



California Common Standards

Preliminary Credential Program Multiple Subjects and Single Subject

Submitted by Faculty and Staff of the
High Tech High Graduate School of Education (GSE)
San Diego, CA

November 17, 2017

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

COMMON STANDARD 1: Institutional Infrastructure to Support Educator Preparation	Narrative	Evidence
<p><i>Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</i></p> <p><i>1a) The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.</i></p>	<p>The GSE mission and vision is consistent with California’s adopted state standards and frameworks for TK-12 students (see Appendix A). The proposed teacher preparation program design is grounded in a research-based framework to prepare teachers with instructional strategies and supports to develop innovative, authentic, and rigorous learning environments for all students (see Appendix B). 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.”</p> <p>The GSE is proposing a teacher preparation 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 HTH K-12 clinical sites, where candidates can experience a 21st century context for teaching and learning (Kay & Greenhill, 2013; Trilling & Fadel, 2009), with fieldwork experiences in partner district and charter school sites. Candidates learn to help their students develop deeper learning skills (Huberman, Bitter, Anthony, & O’Day, 2014).</p>	<p>A) Mission & Vision</p> <p>B) GSE Research Based Vision for Teaching & Learning and Teacher Preparation</p> <p>C) GSE Sequence of Coursework</p> <p>D) WASC Accreditation Letter</p> <p>E) Board Letter of Support</p>

	<p>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 (Abdal-Haqq, 1998; Darling-Hammond & Bransford, 2007; Holmes Group, 1986) allows candidates to put theory to practice and hone their craft through inquiry, action and reflection.</p> <p>During the first year, candidates complete a series of courses while participating in a year-long fieldwork placement to support their clinical practice (see Appendix C). At the conclusion of the first year, successful candidates will receive their Preliminary Single or Multiple Subjects teaching credential. As candidates persist to the second year, coursework will be delivered in a part-time model, allowing candidates to pursue employment in the field after obtaining their Preliminary Credential. At the conclusion of the second year, successful candidates will earn their M.Ed. in Teaching and Learning to complement the Preliminary Teaching Credential, which has been approved by WASC (see Appendix D) and approved by the GSE Board of Directors (see Appendix E).</p>	
<p><i>1b) The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</i></p>	<p>The GSE is deeply committed to supporting its educator preparation programs. GSE faculty and staff actively participate in program design and development (see Appendix F). Data is regularly reviewed and shared with stakeholders through faculty meetings, advisory board meetings, and an annual student and faculty design retreat (see Appendices G-J). Through each of these meetings, stakeholders analyze and interpret program data</p>	<p>F) Faculty Support Letter</p> <p>G) GSE Program Outreach & Stakeholders</p> <p>H) Advisory Board Agenda</p>

	and identify improvement goals or change ideas.	<p>I) Faculty Meeting Agenda</p> <p>J) Annual Student & Faculty Design Retreat Agenda</p>
<p><i>1c) The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</i></p>	<p>GSE faculty and staff regularly collaborate with their K-12 partnerships. GSE leadership attend weekly HTH School Director meetings and monthly professional development sessions. The GSE is a presence and a collaborator with K-12 administrators and teaching faculty at their partner sites through advisory board meetings and focus groups (see Appendix K). The GSE strives to inform all stakeholders of needs, data trends, and information regarding its programs, and has received letters of support from local administrators regarding the program design and draft student teaching MOU (see Appendices L & M).</p>	<p>K) Focus Group/Advisory Board Meeting</p> <p>L) Letters of Support from Local Administrators</p> <p>M) Student Teaching MOU</p>
<p><i>1d) The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.</i></p>	<p>The GSE supports the creation of a credentialing program and allocates sufficient resources to enable the programs to fulfill its responsibilities to the preliminary credential candidates (see Appendix N). GSE funds and allocates appropriate staff to successfully support, administer and evaluate all programs (see Appendix O). The GSE is utilizing its existing operational infrastructure, that includes support for admissions, advisement, and curriculum development, to provide resources for the proposed credentialing program.</p>	<p>N) GSE Preliminary Program Operation Plan</p> <p>O) Proposed Operational Budget</p>
<p><i>1e) The Unit Leadership has the authority and institutional support</i></p>	<p>While the GSE Board of Directors has ultimate authority and responsibility over the GSE, the Program Director has the</p>	<p>P) GSE Org Chart</p>

<p><i>required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</i></p>	<p>support of GSE leadership in all decisions related to the teacher preparation program including determinations for staff and practitioner faculty appointment, facilitators, candidates, cooperating teachers and general management (see Appendix P). The Program Director is responsible for all administrative and academic elements of the credentialing programs with support and oversight by the Administrative Dean (see Appendix Q).</p>	<p>Q) GSE Roles & Responsibilities</p>
<p><i>If) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</i></p>	<p>The GSE recruits and selects its practitioner faculty, fieldwork supervisors (site-based supervisors) and cooperating teachers (support) to reflect the diversity of the populations across California (see Appendix R). Faculty are selected through a competitive application process, which consistently follows clearly defined criteria and procedures (see Appendix S). Cooperating teachers and practitioner faculty are required to demonstrate their commitment to enriching candidates' appreciation and understanding of the cultural and linguistic diversity of K-12 students across schools in California (see Appendix Q).</p> <p>In order to continually improve upon recruitment, support, and retention of excellent and diverse faculty, the GSE has developed the following goals and processes:</p> <p># 1: Recruit and retain diverse and excellent practitioner faculty through posting open positions (see recruitment plan), Director (principal) recommendation, program candidate feedback, and observations by program leadership</p> <p># 2: Collaborate with practitioner faculty through pre-course</p>	<p>R) GSE Recruitment Plan</p> <p>S) GSE Faculty and Staff Handbook 2018-19</p> <ul style="list-style-type: none"> ● Section 4: Faculty (pgs. 5-6) ● Section 5: Faculty Hiring (pgs. 7-8) ● Section 6: Faculty Evaluation & Support (pgs. 9-14) <p>Q) GSE Roles & Responsibilities</p> <p>U) Course Evaluation Survey</p>

	<p>meetings between instructors and program leadership to construct course design, syllabi, and assessment plan (one month in advance of course)</p> <p># 3: Support practitioner faculty through course observations and debriefs (ongoing)</p> <p># 4: Engage with practitioner faculty through post-course meetings between instructors and program leadership to examine course evaluations and student work to determine course strengths and areas for improvement (within two weeks of course completion) (see Appendix U)</p>	
<p><i>1g) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of</i></p>	<p>The GSE actively recruits a diverse and excellent group of practitioner faculty, fieldwork supervisors (site-based supervisors), and cooperating teachers (support). GSE faculty are identified by the Program Director in conjunction with the Administrative Dean. GSE faculty are experienced teachers or administrators who meet clearly defined qualifications and expectations (see Appendix Q). GSE faculty often share their work with academic and professional audiences, support innovative practice in the larger education community and are encouraged to participate in scholarly research (see Appendix S).</p>	<p>S) GSE Faculty and Staff Handbook 2018-19</p> <ul style="list-style-type: none"> ● Section 4: Faculty (pgs. 5-6) ● Section 5: Faculty Hiring (pgs. 7-8) ● Section 6: Faculty Evaluation & Support (pgs. 9-14) <p>Q) GSE Roles & Responsibilities</p>

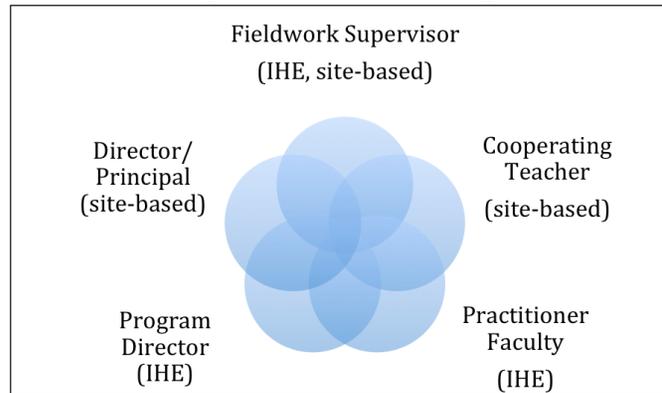
<p><i>effective professional practices in teaching and learning, scholarship, and service.</i></p>		
<p><i>1h) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</i></p>	<p>Prior to recommending a candidate for a credential, the GSE Program Director and Credential Analyst will verify that the candidate has met all legal requirements for the credential being sought (see Appendix V). Only the Credential Analyst or other institutional authorized designee employed by the GSE will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of the GSE (see Appendix S).</p>	<p>V) Preliminary Credential Checklist</p> <p>S) GSE Faculty and Staff Handbook 2018-19</p> <ul style="list-style-type: none"> • Section 10.2.3 (p. 22)
<p>COMMON STANDARD 2: Candidate Recruitment and Support</p>	<p>Narrative</p>	<p>Evidence</p>
<p><i>Candidates are recruited and supported in all educator preparation programs to ensure their success.</i></p> <p><i>2a) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</i></p>	<p>Recruiting and retaining top quality candidates is a priority for the GSE. The GSE uses multiple measures to assess academic achievement and the professional potential of each candidate (see Appendix X). Admission criteria and procedures are clearly defined and described on the GSE website and in the application packet (see Appendix Y). In addition to the website, catalog and admission material, information regarding the GSE proposed program will also be made available through GSE information nights (held online and in-person), video chat through Google Hangout or Skype, and email notifications (using MailChimp and listserv systems) (see Appendix Z). GSE</p>	<p>X) Admission Criteria & Procedures</p> <p>Y) GSE Website</p> <p>Z) GSE Student Handbook & Catalog 2018-19</p>

	<p>staff are available to meet with candidates by phone or individual appointment. International students are not eligible to apply for the Preliminary Credential Program at this time. The GSE has drafted a GSE Student Handbook and Enrollment agreement for use in the program (Appendices Z & AA).</p>	<p>AA) Draft Enrollment Agreement</p>
<p><i>2b) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</i></p>	<p>The GSE, located in San Diego, is just 22 miles from the US/Mexico border in the second most populated county in California. Recruiting and retaining candidates from underrepresented groups is a priority for the GSE program. The GSE is committed to a recruitment plan that will continually recruit candidates that will diversify the educator pool in California. The GSE will work with local undergraduate institutions, such as, Cal State San Marcos and San Diego State University to participate in recruitment fairs and reach a diverse pool of potential candidates. The GSE has an outreach and recruitment plan for establishing relationships with local and national equity focused organizations to increase the recruitment of diverse candidates (see Appendix R).</p> <p>In order to support and promote successful entry into the program, and ultimately the teaching profession, GSE staff provide the following structures for ongoing support: 1:1 cooperating teacher (support)/mentor; knowledgeable practitioner faculty; fieldwork supervisor; and staff assistance regarding their academic, professional, and personal development. The GSE aspires to cultivate educators from underrepresented groups and foster a sense of belonging through advising and making connections that help them build a</p>	<p>R) GSE Recruitment Plan</p>

	network of support through colleagues and informal mentors.	
<i>2c) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</i>	Each program (SS/MS) offers comprehensive advice and assistance to all teacher candidates. The student handbook and fieldwork handbook, hosted online, are also distributed and reviewed with all candidates at Orientation (Appendices Z & BB). The student handbook outlines program policies, procedures, expectations as well as information on GSE Roles & Responsibilities (see Appendix Q). Additionally, the credential analyst will enroll each candidate into the GSE online Student Information System (SIS), Orbund, and their specific program of study. Once enrolled, the candidate will have access to their specific SS/MS coursework, fieldwork requirements, and the standards and deadlines for tracking their progress in the program.	Z) GSE Student Handbook & Catalog 2018-19 (p. 69) BB) Candidate Fieldwork Handbook Q) GSE Roles & Responsibilities
<i>2d) Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</i>	The GSE has set clear competency requirements based on each program of study and a process to support candidates who need additional assistance. Candidate support and advisement is coordinated by the fieldwork supervisor. In addition to 12 formal classroom observations (see Appendix II), the fieldwork supervisor meets with each of their candidates three times over the year to review progress towards program and credential completion, using the Preliminary Credential Checklist, CA Teaching Performance Expectations (TPEs) aligned Candidate Evaluation Form and Interim Assessment documents for terms 1, 2, and 3 (see Appendices V, DD-FF & GG). If a candidate is not meeting program requirements, the fieldwork supervisor (in collaboration with candidate and program director), will draft	V) Preliminary Credential Checklist DD) Interim Assessment, Term 1 EE) Interim Assessment, Term 2 FF) Interim Assessment, Term 3 GG) Candidate Evaluation Form (end of term) HH) GSE Academic Contract

an academic contract to outline actions the candidate must take to achieve program requirements (see Appendix HH).

The GSE systematically provides support to all candidates in development and demonstration of the competencies identified by the CA Teaching Performance Expectations (TPEs) through both coursework and clinical practice. The network of support for candidates is comprised of the following roles:



Additional candidate support may be initiated by the candidate, any member of the support network or by an unsatisfactory academic progress review. The fieldwork supervisor may employ either formal or informal support or interventions to assist the candidate. An informal approach to candidate support may include first conducting an empathy interview and then brainstorming additional interventions needed to support assignment completion, development of teaching practice and progress towards credential requirements. Formal candidate support is outlined in the GSE Student Handbook and Catalog

[II\) GSE Fieldwork Observation Form](#)

[Z\) GSE Student Handbook & Catalog 2018-19](#)

[JJ\) Personal Learning Plan](#)

	<p>and is documented in a GSE Academic Contract (see Appendix Z). This contract must articulate clear actions and deadlines for the candidate to accomplish to remain in good academic standing and directly pertain to the knowledge, skills and abilities required of successful educators.</p> <p>Additionally, Personal Learning Plans (otherwise known as an Individual Learning Plan) support candidates with setting ongoing goals to guide professional development, addressing learning needs and curriculum modifications that would allow for additional assistance to meet competencies (see Appendix JJ).</p> <p>The credential analyst monitors candidate progress within the Student Information System (SIS) to ensure that candidates are on track to meet program requirements and expectations.</p>	
<p>COMMON STANDARD 3: Course of Study, Fieldwork and Clinical Practice</p>	<p>Narrative</p>	<p>Evidence</p>
<p><i>3a) The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</i></p>	<p>Coursework is carefully sequenced to follow a logical progression as candidates gain experience, competence, and confidence and build new learning upon prior learning (see Appendix C). The intent of each program of study is to provide candidates with extensive opportunities to observe, acquire, and utilize important pedagogical knowledge, skills, and abilities, subsequently transforming the major ideas and emphases developed in their courses into action in their teaching. The</p>	<p>C) GSE Sequence of Coursework</p> <p>BB) Candidate Fieldwork Handbook</p> <p>LL) Gradual Release Model</p>

	<p>progression of coursework is designed so that pedagogical assignments and tasks are increasingly complex and challenging and align with the expectations of the Teaching Performance Expectations (TPEs) and state-adopted content standards.</p> <p>The GSE utilizes an immersion “teacher residency” model where candidates are fully integrated into their school environment four days a week. In the summer, candidates will begin the program with an online English Learner course which is followed by a seven day course called New Teacher Odyssey. During the Odyssey, candidates will explore how to create a positive and equitable classroom culture which provides access and challenge to all learners. Candidates are then supported in designing the first week of school and a project that can be implemented in the fall alongside their cooperating teacher. Candidates fold into the eight days of back-to-school professional development offered by their school site and begin working closely with their subject-specific cooperating teacher and preparing for the start of school.</p> <p>As the first day of school begins, candidates will be embedded in their student teaching classrooms four days a week with coursework twice a week on designated Tuesday and Thursday nights. The program is designed with a constructivist, experiential approach, as it is important for candidates to learn by not only observing, but also doing, and to play an important role in the classroom from the very beginning. Each month teaching expectations will increase as candidates take more responsibility for co-teaching or serving as lead teacher. Over</p>	<p>MM) Teaching & Learning II: Subject-Specific Methods</p>
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	<p>the course of the program, participating teachers will serve as lead teacher for a total of 54 days and acquire over 600+ hours of student teaching experience (see Appendix LL).</p> <p>The GSE gradual release of teaching responsibility includes monthly co-teaching experiences in the fall term and periodic take over time periods where the candidate serves as the lead or co-teacher. Candidates are also expected to join faculty meetings, support lunch supervision and take on other reasonable responsibilities of teachers in the school in order to fully immerse themselves in the adult learning culture of the school and understand the various roles teachers play for the school community outside of their classroom (see Appendix BB).</p> <p>The cooperating teacher and fieldwork supervisor will align their support, coaching and feedback to the coursework in order to support candidates in integrating theory and practice and reflecting on their teaching fieldwork within the clinical sites. Candidates will explore various topics over the course of the year through the following courses: Foundations of English Language Development, Equity, Diversity & Design Principles, Design for Deeper Learning, Authentic Assessment, Inclusive Classrooms, Social Emotional Learning and Innovation, Design & Technology. Alongside these six week courses, there are three 12 week courses on Teaching & Learning that support candidates in developing a working knowledge of the P-12 student academic content standards and frameworks (Common Core State Standards and Next Generation Science Standards)</p>	
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	<p>and apply this knowledge of what students should know and be able to do as they plan lessons, differentiate instruction, and assess student learning (see Appendix MM for sample syllabus).</p>	
<p><i>3b) The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.</i></p>	<p>The GSE has designed a high-quality course of study grounded in the research-based vision that students learn by doing (Blumenfeld et al., 1991; Dewey, 1938; Dewey & Small, 1897), that students learn through social interactions (Barnes & Todd, 1977; Corden, 2001; Vygotsky, Hanfmann, Vakar, & Kozulin, 2012), and that while students may be motivated by extrinsic motivators, they are best activated by sources of intrinsic motivation (Knowles, 1980; Kohn, 1999; Pink, 2011). Each program (SS/MS) is designed to reinforce connections between coursework and fieldwork (see Appendix NN).</p> <p>Coursework design is grounded in the GSE research-based vision for teaching and learning which aims to foster teaching and deeper learning competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities within inclusive classrooms (see Appendix B & C). Coursework assignments and fieldwork provide multiple opportunities for candidates to learn, apply, and reflect on the Teaching Performance Expectations (TPEs). This approach allows candidates to work and learn alongside students and veteran teachers as they build a theoretical and practical understanding of teaching and learning. The curriculum for each course is focused on integrating theory and practice and includes both formative performance assessments</p>	<p>NN) TPE Coursework/Fieldwork Matrix</p> <p>B) GSE Research Based Vision for Teaching & Learning and Teacher Preparation</p> <p>C) GSE Sequence of Coursework</p> <p>LL) Gradual Release Model</p> <p>OO) Culminating “Put It To Practice” Assignments</p>

	<p>and a final summative signature assignment. Candidates are supported in developing as reflective practitioners through the design of these assessments, as well as through the coaching provided by their cooperating teacher and fieldwork supervisor.</p> <p>Put it to Practice (PITP) assignments ensure that coursework supports fieldwork experiences (see Appendix LL & NN). Each are aligned to specific TPA tasks and are designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. PITP feedback is provided within one week of assignment submittal. K-12 students are often invited as panel members within program coursework and offer feedback from the student perspective on teaching and learning. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.</p>	
<p><i>3c) The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.</i></p>	<p>The GSE has a consistent and clearly defined selection criteria and procedure for screening and selecting personnel and school sites (see Appendix Q). The Program Director meets monthly with the HTH school site directors (principals) to review and monitor participating candidates. Meetings are scheduled with partner school CEOs or directors as needed and they are invited to participate in the GSE Advisory Council held biannually. Informational meetings are scheduled as important policy changes impact the overall management or requirements of the programs.</p> <p>The GSE Program Director and fieldwork supervisors</p>	<p>Q) GSE Roles & Responsibilities</p> <p>PP) CT Application Form</p> <p>QQ) CT Handbook</p> <p>BB) Candidate Fieldwork Handbook</p>

	<p>(site-based supervisors) collaborate closely with school site administrators to annually select, train and support veteran teachers who will serve as cooperating teachers (see Appendices OO, PP & BB). The Program Director ensures that fieldwork supervisors and cooperating teachers are supplied with up-to-date program information. Weekly emails are provided to remind personnel, supervisors and directors of what candidates are working on each week.</p>	
<p><i>3d) Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</i></p>	<p>Each proposed program is designed to be a model of transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects the GSE's unique capacity—as a graduate school embedded in K-12 schools—to bridge the worlds of theory and practice, of scholarship and action. GSE research is grounded in the lived experiences of students, educators, schools, and communities.</p> <p>Aligned with the GSE research-based vision for teaching and learning, candidates will learn culturally responsive pedagogy, a student-centered approach that invites the cultural identities and sociopolitical contexts of <i>all</i> students in the classroom to drive curriculum design, instructional practices, classroom structures, and classroom policies (Aronson & Laughter, 2016; Brown, 2007; Hammond, 2014). The positive benefits of culturally responsive pedagogy have been shown to benefit student achievement, student engagement, racial identity development, and classroom behavior; in essence, its ability to increase opportunity and improve academic success for marginalized students (Brown, 2007; Gay, 2002; Ladson-Billings, 1992,</p>	<p>RR) Foundations of English Language Development Syllabus</p> <p>SS) Equity, Diversity & Design Principles Syllabus</p> <p>TT) Inclusive Classrooms Syllabus</p>

	<p>1995, 1998; Pewewardy & Hammer, 2003).</p> <p>Candidates will explore issues of equity, diversity and inclusion throughout the program through both coursework and clinical practice supported by their cooperating teacher and fieldwork supervisor. Before beginning their student teaching experience, candidates will take Foundations of English Language Development to build a deeper understanding of the needs of English Learners and teaching practices that support them, as well as how to leverage assets emerging bilingual students bring to the classroom. Candidates will learn how to create contextualized, meaningful situations for social language development, in addition to scaffolds that provide access for English Learners through research-based instructional approaches, including focused English Language Development and Specially Designed Academic Instruction in English (SDAIE) strategies (see Appendix RR for sample syllabus).</p> <p>In the Equity, Diversity & Design Principles course candidates will explore how various aspects of students’ identity impact classroom and school climate, including but not limited to culture, socioeconomic background, race, ethnicity, gender, gender identity, sexual orientation, parents’ education level and life experience. Candidates will learn how to create conditions in their classroom that support students in exploring their identity, understanding multiple perspectives, developing empathy and building respectful and trusting relationships with their peers. Through the course, candidates will also examine pedagogical approaches for designing equitable classrooms,</p>	
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	<p>such as culturally responsive pedagogy (Ladson-Billings, 1995), critical pedagogy (Freire, 2000; McLaren, 2003), complex instruction (Cohen & Lotan, 2014), and project-based approaches (Berger, 2003) that provide access and challenge to all learners (see Appendix SS for sample syllabus).</p> <p>Candidates also take a course on Inclusive Classrooms, which equips them to understand the strengths and needs of neurodiverse students. Throughout the course candidates will learn how to use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS), to support access to the curriculum for a wide range of learners within the general education classroom and environment. Candidates will learn when and how to employ a Student Study Team (SST) process, develop an Assessment of Lagging Skills and Unsolved Problems (ALSUP) and collaborate effectively with special education colleagues through lesson planning, the design and implementation of interventions, including accommodations and modifications, and co-teaching (see Appendix TT for a sample syllabus).</p>	
<p><i>3e) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</i></p>	<p>GSE candidates are supported by a qualified supervisory team of experienced teachers (see Appendix Q). The Program Director is responsible for hiring and training a supportive team of veteran teachers.</p> <ul style="list-style-type: none"> Fieldwork supervisors (site-based supervisors) provide intensive guidance, support, and collegial coaching to 2-3 candidates for the duration of the program (see 	<p>Q) GSE Roles & Responsibilities</p> <p>UU) GSE Fieldwork Supervisor Job Description</p> <p>WW) Fieldwork Supervisor</p>

	<p>Appendix WW). Fieldwork supervisors are certificated teachers with 5+ years of teaching and/or administrative experience in a P-12 public school (see Appendix UU). They bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory and student development to the candidate support network. They are responsible for guiding the student teaching gradual release model and monitoring progress towards program completion and mastery of the TPEs. Supervisors will conduct a formal observation and subsequent coaching conversation of each candidate four times each three month term, for a total of 12.</p> <ul style="list-style-type: none"> ● Practitioner faculty are responsible for serving as a resource to credentialing candidates. ● Cooperating teachers (support) serving the GSE program hold valid teaching credentials specifically related to their content area with a CLAD or English Language Authorization and have extensive experience working with special populations and English learners (see Appendix PP). Candidates are partnered with a cooperating teacher at their fieldwork site in a matching content area and serve as the candidate’s source of guidance and support on a daily basis. Cooperating teachers are critical to the success of the program and the candidate they support (see Appendix QQ). 	<p>Handbook</p> <p>QQ) CT Handbook</p> <p>PP) CT Application Form</p>
<p><i>3f) The process and criteria result in the selection of site-based</i></p>	<p>Fieldwork supervisors (site-based supervisors) are screened and selected through a competitive selection process. Once</p>	<p>PP) CT Application Form</p>

<p><i>supervisors who provide effective and knowledgeable support for candidates.</i></p>	<p>enrollment numbers are finalized, the GSE will post the fieldwork supervisor job description internally and on various websites such as EdJoin and Chronicle of Higher Education. Interested applicants submit their Curriculum Vitae, reference letters (2), and statement of interest/vision for developing new teachers. Applications are screened and selected by the GSE leadership team comprised of the Program Director, Dean, Practitioner Faculty (2), and GSE student representatives (2-3). Cooperating teachers (support) are recommended by school site administrators for their outstanding classroom performance, willingness to mentor beginning teachers, and that they meet all required criteria (see Appendices PP & UU).</p>	<p>UU) GSE Fieldwork Supervisor Job Description</p>
<p><i>3g) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>	<p>Fieldwork supervisors are trained in supervision, oriented, evaluated and recognized in a systematic manner by the GSE Program Director.</p> <p>Professional development for fieldwork supervisors (site-based supervisors) is designed to address the responsibilities, duties and policies for working and supervising candidates enrolled in the GSE program. The Fieldwork Supervisor handbook outlines the responsibilities of the supervisory role (see Appendix WW). The GSE will provide an initial orientation with on-going monthly support and training for both cooperating teachers and fieldwork supervisors. Both cooperating teachers and fieldwork supervisors will attend a ten hour orientation training in August before the start of the academic calendar year. In this training they will learn about the program design, expectations for candidates, expectations for cooperating teachers and fieldwork</p>	<p>WW) Fieldwork Supervisor Handbook</p> <p>XX) Fieldwork Supervisor Annual Review Form</p>

