*

For example:

We began the Instructor “understudy” program to increase Intern instructional staff and prepare for expansion of the number of classes per course we can offer in coming years.

We began our Preliminary Education Specialist DI program and greatly increased the number of instructional staff working with us from DM SELPA, San Diego Unified, and other local educational experts.

We opened our Induction Learning Seminars to Interns for the first time, again, increasing the diversity and range of instructors that our Interns have access to learn from.

We expanded the number of places we advertise about Intern Instructor opportunities. Adding, for example, the notification to our Google certification websites and our HTH website.

- Did the plan improve results this first year? *Yes*
Interns have access to wider range of instructors than they did last year. See Instructor Ethnicity table above.
- How was the plan different than past years?
We have a number of new program level initiatives (instructional understudies, new instructors for Education Specialist program, additional Learning Seminars) to bring a wider range of instructors into the Intern program. We are making a concerted effort to advertise in multiple places opportunities for instructors for our credential programs. We are working more closely with San Diego Unified, San Diego County Office of Education, DM SELPA, and our partner Charter Schools to invite instructors to join us for course presentations or Learning Seminars.

2. That HTH provides evidence of a process for encouraging and supporting applicants from diverse populations.

HTH encourages DI Intern applicants from diverse populations to apply for job openings to staff its eleven schools and a growing number of local, partner Charter schools. HTH plans to increase the number and types of venues through which teaching positions are advertised for the 2010-2011 school year and beyond. For example, HTH is currently meeting with EnCorps to explore a relationship and to forge potential partnerships in the coming years for attracting and supporting Intern teachers in the HTH DI program.

Recruitment

HTH advertises open teaching positions through the following venues:

- ◇ High Tech High website (www.hightechhigh.org): HTH offers an online application process that is accessed through our website, reaching a broad range of potential applicants nationally and internationally.
- ◇ CraigsList
- ◇ EdJoin
- ◇ Educationdegree.com
- ◇ Stanford (SUSEEdCareer)
- ◇ Carney, Sandoe, and Associates Placement Services
- ◇ TEAMS/Americorp
- ◇ Teach for America
- ◇ National Alliance of Black School Educators
- ◇ CalWest Placement Services
- ◇ San Diego County Office of Education online Job Fair
- ◇ San Francisco Job Fair, hosted by Carney, Sandoe, and Associates
- ◇ Charter School Job Fair hosted at HTH involving over 30 local Charter schools

Student Teaching Partnerships

HTH works with a number of Universities to support student teachers. These partnerships open the door to spread the word about our credential programs and assist HTH to recruit a diverse Intern cohort each year. Student teachers have joined us from:

- *California State University, San Marcos*
- *California State University, San Diego*
- *National University*
- *Point Loma Nazarene University*
- *University of Phoenix*
- *University of California, San Diego*
- *University of San Diego*

Additional Local networking partnerships:

HTH schools reach out to and work with local advocacy groups that support a range of ethnically diverse students. These relationships bring the opportunity to work with potential Intern teachers and Instructors. Advocacy groups include:

- Urban League (Black Community Advocacy)
- Barrio Logan College Institute
- Barrio Logan Media Arts Center
- Encuentos (Latino Male Advocacy Group)

New Teacher Recruitment Outreach for 2011-2012

- EnCorps (*The California EnCorps Teachers Program helps skilled professionals in the fields of science, technology, engineering and math (STEM) to make the transition into teaching these subjects to younger generations. EnCorps is working to close the achievement gap through putting passionate math and science professionals into the classroom so they can pass their knowledge onto future leaders in these industries. The EnCorps Teachers Program is an innovative public-private partnership dedicated to increasing the number of critically-needed math and science teachers in California's public middle and high schools.*)
- Teach for America (more focused effort in partnership with SDCOE) for 2012 and beyond.
- Desert Mountain SELPA (advertise new Education Specialist program in nineteen partner districts who participate in the DM SELPA.)

Partner Charter Schools Participating in HTH Credential Programs

As the number of local Charter schools joining HTH teacher credential programs grows, and HTH continues to expand the types of credentials offered, HTH reaches a diverse range of potential Intern teachers.

HTH worked with the following Charter and public schools through its DI and Induction programs in 2010-2011: All Tribes Charter, Arroyo Paseo Charter, Ecademy, Gompers Charter, Health Sciences High, Innovations Charter, KIPP Adalante, MAAC Charter, Magnolia Sciences Charter, The Learning Choice, Urban Discovery Charter, Holly Drive Academy, Albert Einstein Middle, EJE Academy, Pacific American Academy, San Diego Co-Op, Iftin Charter High School, Pacific Technology Charter, Nubia Charter, and San Diego Unified Schools. As teachers attend credential programs at HTH they share information within their schools and with their networks of colleagues, bringing HTH new and diverse applicants.

