

Graduate School of
E D U C A T I O N

Preconditions Report

(Established by the CTC, adopted 2016)

Preliminary Multiple Subjects and Single Subject

Submitted by Faculty and Staff of the
High Tech High Graduate School of Education (GSE)
for the purposes of CTC Review for Initial Institutional Approval

**High Tech High Graduate School of Education
San Diego, CA**

January 12, 2018

The High Tech High Graduate School of Education (GSE) is dedicated to training high quality, diverse teacher candidates. The GSE provides context, principles, and policy procedures for Initial Institutional Approval based on the Preconditions below.

INITIAL PROGRAM PRECONDITIONS: The following two preconditions apply only when an institution submits an initial program proposal.

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

The GSE is proposing an innovative program that offers candidates the opportunity to earn their M.Ed. in Teaching and Learning with a Preliminary Single or Multiple Subjects Teaching Credential. The program will situate teacher training within the 13 High Tech High K-12 clinical sites, where candidates can experience a 21st century context for teaching and learning with additional fieldwork experiences in partner district and charter school sites. The program will allow candidates to work and learn alongside students and veteran teachers as they build a theoretical and practical understanding of teaching and learning. The embedded teacher residency allows candidates to put theory to practice and hone their craft through inquiry, action and reflection.

The rationale for this program is aligned to the mission of the GSE which is “to develop reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, and rigorous learning environments for all students.” To achieve this mission, the GSE has outlined the following three strategic priorities:

- Strategic priority #1: The GSE models and promotes thoughtful and forward-thinking teaching and leadership both within and beyond its clinical sites. [Promote]
- Strategic priority #2: The GSE assists teachers, administrators and policy makers in their efforts to transform teaching and learning locally, nationally, and globally. [Assist]
- Strategic priority #3: The GSE is financially sustainable, with a secure future. [Sustain]

The development of the new program addresses the three GSE priorities by providing a pathway for new teachers to become highly qualified practitioners in the field while securing financial sustainability for the institution through the growth in enrollment.

High Tech High schools currently operate a District Intern credentialing program. Through analysis of the HTH District Intern credentialing program (referred to within as “LEA”), the GSE found that there is strong interest in the new program. The LEA program is unique in that candidates must be employed at either HTH or another P-12 public school within San Diego County. LEA candidates expressed their difficulty in finding qualifying employment for enrollment into the program. Through interviews with HTH credentialing leadership and current LEA candidates, the GSE determined that the development of an alternative program where candidates did not need to be employed and could earn their credential and M.Ed. simultaneously would be favorable. The LEA staff stated that they receive hundreds of inquiries each year regarding their program and voiced support of the proposed program where employment is not required.

The GSE convened a focus group that included school leaders from local San Diego public and charter schools and GSE Advisory Board members. School CEOs, principals, and directors from Design39Campus, Ideate High Academy, Innovations Academy, Museum School, Thrive Public Schools, and Vista Innovation and Design Academy participated and provided insight into the employment prospects of potential graduates in the field of teaching. The group discussed levels of program interest from their vantage points and proposed key design elements for the new program to attract a range of candidates and support them in teaching in diverse school settings beyond High Tech High. Of particular perceived value was the ability for new teachers to be embedded in a student-centered, constructivist learning environment, such as High Tech High, which focuses on equitable outcomes for all students. Local school administrators documented their support for the teacher preparation program and interest in hiring prepared candidates in a letter of support. See [Appendix: School Admin Support Letters](#)

In addition to convening the focus group, the GSE conducted a market analysis of local M.Ed. and preliminary credential program offerings at San Diego State University, University of California San Diego, Point Loma Nazarene University, California State University San Marcos, and National University. The GSE also looked at two nationally recognized institutions: University of California Berkeley and Columbia University. To develop a competitive program design, the GSE compared cost, academic coursework (e.i. mode, length, part-time option, class offerings), student teaching structure and option to pursue a graduate degree. See [Appendix: Market Analysis](#)

The new program will also help to address the impending teacher shortage in California. The California Teacher's Association and the Learning Policy Institute have raised the concern of the teacher shortage progressing to a true crisis in the state of California within the next 10 years. The GSE strives to address this need through the development of the teacher preparation program in order to provide a pathway to recruit, train, and retain highly qualified teachers in California. The GSE anticipates enrolling 25 students for the Single and Multiple Subject Credential Program during the first year of operation (anticipated date: 2018-2019). The GSE has projected enrolling 40 in the second year (2019-2020) and up to 50 teachers in the third year of operation (2020-2021).