	<p>supervisors (site-based supervisors), the gradual release model (and its alignment to candidates' theoretical and pedagogical coursework) and best practices for classroom observations and coaching (see Appendix WW).</p> <p>During the months of September through May, GSE faculty will facilitate professional learning for both cooperating teachers and fieldwork supervisors (site-based supervisors) one day per month. During these professional development days, candidates will receive specialized training based on Aguilar's (2013) model of transformational coaching, the CA Teaching Performance Expectations (TPEs), learn about what candidates are currently working on in their course work, share bright spots in their candidate's progress and development, and support each other in dilemmas with their coaching work. It will also be an opportunity to engage cooperating teachers and fieldwork supervisors with the literature, analyze various coaching framework and practice and reflect on their coaching skills.</p> <p>Workshop topics and techniques include:</p> <ul style="list-style-type: none"> ➤ <i>learning-to-teach continuum;</i> ➤ <i>developmental progression of beginning teachers;</i> ➤ <i>effectiveness of observed teaching & learning;</i> ➤ <i>effective listening to understand;</i> ➤ <i>theory-practice relationships;</i> ➤ <i>collegial supervisory practices;</i> ➤ <i>edTPA policies and regulations;</i> ➤ <i>effective communication and coaching skills;</i> ➤ <i>formative assessment and coaching;</i> 	
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	<ul style="list-style-type: none"> ➤ <i>reflective practice;</i> ➤ <i>utilizing TPEs as a guide for coaching conversations;</i> ➤ <i>procedures to follow when a candidate encounters problems in teaching.</i> <p>Candidates complete a survey regarding the level of support from their cooperating teacher and fieldwork supervisor at the end of each term (fall, winter, spring). Cooperating teachers who are not fulfilling the obligations and expectations of the role are counseled, and if necessary, a candidate may be reassigned. As GSE faculty members, fieldwork supervisors meet annually with the Program Director for a performance review (see Appendix XX).</p>	
<p><i>3h) All programs effectively implement and evaluate fieldwork and clinical practice.</i></p>	<p>The student teaching fieldwork experience (i.e. clinical practice) is a full immersion “teacher residency” model where candidates are expected to be fully integrated into their school environment four days per week (see Appendix BB). The GSE developed a gradual release of responsibility from the cooperating teacher to the candidate outlining the implementation of candidate’s fieldwork experience (see Appendix LL).</p> <p>Program faculty, fieldwork supervisors (site-based supervisors), and cooperating teachers implement and evaluate fieldwork and clinical practice (see Appendix II).</p> <ul style="list-style-type: none"> ● Program faculty provide timely feedback on course assignments (weekly) and provide extensive written 	<p>LL) Gradual Release Model</p> <p>II) GSE Fieldwork Observation Form</p> <p>GG) Candidate Evaluation Form (end of term)</p> <p>BB) Candidate Fieldwork Handbook</p>

	<p>feedback on signature assignments at the completion of each course.</p> <ul style="list-style-type: none"> ● Fieldwork supervisors (site-based supervisors) provide feedback on teaching practice on a regular basis. Fieldwork supervisors observe candidates in their teaching fieldwork 12 times per year (4 observations per term) and provide feedback on candidate progress toward mastery of the TPEs using the GSE classroom observation form (see Appendices II & GG). Candidates also reflect on and self-assess their progress toward meeting the TPEs during observation debrief conversations with the fieldwork supervisor. ● Candidates are partnered with a cooperating teacher in their subject area and embedded within one of the 13 High Tech High clinical sites for four days per week, at least six hours per day, for the 36 weeks of the academic calendar year. Cooperating teachers provide feedback on teaching fieldwork on a regular basis. Cooperating teachers meet with candidates at least 2 hours per week to co-plan and reflect, including a minimum of 1-hour per week dedicated to discussing the candidate’s goals, progress, and next steps. Candidates keep a record of weekly meetings in a shared document that is accessible to Program Director, fieldwork supervisor, and cooperating teacher. Cooperating teachers conduct formal observations of their teaching candidate 6 times per year (2 observations per term) and provide feedback on candidate progress toward mastery of the TPEs using the classroom observation form. Candidates receive 	
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	<p>feedback from the cooperating teacher on their progress toward mastering specific TPEs at the conclusion of each term. In addition to participating in school faculty meeting, candidates will join collaborative meetings scheduled with inclusion specialists, grade-level/teaching team partners, etc., which often focus on curriculum planning and/or student support.</p> <p>Fieldwork experience is documented and evaluated through the Powerschool Learning Management System (LMS). The Powerschool LMS hosts all coursework, syllabi, assignments, attendance, fieldwork observation notes and course progress. There is a Fieldwork Course on the LMS where candidates submit their cooperating teacher weekly notes, fieldwork observation notes/debrief and track progress towards milestones on the fieldwork gradual release model.</p>	
<p><i>3i) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.</i></p>	<p>Candidates enrolled in each GSE program are offered extensive experience and exposure to K-12 public schools and a wide range of diverse student populations (see Appendix BB). The program situates teacher training within the 13 High Tech High (HTH) K-12 clinical sites. HTH’s foundation as an equity project in social class integration allows for candidates to be immersed in learning environments that are designed to provide access and challenge to all learners. The HTH schools are located on three campus sites spread across San Diego county, exhibiting the diversity of our community. Candidates will also complete 100 hours of fieldwork experiences in partner school clinical sites to cultivate a broader context for teaching and</p>	<p>BB) Candidate Fieldwork Handbook</p> <p>M) Student Teaching MOU</p> <p>AAA) Fieldwork Experience MOU</p>

	learning (Appendices M & AAA).	
COMMON STANDARD 4: Continuous Improvement	Narrative	Evidence
<p><i>4a) The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.</i></p> <ul style="list-style-type: none"> <i>• The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</i> <i>• Both the <u>unit</u> and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit</i> 	<p>The GSE is proposing a teacher preparation program based on the foundation of teacher reflection. In collaboration with the HTH Center for Research on Equity and Innovation, the GSE has developed a comprehensive and continuous improvement process plan to identify program and unit effectiveness (see Appendix BBB). The GSE systematically gathers, organizes and analyzes qualitative and quantitative data across programs as evidenced in the GSE Comprehensive Assessment Map and described in the GSE annotated list of data sources (see Appendices CCC & DDD). Evaluation data is thoughtfully used to improve the program annually and throughout the school year. Data is formally shared with the following configurations of stakeholders to identify areas of improvement:</p> <ul style="list-style-type: none"> • GSE Board Meetings (4x/year) • GSE Advisory Board (2x/year) • GSE Student & Faculty Design Retreat (1x/year) • GSE Staff meetings (1x/month) • GSE Expert Convenings (3x/year) <p>The Credential Analyst, under the supervision of the Director of Student Affairs, monitors candidate progress across the unit and its programs. Candidate progress is collected and systematically monitored through the Einstein Student Information System</p>	<p>BBB) GSE Improvement Process Plan</p> <p>CCC) GSE Comprehensive Assessment Map</p> <p>DDD) GSE Annotated List of Data Sources</p> <p>Z) GSE Student Handbook & Catalog 2018-19</p> <ul style="list-style-type: none"> • Table of Entrance Requirements (pgs. 36-38) <p>GG) Candidate Evaluation Form (end of term)</p>

<p><i>operations to improve programs and their services. The continuous improvement process includes multiple sources of data including: 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.</i></p>	<p>(SIS). Course attendance and grading, Signature Assignment rubrics, and observation forms are all housed within the candidate’s record in the SIS. The Director of Student Affairs, along with the Credential Analyst, ensure the data is being collected at the conclusion of each course. At the end of a term (fall, winter, spring), the Director of Student Affairs initiates an Academic Progress check to ensure all components of candidate progress are collected and reviewed to determine satisfactory completion.</p>	
<p>COMMON STANDARD 5: Program Impact</p>	<p>Narrative</p>	<p>Evidence</p>
<p><i>5a) The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</i></p>	<p>Multiple measures are used to assess candidates knowledge of CTC adopted competency requirements. Fieldwork supervisors (site-based supervisors) and cooperating teachers collaborate to ensure that candidates are effectively prepared. To transform into action the major ideas and emphases developed in coursework and fieldwork, all candidates complete an <i>Individual Development Plan (IDP)</i> . The intent of the IDP is for candidates to address their goals, strengths and areas of improvement as they transition out of the Preliminary program and into a Clear Induction program. The IDP is developed in conjunction with their fieldwork supervisor and cooperating teacher as they develop a plan for improvement that aligns to the Teaching Performance Expectations (TPEs). Cooperating teachers work with the fieldwork supervisors to assist the</p>	<p>EEE) Individual Development Plan V) Preliminary Credential Checklist GGG) Digital Portfolio GG) Candidate Evaluation Form (end of term)</p>

	<p>candidate in meeting these goals.</p> <p>In order to document and assess candidates on the demonstration of the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards, candidates create and submit a digital portfolio that displays their professional work and growth. Digital portfolios include: signature assignments, Put It To Practice (PITP) assignments, fieldwork supervisor and cooperating teacher observations notes. These artifacts demonstrate competency and mastery of the TPEs as a developing professional educator (see Appendix GGG).</p> <p>In order to successfully complete the GSE program and receive the GSE recommendation for a CA Preliminary credential, all candidates must successfully pass all coursework, credential requirements, fieldwork requirements, edTPA, and the RICA if needed for their program of study (see Appendix V).</p>	
<p><i>5b) The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</i></p>	<p>The GSE is dedicated to preparing high quality teachers. To do so effectively, measuring areas of improvement and growth is an effective tool to help increase the transparency and accountability of the program. In support of this vision, the program seeks to measure two overlapping areas of impact: Teacher and Program Impact.</p> <p>Teacher Impact To effectively assess candidate learning and competency across the unit and its programs, GSE reviews candidate progress in</p>	<p>II) GSE Fieldwork Observation Form</p> <p>J) Annual Student & Faculty Design Retreat Agenda</p> <p>GG) Candidate Evaluation Form (end of term)</p> <p>NN) TPE</p>

	<p>mastery of the six Teaching Performance Expectations (TPEs) (see Appendices II, GG & NN). The TPE elements are embedded throughout coursework and continuously supported by the fieldwork supervisor and cooperating teacher providing candidates multiple opportunities to learn, apply and reflect on each TPE (see Appendix II & NN). As teachers grow in their practice, growth in these areas is an effective tool and predictor of candidate success and subsequent student achievement.</p> <p>Further quantitative and qualitative studies include reviewing:</p> <ul style="list-style-type: none"> ● How candidates met and/or struggled with the Teaching Performance Expectations (TPEs) that are introduced, practiced and assessed in coursework and fieldwork (see Appendix NN); ● Candidate's' score on the Teaching Performance Assessment (edTPA model); ● Feedback from classroom observations; ● How many candidates completed the program; ● Candidate's final Presentation of Learning (POL) - End of the Year POL is a time in which candidates present their year long credential experience, document growth of their practice based on the TPEs, and share artifacts and examples of student work and instructional design. <p>Program Impact</p> <p>To effectively evaluate positive program impact, GSE faculty meet monthly to analyze information/data regarding the program's strengths, weaknesses, and feedback. The following questions help to frame how the GSE intends to measure</p>	<p>Coursework/Fieldwork Matrix</p> <p>CCC) GSE Comprehensive Assessment Map</p>
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	<p>positive impact:</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. <i>What is the overall quality of the GSE teacher preparation program?</i> 2. <i>What is the impact on the professional development of teacher preparedness, attitudes, and beliefs about teaching and learning?</i> 3. <i>What are the most effective course components?</i> 4. <i>How does participation in this program affect teacher perceptions of efficacy?</i> <p>At the end of each year, GSE staff use the evaluation data and feedback from candidates, practitioner faculty, and cooperating teachers to make program modifications and changes, such as: programmatic issues, program policies and procedures, and input on the effectiveness of the program rationale, goals, and objectives (see Appendices J & CCC).</p>	
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DRAFT Enrollment Agreement

High Tech High Graduate School of Education

2861 Womble Road, San Diego, CA 92106

Phone (619) 398-4902

gse.hightechhigh.org

Student Information

Full Name _____ Anticipated Graduation Date _____

Home Address _____ City _____ State _____ Zip _____

Phone _____ Email _____

Emergency Contact Name and Phone: _____

Gender _____ Birthdate ____/____/____ Ethnicity _____

Are you a US Citizen or Permanent Resident? Y/N If No, please indicate your Visa Type: _____

Program Requirements

The mission of the GSE 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. This shared vision is articulated in our Institutional Learning Outcomes to Practice Thoughtful Inquiry and Reflection, Design Engaging and Equitable Learning Environments, and Engage in Leadership for School Change, and the corresponding learning outcomes for each program. Through coursework, projects, practicum experiences, and inquiry, students demonstrate their expertise in these areas by successfully designing and implementing educational practices that embody them. These outcomes reflect standards set by the Interstate School Leaders Licensure Consortium (ISLLC) and the California Standards for the Teaching Profession.

M.Ed. in Teaching & Learning with Preliminary Credential:

Total Credit Units: TBD

Tuition & Fees

M.Ed. in Teaching & Learning with Preliminary Credential:

1st-year (Full-time) Teacher Preparation & Student Teaching	\$10,000
2 nd -year (Part-time) M.Ed	\$10,000

Fees:

Late Payment Fee	\$25
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Anticipated Credential Fees (not covered by tuition):

- | | |
|-----------------------------------------|-------------|
| • Fingerprinting | \$75 |
| • CBEST Exam | \$50-\$100 |
| • CSET Exam (will vary by content area) | \$200-\$400 |

- | | |
|-----------------------------------------------------|-------|
| ● Certificate of Clearance (CTC app fee) | \$50 |
| ● RICA Exam (Multiple Subjects only) | \$300 |
| ● CPR Training | \$25 |
| ● Activate Preliminary Credential (1st CTC app fee) | \$52 |

STUDENT’S RIGHT TO CANCEL

A student may cancel the enrollment agreement for school, without any penalty or obligations by the seventh business day after the first class meeting as described in the *Notice of Cancellation* form. Any notification of withdrawal must be made in writing.

Should a student choose to cancel, s/he must submit the form to the HTH Graduate School of Education at the following address: 2861 Womble Road, San Diego, CA 92106

CANCELLATION & REFUND POLICY*

After the end of the cancellation period, refunds will be awarded according to the schedule below:

- A student who withdraws from the GSE prior to the end of the seventh business day following the first day of class is eligible to receive a full refund of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the fourth week of classes is eligible to receive 75% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the sixth week of classes is eligible to receive 50% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the eighth week of classes is eligible to receive 25% of tuition and fees.
- Any student withdrawing from the GSE after the beginning of the ninth week of the semester will receive no reduction of his/her semester charges.
- Failure to attend class does not constitute official course drop/withdrawal.

If a student has received federal financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

TRANSFER OF CREDIT

The HTH Graduate School of Education will not accept credits from other institutions and students will not be awarded credits for prior experiential learning.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT GSE

The transferability of credits you earn at The High Tech High Graduate School of Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the M.Ed. you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the High Tech High Graduate School of Education to determine if your credits or M.Ed. will transfer.

LOANS

If a loan is obtained to pay for an educational program, you are responsible to repay the full amount of the loan plus interest, less the amount of any refund. If you are eligible for a loan by the federal or state government and you default on the loan, both of the following may occur:

1. The federal or state government or loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.

2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Any questions a student may have regarding this Enrollment Agreement that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Web site: www.bppe.ca.gov, Toll Free: (888) 370-7589, Fax: (916)263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589, or by completing a complaint form, which can be obtained on the bureau's website: www.bppe.ca.gov.

Prior to signing this enrollment agreement, you must be given a catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this agreement. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, and salaries or wages, and the most recent three-year cohort default rate, if applicable, prior to signing this agreement.

_____ (Initial) "I certify that I have received the catalog, School Performance Fact Sheet, and information regarding completion rates, placement rates, and salary or wage information included in the School Performance Fact Sheet, and have signed, initialed, and dated the information provided in the School Performance Fact Sheet."

GSE Student Acknowledgements

- I understand that the HTH GSE may terminate my enrollment if I fail to comply with attendance, academic or financial requirements. While enrolled, I understand that I must maintain Satisfactory Academic Progress as described in the student handbook and that my financial obligation to the GSE must be paid in full before a degree may be awarded. _____ (Initial)
- I understand that the institution does not guarantee job placement to graduates upon program completion or graduation. _____(Initial)
- I have carefully read this Enrollment Agreement _____ (Initial)
- I acknowledge that this is a legally binding agreement when signed by the student and accepted by the institution _____(Initial)
- I acknowledge that I have a right to request a copy of this agreement _____ (Initial)
- I acknowledge that I have been notified of the GSE Grievance Policy and Process _____ (Initial)

Credential Candidate Acknowledgements

- I understand official enrollment is contingent upon meeting the following: a) Basic Skills Requirement, b) Subject Matter Proficiency, c) Fingerprint Clearance, and d) TB Screening. _____ (Initial)
- I understand I may be removed from a Student Teaching Placement for competency issues, failure to comply with school rules or policies, or for any other reason deemed in the best interest of all parties. _____ (Initial)
- In addition to coursework, I understand I must pass a Teaching Performance Assessment (TPA) prior to being recommended for a Preliminary teaching credential. _____ (Initial)
- I understand successful completion of this program and verification of the following: a) Basic Skills Requirement, b) Subject Matter Proficiency, c) Fingerprint Clearance, d) TB Screening, e) CPR Certification, f) US Constitution, and g) For Multiple Subject Candidates Only: Reading Instruction Competency Assessment will

result in recommendation for a CA SB2042 Preliminary Teaching Credential, which is valid for five years.

_____ (Initial)

- I understand the CA Commission on Teacher Credentialing (CTC) requires preliminary credential holders to complete an approved induction program prior to issuance of a clear credential. _____ (Initial)

Period covered by the Enrollment Agreement: _____

Program Start Date: _____ Scheduled Completion Date: _____

Date by which the student must exercise his or her right to cancel, or withdraw: 09/06/2016 _____

I UNDERSTAND THAT I AM RESPONSIBLE FOR:

\$ _____ TOTAL CHARGES FOR THE CURRENT PERIOD OF ATTENDANCE (1/3 of tuition)

\$ _____ ESTIMATED TOTAL CHARGES FOR THE ENTIRE PROGRAM

\$ 0 TOTAL CHARGES THE STUDENT IS OBLIGATED TO PAY UPON ENROLLMENT

Contract Acceptance

I understand that this is a legally binding contract. My signature below certifies that I have read, understood, and agreed to my rights and responsibilities, and that the institution's cancellation and refund policies have been clearly explained to me.

Signature of Student _____

Date _____

Signature of Director _____

Date _____



**High Tech High Graduate School of Education
Fieldwork Experience Agreement with Cooperating School
Memorandum of Understanding (MOU) - 2018-19 Academic Year**

INTRODUCTION

High Tech High Graduate School of Education is a WASC accredited institution of higher education operating within San Diego County. The HTH GSE is also accredited by the Commission on Teacher Credentialing (CTC) to prepare new teachers (“Participating Teachers”) for a California Preliminary Single Subject or Multiple Subjects teaching credential.

PURPOSE

This agreement is intended to provide guidelines, policies, and procedures for the placement of GSE Participating Teachers in Fieldwork Experiences within a California public K-12 School.

AGREEMENT

The HTH Graduate School of Education (referred to herein as “GSE”) and Cooperating School (referred to herein as “School”) enter into this Memorandum of Understanding to support Participating Teachers in the HTH GSE Preliminary credential program.

Effective August 1, 2018, this MOU establishes a partnership between High Tech High Graduate School of Education and _____ Cooperating School, a California K-12 public school, pertaining to Fieldwork Experiences.

The GSE shall be represented in all matters relating to Fieldwork Experience by the Program Director and/or his/her appointed representative(s). The School shall be represented by the School Director (referred herein as the Director) and/or his/her representative(s).

RESPONSIBILITIES

Under the terms and conditions of the Memorandum of Understanding, the GSE agrees to:

1. Ensure that each Participating Teacher, prior to beginning their Fieldwork Experience, shall have undergone a successful Background Check and will hold a valid California Certificate of Clearance.

2. Ensure that Participating Teachers comply with all School rules, policies, procedures, and directives as provided to them.
3. Provide Participating Teachers with preservice instruction prior to being placed in a CA classroom.
 - a. New Teacher Odyssey & Core Values/Foundations Course: 7 full days of instruction focused on project-based and authentic learning methodologies with a focus on equity
 - b. English Learner Course: 45 hours of instruction specific to the needs of English learners
4. Over the course of the school year, provide a minimum of 144 hours of support, mentoring and supervision to each Participating Teacher including coaching, modeling, and demonstrating within classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies.
5. In addition to Cooperating Teachers, the GSE shall appoint a Faculty Supervisor for each Participating Teacher placed in Fieldwork Experience.

RESPONSIBILITIES

Under the terms and conditions of the Memorandum of Understanding, the Cooperating School agrees to:

- 1) Accept Participating Teacher Candidates for Fieldwork Experience; however, the School reserves the right to: a) decide upon agreeable times and durations, b) accept only the number of Participating Teachers deemed feasible, c) refuse acceptance, d) or provide written reasons for withdrawal.
- 2) Ensure Student Teacher Placements are with a Qualified Teacher who holds a California Clear credential with a CLAD certificate or an embedded English Learner authorization.
- 3) Advise Participating Teachers on school rules, policies, procedures, and directives.
- 4) Comply with all legal requirements of the American's With Disabilities Act as may apply.
- 5) Ensure that Participating Teacher's normal teaching load shall be the same as the Cooperating Teacher to which they are assigned. Other duties shall include, but are not limited to:
 - a) classroom observation,
 - b) classroom teaching,
 - c) development of unit and daily lesson plans,
 - d) diagnosis of student learning problems,
 - e) tutoring of students,
 - f) grading and recording of student assignments, and
 - g) assistance with record keeping.

- h) additional assignments outside the classroom may include, but are not limited to: lunch supervision, playground supervision, faculty meetings, I.E.P. meetings, staff Meetings and PD, and Student-Led (or Parent) Conferences, and Presentations of Learning (POL).
- 6) Teacher Candidates are required to follow the calendar of the School rather than the GSE Calendar.
- 7) Provide sufficient resources to Participating Teachers, including protected time during the school day for Cooperating Teacher to work with Participating Teacher.
- 8) Encourage Participating Teachers to attend staff meetings and professional development at the School site.
- 9) Subject to applicable laws, and in a manner consistent with the School's confidentiality requirements and policies, the School shall allow the Participating Teacher access to relevant information, documentation and reports.

REMOVAL FROM PLACEMENT

Either the School or the GSE may remove a Participating Teacher from a Fieldwork Experience for lack of competency, failure to comply with the School's rules or policies or GSE's rules or policies, or for any other reason where either party reasonably believes that it is not in the best interest of the Participating Teacher, or the students of the school to continue the placement. If the school requests the removal, they shall provide written reasons for the withdrawal to the GSE Program Director.

COMMUNICATION

One person from each organization serves as the official contact for that organization and coordinates the process of carrying out this MOU.

GSE Contact: TBA Credential Analyst

Partner Contact: _____

NON-DISCRIMINATION POLICY

The GSE and School actively follow a policy of nondiscrimination in 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. All GSE and School actions will be administered in a nondiscriminatory manner.

TERM

The term of this MOU is 12 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

AUTHORIZATION

School understands and agrees that the following Participating Teachers will be placed in Fieldwork Experience:

Participating Teacher

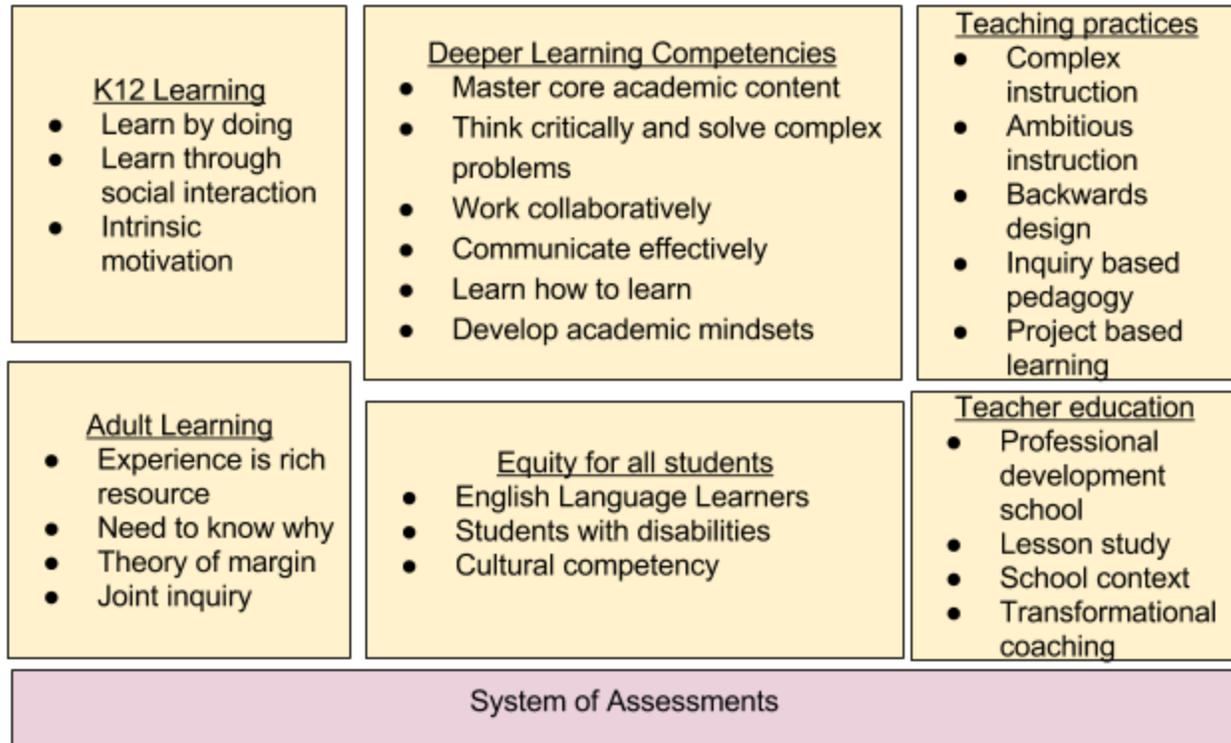
Start/End Date of Placement

1.	1.
2.	2.

The signing of this MOU is not a formal undertaking. It implies that the signatories, to the best of their ability, will strive to reach the objectives stated in this MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Cooperating School Director	HTH GSE Director
Name:	Name: Kelly Wilson
Title:	Title: Administrative Dean
School:	School: High Tech High Graduate School
Address:	Address: 2150 Cushing Road San Diego, CA 92106
Phone:	Phone: 619/243-5000
Signature:	Signature:
Date:	Date:

High Tech High Graduate School of Education
Vision of Teaching and Learning



Deeper Learning Outcomes

When considering a vision of teaching and learning, High Tech High Graduate School of Education (HTH GSE) begins with what K-12 students should know and be able to do. A primary, but not only, answer to that question is that students should become competent in the Deeper Learning outcomes. The Deeper Learning outcomes are: master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, learn how to learn, and develop academic mindsets (Huberman, Bitter, Anthony, & O’Day, 2014). Schools attempting to implement deeper learning do in fact end up providing students with greater opportunities to attain the deeper learning competencies (Bitter & O’Day, 2014). Students in such schools scored higher on the PISA in math, science, and reading, and students report higher levels of engagement, motivation, self efficacy, and collaboration skills (Taylor, 2014).

