

**Recommendation for Change of Accreditation Status for
High Tech High District Internship Program
July 2010**

Overview of this Report

This agenda item presents a report on the responses of High Tech High to the stipulations noted in their May 2009 Site Visit. The item includes a recommendation for a change in High Tech High's accreditation status.

Staff Recommendation

Staff recommends that the COA change the accreditation decision for High Tech High from *Accreditation with Stipulations* to *Accreditation*.

Background

In May 2009, a site visit team recommended that the COA grant Accreditation with Stipulations to High Tech High.

The findings that led to the stipulations were identified in the report as follows:

The institution is generally effective in preparing educators in its general operations apart from the identified areas of concern. The team identified concerns about the lack of coordination between High Tech High communities and a post-secondary institution or other outside institution which could be evidenced by an advisory board and/or participation of their faculty in the HTH intern program. Similarly, there was no evidence that HTH had a fully functioning advisory board. The team found that HTH instructional personnel do not reflect the diverse HTH school community culturally or ethnically, nor could the team find evidence of a recruitment plan for expanding that diversity. Similarly, the team was unable to find evidence that HTH had a process in place to encourage and support applicants from diverse populations into its internship program. During the visit, the team could find no evidence that candidates had opportunities to participate in fieldwork in settings other than HTH community or to observe classrooms in hard-to-staff and/or underperforming schools. The team could find no evidence that intern teachers were exposed to the hands-on use of reading diagnosis instruments or provided opportunities to use assessments for individualized content-based reading instruction for the purposes of monitoring student progress.

Based upon the findings, six stipulations were noted. Unit and program leadership at High Tech High submitted responses to each of the five stipulations that describe what they've done to remedy each issue. Evidence was submitted and staff reviewed the evidence and sought additional information to clarify the response to the first stipulation. Following an exchange of e-mails and a phone call, staff was able to confirm the information.

The stipulations and responses to the stipulations are as follows:

1. *High Tech High provides evidence of a recruitment plan for attracting ethnically and culturally diverse instructional personnel.*

2. *High Tech High provides evidence of a process for encouraging and supporting applicants from diverse populations. (Note: this stipulation pertains to applicants for internships.)*
3. *High Tech High provides evidence that candidates are afforded opportunities to participate in fieldwork in settings other than the HTH community.*
4. *High Tech High provides evidence that the HTH single subject intern program establishes collaborative partnerships with other education institutions.*
5. *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.”*
6. *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.”*

Information provided by High Tech High related to the Stipulations:

High Tech High is making appropriate efforts to increase the ethnic and cultural diversity of its instructional personnel and its candidates:

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

HTH is convening a study group to discuss instructional personnel for the District Intern program for the 2011-2012 school year. A goal for this team is to discuss how HTH can attract and employ a diverse instructional team to work with Interns. An important requirement for our instructional staff is that they hold jobs in schools and work with the day to day complexities of teaching and learning. Our team includes HTH teachers, educational specialists, administrators who were teachers at HTH, Directors (principals), and guest instructors from the San Diego Unified School District, the Desert Mountain SELPA, and the San Diego County Office of Education. Interns visit other school settings including schools in other states, in large city settings, and in low socio-economic settings. We are building relationships with schools in Israel, Canada, Africa, and Mexico. This will afford an even broader exchange of diverse ideas between HTH Interns and other experienced educators from around the world.

Additional information was provided that clarifies why the above response describes activities that will occur next year to impact the 2011-12 school year:

...HTH didn't do any of those things this last year because we only added one additional instructor: a Ph.D. Candidate who teaches Kindergarten at one of our schools.

We will implement the following in the coming years as our program continues to grow:

- *Advertise openings in national education journals*
- *Do outreach with past participants in HTH Institute and Residency events from states beyond California.*
- *Work with our contacts from Thomas Jefferson International University in Mexico City*
- *Recruit from historically-black institutions*
- *Recruit at professional educator associations conferences for specific ethnic groups*
- *Post on the Teach for America alumni website*

A phone conversation with Alison Ohle, Chief of Staff, clarified that HTH did not need additional instructional personnel for the 2010-11 years and, consequently, did not initiate active recruitment for faculty.

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

HTH encouraged applicants from diverse populations to apply for job openings by increasing the number and types of venues through which we advertised open teaching positions for the 2010-2011 school year. HTH advertised open 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.*
- ◇ *Craig's List*
- ◇ *EdJoin*
- ◇ *Educationdegree.com*
- ◇ *San Diego County Office of Education online Job Fair*
- ◇ *Carne y Sando and Associates Job Fair (San Francisco)*
- ◇ *HTH hosted a Charter School Job Fair involving over 30 local Charter schools.*

For the 2010-2011 school year, we received 1200 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. We anticipate filling 40 to 50 positions in the 2011 school year.