(2) Practitioners' Participation in Program Design

To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

The GSE conducted several meetings to elicit practitioner participation in the design and development of the new program's educational goals and philosophical orientation. GSE and HTH credentialing leadership, GSE Faculty, HTH Directors, credentialing candidates enrolled in the District Intern program (referred to as "LEA"), and Advisory Board members participated in these meetings. The Advisory Board is comprised of thoughtful leaders and educators with unique expertise relevant to teacher and school leadership. Members include professors from local universities, leaders and teachers in K-12 schools, and both current HTH GSE students and alumni. See [Appendix: GSE Advisory Board](#)

The Program Design Committee, which included Janie Griswold, Julie Holmes, Hayley Murugesan and Kelly Wilson, serving as chair, sought feedback on the development and design from multiple outside sources. Both HTH and partner school credentialing candidates in the LEA District Intern program and Advisory Board members participated in a roundtable discussion and dilemma consultancy protocol focused on the following overarching topics: program structures/supports, proposed syllabi, course sequence, and program progression as a one year program with the option to complete M.Ed. during the second year. Current credentialing students offered their feedback and critique to curriculum and conceptual design questions. See [Appendix: Credential-M.Ed. Design Concepts](#)

The Program Design committee sought practitioner faculty participation in the development of the course curriculum based on the Teaching Performance Expectations. Participants discussed

the habits, knowledge and dispositions needed by effective teachers, such as differentiating lesson planning for diverse learners and using positive discipline and restorative practices for classroom management. From this, the group described the learning experiences that can contribute to developing these habits and dispositions, such as, exposing students to multiple school models, building a culture of reflection, and providing opportunities for candidates to co-teach earlier and more often than traditional student teaching models. Practitioner faculty members from each of the GSE program areas signed an acknowledgement of this process to confirm approval.

See [Appendix: Faculty Support](#)

See [Appendix: Focus Group Agenda](#)

GENERAL PRECONDITION # 9

(9) Faculty and Instructional Personnel Participation

All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

The faculty of the GSE, referred to as “practitioner faculty,” are drawn from a variety of P-12 learning environments. The GSE maintains a high standard for filling practitioner faculty positions, and selects candidates who represent and support diversity and excellence. The practitioner faculty serve as a model of progressive practice related to teaching, learning and bridging the worlds of theory and practice.

GSE practitioner faculty conduct scholarly research, share their work with academic and professional audiences, participate in P-12 education, and support innovative practices in the larger education community. In addition to teaching courses, GSE practitioner faculty will serve as fieldwork supervisors to 2-3 candidates throughout the program. See [Practitioner Faculty Job Description](#)

The GSE seeks to maintain an effective partnership between K-12 public schools and practitioner faculty members. In order to stay connected and relevant in meeting the needs of diverse P-12 students, each GSE practitioner faculty member who regularly teaches one or more courses in the GSE educator preparation program will actively participate in public schools and classrooms at least once every three academic years. Every three years GSE practitioner faculty submit a verification of their P-12 participation and updated curriculum vitae to the GSE Program Director. See [Verification of P-12 Participation form](#)

PROGRAM SPECIFIC PRECONDITIONS:

General Education Preliminary Multiple and Single Subject (# 1-7)

(1) Limitation on Program Length

The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3). Clarification of Program Precondition 5-Individually Prescribed Courses. Program Precondition 1 does not apply to additional courses that are required if a candidate is unable to meet the Commission's standards of candidate competence and performance by completing the regular professional preparation program.

The GSE teacher preparation program is structured as a two-year program of study as a combined M.Ed. in Teaching and Learning with Preliminary Credential program. The program will offer candidates the opportunity to earn their California Preliminary Single or Multiple Subjects Teaching Credential through advanced, postgraduate coursework and clinical practice/fieldwork experiences during their first year and then persist onto their second year of study to earn the M.Ed. in Teaching and Learning.

Year 1 of the program will be delivered as a full-time model with candidates actively engaged in coursework while completing their student teaching residency experience. At the conclusion of the first year, successful candidates will receive their Preliminary Single or Multiple Subjects teaching credential (30 units). The teacher preparation coursework, including student teaching, is designed as a one-year full-time program of study.

Year 2 of the program is delivered as a part-time model, allowing candidates to pursue employment in the field after obtaining their Preliminary Credential. Candidates that are not able to secure employment following the first year may continue in the program as a full-time student with an embedded teacher residency placement in one of the 13 HTH schools, which will include co-teaching with a veteran teacher. At the conclusion of the second year, successful candidates will earn their M.Ed. in Teaching and Learning to complement the Preliminary Teaching Credential (39 units total).

(2) Limitation on Student Teaching Prerequisites

No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. Reference: Education Code Section 44320 (a). Clarification of Program Precondition 6- Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Candidates will be required to complete two summer courses prior to their student teaching placement (4.5 units total). Upon successful completion of the two prerequisite courses, candidates will begin a full academic year of an immersed clinical experience and student teaching within one of the 13 High Tech High schools. This immersive residency model allows candidates the opportunity to benefit from early, supervised, field experiences while concurrently completing coursework. Additionally, candidates will be required to complete 100 hours of fieldwork experience in a local K-12 public school setting outside of the High Tech High Charter Organization. See [Appendix: Course Descriptions](#)

(3) English Language Skills.

In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

The GSE teacher preparation program will require that candidates demonstrate knowledge of alternative methods of developing English language skills (including reading) among all pupils (including those for whom English is a second language) in accordance with the Commission's standards. Embedded throughout the coursework are specific instructional strategies to support candidates in monitoring, supporting, and assessing language development.

The courses below introduce teacher candidates to the theory, strategies and practice of understanding to meet the unique needs of students who are developing English language skills as well as developing English learners (ELs). Instruction related to English learners, including reading and literacy skills, will be taught throughout three 12-week Methodology courses (Teaching and Learning I, II and III).