Learning Theory

HTH GSE believes that students learn by doing (Blumenfeld et al., 1991; Dewey, 1938; Dewey & Small, 1897), that students learn through social interactions (Barnes & Todd, 1977; Corden, 2001; Vygotsky, Hanfmann, Vakar, & Kozulin, 2012), and that while students may be motivated by extrinsic motivators, they are best activated by sources of intrinsic motivation (Knowles, 1980; Kohn, 1999; Pink, 2011). Additionally, HTH GSE is mindful of theories of

adult learning when designing learning experience for our adult learners. These include that adults have experiences that are rich resources for learning (Jarvis, 2011; Knowles, 1980), that adults need to know why they are learning something (Merriam, Caffarella, & Baumgartner, 2012), that adult learners are juggling work and life issues as they attend school as described in the theory of margin (McClusky, 1963), that adults learn best when co-constructing what and how they will learn through joint inquiry (Knowles, 1980), and that adults learn best in a social context (Jarvis, 2011). We note that many of the ideas within adult learning theory also apply to younger learners.

HTH GSE aims to build upon best practices of successful teacher preparation programs, including strong contexts for new teachers, clear vision of instruction, and learning *about* practice *in* practice (e.g. see Darling-Hammond, 2012; Darling-Hammond & Bransford, 2007; Green, 2014). HTH GSE is physically co-located with High Tech High K12 schools, allowing GSE and HTH faculty to work together on improving teaching for all, so the proposed new program in concert with the HTH K12 schools is able to act as a system of professional development schools (Abdal-Haqq, 1998; Darling-Hammond & Bransford, 2007; Holmes Group, 1986). Lesson study is a strategy HTH GSE has been utilizing to develop teacher skills for new teachers and veteran teachers alike (Fernandez, 2002; Green, 2014; Lewis & Tsuchida, 1998; Stigler & Hiebert, 2009). New teachers are immediately placed into school contexts so that they can make better sense of theory they are learning in classroom discussions (Ball & Cohen, 1999; Denton, 1982). New teacher mentors' practice is shaped by Aguilar's (2013) model of transformational coaching.

Teaching Practices

HTH GSE models and teaches a variety of teaching practices, aligned with the California Teaching Performance Expectations ("California teaching performance expectations," 2016). Well structured group work and complex instruction help teachers teach a wide range of students in the same classroom (E. G. Cohen, Lotan, Scarloss, & Arellano, 1999). Ambitious instruction aims for deeper understanding of core content as well as critical thinking, higher order thinking skills, and student transformation of knowledge (Blumenfeld, Marx, Patrick, Krajcik, & Soloway, 1997; D. Cohen, 1993; Lampert et al., 2013; Smith, Lee, & Newmann, 2001; Smylie & Wenzel, 2006). Backwards design is a planning process that enables for more coherent instruction by beginning planning not with what the teacher will be doing but rather with what students should be able to do by the end (Wiggins & McTighe, 2005). Inquiry based pedagogical approaches emphasize students asking questions and making meaning through dialogue (Boaler, 2002, 2015; Common Core State Standards Initiative, 2010, 2012; Jacobs, Smith, Auslander, Smith, & Myers, 2017; Lampert et al., 2013; National Research Council, 2013).

A significant, but not exclusive, pedagogical approach at the High Tech High Graduate School of Education is project-based learning. Project-based learning is a teaching approach in which students engage in inquiry, over an extended period of time, which has some element of student choice, and that culminates in a final presentation of results (Ravitz, 2010). Some common elements of project-based learning include: inquiry-based activities, authentic real-world problems, student-centered practices, teacher as facilitator, and collaborative group work (Hernández-Ramos & De La Paz, 2009; Tamim & Grant, 2013; Walker et al., 2011). Across a range of subject matters, grade levels, school contexts, and types of students, project-based learning has been found to provide benefits relative to more traditional

teacher-centered instruction (e.g. see Finkelstein, Hanson, Huang, Hirschman, & Huang, 2010; Halvorsen et al., 2012; Hernández-Ramos & De La Paz, 2009; Parker et al., 2011).

Equity for all students

High Tech High's K12 schools were begun as an equity project with the goal to create intentionally socially integrated schools to help transform society rather than merely replicate it. Deeper Learning is an effort to ensure that all students have access to rich curriculum, particularly considering that low income traditionally underserved students have historically been relegated to a lower level, basic skills approach (Anyon, 1981; Noguera, Darling-Hammond, & Friedlaender, 2015; Oakes, 2005).

English Learners are a growing population in California who have particular needs that teachers need to attend to. Importantly, English Learners have assets for educators to build upon (Callahan, 2005; Gándara, 2015). Some of the following ideas inform our work with English Learners. Meaningful output is central to language acquisition because it provides learners with opportunities to work with developing language in contextualized, meaningful situations (Swain, 1985). Embedding academic language in context involves making academically demanding content easier for English learners (ELs) to understand (Cummins, 1984). Learners have an affective filter that influences how much learning can take place; students who have high learner anxiety, low self-confidence, and low motivation are said to have high affective filters that can prevent them from learning (Krashen, 1987). English learning requires comprehensible input -- meaningful input based on real communication that is immediately comprehensible to the language learner (Krashen, 1987). Additionally, language learning should be seen as a social activity, as a developmental process, and embedded within subject area activities (Heritage, Walqui, & Linqunti, 2015).

Students with disabilities or students with an individualized education plan (IEP) have particular strengths and needs for which teachers must be prepared. A number of HTH core instructional practices such as project based learning and collaborative group work are well suited to meet the needs of many students with IEPs, because these pedagogical strategies aim to develop student skills and abilities such as problem solving skills, self regulation, and student motivation (Fuchs et al., 2008; Harris, Graham, & Mason, 2006; Vaughn, Danielson, Zumeta, & Holdheide, 2015). In addition to general instructional strategies for all students, teachers need to develop skills in providing specific interventions for particular students based on needs; these interventions can be effective in increasing student skills and abilities (e.g. see Fuchs et al., 2015; Harris et al., 2006; Vaughn et al., 2009). Additionally, HTH GSE is exploring with students tensions between and among terms like inclusive practice, mainstreaming, relational inclusion, and interventions (Dalkilic & Vadeboncoeur, 2016).

Culturally responsive pedagogy is a student-centered approach that invites the cultural identities and sociopolitical contexts of *all* students in the classroom to drive curriculum design, instructional practices, classroom structures, and classroom policies (Aronson & Laughter, 2016; Brown, 2007; Hammond, 2014). Researchers have demonstrated the positive benefits of culturally responsive pedagogy as it pertains to student achievement, student engagement, racial identity development, and classroom behavior; in essence, its ability to increase opportunity and improve academic success for marginalized students (Brown, 2007; Gay, 2002; Ladson-Billings, 1992, 1995, 1998; Pewewardy & Hammer, 2003). Yet, research indicates that both White teachers, and in some instances, teachers of color are generally ill equipped to address issues of

cultural proficiency or to teach in a culturally responsive manner (Gay, 2002; Pewewardy & Hammer, 2003; Sampson & Garrison-Wade, 2011; Vilson, 2016).

System of assessment

So that schools and teachers assess students across a broad range of dimensions, HTH GSE supports a system of assessments that range from traditional tests to performance tasks to demonstrations of student learning (Conley & Darling-Hammond, 2013; Stecher, Barron, Kaganoff, & Goodwin, 1998). Included within that system of assessment is the idea of assessment for learning rather than merely assessment of learning (Stiggins, 2002). It is important for teachers to check for understanding to ensure that student learning is happening (Fisher & Frey, 2015). Formative assessment strategies can enable students to become self-regulated learners (Nicol & Macfarlane-Dick, 2006).

Conclusion

In summary, HTH GSE aims to help K12 students develop the deeper learning competencies, by being aware of learning theories which apply to both children and adults. HTH GSE models a range of teaching practices, aligned to the California Teaching Performance Expectations, with the goal of reaching all students, including English Language Learners, students with disabilities, low income students, and students of color. Supporting this work is a system of formative and summative assessments that assess a wide range of student competencies. HTH GSE aims to build programs for new teachers that rely on what has been successful to support new teachers in other settings.

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Candidate Fieldwork Handbook 2018-19

**M.Ed. in Teaching and Learning with a
Preliminary Teaching Credential Program**

Adopted: **June 2017**

**Throughout this GSE Fieldwork Handbook, the term participant refers to candidates.*

Dear GSE Student,

As a member of the GSE Preliminary credentialing program, we welcome you to an exciting year of teaching, learning and growth! This handbook is designed to provide you with an overview of expectations for your student teaching/fieldwork experience.

The program is uniquely designed so that you working and learning alongside students and veteran teachers as you build a theoretical and practical understanding of teaching and learning. Our embedded teacher residency model allows you to put theory to practice and hone your craft through inquiry, action and reflection. The GSE practitioner faculty, faculty supervisors, and cooperating teachers represent the best in K-12 teaching and are ready to guide your growth and success in the teaching profession.

On behalf of the entire GSE team, we wish you a successful student teaching experience.

Sincerely,

The GSE Credentialing Team

Fieldwork Eligibility & Expectations

Fieldwork

Fieldwork refers to a blend of field based teaching experience, practical application of theory in the classroom, and the ongoing collegial conversations with a cooperating teacher and fieldwork supervisor.

Eligibility

Prior to assuming student teaching responsibilities, participants must meet two requirements in order to formally begin their student teaching within one of the 13 HTH schools:

1. Meet all eligibility requirements to student teach:
 - a. Valid certificate of clearance
 - b. Completion of Subject Matter requirement
2. Completion of two summer courses (4.5 units total):
 - a. Foundations of English Language Development
 - b. New Teacher Odyssey

There are no exceptions to this policy. Both conditions must be met before the participant is allowed to begin their student teaching responsibilities.

Fieldwork Expectations

Upon successful completion of the eligibility requirements listed above, participants will begin a full academic year of an immersed clinical experience and student teaching within one of the 13 High Tech High schools. Participants should expect to:

- Participate in a K-12 classroom four days each week (six hours each day);
- Work closely with their cooperating teacher to co-teach and plan classroom instruction and outline goals and progress on the gradual release model of teaching;
- Participate in four observations per term; total of 12 per school year, and debrief with GSE Fieldwork Supervisor;
- Document 100 hours of fieldwork experiences at local K-12 schools outside the HTH Charter School Organization;
- Create a digital portfolio of culminating signature assignments from each course including fieldwork supervisor observation notes;
- Complete an end-of-term survey 3x/year (Fall, Winter, and Spring)
- Complete end-of-term interim assessments (with fieldwork supervisor) 3x/year to monitor and track completion of fieldwork requirements

Typical Week

As the first day of school begins, participants will be in their student teaching classrooms four days a week with coursework twice a week on designated Tuesday and Thursday nights.

Gradual Release Model for Student Teaching

The program is designed with a constructivist, experiential approach, so it is important for participants to learn by not only observing, but also doing, and to play an important role in the classroom from the very beginning. Each month teaching expectations will increase as participants take more responsibility for co-teaching or serving as lead teacher. Over the course

of the program, participating teachers will serve as lead teacher for a total of 54 days and acquire over 600+ hours of student teaching experience.

Removal from placement

Either the School or the GSE may remove a participating teacher from Student Teaching for lack of competency, failure to comply with the School's rules or policies or GSE's rules or policies, or for any other reason where either party reasonably believes that it is not in the best interest of the participating teacher, or the students of the school to continue the placement. If the school requests the removal, they shall provide written reasons for the withdrawal to the GSE Program Director.

School Placement/Fieldwork Sites

Fieldwork placement will be situated within the 13 HTH K-12 clinical sites listed below. Additional fieldwork experiences in partner school sites will be required in order to provide opportunities for participants to observe and reflect on multiple settings outside of High Tech High K-12 schools. The HTH schools are located on three campus sites around San Diego county exhibiting the diversity of our community:

Chula Vista/South Bay Campus:

- High Tech High Chula Vista, 9-12
- High Tech Middle Chula Vista, 6-8
- High Tech Elementary Chula Vista, K-5

Point Loma/Downtown San Diego Campus:

- High Tech High, 9-12
- High Tech High International, 9-12
- High Tech High Media Arts, 9-12
- High Tech Middle, 6-8
- High Tech Middle Media Arts, 6-8
- High Tech Elementary, K-5
- High Tech Explorer Elementary, K-5

North County/San Marcus Campus:

- High Tech High North County, 9-12
- High Tech Middle North County, 6-8
- High Tech Elementary North County, K-5

School Site Responsibilities

- Advise participating teachers on school rules, policies, procedures, and directives.
- Comply with all legal requirements of the American's With Disabilities Act as may apply.
- Ensure that participating teacher's normal teaching load shall be the same as the cooperating teacher to which they are assigned. Other duties shall include, but are not limited to: classroom observation and teaching, development of unit and daily lesson plans, diagnosis of student learning problems, tutoring of students, grading and recording of student assignments, lunch and/or playground supervision, faculty meetings, I.E.P. meetings, staff meetings and PD and Student-Led (or Parent) Conferences.
- Provide sufficient resources and protected time during the school day for cooperating teacher to work with participating teacher.
- Encourage participating teacher to attend staff meetings and professional development at the school site.
- Subject to applicable laws, and in a manner consistent with the school's confidentiality requirements and policies, the school shall allow the participating teacher access to relevant information, documentation and reports.

The Supervisory Team

Program Director

The GSE Program Director is responsible for all administrative and academic elements of the credentialing programs with support and oversight by the Administrative Dean. The Program Director will ensure qualified practitioner faculty members are teaching relevant coursework and participating teachers are partnered with a qualified cooperating teacher who holds a California Clear credential with a CLAD certificate or an embedded English Learner authorization.

Cooperating Teacher

The overall responsibility of the cooperating teacher is to guide, counsel and instruct participating teachers. Cooperating teachers serve as a resource to participants by:

- Conferencing with the participating teacher regarding the expectations of the School;
- Establishing availability to address the needs of the participating teacher;
- Guidance toward school resources, policies and procedures;
- Helping participants develop their Personal Learning Plan (PLP);
- Serving as the first point of contact between the participating teacher and the School;
- Meeting with participating teacher weekly (min. 2 hours) and report the content;
- Modeling best professional practices in teaching and learning, scholarship and service;
- Providing support focused on knowledge, skills, and abilities related to supporting English learners in the classroom and school environment. This includes assisting with planning lessons that are appropriately designed and differentiated for English learners, assessing language needs and progress and to support language accessible instruction through in-classroom modeling and coaching.

Fieldwork Supervisor (site-based supervisor)

Fieldwork supervisors guide, support, and supervise 2-3 participating teachers throughout the academic year. Fieldwork supervisors serve as a resource to participants by:

- Meeting with participating teacher every 2-3 weeks;
- Observing a lesson 4 times/per term (12 times/year);
- Debriefing with participants about instructional strengths/goals;
- Helping participants develop a philosophy of education that is inclusive of other cultures, races, genders, and values;
- Helping participants develop their Personal Learning Plan (PLP);
- Observe, debrief and conference with the participating teacher throughout student teaching process and provide frequent feedback regarding progress, problems and recommendations.
- Complete end-of-term interim assessment form (with candidate) 3x/year to monitor and track completion of fieldwork requirements

GSE Gradual Release Model of Student Teaching

AUGUST

Summer Term

Student Teaching Fieldwork Experiences (or Practicum)

August

Participating teacher participates in back-to-school professional development and observes cooperating teacher's preparations for the start of the school year, supporting planning when appropriate.

Participating teacher and cooperating teacher plan introduction to students and families, including how to best communicate that the students will have two teachers for the school year. During the first week of school, this might include greeting students at the door, working with small groups or even co-teaching a lesson.

Mentoring

Cooperating Teacher:

At the start of the year, the participating teacher and cooperating teacher will introduce themselves to both students and guardians as teachers in the classroom and will emphasize the value of having two teachers to support students' learning.

Fieldwork Supervisor:

Meet and discuss student teaching placement, cooperating teacher support role, gradual release teaching model and observation process

Kick Off Meeting:

At the start of the school year, participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator to identify site expectations, and performance expectations.

Summer Coursework*

Foundations of English Language Development (July- August)-online course

New Teacher Odyssey (August)

Equity, Diversity & Design Principles

Teaching & Learning I: General Methods

**Participants are observed during summer coursework as they interact with faculty, teachers, students, and fellow participating teachers. GSE staff, faculty and fieldwork supervisors evaluate each participating teacher's readiness for teaching and fieldwork placement and work together as a team to determine placement assignment.*

SEPTEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>September</p> <p>Participating teacher observations with focus on:</p> <ul style="list-style-type: none">● classroom management (including structures & routines)● lesson planning● equity, diversity & inclusion● English learners & neurodiversity (including students with IEPs and 504s)● family engagement & communication <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● greeting students and supporting the start of class● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least two lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least one day

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles	Teaching & Learning I: General Methods

OCTOBER
Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>October</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● social/emotional learning ● child or adolescent development ● literacy and numeracy skill development ● differentiation ● group work design and facilitation, including treatment of status and equity issues <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least four lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least three days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles Social Emotional Learning	Teaching & Learning I: General Methods

NOVEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>November</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● checking for understanding● formative & summative assessment● student-led conferences● exhibitions of learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Social Emotional Learning	Teaching & Learning I: General Methods

DECEMBER

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>December</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● performance tasks● dialogical assessment● self-assessment & reflection● analysis of student learning data <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning	Teaching & Learning II: Subject Specific Methods

JANUARY
Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>January</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● backwards planning ● project design and implementation ● Common Core standards ● student voice and choice ● experiential and constructivist learning ● student-centered instruction <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>
<p>Mid-Year Meeting:</p> <p>Participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator in order to review participant progress and performance toward goals and performance expectations.</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning Authentic Assessment	Teaching & Learning II: Subject Specific Methods

FEBRUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>February</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● academic mindsets (e.g. belonging, purpose, agency, self-efficacy)● other noncognitive factors● intrinsic v. extrinsic motivation● deeper learning competencies <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Authentic Assessment	Teaching & Learning II: Subject Specific Methods

MARCH
Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>March</u> Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● special needs ● learning styles ● personalization ● differentiation ● neurotypical development and neurodiversity <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Inclusive Classrooms	Teaching & Learning III: Interdisciplinary Teaching

APRIL
Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>April</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● inclusion ● support for English learners ● special education ● identification, referral & testing process ● accommodations & modifications for students with IEPs and 504 plans ● transition planning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Inclusive Classrooms Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

MAY/JUNE
Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>May Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● technology ● creative thinking and problem solving ● design thinking ● tinkering and making ● innovation ● 21st century learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead
<p>June Participating teacher wraps up the year alongside cooperating teacher, including but not limited to support for end-of-year festivities, presentations of learning, graduation celebrations (if applicable), grading and comments.</p>

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

Fieldwork Observation Forms



GSE Fieldwork Observation Form
Alignment between classroom observation & TPEs

Name: Sample

Observation Date: October 12, 2017

Observation Time: 9:40 - 10:25

Faculty Supervisor: Jane Doe

Fieldwork Placement: High Tech Middle School

Subj./Grade: 6th Grade- Math Class

Focus Area	Approaches	Meets	Exceeds	NA
Coherence	x			
Clarity			x	
Management		x		
Questions			x	
Discussion	x			
Student Participation			x	
Evaluation				x
Participation		x		
Engagement		x		
Project design	x			
Rigor			x	
Personalization			x	
Common Intellectual Mission		x		
Adult World Connection				x
Reflective Practice			x	

Fieldwork Supervisor Comments:

Glossary

Coherence	Instruction/activity is suitably connected to essential questions, purposes, and direction.	TPE # 3, 4
Clarity	Teacher explains content and process of the instruction/activity clearly and checks to see that all students understand.	TPE # 3, 4, 5
Management	Teacher direction and student self-management match the instructional aims and context.	TPE #1, 2
Questions	Strategies and types of questions, including open-ended and student-generated questions, are appropriate to the instructional context.	TPE # 1, 2, 3, 5
Discussion	Strategies are context-appropriate, with emphasis on student-led and student-centered discussion.	TPE # 1, 2, 3
Presentation	A variety of context-appropriate strategies are used, ranging from pair-and-share to formal, public presentation to outside audiences.	TPE # 1, 2, 4, 5
Evaluation	Teacher employs a variety of approaches to evaluating and critiquing student work, including student reflection, self-evaluation, and peer critique.	TPE # 1, 2, 5
Student Participation	Teacher employs appropriate strategies to encourage and ensure participation of all students.	TPE # 1, 2, 3, 4, 5
Student Engagement	Teacher employs appropriate strategies to foster engagement of all students.	TPE # 1, 2, 4
Project Design	Project design is appropriate to the instructional goals and includes student choice as appropriate.	TPE # 1, 2, 3, 4
Rigor	Teacher models and expects rigorous approaches to academic content and processes.	TPE # 1, 2, 3, 4, 5
Personalization	Teacher personalizes and differentiates instruction to meet a wide range of student needs.	TPE # 1, 2, 4
Common Intellectual Mission	Teacher holds high expectations for all students in common.	TPE # 1, 2, 3, 4, 5
Adult World Connection	Teacher connects instruction and assessment to the world beyond school as appropriate.	TPE # 1, 5, 6
Reflective Practice	Teacher demonstrates appropriate reflection on instructional design and implementation, means of assessment, and connection to HTH design principles.	TPE # 5, 6

California Teaching Performance Expectations (TPE)
(numbered here for easy reference)

1. Engaging & Supporting All Students in Learning
2. Creating & Maintaining Effective Environments for Student Learning
3. Understanding & Organizing Subject Matter for Student Learning
4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

GSE Improvement Process Plan 2018-19

In collaboration with the HTH Center for Research on Equity and Innovation, the GSE has developed a comprehensive and continuous improvement process plan to identify program and unit effectiveness. The GSE systematically gathers, organizes and analyzes qualitative and quantitative data across programs as evidenced in the GSE Comprehensive Assessment Map. Evaluation data is thoughtfully used to improve the program annually and throughout the school year. Data is formally shared with the following configurations to identify areas of improvement:

- GSE Board Meetings (4x/year)
- GSE Advisory Board (2x/year)
- GSE Student & Faculty Design Retreat (1x/year)
- GSE Staff meetings (1x/month)
- GSE Expert Convenings (3x/year)

HTH Graduate School of Education Improvement Process Plan

COLLECT: DATA COLLECTION ACTION PLAN

To streamline a data collection plan, GSE developed a Comprehensive Assessment Map in order to review the various collected data sources and their relation to the new Common Standards. Using processes outlined in Commons Standard 4, Continuous Improvement, we utilized existing and new measures to gather and connect data for the purpose of gaining a deeper understanding of our teachers' learning needs and program effectiveness to support our ongoing instructional improvement efforts. Across all programs, GSE routinely collects multiple data sources aimed at:

- Collecting identical data sets, at different points throughout the school year, so as to view data trends, and
- Collecting quantitative and qualitative types of data (see examples below)

Quantitative Analysis - Objective, comparison of numbers, charts, graphs

- Survey Data
- Program Completer rates
- Course surveys (with a standard rating system across all programs)
- Test Scores
- TPA Scores
- Formal Evaluations

Qualitative Analysis - Subjective data analysis based on the following opinions, knowledge,

GSE Improvement Process Plan 2018-19

assumptions and inferences:

- Anecdotal feedback,
- Informal discussion groups,
- Candidate exit cards,
- Interviews,
- Polling questions on LMS
- Presentations of Learning,
- Fieldwork participation
- Classroom observations from Fieldwork Supervisor,
- Observations of meetings between candidate and cooperating teacher,
- Focus group feedback

The Credential Analyst sends out and monitors all course surveys, transcribes feedback forms, tracks attendance and monitors other forms of data collection. This information is presented for review and discussion at the weekly meeting of the GSE Leadership Team (consisting of all GSE and Credentialing staffers: Directors, Program Directors, and Coordinators).

ANALYZE: PROGRAM REVIEW ACTION PLAN

In order to reveal relationships, patterns and trends to drive program and unit improvement, a data analysis plan was expanded into our strategic plan.

Data Analysis Plan: Shared data with different configurations of staff and faculty through faculty meetings, advisory board meetings, annual program review, and an annual student/faculty design retreat. At each of these meetings,

- Various data sets are reviewed, interpreted, discussed as a group and a problem analysis is conducted, if needed.
- Group task is to identify improvement goals (including goals for this academic year and goals for 3 years from now).
- Bias/Fairness Analysis: All participant names are removed from any presented data. Objectives include:
 - Stakeholder feedback and interpretation of data
 - Identify areas in need of improvement,
 - Establish a clear vision for identified area of improvement, and
 - Implement change ideas into actionable goals.

UTILIZE: INSTITUTIONAL RESEARCH ACTION PLAN

In order to utilize qualitative and quantitative data for ongoing program and unit improvement,



GSE Improvement Process Plan 2018-19

GSE has taken action on the goals generated by the program review meetings detailed above. Employing ongoing cycles of [Improvement Research](#), GSE and Research staff implement change ideas, set new goals and routinely collect data to see if the change ideas led to an improvement.

Ongoing Cycles of Improvement Research

Based on data collection, ideas for program improvements are implemented and evaluated through the process of Improvement Research. This work is supported by the GSE Center for Research on Equity and Innovation facilitators and the HTH Credentialing New Teacher Leadership Team.

Goal: Implement a comprehensive system of assessment and evaluation for ongoing program improvement in order to analyze the strength and/or weakness of program.