In 2011-2012 HTH added additional schools: Heritage K-8 Charter, High Tech Elementary Chula Vista, High Tech Middle Chula Vista, The Museum School Charter, and Da Vinci Charter School. (*See Appendix for School API and SES status for 2010 school year.*)

Orientation and Spring Orientation

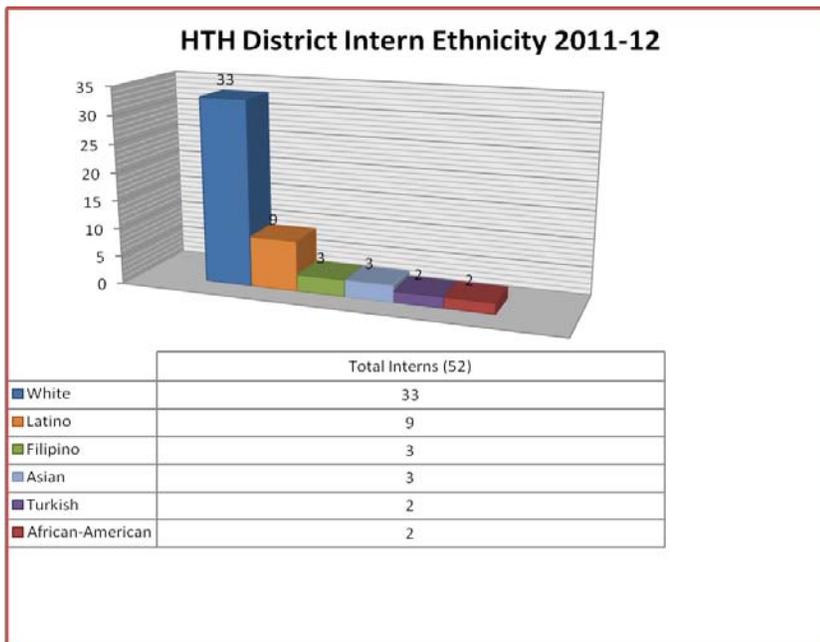
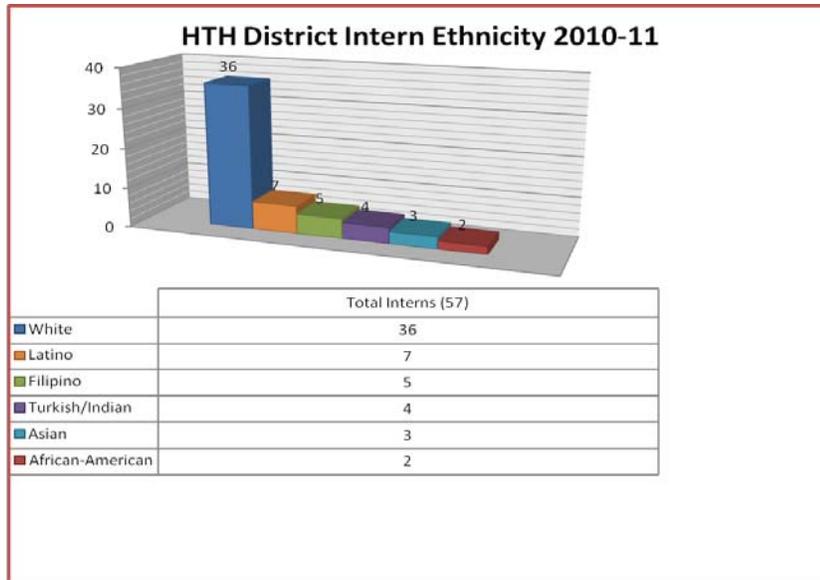
To support the recruitment effort and to assure that potential teachers are well informed of what HTH offers, the Credential office offers spring Advisement and Orientation meetings for Interns and Induction teachers. During these meetings interested educators learned about the HTH DI program and pre-requisites, Induction program, the Graduate School of Education, and HTH's approach to adult learning and support. Credential staff, including the Program Director and credential analyst, met with applicants to answer questions and provide advisement. In addition to Orientation meetings, the credential staff reaches out to all interested parties and meets individually with career changers, new teachers, parents, and local Charter schools who have heard about and are interested in joining the HTH Intern program.