Specific English learners (EL) instructional strategies such as, but not limited to: explicit use of vocabulary/grammar structures, peer interaction/conversation, writing supports, and graphic organizers are reinforced throughout three 6-week courses. See [Appendix: Course Descriptions](#)

Candidates will receive weekly coaching and support from their cooperating teacher on supporting English learners (ELs) in their student teaching placement. Upon program completion, teacher candidates earn their CA Preliminary Credential with an embedded English Learner authorization.

(4) Undergraduate Student Enrollment

Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a)

Not applicable.

(5) Program Admission.

The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- *The candidate provides evidence of having passed the appropriate subject matter examination(s).*
 - *The candidate provides evidence of having attempted the appropriate subject matter examinations(s).*
 - *The candidate provides evidence of registration for the next scheduled examination.*
 - *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.*
 - *The candidate provides evidence of continuous progress toward meeting the subject matter requirement.*
 - *The candidate provides evidence of enrollment in an organized subject matter examination preparation program.*
-

During the admissions process, the GSE credential analyst will assess each candidate's standing in relation to subject matter preparation. The program will admit only those candidates who provide evidence of having registered, attempted or passed the appropriate subject matter

examination(s) or appropriate subject matter preparation program and meet all other admission requirements. Once admitted, candidates must provide passing subject matter scores or official transcripts verifying completion of appropriate subject matter preparation program by August 1st of the first year. Program admission requirements, forms and application instructions will be hosted on the GSE website which prospective candidates can access through an online portal.

GSE Application Requirements (Due February 1st)

1. Cover letter stating interest in applying to the HTH GSE
2. Application form
3. Professional resume
4. Letter of recommendation from a teacher, administrator, or someone who can evaluate your ability to work with children and/or adolescents
5. Letter of recommendation from an employer or other individual who can evaluate your work experience and other personal characteristics
6. Statement of purpose that addresses the following questions:
 - What are your reasons for choosing education as a career?*
 - What is your experience in working with students from diverse backgrounds and other related experience?*
 - What are your long-term goals in the field of education?*
 - How do you hope to pursue the above through this program?*
7. Official Transcripts of Baccalaureate from an approved accredited institution
8. Livescan Fingerprint Clearance (FBI and DOJ) or valid Certificate of Clearance
9. Completion of the Basic Skills Requirement
10. Demonstration of knowledge of the principles and provisions of the United States Constitution
11. Proof of negative TB test
12. Proof of CPR (infant, child and adult)
13. Subject Matter Competence (candidates must meet one of the following criteria):
 - Passage of subtests for the appropriate CSET exam
 - Register or attempt the appropriate CSET exam*
 - Completion of a Commission approved subject matter preparation program by August 1st
 - Evidence of enrollment in an organized subject matter examination preparation program*

**Once admitted, candidates must provide passing CSET scores by August 1st of the first year.*

(6) Subject Matter Proficiency.

The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a

TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- *For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.*
 - *For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission approved subject matter preparation program prior to beginning solo (i.e., student) teaching.*
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Prior to assuming student teaching responsibilities, candidates must meet the subject matter requirement. Candidates for a Multiple Subjects or Single Subject teaching credential demonstrate competency in the following ways:

1. Multiple Subjects Candidates:
 - a. By examination: Pass the Commission-approved Multiple Subjects subject-matter examination; or
 - b. By program: Complete a Commission-approved Elementary subject matter program.
2. Single Subject Candidates:
 - a. By examination: Pass appropriate Commission-approved Single Subject subject matter examination in Art, English, Mathematics including Foundational-Level Mathematics, Music, Social Science or Science including Foundational-level General Science; or
 - b. By program: Complete a Commission-approved Single Subject subject matter program in Art, English, Mathematics including Foundational-Level Mathematics, Music, Social Science or Science including Foundational-level General Science.

(7) Completion of Requirements.

A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- ◆ *Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution*

- ◆ *Completion of Basic Skills Requirement*
- ◆ *Completion of an accredited professional preparation program*
- ◆ *Completion of the subject matter requirement*
- ◆ *Demonstration of knowledge of the principles and provisions of the Constitution of the United States*
- ◆ *Passage of the Teaching Performance Assessment*
- ◆ *Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).*

Prior to recommending a candidate for a Preliminary Multiple or Single Subject credential, the GSE Program Director and Credential Analyst will verify that the candidate has met all legal requirements for the credential being sought, including but not limited to:

- Completion of subject matter requirement
- Passage of the Teaching Performance Assessment (edTPA)
- Passage of the Reading Instruction Competence Assessment (RICA) for Multiple Subject candidates
- Successfully pass all required coursework
- Completion of all Fieldwork requirements (600+ hours):
 - A. Meet weekly with assigned cooperating teacher and document ongoing fieldwork
 - B. Successful completion of student teaching
 - C. Participate in four observations per term; total of 12 per school year, including debrief with GSE fieldwork supervisor
 - D. Complete 100 hours of fieldwork experience in a local K-12 public school setting outside of the High Tech High Charter Organization
 - E. Submit a digital e-portfolio of culminating signature assignment from each course, weekly cooperating teacher meeting notes/observations and GSE fieldwork supervisor observations
- Participate in a Presentation of Learning (POL) with panel of instructors, peers, fieldwork supervisor and cooperating teacher
- Participate with cooperating teacher and fieldwork supervisor in development of an Individual Development Plan, which the GSE refers to as “Personal Learning Plan” (PLP), to bridge professional strengths and growth goals from the preliminary program to Induction program. See [Appendix: Personal Learning Plan](#)
- Participate in program evaluation(s)
- Program fee paid in full