GSE Sequence of Coursework



Preliminary Teaching Credential & M.Ed. in Teaching and Learning (40.5 credits)

Summer	Fall		Winter		Spring		
New Teacher & Odyssey (3)	Equity, Diversity & Design Principles (1.5)	Design for Deeper Learning (1.5)	Authentic Assessment (1.5)	Inclusive Classrooms (1.5)	Social Emotional Learning (1.5)	Innovation, Design & Technology (1.5)	Year 1
Foundations of English Language Development (1.5)	Teaching & Learning I: General Methods (3)		Teaching & Learning II: Subject Specific Methods (3)		Teaching & Learning III: Interdisciplinary Teaching (3)		Year 1
	Inquiry into Practice I: Developing a Theory of Action (3)		Inquiry into Practice II: Iterative Learning Cycles to Guide Improvement (3)		Inquiry into Practice III: Synthesis & Dissemination (3)		Year 2
	Teaching Fieldwork (1.5)		Teaching Fieldwork (1.5)		Teaching Fieldwork (1.5)		Years 1 & 2

KEY: 2 day summer intensive course
 6 week core courses
 12 week courses supporting credential methods courses
 12 week courses supporting master's project
 12 week courses supporting teaching fieldwork



**GSE Comprehensive Assessment Map
2018-19**

HTH Graduate School of Education Comprehensive Assessment Map							
	GSE Proposed Programs		Common Standards				
Assessment Instrument	Preliminary (SS)	Preliminary (MS)	CS 1	CS 2	CS 3	CS 4	CS 5
Program Effectiveness							
End of Course Survey	X	X	X	X	X	X	X
Advisory Board	X	X	X			X	X
Program Completer Rates	X	X	X	X	X	X	X
TPA Scores (per rubric passage rates)	X	X	X	X	X	X	X
Candidate Ethnicity Data	X	X	X	X		X	X
Practitioner Faculty Evaluation	X	X	X			X	X
TPE Matrix to course content alignment	X	X		X	X	X	X
Annual review of course syllabi	X	X	X		X	X	X
CTC Survey upon credential recommendation	X	X	X	X	X	X	X
Fieldwork & Clinical Practice							
Fieldwork Supervisor-Observations of Candidate (12x/year)	X	X		X	X	X	X
100 hours of Fieldwork Experience	X	X		X	X	X	X
Candidate Survey of Cooperating Teacher (3x/year)	X	X		X	X	X	X

**GSE Comprehensive Assessment Map
2018-19**

Cooperating Teacher Survey of Candidate (3x/year)	X	X		X	X	X	X
Fieldwork Supervisor Evaluation (2x/year)	X	X		X	X	X	X
Candidate Competency							
CTC annual data reporting on candidate enrollment	X	X	X	X	X	X	X
Digital Portfolio (DP)	X	X		X	X	X	X
Individual Development Plan (IDP)	X	X		X	X	X	X
Presentation of Learning	X	X		X	X	X	X
edTPA Score	X	X		X	X	X	X

- CS #1: Institutional Infrastructure to Support Educator Preparation
 CS #2: Candidate Recruitment and Support
 CS #3: Coursework, Fieldwork and Clinical Practice
 CS #4: Continuous Improvement
 CS #5: Candidate Assessment and Program Impact

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July 15, 2015

Dr. Rob Riordan
President and ALO
High Tech High Graduate School of Education
2861 Womble Road
San Diego, CA 92106-6025

Dear Dr. Riordan:

At its meeting June 17-19, 2015, the Commission considered the report of the Educational Effectiveness Review for Initial Accreditation (EER-IA) team that conducted an Onsite Review of High Tech High Graduate School of Education March 4-6, 2015. Commission members also reviewed the EER-IA institutional report submitted by the institution prior to the visit, as well as the institution's response to the team report dated May 7, 2015. The Commission appreciated the opportunity to discuss the visit with you and your colleagues Dr. Paul Heckman, Board of Trustees' Chair and Dr. Stephen Hamilton, President-elect. Your comments were very helpful in informing the Commission's deliberations.

This visit was scheduled to evaluate the institution's status with regard to the Commission's Standards of Accreditation; the team's findings are addressed below. The team also inquired into the institution's response to issues identified for attention by the CPR-Initial Accreditation team, from the visit conducted in October 2013. Those issues included the creation of a graduate school culture, the integrity of the credit hour calculation, Board of Trustee composition and development, faculty governance, and strategic planning. The findings of the EER-IA team with respect to these matters are likewise addressed in the following.

Based on the team's report and the other information sources as identified above, the Commission has determined the following with regard to the institution's compliance with each of the WSCUC Standards of Accreditation.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The Commission has determined that the institution has met this Standard at a substantial level.

The Commission commends the institution's achievements under this Standard for the alignment of its strategic priorities and core values with the mission, the expansion of its professional development and outreach program, and its consistent adherence to practices of transparency and integrity. The team noted "that there is honesty about where the institution falls short and they are making good progress to fully live out their mission." The institution is expected in a subsequent review to give specific attention to whether the Diversity Task Force should become a standing faculty committee, at the conclusion of the scheduled strategic planning process. In addition, "the GSE is encouraged to explicitly discuss student handbook policies with students at the outset of the program."

Standard 2: Achieving Educational Objectives through Core Functions

The Commission has determined that the institution has met this Standard at a substantial level.

The Commission commends the institution's achievements under this Standard for its careful attention to the need for academic rigor commensurate with a graduate-level program. "During the pre-visit review of the documents provided, and the on campus visit, team members became convinced that [prior] issues had been addressed and equitable solutions were developed." Of particular note is the successful creation of the new course in Core Values and Foundations, in which all students matriculate. The team noted that, "faculty and staff are [to be] commended for developing programs that are so meaningful for the students." It is noteworthy that GSE Masters graduates who wish to continue their education may have their degrees accepted completely and with credit toward the Ed.D. program in Educational Leadership at the University of California, San Diego. The institution has likewise modified and codified its credit hour policy to bring it into conformance with WSCUC Standards. The institution is expected in a subsequent review to consider the development of a formal student governance system, especially as the student body grows in number.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

The Commission has determined that the institution has met this Standard at a substantial level.

With respect to personnel, the Commission commends the institution for maintaining an enviable student faculty ratio, for its ongoing commitment to greater diversity among its faculty and staff, and for the fact "that ongoing faculty development is a salient feature of the institution involving both core and adjunct faculty." With respect to fiscal, physical, and financial resources, the institution is to be commended for a robust business model that supports a broadening of tuition revenues, for its prowess in attracting external grant support, and for a sturdy information resources infrastructure. Board policies and governance structures conform to WSCUC expectations, and HTHGSE demonstrates a

strong commitment to Board development and strategic planning. The resource allocation process is collegial and comprehensive. Finally, the Commission notes the accomplishment of identifying, funding, and constructing a new building to be devoted to HTHGSE. The team encourages the institution to maintain a careful eye on policies related to such activities as faculty governance as it grows in size.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement.

The Commission has determined that the institution has met this Standard at a substantial level.

The Commission commends the institution's achievements under this Standard for "highly participative and inclusive learning and improvement processes," consistent with its overall culture. Multiple forms of assessment inform curricular design and pedagogy. "Regarding Program Review, the Visiting Team concluded that the process was highly developed across all the required elements, process, annual feedback on assessment efforts, and student experience," with the result that a change has been made towards a single M.Ed. degree. As the team noted, "it is clear the GSE has done considerable work to assess programs and use evidence for improvement."

The Commission also endorses the recommendations as set forth in the EER-IA team report, and encourages the institution to respond to those recommendations during its reaffirmation review.

In view of the above, the Commission acted to:

1. Receive the EER-IA Visit Report
2. Grant Initial Accreditation for five years
3. Schedule the Offsite Review in fall 2019
4. Schedule the Accreditation Visit in spring 2020
5. Schedule the Mid-Cycle Review in spring 2018.

In taking this action to grant Initial Accreditation, the Commission confirms that High Tech High Graduate School of Education has satisfactorily addressed the Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability. The Commission also confirms that the institution has successfully completed this review conducted under the 2103 Standards of Accreditation. Between this action and the time of the next review, the institution is expected to maintain its compliance with WSCUC Standards and uphold its

commitment to continuous quality improvement. It is also expected to continue its effort and progress as delineated in the team report.

Accreditation status is not granted retroactively. Institutions granted the status of accreditation must use the following statement if they wish to describe the status publicly:

High Tech High Graduate School of Education is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

The accredited status of a program should not be misrepresented. The accreditation granted by WSCUC refers to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program at the institution, statements such as “this program is accredited” or “this degree is accredited” are incorrect and misleading. The phrase “fully accredited” is also to be avoided, since no partial accreditation is possible.

The Commission stipulates that this action encompasses the degrees offered by High Tech High Graduate School of Education at the time of this action, as listed in the attached Consolidated List of Currently Conferred Degrees. In keeping with the WSCUC Policy on Degree Level Approval, High Tech High Graduate School of Education is designated as having an "I" (Individual) status for each of the degree levels currently being offered. The University is approved to offer only the degrees listed in the attached consolidated list of degrees at its current locations. Please consult the *Substantive Change Manual* and confer with your WSCUC liaison about any proposed new degree programs, off-campus sites, online offerings, and/or changes in governance or ownership, to determine if these matters should be approved in advance by WSCUC.

In accordance with Commission policy, a copy of this letter will be sent to the chair of High Tech High Graduate School of Education’s governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the High Tech High Graduate School of Education website and widely disseminated throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission’s action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response.

*Commission Action Letter – High Tech High Graduate School of Education
July 15, 2015
Page 5 of 5*

Finally, the Commission wishes to express its appreciation for the extensive work that High Tech High Graduate School of Education undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued participation in this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Mary Ellen Petrisko
President
MEP/cno

Cc: William Ladusaw, Commission Chair
Paul Heckman, Board Chair
Members of the EER-Initial Accreditation team
Christopher Oberg, Vice President

Interim Assessment, Term 1: HTH GSE Teaching Credential Program

Candidate reviews this checklist with fieldwork supervisor as part of advisement meeting, at the end of Term 1.

Fieldwork Experiences	Yes/No	Comments
Participate in back to school PD at school site.		
Support CT's planning and preparation for the school year		
Work with students one-on-one		
Facilitate small groups of students		
September: Candidate serves as lead teacher the equivalent of 1 day of instruction (minimum)		
October: Candidate serves as lead teacher the equivalent of 3 days of instruction (minimum)		
November: Candidate serves as lead teacher the equivalent of 5 days of instruction (minimum)		
Mentoring	Yes/No	Comments
Candidate and CT meet at least 2 hours per week		
Candidate conducts 2 formal observations of CT, including: pre-meeting, observation, and debrief)		

CT conducts 2 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Fieldwork supervisor conducts 4 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Coursework	C/NC	Comments
New Teacher Odyssey		
Equity, Diversity, and Design Principles		
Social Emotional Learning		
Teaching & Learning I: Theory in Practice		
Practicum I		



HTH Graduate School of Education Annotated List of Data Sources				
		Annual Data Report Submission		
Data Source	Annotation	Frequency Per Year	Yes	No
Program Effectiveness				
End of Course Survey	Survey given to GSE candidates at the end of every course. Survey data is used to provide feedback to course instructor(s) and delve into strengths and areas of improvement of the course content.	End of each course		X
Advisory Board	The Advisory Board is comprised of leaders and educators that include professors from local universities, leaders and teachers in K-12 schools, and both current HTH GSE students and alumni.	2x		X
Program Completer Rates	Program completer data used for Title II reporting.	1x	X	
TPA Scores	Data collected by the GSE as a tool to reveal data trends on passage rates per task area as well as areas of improvement	1x		X
Candidate Ethnicity Data	Candidate ethnicity data used for Title II reporting	1x	X	
Practitioner Faculty Evaluation	GSE leadership observe practitioner faculty during course sessions and debrief. Practitioner faculty meet with the Program Director within two weeks of the completion of course to debrief the course, analyze course evaluation survey data, and set goals for future course offerings.	End of each course		X
TPE Matrix	Review of TPE matrix in relation to the course content to determine proper alignment with course content.	1x		X
Review of course syllabi	During the GSE Design Retreat, course syllabi and feedback are reviewed in order to inform programmatic changes and improvements.	1x		X
CTC Survey Upon Credential Recommendation	CTC designed survey taken by candidates at the time of processing the recommendation for a preliminary credential. Provides information to the program on the impact on teacher practice and student outcomes.	1x	X	
Fieldwork & Clinical Practice				
Fieldwork Supervisor Observations of Candidate	Observation notes completed by Fieldwork Supervisor of the GSE candidate regarding their progress in instructional and TPE mastery.	12x		X

100 hours of Fieldwork Experience	Candidates complete and document 100 hours of fieldwork experience in a local K-12 public school setting outside of the High Tech High Charter Organization.	1x		X
Candidate Survey of Cooperating Teacher	Survey given to GSE candidates at the end of the term to rate the support received from the assigned cooperating teacher. Survey is used to provide feedback to the cooperating teacher and to alert the program leadership if there is an issue that needs attention in a candidate/cooperating teacher relationship.	3x		X
Cooperating Teacher Survey of Candidate	Survey given to cooperating teachers at the end of each term (3x/yr). The survey collects data regarding the frequency, effectiveness, and satisfaction in mentoring a GSE student teacher.	3x		X
Fieldwork Supervisor Evaluation	GSE leadership observe fieldwork supervisors as they meet with candidates in the field. Fieldwork supervisors meet with the Program Director to debrief on the progress of the candidates that they support, analyze evaluation survey data, and set goals for future support.	2x		X
Candidate Competency				
CTC annual data reporting on candidate enrollment	Annual data that is provided to the CTC regarding candidates enrolled in the GSE Preliminary credential program.	1x	X	
Digital Portfolio (DP)	GSE leadership team reviews digital portfolio that candidates create to display their professional work and growth over time. Digital portfolios include: signature assignments, Put It To Practice (PITP) assignments, and observations notes. The DP provides evidence of professional teaching behavior and growth over time..	1x		X
Individual Development Plan	The intent of the IDP is for candidates to address their goals, strengths and areas of improvement as they transition out of the Preliminary program and into a Clear Induction program.	1x		X
Presentation of Learning	In front of a panel of educators (Directors, cooperating teachers, GSE faculty, peers), candidates discuss what they have learned throughout the program based on the TPEs: engaging students in learning, planning instruction, applying subject matter pedagogy, creating an environment for learning, developing, administering and interpreting student assessments, and developing as professional educators.	1x		X
edTPA Score	GSE leadership team reviews candidate TPA scores and passage rates..	1x	X	



October 13, 2016

We, the governing board of the High Tech High Graduate School of Education (HTH GSE), on October 13, 2016 have adopted, by unanimous approval in a public meeting, this written letter of support to verify approval of sponsorship for the HTH GSE M.Ed. in Teaching and Learning with Preliminary Credential program.

The M.Ed. in Teaching and Learning with Preliminary Credential program seeks to provide candidates the coursework to earn a California Preliminary Single or Multiple Subjects teaching credential while being immersed in teacher training/clinical fieldwork within our innovative, K-12, public charter school environment. The HTH GSE Governing Board recognizes the opportunity for candidates to participate in the full continuum of teacher development from the Preliminary Credential program (earn a CA teaching credential) to a Master's of Education (M.Ed.) in Teaching and Learning.

Signed on this day, 13th of October, 2016.



Gary Jacobs, Vice Chairman
High Tech High Graduate School of Education

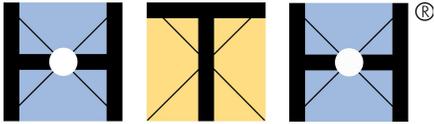


Interim Assessment, Term 2: HTH GSE Teaching Credential Program

Candidate reviews this checklist with fieldwork supervisor as part of advisement meeting, at the end of Term 2.

Fieldwork Experiences	Yes/No	Comments
Work with students one-on-one		
Facilitate small groups of students		
December: Candidate co-plans and co-teaches at least 6 lessons with the CT		
December: Candidate serves as lead teacher the equivalent of 5 days of instruction (minimum)		
January: Candidate co-plans and co-teaches at least 6 lessons with the CT		
January: Candidate serves as lead teacher the equivalent of 5 days of instruction (minimum)		
February: Candidate co-plans and co-teaches at least 6 lessons with the CT		
February: Candidate serves as lead teacher the equivalent of 5 days of instruction (minimum)		
Mentoring	Yes/No	Comments
Candidate and CT meet at least 2 hours per week		

Candidate conducts 2 formal observations of CT, including: pre-meeting, observation, and debrief)		
CT conducts 2 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Fieldwork supervisor conducts 4 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Coursework	C/NC	Comments
Design for Deeper Learning		
Authentic Assessment		
Teaching & Learning II: Teaching Methods		
Practicum II		



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

Bridge to Induction - Individual Development Plan 2018/19

Before exiting the GSE Preliminary preparation program, collaborate with your cooperating teacher on the following Individual Development Plan (IDP). 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)			

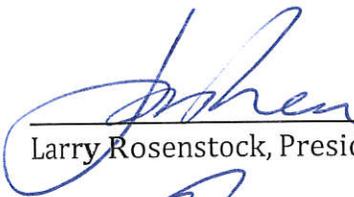
TEACHER SIGNATURE: _____ DATE: _____

COOPERATING TEACHER SIGNATURE: _____ DATE: _____

FIELDWORK SUPERVISOR SIGNATURE: _____ DATE: _____



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.

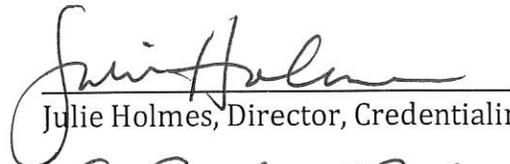

Larry Rosenstock, President


Kay McElrath, Chief Financial Officer


Ben Daley, Academic Dean


Kelly Wilson, Administrative Dean


Stacey Caillier, Director, Research Center


Julie Holmes, Director, Credentialing Operations

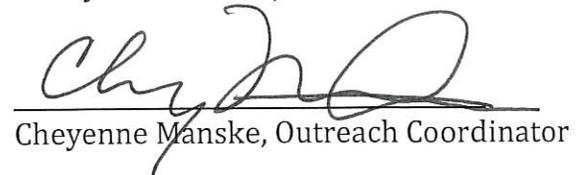

Daisy Sharrock, Education Research Specialist,
Research Center


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

Interim Assessment, Term 3: HTH GSE Teaching Credential Program

Candidate reviews this checklist with fieldwork supervisor as part of advisement meeting, at the end of Term 3.

Fieldwork Experiences	Yes/No	Comments
March: Candidate co-plans and co-teaches with CT when not serving as lead		
March: Candidate serves as lead teacher the equivalent of 10 days		
April: Candidate co-plans and co-teaches with CT when not serving as lead		
April: Candidate serves as lead teacher the equivalent of 10 days		
May: Candidate co-plans and co-teaches with CT when not serving as lead		
May: Candidate serves as lead teacher the equivalent of 10 days		
June: Candidate wraps up the year alongside the cooperating teacher, including but not limited to: support of end-of-year festivities, presentations of learning, graduation celebrations (if		

applicable), grading, and writing student comments		
Mentoring	Yes/No	Comments
Candidate and CT meet at least 2 hours per week		
Candidate conducts 2 formal observations of CT, including: pre-meeting, observation, and debrief)		
CT conducts 2 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Fieldwork supervisor conducts 4 formal observations of candidate, including: pre-meeting, observation, and debrief (at least one must include the use of video to guide the coaching conversation)		
Coursework	C/NC	Comments
Inclusive Classrooms		
Innovation, Design & Technology		
Teaching & Learning III: Teaching Performance Assessment		

Practicum III		
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GSE Program Outreach & Stakeholders

GSE Program & Outreach	Objective:	Relevant Stakeholders (role and affiliation)
Team Meetings (Weekly)	GSE program staff meet weekly to share information, coordinate program needs and address concerns.	GSE Staff
Program Director Meetings (Monthly)	Monthly scheduled meetings provide opportunities for the Program Director to consult and confer with course instructors, cooperating teachers, candidates, HTH & Partner School Directors.	Program Director Candidates Cooperating Teachers School Directors/Principals of HTH and Partner Schools
GSE Practitioner Faculty and Fieldwork Supervisors Meetings (4x/year)	Objectives include: <ul style="list-style-type: none"> ● Feedback and interpretation of data ● Identify/discuss areas in need of improvement, ● Implement change ideas into action 	GSE Practitioner Faculty and Fieldwork Supervisors GSE Staff
Expert Convenings (3x/year)	Comprised of a varied group of cooperating teachers that represent all subject areas, grades and levels of support for teachers in all GSE programs.	Cooperating Teachers GSE Staff
GSE Advisory Board (2x/year)	Discussion topics include providing input on: <ul style="list-style-type: none"> ● programming issues, ● program policies and procedures, ● effectiveness of the program's rationale, goals, and objectives based on evaluation data collected during the year, and ● input on curriculum design, course syllabi, and supervision of candidates. 	Comprised of various members of the educational community: Local educators and administrators from the County Office of Education, local Universities, Desert Mountain Special Education Local Plan Area (DMSLEPA), Cooperating Teachers, Practitioner Faculty/Fieldwork Supervisors, and



GSE Program Outreach & Stakeholders

		HTH Leadership.
GSE Student-Faculty Design Retreat (Annually)	GSE students and faculty provide feedback on their experience in the GSE. Collaborative teams are formed to celebrate strengths of the program and propose design solutions to challenges identified through survey data.	GSE Staff GSE Practitioner Faculty & Fieldwork Supervisors HTH Leadership GSE Candidates Cooperating Teachers



Candidate Evaluation Form

Completed by: Fieldwork Supervisor

Fieldwork Supervisors are expected to observe candidates and debrief the observation with them through a reflective coaching conversation 12x/year, or 4x/trimester. At the end of each trimester, Fieldwork Supervisors use this evaluation form to assess the fieldwork performance of the candidates and progress towards mastery of the Teaching Performance Expectations (TPEs). The assessment is grounded in evidence collected from the four observations conducted over the trimester. Candidates should be evaluated as an emerging educator entering the field, not as an experienced member for the teaching profession.

Candidate: _____ **Trimester:** _____

School: _____ **Cooperating Teacher:** _____

Subject: _____ **Grade Level:** _____

Observation Dates (4 total): _____

Please check the appropriate box for the criteria listed under each TPE and add comments below to ground your assessment in evidence.

	Approaches	Meets	Exceeds	Not observed
TPE 1: Engaging and Supporting all Students in Learning				
1.1 Apply knowledge of students to engage them in learning.				
1.2 Maintain ongoing communication with students and families to communicate student progress.				
1.3 Connect subject matter to real-life contexts.				

1.4 Use a variety of instructional strategies to support access to the curriculum for a wide range of learners.				
1.5 Promote students' critical and creative thinking and analysis.				
1.6 Provide a supportive learning environment for students' first and/or second language acquisition.				
1.7 Provide students with opportunity to access the curriculum by incorporating the visual and performing arts.				
1.8 Monitor student learning and adjust instruction while teaching.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 2: Creating and Maintaining Effective Environments for Student Learning				
2.1 Foster a caring community where each student is treated fairly and respectfully by students and peers.				
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
2.3 Establish, monitor, and maintain inclusive learning environments.				
2.4 Know how to access resources to support students.				
2.5 Maintain high expectations for learning with appropriate support				

for the full range of students in the classroom.				
2.6 Establish and maintain clear expectations for positive classroom behavior and interactions.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 3: Understanding and Organizing Subject Matter for Student Learning				
3.1 Demonstrate knowledge of subject matter, including adopted California State Standards and curriculum framework.				
3.2 Use knowledge of students and learning goals to organize the curriculum, and make accommodations and/or modifications as needed to promote student access to the curriculum.				
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy and design and implement disciplinary and cross-disciplinary learning sequences.				
3.4 Individually and through collaboration with other educators plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language.				

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.				
3.7 Model and develop digital literacy.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 4: Planning Instruction and Designing Learning Experiences for All Students				
4.1 Locate and apply information about students' current academic status, learning needs and goals, assessment data, language proficiency status, and cultural background for instructional planning purposes.				
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning and learning experiences for all students.				
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas.				
4.4 Plan, design, implement, and monitor instruction making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students.				
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual				

learning needs.				
4.6 Access resources for planning and instruction, including the expertise of community and school colleagues.				
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
4.8 Use digital tools and learning technologies across learning environments.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 5: Assessing Student Learning				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments				
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, and students with language or other disabilities.				
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language (as applicable) and use this information in planning instruction.				
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 6: Developing as a Professional Educator				
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				

<p>6.2 Recognize their own values and implicit and explicit biases. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all student and families, as well as toward their colleagues.</p>				
<p>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</p>				
<p>6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</p>				
<p>6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</p>				
<p>6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness.</p>				
<p>6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>				
<p>Comments:</p>				



HTH GSE Digital Portfolios (DPs)

Purpose: To document your learning over the course of the program and celebrate and share your work with a broader audience. Digital portfolio should include: signature assignments, Put It To Practice (PITP) assignments, fieldwork supervisor and cooperating teacher observations notes. These artifacts demonstrate competency and mastery of the TPEs as a developing professional educator.

Potential Components:

- **Home Page** – The landing page often introduces the viewer to you and the purpose of the site. Students commonly include a bio, images of themselves (often working alongside students), a resume or CV, and any information that helps provide context for the site. If you don't want to put all of this content on the homepage, you might create an “About Me” page and link it to the homepage instead.
- **Leadership Philosophy Statement** – Through the program you will create a Leadership Philosophy Statement that reflects your beliefs about teaching, learning and leadership. Students often link this from the home page of their DP.
- **Coursework** - For each course you will have a final product that might be linked to your DP along with any related artifacts (e.g. video clips, meeting agendas, project handouts, survey data, images, etc.). We recommend creating one page to document your coursework that includes course titles and brief artist statements (a description of the context for the work and a reflection of your learning), alongside links to your final products with related artifacts.
- **Master's Project** - For the capstone Master's Project, you will pursue an inquiry that addresses a need at your school site and allows you to investigate a passion or interest. Your DP should include links to related work, including any academic writing or final products you create (e.g. book, website, film, practitioner guide, etc.). Student will often curate their DP to highlight this work at the forefront, especially if they plan to continue in making it central to their work as an educator moving forward.
- **Reflections** - Throughout the program, you will be asked to record your observations, field notes and reflections in an Inquiry Journal and share your responses to the readings through an online forum. You will also create Fieldwork Reflections related to the leadership work you are engaged in at your school site. Periodically, you may choose to highlight some of these reflections publicly through a blog on your DP.

Optional:

- Student work/projects from your classroom or school
- Links to resources for other educators (e.g. articles, books, videos, websites, etc.)
- Anything else you wish to share connected to your professional practice

Tips:

- More images, less text
- Provide “hooks” or context to draw viewers into your work
- Share reflections of your learning and process alongside the final products

- Weebly, Wix and Wordpress are great resources for building your DP

Examples:

- <http://www.julieruble.com/> & <https://studentconsulting.wixsite.com/home>
- <http://juliajacobsen.weebly.com/coursework.html> & <http://groupworker.weebly.com/>
- <http://rheabrown.weebly.com/>
- <http://www.jenniferlmorrison.com/#!/home/w998h>
- <http://mobilizelearning.org/>
- <http://shelbyfuentes.wix.com/higherlearning>
- <http://julietmohnkern.weebly.com/>
- <http://sgdp.weebly.com/>
- <http://kwrigh8.wix.com/digitalportfolio>
- <http://bobbyshaddoxl.weebly.com/index.html>
- <http://aowen6.wix.com/owensdp>
- <http://paulnorth.weebly.com/>

You can find other examples of digital portfolios from GSE alumni at:

- <http://gse.hightechhigh.org/digitalPortfolios.php>

HTH GSE Advisory Board Meeting

January 24, 2017

2:00-2:05 Introductions and Agenda Overview

2:05-2:15 GSE Overviews & Updates

2:15-3:00 Dilemma Consultancy

3:00-4:00 Conversation with Deborah Meier and Larry Rosenstock

Program Update: M.Ed. in Educational Leadership

2016-17

- 28 students (18 part-time, 10 full-time)

2017-18

- 1) Administrative Credential - SDCOE Partnership
- 2) New School Creation Fellowship - full tuition, \$2,000/mo. living stipend

For aspiring leaders who plan to open in schools in Walton priority cities:

Atlanta

Denver

Los Angeles

New York

San Antonio

Boston

Houston

Memphis

Oakland

Washington, D.C.