HTH Teaching Staff Ethnic portrait based on the HTH PAIF report for 2010:

Ethnicity	HTH Teaching Staff N=202
American Indian	5
Asian Indian	3
Black or African	8
Chinese	3
Chinese White	1
Filipino	6
Filipino White	1
Guamanian	2
Japanese	3
Korea	1
Other Asian	1
Other Pacific	1
Vietnamese	1
White	166

High Tech High Candidates are provided opportunities to participate in or observe in settings other than the HTH community:

That HTH provides evidence that candidates are afforded opportunities to participate in fieldwork in settings other than the HTH community.

HTH Interns observed teaching in the eight HTH schools, Explorer Elementary, HTH, HTH Middle, HTH Media Arts, HTH Media Arts Middle, HTH International, HTH Chula Vista, and HTH North County. In addition, Interns had the opportunity to travel to many other school settings to visit innovative schools.

California Schools

Gompers Charter, San Diego
 Lincoln High School, San Diego
 San Diego High School
 The DaVinci School Charter, Los Angeles
 The New City Charter School, Long Beach
 Partnership to Uplift Communities, Los Angeles

Outside CA Visits

Springfield Renaissance School and Innovations Charter Academy, Boston, MA
 Boston Arts Academy, Boston, MA
 King Middle School, Portland, ME

In addition to site visits HTH Interns had the opportunity this year to attend coursework with Interns from other Charter schools that participated in the HTH District Intern program in 2009-2010. Having teachers from different Charter schools allowed the opportunity for HTH Interns to learn about different school settings and missions from a rural Tribal Charter, Health Sciences High (focused

on a health based professional curriculum), KIPP, and MACC, a high school that serves students who struggled in traditional settings. They had conversations with their peers about a wide range of solutions for instructional issues and gained insight into how other schools educate and support their students. Charter schools participating in the HTH Intern program included:

All Tribes Charter
Arroyo Paseo Charter
Gompers Charter
Health Sciences High Charter
High Tech Los Angeles
Innovations Charter
KIPP Adelante
MACC
Magnolia Science Charter
The Learning Choice Charter

For the 2010-2011 year, HTH will welcome EAcademy (an online charter school), Urban Discovery Charter, and EJE Academy Charter

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”.

In addition to participating in a cohort with teachers from a diverse assortment of schools throughout Southern California, candidates have observed in classrooms at Gompers Charter and Lincoln High School.

That HTH provides evidence that the HTH single subject intern program establishes collaborative partnerships with other education institutions.

HTH worked collaboratively with San Diego Unified during the 2009-2010 school year to establish a working partnership. SDUSD offered support to HTH by providing insights on how to prepare for and write to the new Education Specialist standards. As an outcome of the planning discussion, HTH will send its interns to attend the SDUSD Instruction in Reading course. SDUSD Interns will be invited to attend HTH's course on project based learning. HTH Interns and SDUSD Interns will have the opportunity to observe in each other's classrooms as part of their extended field experience.

In the current economic environment, SDUSD has determined that it will not offer Induction to new first year teachers. HTH is working with SDUSD (and the County Office of Education and other local BTSA programs) to provide an option for SS teachers to participate in the HTH Induction program. Having the opportunity to support SDUSD teachers in the HTH Induction program will open the door to sharing resources and ideas across a diverse new teacher cohort.

HTH supports Intern teachers from ten local Charter Schools and one school located in Los Angeles. In the 2010-2011 school year, HTH will offer its

program to at least three additional schools, EAcademy, Urban Discovery Charter, and EJE Academy Charter.

The HTH Intern Advisory Board membership is growing. Members include The University of San Diego, San Diego County Office of Education, South County BTSA program, San Diego Unified School District,

That HTH 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.”

HTH Interns will attend the SDUSD Reading course in the fall of 2010. HTH is developing its expertise in reading instruction and seeking to re-develop its approach to providing reading instruction knowledge and application to its Interns. We are also discussing the curriculum currently offered in our Reading and Writing Across the Curriculum course and will blend its content into the Methods course, offering support to our Interns on how to offer reading and writing earlier in the academic year. In addition HTH is adding a seminar on reading and writing to its summer Odyssey pre-service courses again, in attempt to provide more timely instruction on how to prepare for and implement reading and writing instruction. The internal HTH planning committee is also planning on emphasizing assessment as a strand throughout its main courses, Methods, Instruction for English Learners, and Reading and Writing Across the Curriculum.

HTH is planning for experts from the DMSELPA to provide specific training on assessments that can be used to support IEP development for students. In addition, we strongly believe that this specialized knowledge is knowledge that all our Interns and teachers should have. We are re-conceptualizing our course work to include a focus on a broader range of both formative and summative assessment strategies.

Staff Finding

After review of the documentation submitted by High Tech High and a series of e-mail communications and a phone call to resolve one issue, staff has concluded that the High Tech High has addressed all standards which were not found to be met during the 2009 accreditation site visit and provided evidence that it has responded to all stipulations. Therefore, staff recommends that the COA take action to change the accreditation decision for High Tech High from ***Accreditation with Stipulations*** to ***Accreditation***.