February 21, 2017

Dear Commission on Teacher Credentialing:

We are expressing our intent to hire credentialed teachers during the foreseeable future. The need for teachers in our charter school is great and we will look to the Preliminary Teacher Credentialing program at the High Tech High Graduate School of Education to produce highly qualified candidates.

Currently our school has four employees with four credentialed teachers. We operate as a school that teaches students rich content through Design Thinking rooted on Project Based Learning. Our innovative approach to education inspires students to be creative, analytic thinkers who can collaborate to solve real world problems.

We have worked with High Tech High and the Graduate School of Education in a variety of contexts. The Education Specialist at my school has gone through the credentialing process. Personally, I graduated from the High Tech High Graduate School of Education in 2014 with an emphasis on School Leadership. I valued the courses, the instruction, and the interactions with my cohort much more than when I went through my first Master's Degree in Education Program at George Mason University in Virginia. The balance between theory and "putting work to practice" has been valuable to my development as an educator.

Sincerely,

A handwritten signature in black ink, appearing to read "CW", with a long horizontal line extending to the right.

Chris Wakefield
Director of Ideate High Academy
cwakefield@ideatehighacademy.com

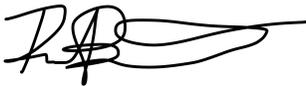
Dear Commission on Teacher Credentialing:

We are expressing our intent to hire credentialed teachers during the foreseeable future. The need for teachers in our district is great and we will look to the Preliminary Teacher Credentialing program at the High Tech High Graduate School of Education to produce highly qualified candidates.

The Museum School is a tuition-free, public charter school that serves students from all over San Diego in Kindergarten through 8th grade. While learning to read, write, do mathematics and science, “learning to learn” is our capstone skill, supported by our “Community Goals” of becoming responsible citizens, productive workers, creative healthy individuals, problem solvers and self-directed learners. The Museum School’s curriculum seeks to go beyond the basics by teaching kids how to learn and opening opportunities to understand why they are learning. Project based departments and enriching classes such as art, music, sewing, movement, and media arts are part of the regular curriculum. Currently our school has 34 employees with 13 credentialed teachers.

We have worked with High Tech High and the Graduate School of Education in a variety of successful contexts. We have had two of our staff gain their credentials through the program and currently have one 2nd year intern, as well a first-year Special Education intern. The program has provided our interns and mentors with a rigorous and collaborative process that has benefitted all parties, including, of course, our students. As a current mentor, I have been able to experience the program first hand and truly value the learning process and the quality of experience that comes with it.

Sincerely,



Phil Beaumont
Executive Director, Museum School

March 22, 2017

Re: HTH Graduate School of Education

Dear Commission on Teacher Credentialing:

We are expressing our intent to hire credentialed teachers during the foreseeable future. The need for teachers in our district is great and we will look to the Preliminary Teacher Credentialing program at the High Tech High Graduate School of Education to produce highly qualified candidates.

Currently our school has 60 employees with 40 credentialed teachers. We operate as a State Authorized Charter School and serve 500 students across 3 campuses. As we grow to double the number of students we serve, having highly qualified teachers is imperative.

We have worked with High Tech High and the Graduate School of Education in a variety of contexts to help us meet our mission. HTH is an important partner in us assuring that our teachers have the training and certification needed to support our leaders. They have also provided our staff with essential professional development. Lastly, they are important thought partners in the struggle to make sure that more students are college prepared and career inspired.

Should you have any further questions, please don't hesitate to contact me.

Sincerely,



Dr. Nicole Assisi
Chief Executive Officer
Thrive Public School

San Diego State University

College of Education- School of Teacher Education

CA Preliminary Multiple & Single Subjects Teaching Credential Programs

http://go.sdsu.edu/education/ste/programs_credential_overview.aspx

Cost	Mode	Length	Part-time Option	Class Offerings	Student Teaching	Grad Degree Option
8,000 (4,000 per semester)	Onsite	One year	Yes	Evenings	Concurrent with Coursework	No
Other notes/ interesting design ideas	<p>Students are grouped into cohorts (blocks) of 25-30 for the majority of their courses. Student teaching occurs simultaneous to university instruction.</p> <p>Description of Fieldwork: In the first semester, Teacher-Candidates tutor English Language Learners for one period in a middle or high school classroom for five hours a week for twelve weeks. In the second semester, Teacher-Candidates student teach in a middle school setting for one period per day, plus one period of prep/observing/conferring. In the third semester, Teacher-Candidates student teach in a high school setting for two periods per day, plus one period of prep/observing/conferring.</p>					