Camden

Indianapolis

New Orleans

Oklahoma City

Program Update: District Intern Program

Year-1 Interns - Healthy Environments/Social Emotional Learning Course:

- Restorative practices
- Social emotional readiness
- Child and adolescent brain development
- Mindfulness education
- Appropriate speech and communication

Year-2 Interns - edTPA:

- 43 year-2 Interns currently working on edTPA, will submit before spring break
- Candidates: 15 Ed Specialists, 9 Multiple Subject, 19 Single Subject

Program Update: Induction Program

Improvement Groups:

- Growth mindset in math
- Student-led assessment
- Equitable group work

Change Ideas:

- Explicitly teach and use growth mindset phrases
- Formative assessment throughout project process
- Establish the norm “share the air” and develop the language students should use to uphold the norm

Data Collection:

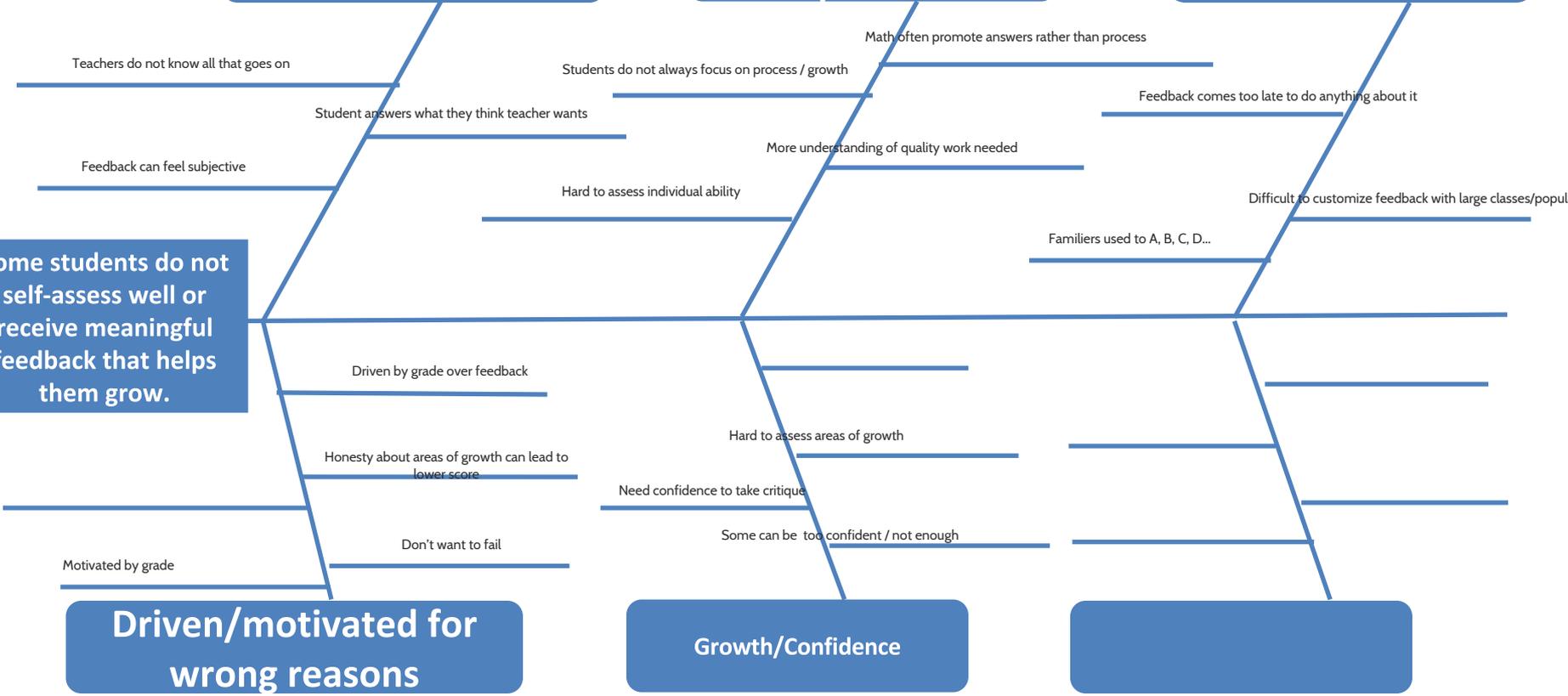
- Exit cards
- Student surveys
- Student interviews

Some students do not self-assess well or receive meaningful feedback that helps them grow.

Teacher Challenges

Lack of student experience

Existing structures



Plan PDSA Round 2

Change idea: Students receiving assessment throughout project and not only at the end through emphasis on journey through skills as opposed to completion of skills.

School: High Tech High Chula Vista

Plan: Exit card that assesses students understanding on a scale of Developing, Understanding, and Achieving.

Questions: What do we want to learn from this cycle?	Data: What data will we collect to answer our questions?	Predictions: What do we think will happen?	Results: What were the results? What did we learn? <i>(completed after implementation)</i>
1.Can concrete examples help students assess themselves more honestly?	Exit cards/ self-reflection forms with 3 levels (developing, understanding, achieving)	Larger need to pull from specific examples will cause students to be more honest with their growth.	
2. Does a request for evidence provide deeper, more reflective self-assessments	Same as above with evidence provided in questions asked after the initial self-reflection table.	Larger need to pull from specific examples will cause students to be more honest with their growth.	

Dilemma Consultancy: *Proposed Preliminary Teaching Credential & M.Ed. in Teaching & Learning*

Dilemma Questions:

- What does an ideal student teaching experience look like?
- What other learning experiences are essential for developing new teachers?
- How can we take advantage of our unique, embeddedness in the HTH K-12 community?

I understand and agree to the conditions that must be met for me to remain enrolled in the GSE.

Candidate name printed	Signature	Date
------------------------	-----------	------

I understand and agree to the conditions that must be met for _____
(candidate)
to remain enrolled in the GSE.

Program Director name printed	Signature	Date
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Fieldwork Supervisor name printed	Signature	Date
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GSE Faculty Meeting

Agenda, 2/1/17

4:15 - 4:30 **Mingle & Snacks**

→

4:30 - 4:45 **Welcome, Introductions & Overview**

Introductions~

- Interview your partner and share out:
 1. Name, Role, School/Organization?
 2. What course(s) do you teach? District Intern or M.Ed. Program?
 3. Share a significant learning experience for students from your course

Overview~

- How can we take advantage of our unique embeddedness in K-12 schools? → K-12 Student Voice Impact Group

4:45 - 5:15 **Student Voice Chalk Talk - Celebrating Bright Spots**

K-12 Schools

- Where have you seen meaningful student voice in our K-12 schools?

GSE

- Where have you seen meaningful K-12 student voice incorporated into our courses? (District Intern Program or M.Ed. Program)
- What other ideas do we have for strengthening this aspect of our work?

5:15 - 5:45 **“Yes, and” Ideation Brainstorm (7 min each)**

For each group member, brainstorm as many ideas as you can about how to meaningfully incorporate K-12 student voice into the course(s) he/she teaches. Before beginning the brainstorm, the presenter can first take up to one minute to give an overview of the course.

5:45 - 6:00 **Go Round**

- Share one idea about K-12 student voice you are excited about incorporating into your course

Agenda, 10/5/16

4:00 - 4:20 **Welcome & Overview**

Program(s) Overview & Update

- District Intern Program
- Induction Program
- M.Ed. in Educational Leadership
- *Preliminary Teaching Credential Program & M.Ed. in Teaching & Learning**
- *Preliminary Administrative Credential**

**Programs in the works...*

Shared Vision - Think/Pair/Share

Reflecting on your course and/or work to support students~

- What can you celebrate?
- What is one potential area for growth?

4:20 - 5:10 **Looking at Student Work**

1. **Core Values & Foundations** - Kelly Wilson & Stacey Caillier
2. **Equity, Diversity & Design Principles** - Sara Islas & Juliet Mohnkern
3. **Reading & Writing Across the Curriculum** - Trisha Magoon & Karen Feitelberg
4. **Advanced Teaching Methods (SPED)** - Francina Hester

5:10 - 5:30 **Discussion**

- What struck you?
- What inspiration or insights emerged through the discussion that could be applied to your own course/practice?
- What questions emerged about our collective work in the GSE?

Exit Card



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GSE Fieldwork Observation Form

PART I: Pre-Observation

Name:

Date:

Start & End Time:

Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Before the observation, meet and discuss the following questions.

1. What are the learning goal(s) for this lesson? What do you hope students understand at the end of the lesson?

2. Which TPEs would you like me to focus on? (select 3-5 TPEs per observation)

- 1.
- 2.
- 3.
- 4.
- 5.

3. Do you want me to pay attention to a particular teaching method or strategy that you will use in this lesson?

4. What else do I need to know for the lesson?



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GSE Fieldwork Observation Form

PART 2: The Observation

Name:

Observation Date:

Start & End Time:

Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Focus Area	Approaches	Meets	Exceeds	NA
Coherence				
Clarity				
Management				
Questions				
Discussion				
Student Presentation				
Evaluation				
Participation				
Engagement				
Project design				
Rigor				
Personalization				
Common Intellectual Mission				
Adult World Connection				
Reflective Practice				

Fieldwork Supervisor Comments:



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GSE Fieldwork Observation Form

Glossary:

Coherence	Instruction/activity is suitably connected to essential questions, purposes, and direction.	TPE # 3, 4
Clarity	Teacher explains content and process of the instruction/activity clearly and checks to see that all students understand.	TPE # 3, 4, 5
Management	Teacher direction and student self-management match the instructional aims and context.	TPE #1, 2
Questions	Strategies and types of questions, including open-ended and student-generated questions, are appropriate to the instructional context.	TPE # 1, 2, 3, 5
Discussion	Strategies are context-appropriate, with emphasis on student-led and student-centered discussion.	TPE # 1, 2, 3
Presentation	A variety of context-appropriate strategies are used, ranging from pair-and-share to formal, public presentation to outside audiences.	TPE # 1, 2, 4, 5
Evaluation	Teacher employs a variety of approaches to evaluating and critiquing student work, including student reflection, self-evaluation, and peer critique.	TPE # 1, 2, 5
Student Participation	Teacher employs appropriate strategies to encourage and ensure participation of all students.	TPE # 1, 2, 3, 4, 5
Student Engagement	Teacher employs appropriate strategies to foster engagement of all students.	TPE # 1, 2, 4
Project Design	Project design is appropriate to the instructional goals and includes student choice as appropriate.	TPE # 1, 2, 3, 4
Rigor	Teacher models and expects rigorous approaches to academic content and processes (aligned to state adopted content standards).	TPE # 1, 2, 3, 4, 5
Personalization	Teacher personalizes and differentiates instruction to meet a wide range of student needs.	TPE # 1, 2, 4
Common Intellectual Mission	Teacher holds high expectations for all students in common, including attainment of the state adopted content standards (Common Core and Next Generation Science Standards).	TPE # 1, 2, 3, 4, 5
Adult World Connection	Teacher connects instruction and assessment to the world beyond school as appropriate.	TPE # 1, 5, 6
Reflective Practice	Teacher demonstrates appropriate reflection on instructional design and implementation, means of assessment, and connection to HTH design principles.	TPE # 5, 6

California Teaching Performance Expectations (TPE) (numbered here for easy reference)

1. Engaging & Supporting All Students in Learning
2. Creating & Maintaining Effective Environments for Student Learning
3. Understanding & Organizing Subject Matter for Student Learning
4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator



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GSE Fieldwork Observation Form

PART III: Observation Debrief

Name:

Date:

Start & End Time:

Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Debrief and reflect upon the following:

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?

- a. Flow
- b. Time
- c. Routines/procedures
- d. Questioning strategies

3. How did the lesson work for your students? How do you know?

- 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:

- a. Think time for students?



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GSE Fieldwork Observation Form

- b. “Hands on”project time...describe what students did during the lesson
- c. Links to the last lesson and prep for the next lesson?
- d. Adult world connection?
- e. Student autonomy?

5. What would **you** do differently next time you teach this lesson? What would you have **students** do differently?

6. What have you learned about teaching or learning that you will use in the future?



GSE Design Retreat

“Man cannot discover new oceans unless he has the courage to lose sight of the shore.” ~ Andre Gide

Agenda, 5/25/17

Norms:

- Assume positive intent
- Hard on the content, soft on the people
- All ideas welcome
- Embrace “yes, and”
- Thinking is not deciding

4:45 - 5:15 **Welcome, Gallery Walk & Dinner**

- What’s working?
- What could be better?
- Wild ideas?

5:15 - 5:30 **Share Out**

- What strikes us?
- What key themes/issues are emerging?

5:30 - 6:15 **Groups Work on Design Issues**

*Each group designates a facilitator and note-taker, and prepares a poster that has **3 design issues, 3 possible solutions, and next steps**. The note-taker will e-mail/share the notes from their group's discussion to Hayley at bmurugesan@hightechhigh.org.*

Potential Design Groups

1) LEADERSHIP FIELDWORK

How can we improve the design and better support the leadership fieldwork component of the program?

2) MASTER'S PROJECT

How can we improve the design and better support the master's project component of the program?

3) COURSE PROJECTS

How do we better design authentic projects for developing educational leaders?

4) PROGRAM DESIGN

How might we improve the overall design of the program, including but not limited to course offerings, sequence and schedule?

5) ADVISING & FEEDBACK

How do we improve the quality of both instructor and peer feedback, as well as faculty advising for the leadership fieldwork, master's project and overall experience in the program?

6) PERSONAL LEARNING PLAN & DIGITAL PORTFOLIO

How do we improve the purpose, authenticity and integration of these components of the program?

6:15 - 6:45 Groups report out (3 min. max per group; all members must participate)

- 3 Design Issues, 3 Design Solutions, Next steps

6:45 – 7:15 Appreciations



Personal Learning Plan (PLP)

Name: _____ School: _____

Cooperating Teacher's Name: _____ Date: _____

The Personal Learning Plan (PLP) is a set of ongoing goals guiding professional development. A well constructed Personal Learning Plan establishes goals worth pursuing and defines how to go about achieving them in practice. Throughout our careers, identifying and pursuing such goals is integral to the teaching profession. By doing so, we continue to address our practice as learners...and we continue to be puzzled by our questions and surprised by their answers.

The intent of the PLP is for you to address your goals, strengths, needed curriculum modifications and areas of improvement and, in conjunction with your fieldwork supervisor and cooperating teacher, develop a plan for improvement that aligns to the Teaching Performance Expectations (TPE) and CA Standards for the Teaching Profession.

1. In regards to ***developing your craft as an educator***,
 - a. What can you ***celebrate***?

 - b. How would you like to ***grow***?

2. What are your ***hopes and dreams for your teaching this year***?

3. Reflecting on the answers you provided above, share your strength and growth goals as it relates the following Teacher Performance Expectations:

TPE Standards	Provide a short description of how you plan to improve in this area:
#1 Engaging Students	
#2 Effective Environments	
#3 Organizing Subject Matter	
#4 Planning Instruction	
#5 Assessment	

6 Professional Development	
----------------------------	--

4. Curriculum Modifications:

5. Additional Comments:

Teacher Signature

Date

Fieldwork Supervisor

Date

Cooperating Teacher

Date



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?



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

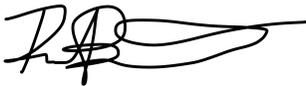
Dear Commission on Teacher Credentialing:

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

GSE GRADUAL RELEASE MODEL

The student teaching fieldwork experience (i.e. clinical practice) is a full immersion “teacher residency” model where candidates are expected to be fully integrated into their school environment four days per week. The GSE developed a gradual release of responsibility from the cooperating teacher to the candidate outlining the implementation of candidate’s fieldwork experience. The fieldwork supervisor is the liaison between the GSE and the fieldwork experience and responsible for implementing and overseeing the gradual release model of teaching with their candidate(s). The program is designed with a constructivist, experiential approach, so it is important for participants to learn by not only observing, but also doing, and to play an important role in the classroom from the very beginning. Each month teaching expectations will increase as participants take more responsibility for co-teaching or serving as lead teacher.

AUGUST

Summer Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>August</u> Participating teacher participates in back-to-school professional development and observes cooperating teacher’s preparations for the start of the school year, supporting planning when appropriate.</p> <p>Participating teacher and cooperating teacher plan introduction to students and families, including how to best communicate that the students will have two teachers for the school year. During the first week of school, this might include greeting students at the door, working with small groups or even co-teaching a lesson.</p>
Mentoring
<p>Cooperating Teacher: At the start of the year, the participating teacher and cooperating teacher will introduce themselves to both students and guardians as teachers in the classroom and will emphasize the value of having two teachers to support students’ learning.</p>
<p>Fieldwork Supervisor: Meet and discuss student teaching placement, cooperating teacher support role, gradual release teaching model and observation process</p>
<p>Kick Off Meeting:</p>

At the start of the school year, participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator to identify site expectations, and performance expectations.

Summer Coursework*

Foundations of English Language Development (July- August)-online course
 New Teacher Odyssey (August)
 Equity, Diversity & Design Principles
 Teaching & Learning I: General Methods

**Participants are observed during summer coursework as they interact with faculty, teachers, students, and fellow participating teachers. GSE staff, faculty and fieldwork supervisors evaluate each participating teacher's readiness for teaching and fieldwork placement and work together as a team to determine placement assignment.*

SEPTEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)

September

Participating teacher **observations** with focus on:

- classroom management (including structures & routines)
- lesson planning
- equity, diversity & inclusion
- English learners & neurodiversity (including students with IEPs and 504s)
- family engagement & communication

Participating teacher **opportunities for practice and reflection:**

- greeting students and supporting the start of class
- working with students one-one-one and facilitating small groups
- co-planning and co-teaching at least two lessons with the cooperating teacher
- serving as lead teacher while cooperating teacher supports for the equivalent of at least one day

Mentoring

Cooperating Teacher:

- 1) 2 hours/week minimum to meet, plan and debrief
- 2) Participating teacher observes cooperating teacher and debrief

3) Cooperating teacher observes participating teacher and debrief

Fieldwork Supervisor:

1 formal observation and debrief

Coursework

Tuesday

Equity, Diversity & Design Principles

Thursday

Teaching & Learning I: General Methods

OCTOBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>October</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● social/emotional learning ● child or adolescent development ● literacy and numeracy skill development ● differentiation ● group work design and facilitation, including treatment of status and equity issues <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least four lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least three days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles Social Emotional Learning	Teaching & Learning I: General Methods

NOVEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>November</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● checking for understanding ● formative & summative assessment ● student-led conferences ● exhibitions of learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Social Emotional Learning	Teaching & Learning I: General Methods

DECEMBER

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>December</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● performance tasks ● dialogical assessment ● self-assessment & reflection ● analysis of student learning data <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning	Teaching & Learning II: Subject Specific Methods

JANUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)	
<p>January</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● backwards planning ● project design and implementation ● Common Core standards ● student voice and choice ● experiential and constructivist learning ● student-centered instruction <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days 	
Mentoring	
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 	
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>	
<p>Mid-Year Meeting:</p> <p>Participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator in order to review participant progress and performance toward goals and performance expectations.</p>	
Coursework	
Tuesday	Thursday
Design for Deeper Learning Authentic Assessment	Teaching & Learning II: Subject Specific Methods

FEBRUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>February</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● academic mindsets (e.g. belonging, purpose, agency, self-efficacy) ● other noncognitive factors ● intrinsic v. extrinsic motivation ● deeper learning competencies <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Authentic Assessment	Teaching & Learning II: Subject Specific Methods

MARCH

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)	
<p><u>March</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● special needs ● learning styles ● personalization ● differentiation ● neurotypical development and neurodiversity <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead 	
Mentoring	
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief 	
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>	
Coursework	
Tuesday	Thursday
Inclusive Classrooms	Teaching & Learning III: Interdisciplinary Teaching

APRIL

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)

April

Participating teacher **observations** continue with additional focus on:

- inclusion
- support for English learners
- special education
- identification, referral & testing process
- accommodations & modifications for students with IEPs and 504 plans
- transition planning

Participating teacher **opportunities for practice and reflection:**

- serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning
- co-planning and co-teaching when not serving as lead

Mentoring

Cooperating Teacher:

- 1) 2 hours/week minimum to meet, plan and debrief
- 2) Participating teacher observes cooperating teacher and debrief

Fieldwork Supervisor:

2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)

Coursework

Tuesday

Inclusive Classrooms
Innovation, Design & Technology

Thursday

Teaching & Learning III: Interdisciplinary
Teaching

MAY/JUNE

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)	
<p><u>May</u> Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● technology ● creative thinking and problem solving ● design thinking ● tinkering and making ● innovation ● 21st century learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead 	
<p><u>June</u> Participating teacher wraps up the year alongside cooperating teacher, including but not limited to support for end-of-year festivities, presentations of learning, graduation celebrations (if applicable), grading and comments.</p>	
Mentoring	
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation 	
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>	
Coursework	
Tuesday	Thursday
Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary



**High Tech High Graduate School of Education
Student Teaching Agreement with Cooperating School
Memorandum of Understanding (MOU) - 2018-19 Academic Year**

INTRODUCTION

High Tech High Graduate School of Education is a WASC accredited institution of higher education operating within San Diego County. The HTH GSE is also accredited by the Commission on Teacher Credentialing (CTC) to prepare new teachers (“Participating Teachers”) for a California Preliminary Single Subject or Multiple Subjects teaching credential.

PURPOSE

This agreement is intended to provide guidelines, policies, and procedures for the placement of GSE Participating Teachers in Student Teachings within a California public K-12 School.

AGREEMENT

The HTH Graduate School of Education (referred to herein as “GSE”) and Cooperating School (referred to herein as “School”) enter into this Memorandum of Understanding to support Participating Teachers in the HTH GSE Student Teaching Program.

Effective August 1, 2018, this MOU establishes a partnership between High Tech High Graduate School of Education and _____ Cooperating School, a California K-12 public school, pertaining to Student Teachings.

The GSE shall be represented in all matters relating to Student Teaching by the Program Director and/or his/her appointed representative(s). The School shall be represented by the School Director (referred herein as the Director) and/or his/her representative(s).

GSE RESPONSIBILITIES

Under the terms and conditions of the Memorandum of Understanding, the GSE agrees to:

1. Ensure that each Participating Teacher, prior to beginning their Student Teaching, shall have undergone a successful Background Check and will hold a valid California Certificate of Clearance.

2. Ensure that Participating Teachers comply with all School rules, policies, procedures, and directives as provided to them.
3. Provide Participating Teachers with preservice instruction prior to being placed in a CA classroom.
 - a. New Teacher Odyssey & Core Values/Foundations Course: 7 full days of instruction focused on project-based and authentic learning methodologies with a focus on equity
 - b. English Learner Course: 45 hours of instruction specific to the needs of English learners
4. Over the course of the school year, provide a minimum of 144 hours of support, mentoring and supervision to each Participating Teacher including coaching, modeling, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies.
5. The GSE shall appoint a Faculty Supervisor for each Participating Teacher placed in Student Teaching. The Faculty Supervisor will oversee all Student Teaching placements, frequently confer with Cooperating Teacher and Participating Teacher and observe each Participating Teacher 4x each quarter term.

SCHOOL RESPONSIBILITIES

Under the terms and conditions of the Memorandum of Understanding, the Cooperating School agrees to:

- 1) Accept Participating Teacher Candidates for Student Teaching; however, the School reserves the right to: a) decide upon agreeable times and durations, b) accept only the number of Participating Teachers deemed feasible, c) refuse acceptance, d) or provide written reasons for withdrawal.
- 2) Ensure Student Teacher Placements are with a Qualified Teacher who holds a California Clear credential with a CLAD certificate or an embedded English Learner authorization.
- 3) Advise Participating Teachers on school rules, policies, procedures, and directives.
- 4) Comply with all legal requirements of the American's With Disabilities Act as may apply.
- 5) Provide feedback and observation evaluation of Participating Teachers.
- 6) Ensure that Participating Teacher's normal teaching load shall be the same as the Cooperating Teacher to which they are assigned. Other duties shall include, but are not limited to:
 - a) classroom observation,
 - b) classroom teaching,
 - c) development of unit and daily lesson plans,
 - d) diagnosis of student learning problems,
 - e) tutoring of students,
 - f) grading and recording of student assignments, and
 - g) assistance with record keeping.

- h) additional assignments outside the classroom may include, but are not limited to: lunch supervision, playground supervision, faculty meetings, I.E.P. meetings, staff Meetings and PD, and Student-Led (or Parent) Conferences, and Presentations of Learning (POL).
- 7) Teacher Candidates are required to follow the calendar of the School rather than the GSE Calendar.
- 8) Provide sufficient resources to Participating Teachers, including protected time during the school day for Cooperating Teacher to work with Participating Teacher.
- 9) Encourage Participating Teachers to attend staff meetings and professional development at the School site.
- 10) Subject to applicable laws, and in a manner consistent with the School's confidentiality requirements and policies, the School shall allow the Participating Teacher access to relevant information, documentation and reports.

Qualified Cooperating Teachers:

A. Minimum Qualifications:

- a. Three years or more years of successful teaching experience
- b. Fully certified teacher in California and hold a Clear or Life credential with a CLAD designation or embedded EL authorization and teach in an area in which they hold current certification
- c. Current knowledge in the content they teach and understand the context of public schooling
- d. Knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity
- e. Knowledgeable about academic standards (Common Core of learning and Next Generation Science standards), frameworks, and accountability systems that drive the curriculum of public schools

B. Responsibilities include:

- a. The School shall designate a qualified Cooperating Teacher based on the minimum qualifications above. Schools, in conference with the GSE, establish a partnership between Cooperating Teacher and Participating Teacher for the purposes of Student Teaching. The overall responsibility of the Cooperating Teachers is to guide, counsel, instruct, and supervise Participating Teachers. In addition,
 - i. Conference with the Participating Teacher regarding the expectations of the School and those of the individual during Student Teaching.
 - ii. Establish availability to address the needs of the Participating Teacher
 - iii. Guidance toward School resources, policies and procedures
 - iv. Serve as the first point of contact between the Participating Teacher and the School.

- v. Monitor the Participating Teacher's Progress.
- vi. Observe, debrief and conference with the Participating Teacher throughout Student Teaching process and provide frequent feedback regarding progress, problems and recommendations.
- vii. Meet with participating teacher weekly (min. 5 hrs) and report the content
- viii. Model best professional practices in teaching and learning, scholarship and service
- ix. Provide support focused on knowledge, skills, and abilities related to supporting English learners in the classroom and school environment. This includes assisting with planning lessons that are appropriately designed and differentiated for English learners, assessing language needs and progress and to support language accessible instruction through in-classroom modeling and coaching.

REMOVAL FROM PLACEMENT

Either the School or the GSE may remove a Participating Teacher from a Student Teaching for lack of competency, failure to comply with the School's rules or policies or GSE's rules or policies, or for any other reason where either party reasonably believes that it is not in the best interest of the Participating Teacher, or the students of the school to continue the placement. If the school requests the removal, they shall provide written reasons for the withdrawal to the Program Director.

COMMUNICATION

One person from each organization serves as the official contact for that organization and coordinates the process of carrying out this MOU.