District Intern Application Update

For the 2010-2011 school year HTH received 1,200 applications. 500 applicants were identified as potential candidates through a rigorous screening process conducted by a team of HTH Directors and administrators. 250 applicants were invited to attend a full day interview process and teaching performance. HTH hired 20 Interns. 10 joined the program from partner Charter schools.

For the 2011-2012 school year, HTH hired 22 Interns. In addition to HTH Interns, 5 Interns have joined the HTH DI Program from partner Charters. We are currently supporting 27 first year Interns for the 2011-2012 year.

Charts are provided below to demonstrate the diversity of HTH Interns for the 2010-2011 and 2011-2012 school years.



Additional Questions:

Increase the number and types of venues through which teaching positions advertised to potential new teachers.

Was this accomplished? Yes. We added information to our HTH website to clearly define the opportunities of the DI Program. We now offer a DI Education Specialist program and are advertising through our partner, DM SELPA to advertise the program. We added two new Charter school partners, including Da Vinci schools and the Museum Charter who are sending Interns to our program.

Did HTH attend more job fairs? *Yes. San Diego State University Job Fair, San Diego County Office of Education online Job Fair, Charter School Job Fair, and San Francisco Job Fair hosted by Carney, Sandoe & Associates. We are also building a relationship with EnCorps, a federally funded recruitment program to bring more math and science teachers into the profession, and have three of their teachers working with us this fall and attending Intern courses. HTH plans to have more EnCorps teachers next year.*

Spring Advisement and Orientation? *While we offered spring Orientation in 2009, we expanded our efforts in the spring of 2010. We had approximately 20 teachers attend and provided early advisement about prerequisites for the program. This allowed us to work closely with newly recruited Education Specialist Interns and to prep them for their summer course requirements and observations. These meetings offer the opportunity to newly joining Partner Charters to learn about the program and requirements and for us to meet potential Intern teachers.*

Diversity of the pool of applicants for HTH teaching positions. *We don't ask for ethnicity in our application process. See charts in this report to demonstrate the diversity of our Intern cohorts for the 2010-2011 and 2011-2012 school years.*

3. That HTH provides evidence that the intern teachers are provided with opportunities to observe and or participate in "...classrooms in hard-to-staff or underperforming schools".

HTH requires its Interns to observe in multiple, varied classrooms and educational settings that include hard-to-staff or underperforming schools.

- HTH District Interns traveled to school settings to visit innovative, low-performing and/or, hard-to-staff schools. (The list below is not complete but this represents the range and type of schools Interns are visiting.)

2009-2010

California Schools

Gompers Charter, San Diego (API Base 2010, 431)*

Lincoln High School, San Diego (API Base 2010, 613)*

The DaVinci School Charter, Los Angeles (no data)

The New City Charter School, Long Beach (API Base, 645)*

**denotes significant socioeconomically disadvantaged*

Outside CA Visits

Springfield Renaissance School and Innovations Charter Academy, Boston, MA

Boston Arts Academy, Boston, MA

King Middle School, Portland, ME

2010-2011

California Schools

Temecula Prep Charter (API Base 2010, 853)

Zamorano Fine Arts Academy, SD (API Base 2010, 839)*
 Rincon Middle School, Escondido (API Base 2010, 769)*
 NewBridge School, Poway (private ed spec setting)
 Rancho Bernardo High School (API Base 2010, 854)*
 Point Loma High School (API Base 2010, 757)*
 San Elijo Middle School (API Base, 2010, 894)*
 The Global Education Program at Skyline Elementary School, Solana Beach (API Base 2010, 911)*
 Mission Hills High School, San Marcos (API Base 2010, 843)*
 Carlsbad High School (API Base 2010, 812)*
 *denotes significant socioeconomically disadvantaged

Outside CA Visits

Parkville High School (Baltimore, MD)