University of California, San Diego

Department of Education Studies

<http://eds.ucsd.edu/graduate/med-teachingcredential/>

Cost	Mode	Length	Part-time Option	Class Offerings	Student Teaching	Grad Degree Option
Multiple 18,840 Single 25,620	Onsite	Multiple 10 mos Single 13 mos	Unknown	Day & Evening	Practicum throughout program	Yes
Other notes/ interesting design ideas	Admissions Checklist					

Point Loma Nazarene University
Graduate & Professional Studies

Master of Arts in Teaching with Multiple or Single Subjects Teaching Credential
<http://gps.pointloma.edu/ma-teaching/program-overview#singlecourses>

Cost	Mode	Length	Part-time Option	Class Offerings	Student Teaching	Grad Degree Option
Approx. 26,060 (610 per unit)	Hybrid	18-24 mos	Unknown	Evenings	After coursework	Yes
Other notes/ interesting design ideas	<p>Phase 1 : credential (23-29 units of coursework and 10 units of clinical practice); Phase 2: MAT completion (13 units); Note: don't have to continue to get MAT</p> <p>Combination of face-to-face and distance learning. In-class meetings are from 4:30 - 9 p.m., one night per week for a period of 8 weeks. Note: there are two different student teaching placements for Clinical Practice I and Clinical Practice II</p>					

National University

Sanford College of Education
 Preliminary Multiple or Single Subjects Teaching Credentials
<http://www.nu.edu/OurPrograms/SchoolOfEducation/TeacherEducation.html>

Cost	Mode	Length	Part-time Option	Class Offerings	Student Teaching	Grad Degree Option
26,208 Cred 7,488 M.eD	Online & Onsite	1.5 years	Yes	Evening & Saturday	After coursework	Yes
Other notes/ interesting design ideas	<p>One class per month format, year-round enrollment. 18 weeks of student teaching in two different settings.</p>					

California State University, San Marcos

College of Education, Health & Human Services (CEHHS)- School of Education

<http://www.csusm.edu/soe/credential/index.html>

Cost	Mode	Length	Part-time Option	Class Offerings	Student teaching	Grad Degree Option
8,000 (4,000 per semester)	Onsite	One year	Yes	Unknown	Each semester consists of 8wks instruction, 8wks clinical practice	No
Other notes/ interesting design ideas						

University of California, Berkeley

Graduate School of Education

<https://gse.berkeley.edu/where-theory-meets-practice>

Cost	Mode	Length	Part-time Option	Class Offerings	Student teaching	Grad Degree Option
34,000 Total	Onsite	Two year	No	Day & Evening	begin	Must pursue
Other notes/ interesting design ideas	<p>DTE program is a 15-month, full time program beginning each year in June. DTE integrates diverse field experiences with challenging coursework to foster reflective and critical professional efficacy.</p> <p>□ Additionally, DTE students: □ have field experiences in four different phases: first and second summer fieldwork takes place at our Arts and Academic Language Summer School in Oakland Unified School District, with more extended student teaching in local elementary school classrooms in the fall and spring semesters. □ are placed in a variety of school settings reflecting the diversity of the San Francisco Bay Area, with an emphasis on placements in urban contexts.</p> <p>□ often work with DTE graduates as cooperating teachers and field supervisors.</p>					

Columbia University

Teachers College

Professional Certification in Elementary and Secondary Education

<http://www.tc.columbia.edu/curriculum-and-teaching/ct-programs/>

Cost	Mode	Length	Part-time Option	Class Offerings	Student teaching	Grad Degree Option
46,528 Total (\$1,454 per point)	Onsite	One year	Yes	Day & Evening	First Semester	Must pursue
Other notes/ interesting design ideas	- 50 hours of fieldwork during fall semester practicum - 10-15 hours of classroom time per week (October-April) for masters project. All students have already completed student teaching, or its equivalent.					



GSE Advisory Board

2017

The Advisory Board is comprised of thoughtful leaders and educators with unique expertise relevant to teacher and school leadership. Members include professors from local universities, leaders and teachers in K-12 schools, and both current HTH GSE students and alumni. Board members serve in an advisory capacity, providing feedback on program design and vision, critiquing and benchmarking student work, and ensuring that GSE programs serve the needs of K-12 schools and the profession.

Ron Berger

Expeditionary Learning
Amherst, MA

Alan J. Daly, Ph.D.

Chair, Education Studies,
University of California, San Diego

Francisco Escobedo, Ed.D.

Superintendent, Chula Vista Elementary
School District

Kathleen Gallagher

Principal, Fred Baker Elementary School
San Diego Unified School District

Nicole Hinostro

Director, High Tech Middle
San Diego, CA

Ken Kay

CEO, Ed Leader 21

Heather Lattimer, Ed. D.