GSE Contact: _____

Partner Contact: _____

NON-DISCRIMINATION POLICY

The GSE and School actively follow a policy of nondiscrimination in 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. All GSE and School actions will be administered in a nondiscriminatory manner.

TERM

The term of this MOU is 12 months from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

AUTHORIZATION

School understands and agrees that the following Participating Teachers will be placed in Student Teaching:

Participating Teacher

Assigned Mentor & Email (if known)

1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The signing of this MOU is not a formal undertaking. It implies that the signatories, to the best of their ability, will strive to reach the objectives stated in this MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Cooperating School Director	GSE Dean
Name:	Name: Kelly Wilson
Title:	Title: Dean
School:	School: High Tech High Graduate School
Address:	Address: 2150 Cushing Road San Diego, CA 92106
Phone:	Phone: 619/243-5000
Signature:	Signature:
Date:	Date:



HTH 405B
Teaching & Learning II: Subject Specific Methods
3.0 credits

Course Meetings: 12 class meetings

Instructor(s): TBD

Location: Forum classroom 227

COURSE DESCRIPTION

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to their subject and grade level. Participants will become familiar with the Common Core Standards and Next Generation Science Standards, as well as pedagogical approaches to teaching academic content that develop inquiry, critical thinking, creative problem solving, collaboration, and communication skills. Through the design of open-ended, student-centered, constructivist learning experiences, including but not limited to project-based learning, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading, writing and numeracy. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy and purpose, in students in relation to their subject and grade level. Finally, throughout this course participants will be supported in understanding and making progress towards the edTPA requirements.

ESSENTIAL QUESTIONS

- What habits, dispositions, skills and content knowledge are essential for specific grade levels and disciplines?
- How can the teaching, learning and assessment of foundational skills be meaningfully integrated into authentic work?
- How does the development of academic mindsets impact student learning?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- *Reflective Practice (IR1): Reflect on and critically analyze their own practice to guide future action.*

- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

The following Teaching Performance Expectations (TPEs) serve as learning outcomes for this course, which are then mapped to the program learning outcomes	Activities/Products
<p>1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.</p> <p>1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</p> <p>1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</p> <p>2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p> <p>2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p> <p>3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</p> <p>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and</p>	<p>Reader Response Briefs, Put it to Practice, Final Course Project</p>

<p>cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.</p> <p>3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</p> <p>4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.</p> <p>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</p> <p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies</p> <p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p> <p>6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.</p>	
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REQUIRED COURSE MATERIALS

Humanities

- Allington, R.L. & Gabriel, R.E. (2012). Every child, every day. *Educational Leadership*, 69(6). Retrieved from <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Every-Child,-Every-Day.aspx>.
- Berger, R., Woodfin, L., Plaut, S.N. & Dobbertin, C.B. (2014). Transformational literacy: Making the common core shift with work that matters. San Francisco, CA: Jossey-Bass.
- Calkins, L. (2017). *A Guide to the Writing Workshop*. Portsmouth, NH: Heinemann.
- Eubanks, E., Parish, R. & Smith, D. (1997). Changing the discourse in schools. In *Race, Ethnicity, and Multiculturalism: Policy and Practice*, ed. Peter Hall. New York: Routledge.

Fountas, I. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum*. Portsmouth, NH: Heinemann.
Fisher, D. & Frey, N. (). Close reading in elementary schools. *The Reading Teacher*, 66(3), 179-188.
Fisher, D. & Frey, N. (2014). Speaking Volumes. *Educational Leadership*, 72(3), 18-23.

Fisher, D. et al. (2008). Why talk is important in classrooms. In *Content-Area Conversations: How to plan discussion-based lessons for diverse language learners*. ASCD publication.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects. Retrieved from the Common Core State Standards Initiative website: www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Serravallo, J. (2012). The children in front of us: Set reading goals for individual students first, then the group. Retrieved from http://www.jenniferserravallo.com/wp-content/uploads/2013/09/Children_Serravallo_HN_PDCatFall12_Proof3.pdf.

Mathematics

Boaler, J. (2005). The ‘Psychological Prisons’ from which they never escaped: The role of ability grouping in perpetuating social class inequalities. *Forum*, 47(2&3), 125-134.

Boaler, J. (2016). *Mathematical mindsets*. San Francisco, CA: Jossey-Bass.

Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside school. *Teachers’ College Record*, 110(3), 608–645.

Brooks, L., & Dixon, J. K. (2013). Changing the Rules to Increase Discourse. *Teaching Children Mathematics*, 20(2), 84-89.

Carpenter, T.P. & Fennema, E. (1992). Cognitively guided instruction: Building on the knowledge of students and teachers. *International Journal of Educational Research*, 17(5), 457-470.

Farrington et al. (2012). *Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review*. Chicago: University of Chicago Consortium of Chicago School Research.

Horn, I. (2012). *Strength in numbers: Collaborative learning in secondary mathematics*. Reston, VA: The National Council of Teachers of Mathematics.

Schoenfeld, A. H. (2002). Making Mathematics Work for All Children: Issues of standards, testing, and equity. *Educational Researcher*, 31(1), 13-25.

Stutzman, R., & Race, K. (2004). EMRF: Everyday Grading Rubric. *Mathematics Teacher*, 97(1), 34-39.

Science

Barton, A. C. (2002). Urban science education studies: A commitment to equity, social justice and a sense of place. *Studies in Science Education*, 38(1), 1-37.

Brown, B. A., & Ryoo, K. (2008). Teaching science as a language: A “content-first” approach to science teaching. *Journal of Research in Science Teaching*, 45(5), 529-553.

Bransford, J. (2000) How People Learn (Chp 3.) Learning & Transfer. Washington, DC: National Academies Press.

Madden, L. (2016). Preparing teachers for next generation science standards. *Edweek*. Retrieved from <http://www.edweek.org/ew/articles/2016/07/05/preparing-teachers-for-next-generation-science-standards.html>.

National Research Council (2000). *Inquiry and the national science education standards: A guide for teaching and learning*. Washington, DC: National Academy Press.

National Research Council. (2015). *Guide to implementing the next generation science standards*. Washington, D.C.: The National Academies Press.

Glynn & Muth (1994). Reading and Writing to Learn Science: Achieving Scientific Literacy. *Journal of Research in Science Teaching*, 31, 1057-1073.

Osborne, J. (2011). Science teaching methods: a rationale for practices. *School Science Review*, 93(343), 93-103.

Other resources:

[Teaching Tolerance](#)

[Facing History & Ourselves](#)

[Reading & Writing Project](#)

[Teaching for Learning](#)

[National Council of Teachers of Mathematics](#)

[youCubed](#)

[Teaching & Learning Mathematics with the Common Core](#)

[Complex Instruction](#)

[Next Generation Science Standards](#)

[National Science Teachers Association](#)

FINAL COURSE PROJECT

For your final project you will plan a week (5-days) of lessons. At some point in the 5 days, you need to include:

- At least 5 different checking for understanding methods
- At least 2 group work activities
- At least 1 critique/feedback session
- At least 1 assessment

Each daily lesson plan should include:

- Content standards
- Content objectives
- Language objective (what academic language will students be able to (SWBAT) use and how will they use it)
- Academic language
- Overview of Lesson including:
 - Times for each activity
 - Student actions and teachers actions
 - First 5 and last 5
 - Monitoring learning
- Differentiation

For the final project you will submit lesson plans, two video reflections unpacking what worked well and what you would do differently for two specific lessons and a written reflection demonstrating how you integrated theory related to best teaching practices for your discipline into your lesson design.

Reader Response Briefs/Peer Response

COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

DATE	ASSIGNMENTS and ACTIVITIES	FOCUS OF SESSION
Session 1	Inclusion Activity Subject specific break out groups: <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack Expert Panel Introduction to course PITP: Observe and interview your cooperating teacher on how they approach instruction related to his/her discipline and post a reflection <i>Readings assigned by subject specific facilitators</i>	Subject specific teaching methods - break out groups
Session 2	PITP reflection & discussion Subject specific break out groups: <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack edTPA: Introduction and overview PITP: Design a lesson plan connected to the subject specific teaching strategy <i>Readings assigned by subject specific facilitators</i>	edTPA: Introduction and overview
Session 3	Lesson Plan Critique #1 - Scaffold towards final project Subject specific break out groups: <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack edTPA: Panel of completers PITP: Teach and film the lesson plan you designed and choose a 5-8 min. video that raises a question for you. <i>Readings assigned by subject specific facilitators</i>	edTPA: Panel of completers
Session 4	Inclusion Activity Subject specific break out groups: <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack Video Consultancy	Subject specific teaching methods - break out groups

	<p>Final Project Workshop</p> <p>Subject specific break out groups:</p> <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack <p>PITP: Post a video reflection to the forum</p> <p><i>Readings assigned by subject specific facilitators</i></p>	
Session 5	<p>Inclusion Activity</p> <p>Subject specific break out groups:</p> <ul style="list-style-type: none"> ● Integration of theory & practice ● Subject specific teaching strategy: model and unpack <p>PITP: Design a lesson plan connected to the subject specific teaching strategy</p> <p><i>Readings assigned by subject specific facilitators</i></p>	Subject specific teaching methods - break out groups
Session 6	<p>Lesson Plan Critique #2 - Scaffold towards final project</p> <p>Designing and assessing learning experiences that develop the following skills:</p> <ul style="list-style-type: none"> ● Inquiry ● Critical Thinking ● Creative Problem Solving ● Collaboration ● Communication <p>Modeling through centers</p> <p>Discussion</p> <p>PITP: 1) Teach and film the lesson plan you designed and choose a 5-8 min. video that raises a question for you. 2) Design a lesson plan connected to developing one or more of these skills.</p> <p><i>Readings assigned by subject specific facilitators</i></p>	Inquiry, Critical Thinking, Creative Problem Solving, Collaboration, Communication (within and across disciplines)
Session 7	<p>Lesson Plan Critique #3 - Scaffold towards final project</p> <p>Designing and assessing learning experiences that develop the following academic mindsets:</p> <ul style="list-style-type: none"> ● Belonging ● Growth Mindset ● Efficacy ● Purpose <p>Modeling through centers</p> <p>Discussion</p>	Academic Mindsets

	<p>Video Consultancy</p> <p>1) Teach and film the lesson plan you designed and choose a 5-8 min. video that raises a question for you.</p> <p>2) Design a lesson plan connected to developing one or more of these academic mindsets..</p> <p><i>Readings assigned by subject specific facilitators</i></p>	
Session 8	<p>edTPA rubrics: Overview of rubrics, video policy and forms</p> <p>Final Project Workshop</p> <p>Work on final project for continuous learning</p>	<p>edTPA rubrics: Overview of rubrics, video policy and forms</p>
Session 9	<p>Final Project Workshop</p> <p>Work on final project for continuous learning</p>	<p>Final Project Workshop</p>
Session 10	<p>Final Project Workshop</p> <p>edTPA: Focus on Task 1 - Planning</p> <p>Work on final project for continuous learning</p>	<p>edTPA: Focus on Task 1 - Planning</p>
Session 11	<p>Final Project Workshop</p> <p>edTPA: Focus on Task 2 - Video</p> <p>Work on final project for continuous learning</p>	<p>edTPA: Focus on Task 2 - Video</p>
Session 12	<p>edTPA: Focus on Task 3 - Assessment</p> <p>Presentations of Learning - Reflections on final project</p>	<p>edTPA: Focus on Task 3 - Assessment</p>

CREDIT HOURS

Teaching & Learning II is a 3.0 credit course. Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, 12 hours of out-of-class instructional time (via online forums and tutorial instruction) and 87 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment”

format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.

GSE Preliminary Program Operation Plan

GSE sponsors and supports the creation of a credentialing program and allocates sufficient resources to enable the programs to fulfill its responsibilities to its Preliminary credential candidates. GSE funds and allocates an appropriate credential staff to successfully support administer and evaluate all programs.

Staff include:

- President
- Provost
- Dean
- Director of Student Affairs and Registrar
- Program Director - Preliminary Credential Program
- Credential Analyst/Administrative Support
- Faculty for Preliminary Teaching Program & Fieldwork Supervisors
- Mentor (referred to as Cooperating Teacher) for each candidate

In addition to the staff above, GSE has engaged the following to support the systematic and unit-wide evaluation practices and additional oversight of the educator preparation program.

- GSE Advisory Board- representatives from K-12 partner schools and organizations
- Director, HTH Credential Operations/Credential Analyst
- Director, HTH New Teacher Development
- HTH Improvement Facilitator (HTH Center for Improvement Research on Equity and Innovation)

To support operational costs

Teachers enrolling in the GSE Preliminary credential program will pay a tuition fee* of \$10,000/year beginning in 2018-19. **Tuition fees are reviewed annually and candidates are apprised of any changes in advance of enrolling in programs.*

Additional Support

The GSE supports all approved programs by supplying the following:

- GSE Preliminary Credential Program provides faculty for all program courses.
- GSE provides a Mentor (Cooperating Teacher) stipend in the amount of \$750/per mentee.

GSE Preliminary Program Operation Plan

Cooperating Teachers support candidates at a ratio of 1:1 candidate per Mentor.

- Offices and Training Sites. The GSE has a newly constructed adult learning building, referred to as the GSE Forum, located on the High Tech High Campus in Point Loma, San Diego. The Forum site includes office space for the M.Ed. Program Director, Director of Student Affairs, Director of New Teacher Development, Director of Credentialing Operations, Preliminary Teaching Program Manager, and Credential Analysts. The GSE Forum maintains wireless internet access, two fully equipped “smart” classrooms, multiple meeting/study spaces, Forum commons area that can hold up to 500 attendees, a copy center, small kitchen and sufficient free parking available to accommodate all staff, faculty, and candidates. All building facilities are accessible and meet ADA standards.
- Site Maintenance. The HTH Charter School Organization provides maintenance and late night security for the program.
- Professional Library. Digital libraries are available to all candidates of veteran teachers project work with student work samples.
 - [Library Resources](#)
 - [EBSCO Education Source](#)
- Computer Access. Each HTH school has a fully networked wireless internet system that can be accessed and utilized by faculty, staff, and credential candidates.
- Multimedia. All candidates, cooperating teachers and faculty members have access to a range of multimedia to support their professional growth and development. Each candidate will be issued a GSE (@hthgse.edu) email account that includes access to all Google applications. Candidates have access to the wireless internet, hardware peripherals such as digital cameras, video cameras and tripods, scanners, and printers and Powerschool Learning (an online Learning Management System).
- Technical Support Services. HTH staffs a Director of IT to support the GSE and implementation of technology into coursework by managing, monitoring, and troubleshooting technology-related resources and equipment. The Director of IT provides training to faculty and candidates on hardware use and software applications as needed. Each of our HTH clinical sites has a Technology Support staff person available to support

GSE Preliminary Program Operation Plan

candidates by videotaping instruction used for their TPA (Teaching Performance Assessment) and Mentor analysis and debrief.

Coordination

HTH Leadership and the GSE Board of Directors support the implementation of a credential program by providing guidance as the programs grow and develop. School Directors at HTH and at partner schools are involved in program development and will support the program by assisting candidates and cooperating teachers at their school sites. They will work closely with the GSE Program Director to make appropriate cooperating teacher to candidate matches and provide feedback to credential staff on candidate progress as well as ideas for program improvement.

Candidates work with and are coached by their cooperating teacher on a weekly basis. They have multiple opportunities to interact with their course instructors, cooperating teacher, and the Program Director via face-to-face meetings, e-mail, video conferencing, and phone.

Admission

The GSE makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention and graduation of students, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

The GSE Equal Opportunity Policy is described in detail in both the Student Handbook and Faculty Handbook as it relates to applicants, candidates, and employees. The policy as described in full: [Equal Opportunity Policy](#). See [GSE Admission Criteria & Procedures](#)

Advisement

The GSE has an accessible website that is free of login codes or passwords. Once approval of the Preliminary Credential Program is granted, the website will include the subpage for specific program details. The draft of this subpage is included here and will host information regarding coursework, admission materials/forms, tuition rates, and financial aid information. Additionally, information regarding the GSE proposed program is available through online info sessions held from October through January to accurately advise potential candidates and answer individual questions about program offerings.



GSE Preliminary Program Operation Plan

Candidates enrolled in the GSE Credential Program are given a program specific outline that includes all required coursework, fieldwork and total units required for program completion. The GSE utilizes the Powerschool Learning Management System (LMS) to post coursework, syllabi, course completion and attendance results.

The GSE Student Handbook clearly outlines the program's mission and goals, program requirements, and opportunities for professional development. It provides information about legal requirements for teacher certification, and the specific standards and deadlines for making satisfactory progress in the program, including completion requirements. The handbook includes information about program coordination, advisement, assessment, accessing coursework/syllabi on the Powerschool Learning (Learning Management System), and the role of the Cooperating Teacher. Candidates receive information about attendance requirements, course and program expectations, annual schedule of courses, credential processing procedures, and record-keeping requirements. The handbook is distributed and reviewed with all candidates during the Orientation at the beginning of the program.

[GSE website](#)

[GSE Student Handbook \(2018-19\)](#)

[GSE Enrollment Agreement](#)

Curriculum

In the GSE teacher preparation program, learning experiences are designed to be personalized, authentic, and transformative. Coursework and professional development opportunities are carefully sequenced to follow a logical progression as candidates gain experience, competency, and mastery of essential pedagogical methods.

The GSE is committed to developing reflective practitioners who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. Candidates are supported in achieving the following program learning outcomes, which align to the institutional learning outcomes of the GSE:

GSE Preliminary Program Operation Plan

Program Learning Outcomes:

Practice Thoughtful Inquiry & Reflection (IR): *Pursue scholarly inquiry and reflective practice that contributes to broader understandings of teaching, learning and leadership.*

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D): *Design learning environments that offer access and challenge to all learners.*

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

GSE Preliminary Program Operation Plan

 Preliminary Teaching Credential & M.Ed. in Teaching and Learning (40.5 credits)							
Summer	Fall		Winter		Spring		
New Teacher & Odyssey (3)	Equity, Diversity & Design Principles (1.5)	Design for Deeper Learning (1.5)	Authentic Assessment (1.5)	Inclusive Classrooms (1.5)	Social Emotional Learning (1.5)	Innovation, Design & Technology (1.5)	Year 1
Foundations of English Language Development (1.5)	Teaching & Learning I: General Methods (3)		Teaching & Learning II: Subject Specific Methods (3)		Teaching & Learning III: Interdisciplinary Teaching (3)		Year 1
	Inquiry into Practice I: Developing a Theory of Action (3)		Inquiry into Practice II: Iterative Learning Cycles to Guide Improvement (3)		Inquiry into Practice III: Synthesis & Dissemination (3)		Year 2
	Teaching Fieldwork (1.5)		Teaching Fieldwork (1.5)		Teaching Fieldwork (1.5)		Years 1 & 2

KEY:

	7 day summer intensive course		6 week core courses		12 week courses supporting credential methods courses		12 week courses supporting master's project		12 week courses supporting teaching fieldwork
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Professional Development & Instruction

During student teaching/fieldwork placement, candidates are provided with on-site professional development (PD) experiences at one of the thirteen K-12 High Tech High schools. The GSE is positioned to offer a broad range of adult learning opportunities to educators across the globe, including workshops, guest speakers, conferences, and trainings. Candidates are invited to participate in the numerous offerings available at the GSE to further develop as practitioners and gain diverse perspectives from educational leaders across the globe. Additionally, the GSE maintains a collaborative partnership between HTH and the Desert Mountain Special Education Local Plan Area (DMSSELPA). The DMSSELPA provides support to the program when coursework relates to IDEA and IEP laws and procedures.

Professional development is also provided for both cooperating teachers and fieldwork supervisors. During the months of September through May, GSE faculty will facilitate professional learning one day per month. During these professional development days, participants will have the opportunity to learn more about what candidates are currently working on in their course work, share bright spots in their candidate's progress and development, and also support each other in dilemmas with their coaching work. It will also be an opportunity to

GSE Preliminary Program Operation Plan

engage cooperating teachers and fieldwork supervisors with the literature, analyze various coaching framework and practice and reflect on their coaching skills.

Field-Based Supervision & Clinical Experiences

Fieldwork Supervisors will conduct four formal observations per term for a total of twelve (12) observations throughout the course of the school year. Observations will consist of a pre-meeting conversation (day/week before), one-hour observation followed by a debrief conversation. Fieldwork Supervisors are available to meet regularly with candidates, answer questions, offer support and guidance while in their student teaching placement.

Clinical Experiences: The GSE proposes to use the following clinical sites for its educator preparation student teaching placements:

- High Tech High, 9-12
- High Tech High International, 9-12
- High Tech High Media Arts, 9-12
- High Tech High Chula Vista, 9-12
- High Tech High North County, 9-12
- High Tech Middle, 6-8
- High Tech Middle Media Arts, 6-8
- High Tech Middle Chula Vista, 6-8
- High Tech Middle North County, 6-8
- High Tech Elementary, K-5
- High Tech Elementary Explorer, K-5
- High Tech Elementary Chula Vista, K-5
- High Tech Elementary North County, K-5

The GSE seeks to partner with the following charter school sites and districts to support fieldwork experiences outside of the candidates' student teaching placement:

- San Diego Unified School District
- San Marcos Unified School District
- Chula Vista Elementary School District
- Sweetwater Union High School District
- Health Sciences High and Middle College, 9-12
- Ideate Charter, 9-12
- San Diego Cooperative Charter School, K-8



GSE Preliminary Program Operation Plan

- Thrive Charter Schools, K-8
- Urban Discovery Academy, K-8

See [Draft- Memorandum of Understanding \(MOU\)](#)

See [GSE Teach Out Plan](#)

Preliminary General Education (Multiple and Single Subject) Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring.

California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A1	Fieldwork B	Fieldwork C
1.	2. Engaging and Supporting All Students in Learning. Beginning teachers:														
	1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.			I		A	I	I					P A	P A	P A
	1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress													I P A	
	1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.		I		I P				I P				P A	P A	P A
	1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.									I P				P A	P A

Institution Name
 Program Coordinator Name
 Program Coordinator Email

California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A1	Fieldwork B	Fieldwork C	
1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.			I	P	P	P			P				P	P	P	
1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.		I P A											P A	P A		
1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.									I					P A	P A	
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				I	P	P					I			P A	P A	
3.	4. Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:															
2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.								I P						P A	P A	

Institution Name
 Program Coordinator Name
 Program Coordinator Email

California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A1	Fieldwork B	Fieldwork C
2.2	Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.			I P	I P A	I P A	I P							P A	P A
2.3	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.							I P						P A	P A
2.4	Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.							I P A							
2.5	Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				I P				I P	I P				P A	P A
2.6	Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.			I P									P A	P A	P A
5.	6. Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:														
3.1	Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				I P									P A	P A

Institution Name

Program Coordinator Name

Program Coordinator Email

<p style="text-align: center;">California Teaching Performance Expectations (TPE)</p>	Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork AI	Fieldwork B	Fieldwork C		
<p>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</p>									I P A				P A	P A		
<p>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. <i>(See Subject-Specific Pedagogical Skills in Section 2 for reference)</i></p>			I P A	I P A									P A	P A		
<p>3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</p>			I P A	I P A									P A	P A		
<p>3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p>	I P				P A				I P A				P A	P A		
<p>3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p>									I P				P A	P A		
<p>3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security</p>											I P A		P A	P A		

Institution Name

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Program Coordinator Email

California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A1	Fieldwork B	Fieldwork C
3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.												I P A			
7.	8. Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:														
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.					I P		I P						P A	P A	P A
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.								I P A						P A	P A
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		I P			I P A	I P A								P A	P A

California Teaching Performance Expectations (TPE)	Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork AI	Fieldwork B	Fieldwork C
	<p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable. 			I P					I P					P A
<p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</p>									I P A					P A
<p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p>											I P	P A	P A	
<p>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</p>		I P	I P A	I P A				I P A					P A	P A

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California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork AI	Fieldwork B	Fieldwork C
4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.												I P			P A
9.	10. Assessing Student Learning. Beginning teachers:														
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.						I P					I P				P A
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.						I P					I P				P A
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.											I P				P A
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.						I P									P A
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.											I P				P A
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.		I P											P A	P A	P A

California Teaching Performance Expectations (TPE)		Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork AI	Fieldwork B	Fieldwork C	
5.7	Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	I P												P A	P A	
5.8	Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.									I P					P A	
11.	12. Developing as a Professional Educator. Beginning teachers:															
6.1	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.			I P A									I P	P A	P A	
6.2	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.						I P	I P					I P	P A	P A	
6.3	Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.												I P	P A	P A	
6.4	Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.		I					I P					I P	P A	P A	

Institution Name
 Program Coordinator Name
 Program Coordinator Email

<p align="center">California Teaching Performance Expectations (TPE)</p>	Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A	Fieldwork B	Fieldwork C		
6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.							I P					I P	P A	P A		
6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.		I					I P					I A	P A	P A		
6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.			I P A													
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy				I P A											P A	
English Language Development in Relation to Subject-Specific Pedagogy				I P A											P A	
Subject-Specific Pedagogical Skills																
Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments																
1. Teaching English Language Arts in a Multiple Subject Assignment				I P	P A										P A	
2. Teaching Mathematics in a Multiple Subject Assignment				I P	P A										P A	

Institution Name
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California Teaching Performance Expectations (TPE)	Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork AI	Fieldwork B	Fieldwork C
	3. Teaching History-Social Science in a Multiple Subject Assignment								I P					
4. Teaching Science in a Multiple Subject Assignment								I P						P A
5. Teaching Physical Education in a Multiple Subject Assignment														
6. Teaching Health Education in a Multiple Subject Assignment														
7. Teaching Visual and Performing Arts in a Multiple Subject Assignment														
Subject-Specific Pedagogical Skills for <u>Single Subject</u> Teaching Assignments														
1. Teaching English Language Arts in a Single Subject Assignment				I P										P A
2. Teaching Mathematics in a Single Subject Assignment				I P										P A
3. Teaching History-Social Science in a Single Subject Assignment				I P										P A
4. Teaching Science in a Single Subject Assignment				I P										P A
5. Teaching Physical Education in a Single Subject Assignment N/A														
6. Teaching Art in a Single Subject Assignment N/A														
7. Teaching Music in a Single Subject Assignment N/A														
8. Teaching World Languages in a Single Subject Assignment N/A														
9. Teaching Agriculture in a Single Subject Assignment N/A														
10. Teaching Business in a Single Subject Assignment N/A														
11. Teaching Health Science in a Single Subject Assignment N/A														

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California Teaching Performance Expectations (TPE)	Foundations of EL Development	New Teacher Odyssey	Teaching & Learning I	Teaching & Learning II	Teaching & Learning III	Equity & Diversity	Social-Emotional Learning	Design for Deeper Learning	Inclusive Classrooms	Authentic Assessment	Innovation, Design & Tech	Fieldwork A1	Fieldwork B	Fieldwork C	
	12. Teaching Home Economics in a Single Subject Assignment														
	13. Teaching Industrial and Technology Education in a Single Subject Assignment														
	14. Teaching English Language Development in a Single Subject Assignment														

Note: Although very brief titles are used in the Subject-Specific Pedagogical Skills section, the program should review the entire language of the Teaching Performance Assessments in determining where candidates are introduced, practice, and assessed for that competency.