- HTH Interns have the opportunity to attend coursework with Interns from other Charter schools that participate in the HTH District Intern program. Having teachers from other Charter schools provides the opportunity for HTH Interns to learn about different school settings and missions ranging from a rural Tribal Charter, Health Sciences High (focused on a health based professional curriculum), KIPP Adalante a data driven school reform model, to MACC a high school that serves students who struggled in traditional settings and serves a bilingual Hispanic community. They participate in conversations with their peers about a wide range of solutions for instructional issues and gain insight into how a diverse range of schools educate and support their students. *See Chart*
- HTH District Interns are required by the program to conduct a number of formal observations each year. They observe their mentors teaching, other teachers at their site, and are required to observe off campus at hard to staff and/or low performing schools during each year of the two year program. These observations are documented using the HTH observation tool and kept in portfolios to share at final presentations of learning (POL). *See attached observation tool.*
- A valued and growing instructional strategy used to offer constructive critique of teaching is video taped instruction assignments required by Intern coursework. Video taped lessons are used to provide the opportunity (using structured protocols), to analyze teaching and learning. As Interns bring in and share their video tapes opportunities for seeing a range of education settings and approaches increases. Video tape analysis is used in both the *Methods for Instruction and Assessment* and *Reading and Writing Across the Curriculum* courses. In the second year of the program, each Intern captures on video tape and analyzes their teaching in response to the Teaching Performance Assessment. As a key part of the final POL, each Intern “defends” their growth and development as an educator using video tape of their teaching and student work to a panel of professional educators.

Additional Questions:

Did all District Interns travel to other school setting? Yes. External observations in low performing and/or hard to staff schools are required to complete the program and be recommended for a preliminary credential. Induction teachers are also required to conduct off campus observations in a range of educational settings. Education Specialists entering the DI program are required to conduct at least three observations in a range of settings as part of their summer requirement prior to teaching. New teachers are conducting observations in several classrooms at their own organizations, in their Mentor’s classroom, and off campus. HTH advocates for new teachers to conduct observations of other classrooms with their Mentors so that the experience can be debriefed and the new teacher can make connections given what they have observed and how it might impact their own decisions about teaching and learning for all types of learners.

Are all the schools “hard to staff” or “underperforming”? Most fall into one of these two categories. Last year was the first year that it was required to observe off campus and to turn in observations (examples are included in the appendix). In the 2011-2012 year HTH will again require that all new teachers in both the Intern and Induction programs observe educational settings that are not on their campus or part of their organization and that are “hard to staff” or “underperforming”. A question will be added to the observation tool to focus the new teacher’s reflection on the differences noted and how this may or may not impact the learning experience in their own classroom.

A list of schools visited and partner Charter Schools is listed in the appendix with base API scores and significant socioeconomic status.

HTH District Intern and Induction Schools 2010-2012

<i>School Name</i>	<i>Base API 2010</i>	<i>Significantly SES Disad. 2010</i>
Albert Einstein Middle (6-8)	854	Yes
All Tribes Charter	701	No
Arroyo Paseo Charter High (9-12)	606	Yes
Chabad Hebrew School	Private School	No data
Da Vinci Charter Schools, Los Angeles (K-8)	Not enough students tested on one section of STAR	No data
Ecademy	Fewer than 11 students tested	No
EJE Elementary Academy Charter	Not open in 98-99	No data
Gompers Preparatory Academy	431	Yes
Health Sci High School and Middle College (9-12)	748	Yes
Helix High Charter	795	Yes
HTH, San Diego	795	Yes
HTHMA, San Diego	787	Yes
HTHI, San Diego	798	Yes
HTH Chula Vista	741	Yes
HTH North County	788	Yes
HTM, San Deigo	806	Yes
HTMMA, San Diego	802	Yes
HTM North County	836	Yes
HTM Chula Vista	Opened in 2011	Yes
HTH Explorer Elementary, San Diego	903	No
HTe, Chula Vista	Opened in 2011	Yes
Heritage Charter School	910	Yes
Holly Drive Leadership Academy	666	Yes
Iftin Charter High School	736	Yes
Innovations Academy Charter School	732	No
KIPP Adalante Prep Academy (5-8)	799	Yes
Learning Choice Academy	733	Yes
MAAC (9-12)	594	Yes
Magnolia Science Academy (6-9)	800	Yes
Museum School (K-6)	Not open in 98-99	No data
Nubia Leadership Academy (K-6)	695	Yes

Pacific Technology (9-12)	825	No
Pacific American Academy (K-3)	<i>Not open in 98-99</i>	<i>No data</i>
Lady of the Sacred Heart	Private	<i>No data</i>
La Jolla Children's School	Private	<i>No data</i>
San Diego Cooperative (K-8)	828	Yes
Urban Discovery Academy (K-8)	863	No

HTH District Intern and Induction Schools 2010-2012 cont.