Associate Professor, School of Leadership &
Education Sciences
University of San Diego

Carol Leighty, Ed.D

Educational Leadership Coordinator and
Director of the Mission Valley Regional
Center
Point Loma Nazarene University

Jim May

Chief Schools Officer
New Tech Network

Bob Ogle

Principal, Pacific Ridge School
Carlsbad, CA

Gia Truong

Envision Education
Oakland, CA

Elliot Washor

Co-Director, Big Picture Learning
San Diego, CA



Preliminary Teaching Credential (Student Teaching Program) & M.Ed. in Teaching and Learning

**October 5, 2016
4 - 5:30 pm @ HTH Forum**

IDEAS FOR PROGRAM DESIGN

Preliminary Teaching Credential in first year

- **Student Teaching:** Embedded in one of our 13 schools, there for entire school day (including faculty meetings)? Also wondering if for 1-2 weeks they should have an Immersion Experience at another school?
- **1st year: classes meet two evenings per week** (New Teacher Odyssey in August, six 6 week core classes meet one evening per week, Teaching & Learning sequence (i.e. methods and support for TPA) meet another evening every week, Teaching Fieldwork completely independently with support of cooperating teacher)

Option to complete M.Ed. in Teaching & Learning in second year (ideally while employed, but can do a second year of student teaching in our schools if needed)

- **2nd year: classes meet one evening per week** (Inquiry into Practice sequence to support completion of the Master's Project using improvement research methodology)

DESIGN CONSIDERATIONS/QUESTIONS

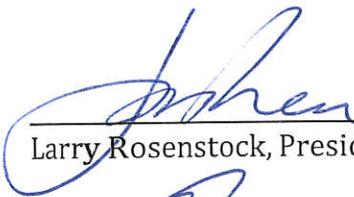
- In what ways can we be innovative and take advantage of our embeddedness?
- What does an ideal student teaching experience look like? How is it supported through coursework?
- How might the program design reflect our core values? (e.g. deeper learning, equity, student voice, relationships, etc.)
- How might the program design support students in developing the habits/knowledge/skills/dispositions of effective new teachers?

Strategy Decision:

<p>LEA: District Intern Program AND Preliminary Credential Student Teaching Program (based off Apprentice Teacher program)</p>	<p>IHE: University Internship Program AND Preliminary Credential Student Teaching Program</p>	<p>LEA: District Intern Program IHE: Preliminary Credential Student Teaching Program</p>
<p>Pros:</p> <ul style="list-style-type: none"> ● One set of reporting for accreditation ● Already approved by CTC to offer MS, SS and ES Prelim credentials (would just need to get program approved) ● Apprentice Teaching program model would be best fit for Prelim program. <p>Cons:</p> <ul style="list-style-type: none"> ● Financial aid available? ● Can GSE transfer in credits and count them towards an M.Ed.? 	<p>Pros:</p> <ul style="list-style-type: none"> ● One set of reporting for accreditation ● No need to transfer graduate credits in from LEA supported program <p>Cons</p> <ul style="list-style-type: none"> ● Need to get GSE approved to offer programs and then get program approved ● Would take time to fold current District Intern Program into GSE ● Loss of funding possible through LEA? 	<p>Pros:</p> <ul style="list-style-type: none"> ● Does not require extra work to transfer District Intern Program to IHE ● Both LEA and IHE would be authorized to run programs <p>Cons</p> <ul style="list-style-type: none"> ● Two sets of reporting for accreditation ● Timeline for GSE initial institutional approval could take up to one year. ● Can GSE transfer in credits and count them towards an M.Ed. (for current interns)?



The GSE leadership team, faculty and staff have discussed, reviewed, and approved the design of the proposed new degree program, M.Ed. in Teaching and Learning. The degree program curriculum map and assessment plan have been reviewed and approved by a representation of leadership and faculty members across the programs of the GSE.

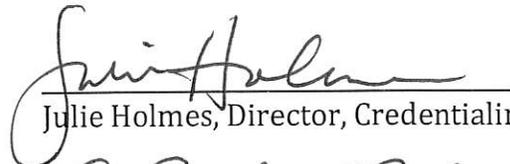

Larry Rosenstock, President


Kay McElrath, Chief Financial Officer


Ben Daley, Academic Dean

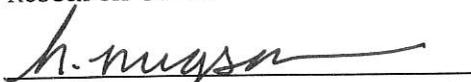

Kelly Wilson, Administrative Dean


Stacey Caillier, Director, Research Center


Julie Holmes, Director, Credentialing Operations

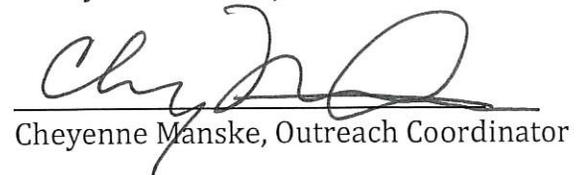

Daisy Sharrock, Education Research Specialist,
Research Center


Charity Noles, Credential Analyst


Hayley Murugesan, Director, Student Affairs


Randy Scherer, Project Director


Melissa Daniels, M.Ed. Practitioner Faculty


Cheyenne Manske, Outreach Coordinator


Janie Griswold, Director, New Teacher
Development



Advisory Board/Focus Group Meeting

Agenda, 10/4/16

Norms:

- Share the air
- Be kind, helpful and specific
- Hard on the content, soft on the person
- Embrace the spirit of “yes, and...”

2:00 - 2:30 Designing for *Habits/Knowledge/Skills/Dispositions...*

Journal (6 min)

- **Learning Outcomes:** What habits/knowledge/skills/dispositions should new teachers possess that earn a Preliminary Teaching Credential through the GSE?
- **Design & Assessment:** What learning experiences might foster this growth? How might we know graduates have achieved the learning goals of those experiences?