High Tech High Graduate School of Education
 Multi-Year Budget
 Preliminary Credentialing Program

			2017-18	2018-19	2019-20
Revenues					
Tuition	per year \$10,000	students 25 40 50	250,000	400,000	500,000
The Amar Foundation			40,000	-	-
Start-up assistance grant					
Total Revenues			290,000	400,000	500,000
Expenses					
Program Manager	100% of FT all years		90,000	92,700	95,481
Director, New Teacher Development	20% of FT all years		22,274	22,942	23,630
Administrative Dean	10% of FT all years		-	-	- *
Practitioner Faculty			30,000	38,500	45,000
Cooperating Teachers @ \$750 per student			18,750	30,000	37,500
Credential Analyst	50% Year 1, 100% Year 2 & 3		25,000	51,500	53,045
Director, Student Affairs	15% Year 1, 35% Year 2 & 3		-	16,000	16,480 **
Total Salaries and Wages			186,024	251,642	271,136
Employee Benefits			46,758	59,255	61,996
Materials and Supplies			3,000	2,500	2,500
Office Equipment			2,500	1,000	1,000
Staff Travel			2,500	2,500	2,500
Overhead			15,000	24,000	30,000
Printing & Duplicating			250	250	250
Graduation Expense			500	600	600
Marketing & Advertising			5,000	5,000	5,000
CCTC Program Review			4,000	-	-
Postage and Freight			260	200	200
Event Catering			1,000	2,000	2,000
Contingency			25,000	48,000	30,000
Total Expenses			291,792	396,947	407,182
Net			(1,792)	3,053	92,818

* The full time position is already included in the GSE budget. No new costs associated with this allocation

** This position is currently funded in the GSE budget as 0.80 FTE. In year 1, no increase to the FTE already budgeted. In year 2 & 3, adds 20%



Culminating “Put it to Practice” Assignments¹

Course	Culminating Put it to Practice
<p>HTH 205 Equity, Diversity, and Design Principles</p>	<p>The final product of your project for this course will be an article that is comprised of a description of and reflection on the Equity Step you have taken as well as your developing Equity Philosophy.</p> <p>Article Sections:</p> <ol style="list-style-type: none"> Equity Step Description: “How have you, in your own practice and in collaboration with colleagues, addressed issues of equity and diversity in your context?” <i>Alternative:</i> “A dilemma in my practice or setting”—an inquiry into an important equity issue in your practice/setting, including observations, interviews, readings, and recommendations for action. Reflection: “What have you learned about yourself, your practice, collaborative action and equity through the step you have taken and our course work together?” Include your evolving vision of equity and your hopes for continuing this work in the future. <p>We will look at models of effective final products together to generate shared standards and revise the rubric for this assignment. You will use this rubric to self-assess your work and to provide feedback to a peer.</p>
<p>HTH 210 Design for Deeper Learning</p>	<p>Participants, working individually or with colleagues, will apply concepts from the course to a project design, product prototype, and artist’s statement, to be posted on the GSE Forum and presented at the final course meeting. An appendix to this product will include a sample reader response brief, along with commentary about the writer’s interactions with relevant theory and/or literature. Drafts of project components will be shared for peer critique throughout the course.</p>
<p>HTH 215 Authentic Assessment</p>	<p>Participants, working individually or with colleagues, will apply concepts from the course into an inquiry project investigating a problem of practice connected to assessment in their classroom. The final product will include a guiding question, literature review, theory of action, methods and findings and a teacher reflection of the experience. Drafts of project components will be shared for peer critique</p>

¹ Note that courses typically have a “Put it to Practice” assignment every week. This document is a compilation of capstone “Put it to Practice” assignments for each course.



	throughout the course. A presentation of the experience will be given to the class during the last meeting.
HTH 220 New Teacher Odyssey	The final product for this course will be a project design, based on the elements of the “Backwards Project Planner.” Participants will present their project design to a group of colleagues using a project tuning protocol. Participants will share a guiding question to focus the tuning protocol, allowing the group to provide specific, relevant, and helpful feedback, to guide future reflection and improvements in the project design.
HTH 225 Inclusive Classrooms	Participants will design, teach and reflect on a series of lessons differentiated to provide access and challenge to a diverse range of learners in their classroom, with special attention given to accommodations and/or modifications needed for neurodiverse students to be successful. Participants will collect student learning data to guide their instructional decisions and utilize research-based instructional strategies to provide scaffolded and differentiated support, such as principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS).
HTH 240 Social Emotional Learning	<p>The final project for this course is an opportunity to “put it to practice,” to take what you have learned and implement it in your classroom. Please complete the following:</p> <ul style="list-style-type: none"> ● Identify 1 thread that we have covered in the course that particularly resonates with you, and how that thread intersects with your teaching practice. ● Try something in your classroom related to that thread. For example, if mindfulness work strikes a particular chord with you, one idea might be to implement daily meditation practice for a week and then talk with students about how that impacted them. Or, if restorative practice is something you hope to implement, create a plan and protocol for use. There are many possibilities for how you go about this step. Please talk with one of the instructors regarding your idea. ● Document your findings in a short write up that will be printed and brought into the final class. ● Create an additional idea that you would like to try but haven’t had the opportunity to debut just yet. You will then document this, including a plan, in a short write that will be printed and brought to class to share as well.



	<ul style="list-style-type: none"> • The Write Up: Share your findings in a paper that addresses the following: What did you do/plan to do? Why did you choose that particular plan? How did/will you implement it? What happened? What conclusions can you make, and what are your next steps?
<p>HTH 255 Innovation, Design, and Technology</p>	<p>Develop and implement a plan for how to utilize technology in the classroom to enhance learning, support students, and manage information. Include hopes for how your plan will increase innovation and engagement in your classroom.</p> <p>Requirements: Describe technology use for all students (including general education and special education students), specify technology that support special education students, include thoughtful reflection, and reference and cite sources that informed your thinking and actions.</p>
<p>HTH 260 Foundations of English Language Development</p>	<p>In this Wikiproject, you are going to work with your partner to design a three day project for the students on your "roster.". Where do you start? Hopefully you've gotten a good idea from the materials in this Module, but my suggestion is to consider four things:</p> <ol style="list-style-type: none"> 1. Start with the end in mind. What understanding do you want your students to walk away with when the 3 Day Project is over? 2. What are your passions and interests? If you're excited about what you're teaching, your students will be excited. 3. What are your students interested in? Go back and check out those extended profiles from Module 1. 4. How can you design a project with the Six A's in mind? The Six A's were introduced in Module 1. <p>Once you've brainstormed and then figured out the direction you want to go, share with us:</p> <ol style="list-style-type: none"> 1. The objective of the project 2. How student learning will be assessed. At HTH, we refer to these as, "deliverables." In other words, how are you going to know that they know? 3. The sequence of events and tasks your students will have to fulfill to complete the project. 4. How will you check for student understanding along the way?



<p>HTH 405A Teaching and Learning I: General Methods</p>	<p>Candidates will plan a week (5-days) of lessons. At some point in the 5 days, you need to include:</p> <ul style="list-style-type: none"> ● At least 5 different checking for understanding methods ● At least 2 group work activities ● At least 1 critique/feedback session ● At least 1 assessment <p>Each daily lesson plan should include:</p> <ul style="list-style-type: none"> ● Content standards ● Content objectives ● Language objective (what academic language will students be able to (SWBAT) use and how will they use it) ● Academic language ● Overview of Lesson including: <ul style="list-style-type: none"> ○ Times for each activity ○ Student actions and teachers actions ○ First 5 and last 5 ○ Monitoring learning ● Differentiation
<p>HTH 405B Teaching and Learning II: Subject Specific Methods</p>	<p>Candidates will plan a week (5-days) of lessons. At some point in the 5 days, you need to include:</p> <ul style="list-style-type: none"> ● At least 5 different checking for understanding methods ● At least 2 group work activities ● At least 1 critique/feedback session ● At least 1 assessment <p>Each daily lesson plan should include:</p> <ul style="list-style-type: none"> ● Content standards ● Content objectives ● Language objective (what academic language will students be able to (SWBAT) use and how will they use it) ● Academic language ● Overview of Lesson including: <ul style="list-style-type: none"> ○ Times for each activity ○ Student actions and teachers actions



	<ul style="list-style-type: none"> ○ First 5 and last 5 ○ Monitoring learning ● Differentiation <p>For the final project you will submit lesson plans, two video reflections unpacking what worked well and what you would do differently for two specific lessons and a written reflection demonstrating how you integrated theory related to best teaching practices for your discipline into your lesson design.</p>
<p>HTH 405C Teaching & Learning III: Interdisciplinary Teaching</p>	<p>Candidates (in teams of 3) will plan a week (5-days) of interdisciplinary lessons. At some point in the 5 days, candidates must include:</p> <ul style="list-style-type: none"> ● At least 5 different checking for understanding methods ● At least 2 group work activities ● At least 1 critique/feedback session ● At least 1 assessment <p>Each daily lesson plan should include:</p> <ul style="list-style-type: none"> ● Content standards - across disciplines ● Content objectives - across disciplines ● Language objective (what academic language will students be able to (SWBAT) use and how will they use it) ● Academic language ● Overview of Lesson including: <ul style="list-style-type: none"> ○ Times for each activity ○ Student actions and teachers actions ○ First 5 and last 5 ○ Monitoring learning ● Differentiation <p>For the final project you will submit lesson plans, two video reflections unpacking what worked well and what you would do differently for two specific lessons and a written reflection demonstrating how you integrated theory related to best teaching practices for your discipline into your lesson design.</p>

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KEY: These staff members will hold shared services agreements between HTH and the GSE and be employed by HTH.

Cooperating Teacher Application (2018/19)

The role of the cooperating teacher is to promote the growth and development of the beginning teacher. Cooperating teachers provide the critical support necessary to enhance planning, instruction and content knowledge. In addition, cooperating teachers provide professional guidance, observe their new teacher (formally & informally), facilitate collegial discussions, and model reflective practice. Working with beginning teachers provides cooperating teachers the opportunity to improve the professional practice of teaching and serve as role-models. Please read and complete this application as it defines the cooperating teacher expectations.

* Required

1. Last Name *

2. First Name *

3. School *

4. Email *

5. Name of Cooperating Teacher *

6. I hold a valid CA Clear Credential in the following subject area(s): *

(ex: Clear Single Subject English and Social Science)

7. Years of teaching experience? *

8. Are you new to the GSE Cooperating Teacher program? *

Mark only one oval.

Yes

No

9. The role of the GSE Cooperating Teacher. Do you have experience in the following areas? Check all that apply. *

Check all that apply.

- I hold a valid CA Clear credential with an English Learner authorization or a CLAD certificate
- I have a minimum of three years of successful classroom teaching experience
- I have experience with conducting teaching observations/debrief, project tuning, collegial coaching, lesson critique, analysis of student work.
- I am knowledgeable in support strategies for English learners and students with learning needs and demonstrate these effective strategies within their own classrooms
- I am knowledgeable in CA Teaching Performance Expectations (TPEs)
- I am knowledgeable in current educational theory and practice
- I have pedagogical expertise, strong content knowledge, and positive communication skills
- I have an appreciation and understanding of the cultural and linguistic diversity of students and the San Diego community
- I have experience serving as a resource to candidates in developing a philosophy of education that promotes development of equitable learning environments
- Other: _____

10. Description (click below that you agree): *

By agreeing to be a Cooperating Teacher, I will provide the following support to my new teacher...
Mark only one oval.

- Conduct 4 formal observations this year (2 in the Fall, 2 in the Spring) by providing formative assessment and feedback to support new teacher growth and development.
- Provide and document "weekly" support
- Attend GSE Collegial Coaching trainings/workshops
- Adhere to the GSE Gradual Release Model of teaching
- Collaborate with my School Director and GSE staff to share teacher progress.
- Participate in GSE and state program evaluations and focus group discussions.
- Collaborate with the Fieldwork Supervisor regarding teacher progress.
- Attend Spring Presentations of Learning
- I agree

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GSE ROLES & RESPONSIBILITIES

2018-19

PROGRAM DIRECTOR

The Program Director is responsible for all administrative and academic elements of the credentialing programs with support and oversight by the Administrative Dean. The Program Director is a member of the GSE leadership team, responsible for developing and managing a coherent academic program, steeped in inquiry and clinical practice and aligned with the GSE professional standards.

Responsibilities include:

- Ensure effective coordination and collaboration between the program's faculty and staff, school site educational leaders and partner schools;
- Serve as the key advocate for the program within the High Tech High community of schools and the California Commission on Teacher Credentialing;
- Design the course scope and sequence;
- Hire, support and evaluate practitioner faculty and cooperating teachers;
- Coordinate fieldwork placement and collaborate with clinical site administrators to support the fieldwork experience;
- Plan and facilitate professional development for practitioner faculty regarding syllabus development, collegial coaching, assessment of student work, and other topics as needed;
- Promote a positive climate among faculty, staff, and students to support teaching and learning;
- Work with the Director of Student Affairs to market the program to a diverse range of candidates and manage student recruitment and admissions, with particular attention to equitable processes and outcomes.

Qualifications:

- Master's degree in education or a related field and evidence of outstanding clinical practice in teaching and leadership
- A record of excellence in scholarly work and service to educational communities
- Demonstrated ability to work collaboratively in program design and improvement
- Demonstrated ability in program management, including recruitment, hiring, staff training, budgeting, and policy development.
- Commitment to the development of equitable learning environments in the GSE and beyond
- Strongly preferred: five years experience in teaching, leadership or other clinical practice in K-12 settings

GSE ROLES & RESPONSIBILITIES

2018-19

PRACTITIONER FACULTY

Practitioner faculty bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory and student development to their instruction. Practitioner faculty are part-time course instructors with distinguished professional expertise and achievements. Practitioner faculty are responsible for serving as a resource to credentialing candidates in developing a philosophy of education that promotes the development of equitable learning environments.

Responsibilities include:

- Design personalized, student-centered approaches to learning;
- Use authentic approaches to assessment to analyze student learning and guide instruction;
- Implement culturally responsive pedagogy in P-12 settings;
- Support adult learners in reflecting on practice and improving outcomes for all students;
- Design innovative programs 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 and the San Diego community;
- Strong content knowledge;
- Knowledge of and respect for diverse family structures, cultures, and communities.

Qualifications:

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

Support & Evaluation:

- Practitioner faculty meet with the Program Director at least one month prior to the course launch to construct course design and syllabus, discuss goals, and review TPE and state standards
- Practitioner faculty are observed during course sessions and debrief with Program Director
- Practitioner faculty meet with the Program Director within two weeks of the completion of course to debrief the course, analyze course evaluation survey data, and set goals for future course offerings



GSE ROLES & RESPONSIBILITIES 2018-19

FIELDWORK SUPERVISORS (Site-based Supervisor)

Fieldwork Supervisors are selected for their knowledge of cultural diversity and understanding of teaching in a multicultural setting. They serve as a resource to candidates and provide continuous oversight and offer regular feedback to candidates. Fieldwork Supervisors are responsible for providing high quality instruction, mentorship, and supervision to a cohort of candidates according to California Teaching Commission and program requirements.

Responsibilities include:

- Assisting with student teacher field placement and communicating with cooperating teachers;
- Observing, debriefing, and conferencing with the participating candidate throughout the student teacher placement;
- Meeting with candidates every 2-3 weeks and conducting a minimum of four formal classroom observation per candidate each term;
- Being responsive to candidates' needs and questions;
- Completing candidate evaluations, program reports and required documentation in a timely manner.

Qualifications:

- Master's degree or higher
- Valid California Clear Teaching Credential English Learner authorization or CLAD
- A strong and demonstrated commitment to furthering equity, diversity and the improvement of public education
- Appropriate teaching or administrative experience in a public, P-12 environment within the last three years
- Previous experience mentoring and/or supporting student teachers, intern teachers, and/or apprentice teachers
- Experience teaching in a post-secondary setting and/or supporting adult learners
- Current knowledge of the adopted California P-12 content standards, frameworks and accountability systems



GSE ROLES & RESPONSIBILITIES 2018-19

COOPERATING TEACHERS (Support)

Cooperating teachers model high quality instruction and reflective practice. Cooperating teachers are selected for their excellence in classroom teaching and are recommended by school administrators. The Program Director and fieldwork supervisors collaborate closely with school site administrators to annually select, train, and support cooperating teachers who demonstrate outstanding classroom performance and a passion to mentor beginning teachers.

Responsibilities include:

- Model best professional practices in teaching and learning, scholarship and service;
- Design and deliver state-adopted academic content standards;
- Provide daily support to candidate with guidance for school resources, policies and procedures;
- Provide support focused on knowledge, skills, and abilities related to supporting English learners in the classroom and school environment.
- Establish gradual release model of teaching;
- Observe, debrief and conference with the Participating Teacher throughout Student Teaching process and provide frequent feedback regarding progress, problems and recommendations.
- Attend onsite staff development/PD with their candidate;
- Meet weekly for collegial coaching conversations- minimum of two hours/week;
- Conduct three formal observations (in-person or video) and debrief findings;
- Participate in all required training workshops and end of year POLs;
- Attend conferences and workshops that enhance their skills as supervising teachers;

Qualifications:

- Valid CA Clear credential with an English Learner authorization or a CLAD certificate
- Minimum of three years of successful teaching experience
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Knowledgeable about academic standards (Common Core and Next Generation Science standards), frameworks, and accountability systems that drive the curriculum of public schools
- Proven ability to implement culturally responsive pedagogy in P-12 settings, including knowledge about diverse abilities, cultural, language, ethnic and gender diversity



Cooperating Teacher Handbook

Fieldwork Support

Adopted: June 2017

Cooperating teachers are screened and selected through a competitive selection process. The GSE Program Director and fieldwork supervisors collaborate closely with school site administrators to annually select, train and support veteran teachers who demonstrate excellence in classroom teaching. Cooperating teachers are recommended by school administrators for their outstanding classroom performance, willingness to mentor beginning teachers, and meet all required criteria below:

Cooperating Teacher Qualifications & Expectations:

The GSE seeks highly qualified cooperating teachers to support the beginning teachers in the teacher preparation program. Potential cooperating teachers are screened and selected by the Program Director and fieldwork supervisors with the expectation that they have knowledge of and demonstrate the following:

- Valid CA Clear credential with an English Learner authorization or a CLAD certificate
- Minimum of three years of successful classroom teaching experience
- Knowledgeable in support strategies for English learners and students with learning needs and demonstrate these effective strategies within their own classrooms
- Knowledgeable in CA Teaching Performance Expectations (TPEs)
- Knowledgeable in current educational theory and practice
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Appreciation and understanding of the cultural and linguistic diversity of students and the San Diego community
- Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable learning environments

Additionally, cooperating teachers are selected for their ability, commitment and dedication to:

- communicate effectively;
- model effective instruction;
- collaborate with colleagues;
- design and deliver state-adopted academic content standards;
- demonstrate their ability and commitment to assisting beginning teachers;
- diagnose areas of difficulty;
- model appropriate teaching strategies; and
- support English learners and those with identified learning needs.

Cooperating Teacher Responsibilities:

- provide daily support to candidate;
- follow gradual release model of teaching;
- attend onsite staff development/PD with their candidate;
- meet weekly for collegial coaching conversations- minimum of two hours/week;
- report the focus of the support 3x a year (triannual) via survey;
- conduct three formal observations (in-person or video) and debrief findings;
- participate in all required training workshops and end of year POLs;
- attend conferences and workshops that enhance their skills as supervising teachers.

Cooperating Teacher Training & Supervision

Professional development for cooperating teachers (site-based supervisors) is designed to address their responsibilities, duties and the policies for working with candidates enrolled in the GSE program. Cooperating teachers are supervised by the Program Director and fieldwork supervisor and receive a \$750 stipend payment for their work with candidates. Cooperating teachers who are not fulfilling the obligations and expectations of the role are counseled, and if necessary, candidate is reassigned.

Cooperating teachers receive specialized training based on the “Cognitive Coaching” model and the CA Teaching Performance Expectations (TPEs). Cooperating teachers are required to attend a minimum of three trainings/workshops each year.

- Summer Orientation (8 hours)
- Fall Workshop (2.5 hours)
- Spring Workshop (2.5 hours)

Workshop topics and techniques include:

- *developmental progression of beginning teachers;*
- *effectiveness of observed teaching & learning;*
- *effective listening to understand;*
- *theory-practice relationships;*
- *collegial supervisory practices;*
- *edTPA policies and regulations;*
- *effective communication and coaching skills;*
- *formative assessment and coaching;*
- *reflective practice;*
- *seven key elements essential to teacher development;*
- *utilizing TPEs as a guide for coaching conversations; and*
- *procedures to follow when a candidate encounters problems in teaching.*

Cooperating Teacher Stipend

Cooperating teachers receive a \$750 stipend payment for their work with candidates. Cooperating teachers who are not fulfilling the obligations and expectations of the role are counseled, and if necessary, candidate is reassigned.

Triannual Survey

All credential candidates complete an online survey three times a year (at the end of each term) regarding the level of support they are receiving from their cooperating teacher. GSE staff reviews the (confidential) evaluations carefully in order to track proper support and/or identify compatibility issues. In the case of negative evaluations or a request to work with a different cooperating teacher, then the Program Director would a) meet with the candidate to discuss the issues and determine the feasibility of continuing with that Cooperating Teacher and/or b) replace or not retain that cooperating teacher if they were unsuccessful in fulfilling the requirements of the role.

Candidates requirements for fieldwork

Completion of Fieldwork requirements (600+ hours):

- Meet weekly with assigned Cooperating Teacher and document ongoing fieldwork
- Student Teaching Requirement: 4 days week/6 hours day; Academic School Year
- Participate in four observations per term; total of 12 per school year, and debrief with GSE Faculty Fieldwork Advisor
- Conduct an external observation of a teacher outside the HTH Charter School Organization
- Submit a digital e-portfolio of all *Put it To Practice* course assignments, weekly Cooperating Teacher meetings and Cooperating Teacher or veteran teacher observations

MOU

Qualified Cooperating Teachers:

A. Minimum Qualifications:

- a. Three years or more years of successful teaching experience

- b. Fully certified teacher in California and hold a Clear or Life credential with a CLAD designation or embedded EL authorization and teach in an area in which they hold current certification
- c. Current knowledge in the content they teach and understand the context of public schooling
- d. Knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity
- e. Knowledgeable about academic standards (Common Core of learning and Next Generation Science standards), frameworks, and accountability systems that drive the curriculum of public schools

B. Responsibilities include:

- a. The School shall designate a qualified Cooperating Teacher based on the minimum qualifications above. Schools, in conference with the GSE, establish a partnership between Cooperating Teacher and Participating Teacher for the purposes of Student Teaching. The overall responsibility of the Cooperating Teachers is to guide, counsel, instruct, and supervise Participating Teachers. In addition,
 - i. Conference with the Participating Teacher regarding the expectations of the School and those of the individual during Student Teaching.
 - ii. Establish availability to address the needs of the Participating Teacher
 - iii. Guidance toward School resources, policies and procedures
 - iv. Serve as the first point of contact between the Participating Teacher and the School.
 - v. Monitor the Participating Teacher's Progress.
 - vi. Observe, debrief and conference with the Participating Teacher throughout Student Teaching process and provide frequent feedback regarding progress, problems and recommendations.
 - vii. Meet with participating teacher weekly (min. 5 hrs) and report the content
 - viii. Model best professional practices in teaching and learning, scholarship and service
 - ix. Provide support focused on knowledge, skills, and abilities related to supporting English learners in the classroom and school environment. This includes assisting with planning lessons that are appropriately designed and differentiated for English learners, assessing language needs and progress and to support language accessible instruction through in-classroom modeling and coaching.

**AGREEMENT TO PROVIDE COOPERATING TEACHER STIPEND
2018-19 CONTRACT YEAR**

This agreement, effective **August 15, 2018**, between _____ (“EMPLOYEE”) and **HTH Graduate School of Education** (“EMPLOYER”) provides EMPLOYEE with a stipend to supplement base contract pay for the **2018-19** school year.

For the **2018-19** school year, the stipend in the amount of **\$750** will be provided to EMPLOYEE for the duties of **Cooperating Teacher** for the following Student Teacher _____ . This stipend is contingent upon completion of the **2018-19** school year as a member of the High Tech High teaching faculty.

The stipend of **\$750** will be paid in **20 payments** of **\$37.50** beginning on **August 15, 2018** and ending **May 30, 2019**. *Note: Should your Student Teacher leave the GSE program, your stipend will be pro-rated to their exit date.*

Cooperating Teacher’s Signature

GSE Approval Signature

Funding Source/Name: GSE - TBD

Fund - Object - Source - Dept. - Program - Staff Code

GSE Gradual Release Model of Student Teaching

AUGUST

Summer Term

Student Teaching Fieldwork Experiences (or Practicum)

August

Participating teacher participates in back-to-school professional development and observes cooperating teacher's preparations for the start of the school year, supporting planning when appropriate.

Participating teacher and cooperating teacher plan introduction to students and families, including how to best communicate that the students will have two teachers for the school year. During the first week of school, this might include greeting students at the door, working with small groups or even co-teaching a lesson.

Mentoring

Cooperating Teacher:

At the start of the year, the participating teacher and cooperating teacher will introduce themselves to both students and guardians as teachers in the classroom and will emphasize the value of having two teachers to support students' learning.

Fieldwork Supervisor:

Meet and discuss student teaching placement, cooperating teacher support role, gradual release teaching model and observation process

Kick Off Meeting:

At the start of the school year, participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator to identify site expectations, and performance expectations.