San Diego Unified Schools		
Alba Alternative School	<i>Fewer than 11 students tested</i>	<i>No data</i>
Cabrillo Elementary	805	Yes
Ericson Elementary	921	Yes
Garfield Elementary	623	Yes
Joyner Elementary	768	Yes
Marshall Elementary	677	Yes
Muirland Middle	882	Yes
San Diego SCPA	785	Yes
Total # of Schools Participating: 45	<p align="center"><u>Total Count: 45</u></p> <p>Below 700 = 7</p> <p>Below 800 = 14</p> <p>Above 800 = 13</p> <p>No Data = 8</p> <p>Private = 3</p>	<p align="center"><u>Total: 45</u></p> <p>Yes: 31</p> <p>No: 6</p> <p>No Data: 8</p>

HTH Observation Tool (Pre-visit)

Directions: *Meet with the teacher before the observation and discuss the following questions, take notes.*

1. **What is the learning goal(s) for this lesson?** *(What do you want students to know and be able to do?)*

2. **Do you want me to pay attention to a particular “teaching method” or strategy that you will use in this lesson?** *(Examples: how you open the lesson, how you use time during the lesson, how you call on students, the types of questions you use to elicit conversation, how you move through the room, how you support your EL student(s), how you support your special needs student(s), is content challenging?)*

3. **Do you want me to pay attention to a student(s) for a specific reason?** *(Examples: a quiet student, a disengaged student, a demanding student, an EL student(s), a special needs student(s), how girls are responding...how boys are responding, grouping issues?)*

4. **What else do I need to know for today’s lesson?** *(Examples: materials issue, technology issue, student issue, an issue for you...a whole school issue (e.g. fire drill))*

HTH Observation Tool (Data Collection during observation-- Prompts)	Notes
Describe opening of lesson:	
Describe how content/learning goal is addressed or taught.	
How is academic language introduced and used during the lesson?	
What grouping strategies are used?	
How are EL students supported?	
How are IEP or students with learning needs supported?	
Describe student thinking opportunities.	
Instruction was: teacher centered, student centered, or a combination? Explain.	
Describe the flow of the lesson.... how was teacher time was used? Student time?	
Describe how students are engaged in the learning? What are the students doing? ❖ EL? ❖ Special learning needs?	
Describe how the lesson builds a connection to the adult world.	

How were routines and procedures used by the teacher to support students?	
Describe instructional materials and resources used.	
Describe use of technology.	
What student work is displayed in the room?	

Teacher Questioning Strategies

Circle all of the types of questions used during the lesson....note examples of types of questions.

Direct, factual questions

Example?

Paraphrasing: teacher restates....summarizes.

Example?

Meditational: teacher hypothesizes....analyzes.....imagines.....asks compare and contrast questions.

Example?

Clarifying: teachers asks questions to gather more information....asks for meaning.....asks for clarity.....sees connections....develops or maintains a focus.

Example?

Teacher Rapport and Response to Students

Circle all of the types of responses made by the teacher during lesson.

Non-judgmental responses: trust building.....encourage self assessment.....internal locus of control.....risk-taking.....identified what worked and why.....listened.....enthusiasm.....sincere questions

Example:

Judgmental responses...biased responses, responded quickly, tone/inflection of voice, position in the room

Example:

Teacher: _____ Date: _____

Mentor : _____

Time lesson began: _____ Time lesson ended: _____

**HTH Observation Tool
(Post-visit)**

Conduct the post-visit debrief within 24 hours of the observation.

Teacher: _____ Mentor: _____ Date _____

Step 1: Debrief. Discuss the following questions and record notes.

<u>Questions</u>	<u>Notes</u>
<ol style="list-style-type: none">1. Tell me how you think the lesson went? 2. How did the lesson work for you as the teacher? What was easy, what was challenging?<ol style="list-style-type: none">a. Flowb. Timec. Routines/proceduresd. Questioning strategies 3. How did the lesson work for your students...how do you know?<ol style="list-style-type: none">a. Grouping?b. Level of difficulty of the content?c. Level of engagement in the content material?d. What surprised you? 4. Describe how you provided:<ol style="list-style-type: none">a. Think time for students?b. "Hands on" /project time...describe what students did during the lessonc. Links to the last lesson....prep for the next lesson?d. Adult world connection?e. Student autonomy?	

Step 2: Review observation data with teacher....use non-judgmental language. Another strategy is to let the teacher review your notes...then discuss.

Step 3: Close the reflection process with the following questions.

<u>Questions</u>	<u>Notes</u>
<ol style="list-style-type: none">1. What, if anything, would you do differently next time you teach this lesson?2. What, if anything, would you have students do differently?3. What surprised you?4. What have you learned about teaching or learning that you will use in the future?5. What did you observe at this school that was the same or different from your school site?6. What can you adapt/adopt to use at your school or classroom?	