Gallery Walk (8 min)

Discussion (10 min)

- What do you notice?
- What do you wonder?
- What themes emerged?

2:30 - 3:30 Design Workshop

1. **Overview (3 min)** - The presenter shares ideas for version 1.0 of the Preliminary Teaching Credential Program (w/option to earn an M.Ed. in Teaching & Learning in the second year).
2. **Questions (10 min)** - Participants ask the presenter both clarifying & probing questions.
3. **Design Work (20 min)** - Participants break into small design teams and share ideas for version 2.0 of the program.
4. **Share Out (10 min)** - Design teams share out their ideas to the larger group.
5. **Discussion (10 min)** - The presenter leads a discussion of the ideas presented~
 - What excites you?
 - What raises questions?



Job Posting ~ GSE Practitioner Faculty

GSE & Program Overview

The HTH Graduate School of Education (GSE) —*the nation's first graduate school situated entirely within a K-12 learning community*—prepares reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments. The GSE is committed to providing learning experiences that are personalized, authentic, and transformative. GSE students learn by doing and have ample opportunities to explore the intersection of theory and practice and reflect on their own learning. Students take courses while engaging daily in the real world of effective, innovative schools.

Job Description - Practitioner Faculty

Practitioner faculty are course instructors with distinguished professional expertise and achievements. They are responsible for crafting learning experiences for credentialing candidates that support the development of a philosophy of education that promotes the development of equitable learning environments in both theory and practice. Practitioner faculty bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory and student development to their instruction.

Responsibilities include:

- Teach a GSE class (six or 12 weeks)
- Serve as fieldwork supervisor (2-3 candidates)
- Design personalized, student-centered approaches to learning
- Support adult learners in reflecting on practice and meeting the needs of all students
- Use authentic approaches to assessment to analyze student learning and guide instruction
- Implement culturally responsive pedagogy in P-12 settings
- Design innovative coursework with a focus on both equity and deeper learning
- Engage in cycles of improvement driven by data
- Participate in course planning, faculty meetings, and the annual Student & Faculty design retreat
- Appreciate and understand the cultural and linguistic diversity of students
- Strong content knowledge
- Knowledge of and respect for diverse family structures, cultures, and communities
- Provide needed documentation for WASC and/or CTC reports

Qualifications:

- a. Master's degree or higher
- b. California teaching credential or equivalent out of state teaching license
- c. Appropriate teaching or administrative experience in a public, P-12 environment within the last three years
- d. Experience teaching in a post-secondary setting and/or supporting adult learners (preferred)

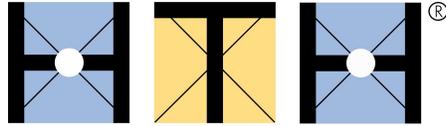
How to apply:

Submit the following materials to gse-info@hightechhigh.org:



1. Curriculum Vitae
2. Reference letters (2)
3. Statement that addresses the following (1-2 pages):
 - Vision for graduate education and developing teachers for K-12 schools
 - Artifacts (1-2) that speak to your philosophy of education (e.g. article, syllabus, course evaluation, student work, etc.) and why

The HTH GSE is an equal opportunity employer. It is the policy of GSE to afford equal employment and advancement opportunity to all qualified individuals without regard to race, religious creed (which includes religious dress and grooming practices), color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state or local laws, ordinances, or regulations.



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GSE COURSE DESCRIPTIONS

Specifically related to EL and coursework prior to student teaching

Foundations of ELD

6 weeks/1.5 units

Summer Term (completed prior to Student Teaching placement)

The English Learner Development Preservice Course introduces candidates to the theory, strategies and practice of understanding, planning and meeting the unique needs of English Learners in a Project Based Learning environment. Through six facilitated modules, candidates will explore the social, emotional, and instructional needs that define the growing English Learner population in the United States. Candidates will learn about relevant theory and practice that support English Learner development and provide access to the core academic curriculum. Candidates will understand the historic and cultural issues that may impact student learning. Readings and video content will address issues of equity, history, political decisions, linguistic development, functions and forms of language, diagnostic, formative and summative assessment, classroom design, SDAIE strategies, and project based learning design.

Essential Questions:

- *How can teachers create learning environments that value the range of cultural contexts and family experiences that students bring to school, their needs and challenges, the assets they contribute?*
- *How can teachers employ range of pedagogical methods and assessments to support English language development in a project based classroom?*

New Teacher Odyssey

7 days/3 units

Summer Term (completed prior to Student Teaching placement)

During New Teacher Odyssey, candidates explore equitable classroom structures and strategies. They participate in a 2-day immersive project “slice,” in which they experience a project from the perspective of a learner. Candidates learn specific structures for planning and implementing equitable projects and learning experiences. Candidates design a project, submit that project for tuning by colleagues, and present that project and a reflection on the Odyssey experience at a culminating presentation of learning.

Essential Questions:

- *How can teachers design and implement projects and learning experiences that promote equity?*
- *How can teachers create learning environments that promote equity?*

Inclusive Classrooms

6 weeks/1.5 units

Fall Term

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access to the curriculum for diverse learners in heterogeneous classrooms, including English Learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. Special attention is paid to working and consulting with colleagues in these areas.

Essential Questions:

- *What is Neurodiversity and how does embracing neurodiversity as a concept impact your ability to create an inclusive classroom?*
- *How can teachers employ strategies that allow them to design curricular opportunities that provide access, choice, and challenge to all learners?*

Equity and Diversity

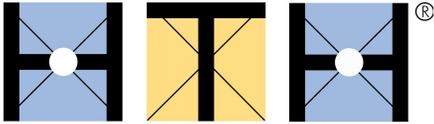
6 weeks/1.5 units

Spring Term

In this course, candidates explore the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds as well as the background experiences, values, and languages of diverse student groups. They discuss and apply structural and pedagogical approaches that provide both access and challenge for diverse learners. In particular, the course will focus on how teacher and student expectations affect student achievement, for better or worse. Each participant will generate a final product describing concrete steps taken to address the essential questions for the course, and reflecting on the intersections between one’s own emerging identity, student diversity and school culture.

Essential Questions:

- *How can teachers draw upon an understanding of diversity to make classrooms, and teaching practices more equitable?*
- *How can teachers work collaboratively to create equitable learning environments?*



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Bridge to Induction - Personal Learning Plan 2018/19

Before exiting the GSE Preliminary preparation program, collaborate with your cooperating teacher on the following Personal Learning Plan (PLP). This plan allows you to reflect and identify areas of strength and growth in your teaching practice as you transition into a Clear Induction program.

Individual EdTPA Score Profile by Rubric: NAME																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	19	20	21

Please reference your score profile above. Identify three areas for growth based on your edTPA results. If you scored a **1 or 2**, use those areas and write ideas for your improvement plan.

Rubric #	Rubric Title:
Improvement Plan:	
Rubric #	Rubric Title:
Improvement Plan:	
Rubric #	Rubric Title:
Improvement Plan:	

Based on what you learned about your teaching during the program, what aspect of teaching do you want to work on during Induction? What are you curious about?

Teacher Competencies: Check off 5-8 areas of Strength & Growth → Strength = I have significantly improved in this area → Growth = I would like more support in this area	Strength	Growth	N/A
1. Encourage a culture of mutual respect and equitable practice			
2. Design formal and informal assessments that measure student progress			
3. Implement backward design to align lessons, activities, and assessments			
4. Create relevant and authentic/personalized learning experiences			
5. Provide opportunities for student engagement through "Voice and Choice"			
6. Differentiate instruction based on feedback, needs, and learning levels			
7. Scaffold instructional activities that facilitate engaging and appropriate learning opportunities			
8. Communicate effectively with students and families about classroom activities and student progress			
9. Provide timely feedback & collaborate with faculty to offer specialized support			
10. Facilitate and design effective group work			
11. Implement Project-Based Learning techniques and strategies			
12. Support students' social, emotional, and behavior learning needs			
13. Set high academic achievement expectations			
14. Knowledge of student cognitive development and various learning styles			
15. Engaging and Supporting All Students in Learning (TPE 1)			
16. Creating and Maintaining Effective Environments for Student Learning (TPE 2)			
17. Understanding and Organizing Subject Matter for Student Learning (TPE 3)			
18. Planning Instruction & Designing Learning Experiences for All Students (TPE 4)			
19. Assessing Student Learning (TPE 5)			
20. Developing as a Professional Educator (TPE 6)			

TEACHER SIGNATURE: _____ DATE: _____

COOPERATING TEACHER SIGNATURE: _____ DATE: _____



VERIFICATION OF P-12 EDUCATOR PARTICIPATION

All practitioner faculty who teach one or more courses for the GSE educator preparation program shall actively participate in the public school system. This form must be submitted every three years as a verification of participation/service in a CA public school setting.

To complete this form: Describe your participation in P-12 settings over the past three years by completing Part I and/or II of this form. Return your signed form, along with your updated curriculum vitae, to the GSE Program Director.

NAME OF PRACTITIONER FACULTY: _____ **DATE SUBMITTED:** _____

PART I: TO BE COMPLETED BY AUTHORIZED SCHOOL OFFICIAL

If employed as a full/part-time teacher, administrator or other school staff, an authorized school official (Business Office or HR representative) must complete and verify via signature below.

Name of P-12 School	Position Title	Employed From: (mm/dd/yyyy)	Employed Through: (mm/dd/yyyy)	Number of Days Worked
Description of work/duties:				
I CERTIFY UNDER PENALTY OF PERJURY THAT THE AFOREMENTIONED EMPLOYMENT/EXPERIENCE INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.				
Signature of Authorized School Official:			Date:	

~ or ~

PART II: SELF-VERIFICATION

Describe participation in P-12 public school setting(s).

Name of P-12 School	Role & Grade Level	From: (mm/dd/yyyy)	Through: (mm/dd/yyyy)	Number of Days Participated
Description of activities:				
MY SIGNATURE BELOW VERIFIES THE INFORMATION I HAVE PROVIDED IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.				
Practitioner Faculty Signature:			Date:	