Summer Coursework*

Foundations of English Language Development (July- August)-online course
New Teacher Odyssey (August)
Equity, Diversity & Design Principles
Teaching & Learning I: General Methods

**Participants are observed during summer coursework as they interact with faculty, teachers, students, and fellow participating teachers. GSE staff, faculty and fieldwork supervisors evaluate each participating teacher's readiness for teaching and fieldwork placement and work together as a team to determine placement assignment.*

SEPTEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>September</p> <p>Participating teacher observations with focus on:</p> <ul style="list-style-type: none">● classroom management (including structures & routines)● lesson planning● equity, diversity & inclusion● English learners & neurodiversity (including students with IEPs and 504s)● family engagement & communication <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● greeting students and supporting the start of class● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least two lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least one day

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles	Teaching & Learning I: General Methods

OCTOBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>October</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● social/emotional learning● child or adolescent development● literacy and numeracy skill development● differentiation● group work design and facilitation, including treatment of status and equity issues <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least four lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least three days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles Social Emotional Learning	Teaching & Learning I: General Methods

NOVEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>November</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● checking for understanding● formative & summative assessment● student-led conferences● exhibitions of learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Social Emotional Learning	Teaching & Learning I: General Methods

DECEMBER

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>December</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● performance tasks● dialogical assessment● self-assessment & reflection● analysis of student learning data <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning	Teaching & Learning II: Subject Specific Methods

JANUARY
Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>January</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● backwards planning ● project design and implementation ● Common Core standards ● student voice and choice ● experiential and constructivist learning ● student-centered instruction <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>
<p>Mid-Year Meeting:</p> <p>Participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator in order to review participant progress and performance toward goals and performance expectations.</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning Authentic Assessment	Teaching & Learning II: Subject Specific Methods

FEBRUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>February</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● academic mindsets (e.g. belonging, purpose, agency, self-efficacy)● other noncognitive factors● intrinsic v. extrinsic motivation● deeper learning competencies <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● working with students one-one-one and facilitating small groups● co-planning and co-teaching at least six lessons with the cooperating teacher● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Authentic Assessment	Teaching & Learning II: Subject Specific Methods

MARCH
Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>March</u> Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● special needs ● learning styles ● personalization ● differentiation ● neurotypical development and neurodiversity <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Inclusive Classrooms	Teaching & Learning III: Interdisciplinary Teaching

APRIL

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>April</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none">● inclusion● support for English learners● special education● identification, referral & testing process● accommodations & modifications for students with IEPs and 504 plans● transition planning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none">● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning● co-planning and co-teaching when not serving as lead

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none">1) 2 hours/week minimum to meet, plan and debrief2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Inclusive Classrooms Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

MAY/JUNE
Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>May</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● technology ● creative thinking and problem solving ● design thinking ● tinkering and making ● innovation ● 21st century learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead
<p>June</p> <p>Participating teacher wraps up the year alongside cooperating teacher, including but not limited to support for end-of-year festivities, presentations of learning, graduation celebrations (if applicable), grading and comments.</p>

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

Organization	Opportunities (e.g. conferences, events, social media, etc.)	Marketing Outlets	Website Link
Black Alliance for Educational Options (BAEO)	Annual Symposium: Memphis, TN March 19-21, 2015; BSLI Fellows Weekend Summits throughout the year (Oct, Dec, April, June)	Conference participaton	http://www.baeo.org/
National Alliance of Black School Educators	NABSE Aspiring Superintendents Summer Institute; Annual NABSE conference	Conference participaton	http://www.nabse.org/
CA Alliance of African American Educators	National Society of Black Engineers PD Conference: Oct 8-11, 2015 Hartford, CT	Newsletter	http://www.caaae.org/
Alternative Accountability Forum	Policy Forum	Conference participaton	http://www.alternativeaccountabilityforum.org/
National Equity Project	Multi-day institutes and 1-day seminars	Blog and Partnership opportunities	http://nationalequityproject.org/
CA Forum for Diversity in Graduate Education	Forums hosted throughout California	Recruitment at the Forum event	https://www.caldiversityforum.org/
People of Color Conference	NAIS People of Color Conference	Conference participaton	http://pocc.nais.org/Pages/default.aspx
People of Color in Independent Schools	Board Membership and National Conference	Board Membership and Conference participation	http://www.nocapocis.org/
National Council of La Raza (NCLR)	National Conference	Membership	http://www.nclr.org/
National Latino Education Network	LEAD Summit, Education Fair	Newsletter	http://nlen.csusb.edu/
TFA	Leaders of Color Conference; The Collective twitterfeed	alumni newsletter, job board	https://www.facebook.com/TFACollective
MEChA	National Conference		http://www.nationalmecha.org/
Mexican American Legal Defense Fund (MALDEF)		e-newsletter	http://www.maldef.org/
The National Association for Multicultural Education (NAME)	National Conference	Conference participaton	http://nameorg.org/
The New Teacher Project (TNTP)		Blog, publications	http://tntp.org/



HTH 260
Foundations of English Language Development
1.5 credits

Course Meetings: Online

Instructor(s): Marisol Franco & Liz Perry

Location: Online

COURSE DESCRIPTION

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?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- *Reflective Practice (IR1)*: Reflect on and critically analyze their own practice to guide future action.

- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

The following Teaching Performance Expectations (TPEs) serve as learning outcomes for this course, which are then mapped to the program learning outcomes	Activities/Products
<p>1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (D1, D3)</p>	<p>Reader Response Briefs, Wikiproject</p>
<p>3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment. (D1, D3)</p>	<p>Reader Response Briefs, Wikiproject</p>
<p>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and</p>	

<p>other disciplines across the curriculum, as applicable to the subject area of instruction. (D1, D2)</p> <p>5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. (D2)</p> <p>5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. (D2)</p>	<p>Reader Response Briefs, Wikiproject</p> <p>Reader Response Briefs, Wikiproject</p>
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REQUIRED COURSE MATERIALS

- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum.
- Auerbach, S. (2011). Learning from Latino families. *Schools, Families, Communities*, 68 (8), 16-21.
- Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society*. Sacramento: California Association for Bilingual Education. ISBN: 1-889094-01-3
- Goldenberg, C. (2008). *Improving achievement for English language learners*. In S.B. Neuman (Ed.). *Educating the Other America* (pp.139-162). Baltimore Books.
- Krashen, S. (1993). *The Power of Reading*. Englewood, CO: Libraries Unlimited Inc. ISBN: 1-56308-006-0
- Lopez, J.K. *Funds of Knowledge*. Retrieved June 19, 2017, from <http://www.learnnc.org/lp/pages/939>
- Mora-Flores, E. (2008). *Writing Instruction for English Learners: A Focus on Genre*. Corwin Press, Thousand Oaks: CA ISBN-10: 1412957281
- Nisbett, R. (2003). *The Geography of Thought*. NY: Free Press
- Reese, L., Linan Thompson, S., Goldenberg, C. (2008). Variability in community characteristics and Spanish-speaking children's home language and literacy opportunities. *Journal of Multilingual and Multicultural Development*, 29 (4), 271-290.
- Relevant: Beyond the Basics. (n.d.). Retrieved June 19, 2017, from <http://www.tolerance.org/magazine/number-36-fall-2009/feature/relevant-beyond-basics>
- Reyes, A. (2007). *Language, Identity, and stereotype among Southeast Asian American youth: The Other Asian*. Mahwah, NJ; London: Lawrence Erlbaum.
- Richard-Amato, P.A. & Snow, M.A. (1992). *The Multicultural Classroom: Readings for Content-Area Teachers*. White Plains, NY: Longman. ISBN: 0-8013-0511-X
- Shaules, J. (2007). *Deep cultures: The hidden challenges of global living*. Clevedon: Multilingual Matters.

Shin, Sarah J. (2004). *Developing in Two Languages: Korean Children in America*.

Trumbull, E., & Rothstein-Fisch, C. (2008). *Managing Diverse Classrooms*. Arlington, VA: ASCD.

Ziers, J. (2007). *Building Academic Language: Essential Practices for Content Classrooms, Grades 5-12*. Wiley, John & Sons Inc. ISBN: 978-0-7879-8761-9

FINAL COURSE PROJECT

In this Wikiproject, you are going to work with your partner to design a three day project for the students on your "roster." Where do you start? Hopefully you've gotten a good idea from the materials in this Module, but my suggestion is to consider four things:

1. Start with the end in mind. What understanding do you want your students to walk away with when the 3 Day Project is over?
2. What are your passions and interests? If you're excited about what you're teaching, your students will be excited.
3. What are your students interested in? Go back and check out those extended profiles from Module 1.
4. How can you design a project with the Six A's in mind? The Six A's were introduced in Module 1.

Once you've brainstormed and then figured out the direction you want to go, share with us:

1. The objective of the project
2. How student learning will be assessed. At HTH, we refer to these as, "deliverables." In other words, how are you going to know that they know?
3. The sequence of events and tasks your students will have to fulfill to complete the project.
4. How will you check for student understanding along the way?

Reader Response Briefs/Peer Response

Reader response briefs offer an opportunity to reflect on what strikes you about the course readings. Select one or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for you, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, to reflect on what those ideas mean to you, and to use the text as a springboard for extending your own thinking. You are particularly encouraged to raise questions and point out connections or contradictions across texts.

You should post your brief to the GSE forum by 1:00 pm two days before the next class. By 1:00 p.m. on the day before class, you should respond to at least one person's post in your response group. Share something that struck you about what they wrote, new questions that have emerged for you, etc. The purpose of the forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class. To get the GSE forums, go to the HTH Moodle site: <http://moodle.hightechhigh.org/login/index.php> and click on GSE and then on this course.

COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

DATE	ASSIGNMENTS and ACTIVITIES	FOCUS OF SESSION
Class 1	Working in partner teams, teacher candidates will put their initial learning to immediate practice by exploring English Language Learner profiles, including the cultural and community histories for their students.	Getting to know you and students
Class 2	After learning about the effect of classroom environmental choices, the partner teams will design their own student-centered classroom environments with their specific class roster in mind. They'll also work together to determine how best to communicate with parents.	The 1st days of school
Class 3	Teacher candidates will research language acquisition theory and then review language assessment scores. They will then use the scores to anticipate their students' abilities, and diagnose areas of potential need in their partner teams.	Finding a baseline
Class 4	In their partner teams, teacher candidates will demonstrate their knowledge of Backwards Design by designing a 3 Day Project that addresses students' interests and needs.	Curriculum planning
Class 5	After learning what the research says about SDAIE and other instructional strategies effective with English Learners, the partner teams will apply their knowledge by choosing specific instructional strategies to meet the needs of their English Language Learners.	Infusing ELD strategies in instruction
Class 6	After reviewing relevant research and best practices regarding feedback and learning, teacher candidates will practice their skills reviewing their colleague's 3 Day Projects and Instructional Strategy Plans. Teacher candidates will also demonstrate their overall learning, metacognitively and reflectively in their individual Presentation of Learning (POL).	Effective feedback and assessment

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the

course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.

High Tech High Graduate School of Education Faculty and Staff Handbook

Pending approval by the GSE Faculty 5/15/2018

Pending approval by the GSE Board of Directors 6/15/2018

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Section 1 Scope

This handbook offers a general overview of policies, standards of conduct, and employee benefits at the High Tech High Graduate School of Education (GSE). It describes the rights and responsibilities of GSE faculty and staff. GSE reserves the right to amend, modify, add to, rescind and/or delete any portion(s) of the handbook from time to time as it deems necessary or appropriate. As policies are revised, the online version of the handbook will be updated. Employees wishing to confirm current policies should consult the online version, available at: <https://sites.google.com/a/hightechhigh.org/gse-assessment/handbooks>. Employees are encouraged to speak with the Program Director(s), President, Dean, or CFO if there are any questions regarding any of the provisions described in the Handbook.

Section 2 Mission, Values and Vision

2.1 *Mission*

The mission of GSE is to prepare reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments.

2.2 *Values*

GSE faculty are committed to providing educators with ample opportunities to work and learn together across grade levels, disciplines, and diverse schooling structures. We believe that learning is a social enterprise, and occurs most deeply in communities where people are surrounded by caring, committed colleagues. To that end, our programs are selective and built on a cohort model, ensuring that all GSE students are known well and are surrounded by peers who encourage them to think deeply, take risks and take action to create positive change in their schools.

2.3 *Vision*

The overarching aspiration of the GSE is *to be recognized within the country and around the world as a hub of progressive practice related to teaching and learning, and as a model of thoughtful, integrated, and transformative graduate education that has a direct impact on K-12 schools.*

From the beginning, our first priority has been to help schools become better places for students and adults. We believe that the quality of the *adult learning community* in schools has a direct impact on students' experience and achievement, as well as educators' commitment to the profession and to school change efforts. We also believe that educators and K-12 students benefit from a *project-based pedagogy* that emphasizes reflective practice, collaboration, the creation of work for authentic audiences, the integration of theory and practice, and the passionate pursuit of inquiries.

Part of what makes the GSE unique is the faculty's commitment to articulating and modeling pedagogies that support our GSE students in pursuing this type of meaningful, collaborative and authentic learning, and facilitating this type of learning for their own students and colleagues. Another aspect of our uniqueness is that we are embedded in existing K-12 schools, which serve as clinical sites for our GSE and are recognized nationally and internationally for their innovative pedagogy and focus on 21st century skills. As such, the success and relevance of the GSE is intrinsically linked to the health of the HTH schools; both are dependent upon our mutual abilities to push each other to

continue innovating, challenging common assumptions and engaging youth and adults in ways that feel useful, authentic and relevant to their work and their everyday lives. Finally, as an institution we have an explicit reform agenda and are committed to supporting our graduate students, and other educators who work with us, in their efforts to transform schools.

Section 3 Academic Freedom

The principles of academic freedom that follow are in place for all GSE faculty members.

As a teacher, each faculty member is free to teach and discuss in his/her classes any aspect of the subject being taught.

As a scholar, each faculty member is free to carry on research on topics of their choice and to publish the results.

As a faculty member, each faculty member is free to speak as an authority in his/her field of study without institutional censorship or discipline.

As a citizen, each faculty member is free to speak in his/her capacity as a citizen without institutional censorship or discipline.

With these freedoms come responsibilities. Thoughtful, reflective behavior is vital to the health of our academic learning community and to our work with educators.

As a teacher, each faculty member has a responsibility to exercise discretion and good judgment in the presentation and discussion of classroom material.

As a scholar, each faculty member has a responsibility to give full attention to the adequate performance of his/her primary academic duties (teaching and advising) and to the guidelines in place for conducting research with human subjects. Scholars are also responsible to maintain the standards of their discipline regarding integrity and reliance upon evidence and logic in making claims.

As a faculty member, each faculty member has a responsibility to avoid introducing into his/her teaching controversial matters that are unrelated to the subject.

As a citizen, each faculty member has a responsibility to convey clearly that opinions are one's own and not those of the GSE and to recognize that, as a member of an academic community, the public may judge his/her profession and institution by those utterances.

Section 4 Faculty

4.1 *Definition of Faculty*

The faculty comprises all persons responsible for the instruction of students and the direction of other GSE programs, including administrators who hold faculty rank.

4.2 *Core Faculty*

Core Faculty members meet the following requirements:

- an earned terminal degree in the subject or related field from an accredited college or university, or, in the absence of a terminal degree, a record of exceptional achievement as a scholar, leader, or education practitioner
- demonstrated excellence in teaching, scholarship or education leadership
- a demonstrated commitment to service.

The following GSE administrators hold faculty rank and are core faculty members: President, Dean, Director M.Ed. Program, Director of Research, Director of Research Institute, and Director of Clinical Sites.

4.3 *Practitioner Faculty*

GSE may employ, in the position of *practitioner faculty*, individuals with distinguished professional expertise and achievements who may nonetheless lack a terminal degree. Practitioner faculty are part-time instructors who do not have advisory responsibilities with respect to GSE students. While not required to engage in service to the GSE community, practitioner faculty are expected to participate in faculty evaluation (including self-evaluation), GSE retreats, course planning, and the annual All-Faculty meeting.

4.4 *Faculty Expectations*

The three priority areas of core faculty activity at the GSE are teaching, scholarship, and service. As a graduate school of education, GSE is committed to exploring and modeling effective pedagogy and structures for learning. Faculty are expected to be expert education practitioners as well as scholars, committed to serving both the GSE and the broader education community. In particular, core faculty are expected to engage in research and share their work in peer-reviewed journals and at professional meetings.

4.5 *Faculty Work Load*

The full-time faculty work load is allocated to the three priority areas: teaching, scholarship, and service. Assignment to these areas is determined in discussion between each faculty member, the Program Director(s) (if applicable), and the Dean, weighing both the goals and strengths of the individual and the needs of the institution. At the beginning of each academic year, instructors will be asked to complete a Faculty Load Form for approval by the Dean.

4.5.1 The normative full-time faculty work load is as follows:

- Teaching (includes academic advising): 60%, or 12-15 units per year plus up to six advisees.
- Service (includes GSE committee work, faculty meetings, and broader service to the education community): 20%.
- Scholarship (includes original research, theory-building, publication, and scholarly presentations): 20%

Teaching buyouts may be approved by the dean for faculty taking on leadership roles (including directing professional education programs), overseeing grant projects, facilitating substantial research efforts, or significant administrative duties.

4.5.2 Office Hours.

All teaching faculty are expected to be readily available to students for conferencing upon request, and to post their contact information on their syllabi.

4.6 Credit Hour Policy

High Tech High Graduate School of Education (GSE) course credit hours are designated based on the following formula as described in the WASC Policy on Credit Hour: “One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit...or the equivalent amount of work over a different amount of time.” As such, one credit hour is awarded for combined in- and out-of-class work that results in 45 total hours work on the part of a student. The GSE defines “work” to include class contact time as well as time spent outside of class engaged in practicum activities, conducting research or completing assignments.

Each program is responsible for documenting its allocation of credit hours, subject to the approval of the Dean. Each course syllabus states the number of credits awarded for the course, and the corresponding expectation for hours of in-class and out-of-class work.

GSE course credit hours are reviewed every other year as part of the Institutional Review Process.

Section 5 Faculty Hiring

5.1 *Diversity of Faculty*

GSE is an equal opportunity employer. Per the Council of Graduate Schools' *Strategies for Effective Diversity Programs in Graduate Schools*, the GSE is committed to achieving diversity among its faculty, mindful that diversity within academic programs will thrive if faculty and staff consult research, consider the perspective of marginalized students, and strive to determine and meet each degree program's specific needs. The GSE is committed to careful consideration of all forms of diversity when seeking new faculty, administration and staff members.

5.2 *Faculty Hiring Process*

Core faculty positions are typically filled following a formal search process in which the Dean appoints a search committee, which develops and distributes a position description, reviews applications, interviews candidates, and makes a recommendation to the Dean. The Dean, in consultation with the President, makes the final decision. Current employees may apply for any opening and will receive the same consideration as other applicants. Deviations from this process may occur to accommodate unusual opportunities or conditions.

5.3. *Hiring Practitioner Faculty/Qualifications*

The GSE contracts with individual academics and practitioners as practitioner faculty to complement core faculty. These practitioner faculty may be experienced practitioners from HTH or other schools or they may be scholars with terminal degrees from other institutions of higher education. Excellence in teaching and scholarship are essential criteria for selection. The appointment of practitioner faculty provides an opportunity to increase the demographic diversity of the faculty and to introduce new ideas and perspectives to students.

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 are expected to demonstrate the following experience and skills:

- Build meaningful and collaborative relationships
- Teach and meet the needs of diverse P-12 students
- Design authentic, personalized, student-centered approaches to learning
- Use authentic approaches to assessment to analyze student learning and guide instruction
- Implement culturally responsive pedagogy in P-12 settings
- Support adult learners in reflecting on practice and improving outcomes for all students
- Design innovative programs with a focus on both equity and deeper learning

- Engage in cycles of improvement driven by data

GSE practitioner faculty conduct scholarly research, share their work with academic and professional audiences, 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.

Practitioner faculty/fieldwork supervisors are selected for their knowledge of cultural diversity and understanding of teaching in a multicultural setting. They serve as a resource to candidates in developing a philosophy of education that is inclusive of other cultures, races, genders, and values.

GSE Practitioner Faculty Qualifications & Expectations

Qualifications of faculty and other instructional personnel must include, but are not limited to:

- a) current knowledge of the content;*
- b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems;*
- c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and*
- d) demonstration of effective professional practices in teaching and learning, scholarship, and service.*

The GSE seeks highly qualified faculty who are experts in their pedagogical field and bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory, and student development to their instruction.

Minimum qualifications include:

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

Potential faculty members are screened and selected by the GSE Leadership Team with the expectation that they have knowledge of and demonstrate the following:

<input type="checkbox"/> Conduct scholarly research and share their work with academic and professional audiences
<input type="checkbox"/> Highly qualified educators with extensive classroom and coaching experience, preferably in an innovative K-12 education setting
<input type="checkbox"/> Knowledge of the CA content standards and Teaching Performance Expectations
<input type="checkbox"/> Hold advanced degrees and/or clear credential with an English Learner authorization or CLAD

<input type="checkbox"/> Pedagogical expertise, strong content knowledge, and positive communication skills
<input type="checkbox"/> Appreciation and understanding of the cultural and linguistic diversity of students and the San Diego community,
<input type="checkbox"/> Knowledge of and respect for diverse family structures, community cultures, and cultural diversity,
<input type="checkbox"/> Serve as a resource to credentialing participants in developing a philosophy of education that promotes development of equitable learning environments
<input type="checkbox"/> Appropriate teaching or administrative experience in a public, P-12 environment within the last three years

Section 6 Faculty Evaluation and Support

6.1 *Practitioner Faculty Evaluation & Support*

Program Director, with support from GSE leadership, supports and evaluates practitioner faculty:

- Program Director meets with practitioner faculty at least one month prior to the course to construct course design and syllabi, discuss goals, and review TPE/state standards addressed;
- Program Director observes course sessions and debriefs with practitioner faculty throughout the course;
- Program Director meets with practitioner faculty within two weeks of the completion of course to debrief the course, analyze course evaluation survey data, and set goals for future course offerings;
- Based on the above, Program Director determines whether practitioner faculty: Approached, Met, or Exceeded Expectations

Upon the conclusion of each course or workshop, candidates evaluate the course content and faculty member. The Program Director reviews the evaluations with each instructor and discusses areas of strength in addition to areas for improvement. If evaluations are excessively negative, the Program Director will seek further discussion with candidates and will potentially select a new instructor for that course or workshop.

6.2 *Faculty Self-Evaluation and Peer Review*

The GSE does not offer tenure to faculty members, and all faculty are on one-year contracts. Their continued employment depends on the quality of their teaching, advising, scholarship, and service. The evaluation and review processes for Core faculty are described here.

In the spring of each year, the work of each individual faculty member is reviewed by a committee of peers (typically consisting of two members) selected by the faculty member and approved by the Dean in the fall. Early identification of the review committee allows for conversation between the faculty member and the committee throughout the year.

The process is designed to encourage discussion among faculty of approaches to teaching, scholarship, and service and to provide exposure to different methods. Thus, each faculty member benefits both from being reviewed and from reviewing others.

A. Teaching

1. Effective teaching is an essential criterion of reappointment. Evaluation of the effectiveness of teaching shall be based upon the candidate's total performance. This evaluation should include considerations such as command of the subject; continuous growth in the field; ability to organize and present materials; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; a spirit of enthusiasm which vitalizes teaching; ability to arouse curiosity in beginning students and to stimulate advanced students; fairness in grading, through both subjective and objective considerations; participation in the guidance and advising of students.
2. Consideration shall be given to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels.
3. The Committee will clearly indicate the evidence upon which the appraisal of teaching effectiveness has been based. The following evidence of teaching effectiveness is considered:

- a. peer review
- b. student evaluation
- c. self-evaluation

Other types of evidence may also be submitted as supporting teaching effectiveness.

Examples of these types of evidence are the following:

- a. participation as a guest or public lecturer
- b. participation in team teaching
- c. development of new and effective means of instruction
- d. development of course materials.

B. Scholarship

In evaluating the candidate's publications, the Committee should seek evidence of a productive and creative mind; and the candidate's professional activities should be examined for evidence of achievement and/or leadership in the field. Evidence of research, creative work, or professional activity is not limited to publications or presentations at meetings of professional associations. Contributions by the candidate in the form of publications and presentations for the advancement of scientific or other critical inquiry, professional practice, or education shall be judged research, creative work, and professional activity when (1) they develop new ideas, add to the knowledge of an academic discipline, or incorporate scholarly research, and (2) they are disseminated in academic or professional communities. Publications and other creative accomplishments should be evaluated, not merely enumerated. Work in progress should be assessed whenever possible. When jointly authored work is presented as evidence, the role of the candidate in that effort must be established as clearly as possible.

i. Scholarship and Innovation

See Section [14.1](#) for the GSE Statement on Scholarship and Innovation, which describes the four interconnected functions of scholarship at the GSE: integrating theory and practice, supporting equitable and engaging learning environments, serving schools and communities, and engaging scholars and practitioners.

ii. Criteria for Assessment: It can be helpful to distinguish the criteria for evaluating scholarship from the actual methods that we use to evaluate scholarship. No single criterion is adequate to measure scholarship, and some criteria may not apply in all cases. These criteria, to some extent, may overlap with one another. They include:

- a. Is the product new or innovative? In other words, does it add to the field's body of knowledge? A literature review in an article, for example, should make the case that the article offers something new (and of potential value) to the body of knowledge.
- b. What is the quality of the process through which the new product was derived? For an empirical study, this would likely be the methodological rigor of the study. For a non-empirical piece, does the author use other compelling logic or evidence to support his or her argument? The quality of the work is important because it can impact the credibility of the author's conclusions.

- c. What was the quality of the review process? Did an informed and critical audience evaluate the work prior to the work being disseminated?
- d. Does the new knowledge have potential value to others? In other words, what will be the impact of the work? Although this can be very difficult to predict in most cases, it is still a worthwhile question to ask regarding our scholarship. Will others benefit from this new bit of knowledge, or is it simply a trivial fact with little relevance?
- e. How broadly will the product be disseminated? As a general rule, the broader the dissemination, the greater the potential the resulting work will have an impact. It may be possible to argue in some cases, however, that dissemination of a work to a smaller but influential target audience can produce greater impact.

iii. Method of Assessment: The above criteria are difficult to measure. Efforts to assess scholarship can parallel the challenges that researchers face trying to define and operationalize constructs. No instrument is a perfect measure of the construct. These indicators, particularly in isolation, are not infallible. The faculty members under review should use the items listed below as guidelines for developing a case that they have met expectations in the area of scholarship.

- a. Peer Review – It is important to assess whether a piece of work was peer reviewed, and the quality of that review process. Assessing the quality of review may mean looking at several questions. How many individuals reviewed the work? Was the work reviewed on a local, regional, national, or international level? To what extent is there evidence that the reviewers are recognized for their knowledge in the area? What is the acceptance rate of the journal or conference (where applicable)?
- b. Selectivity of Publisher or Journal – The selectivity of a publisher or journal can be an indicator of quality. Since more prestigious journals generally receive a higher volume of submissions, they can usually be more selective in what they publish. Thus, the acceptance rate of a journal or publisher can be an indicator of the quality of scholarship.
- c. Evidence of Impact through Breadth of Dissemination – In general, scholarship that reaches a broader audience has the potential to make a greater impact. The greater the exposure, the more opportunity there will be for individuals to use or apply the ideas from the scholarship to make an impact. Breadth of dissemination could be measured in different ways. The number of books sold or the circulation of a journal could be used to measure breadth of dissemination for books and journals. Other measures may be appropriate for less

traditional forms of scholarship (e.g., number of hits for a website that qualifies as scholarship).

d. Other Measures of Impact – In some cases, other means of measuring impact may be appropriate beyond those stated above. It may be possible, for example, for an individual to document how his or her scholarship has influenced teaching or practice in learning environments. Or, an individual might be able to document how his or her scholarship has influenced legislation or policy.

C. University and Public Service:

The faculty plays an important role in formulating and administering the policies of the GSE. Recognition should therefore be given to scholars who prove themselves to be able instructors and who participate effectively in leadership at the program and institutional levels. Service provided by members of the faculty to the GSE, community, state, and world, both in their special capacities as scholars and in areas beyond those special capacities, should likewise be recognized.

Similarly, the following should be given recognition: partnering with others across the country, exceptional involvement in k-12 communities, extraordinary recruiting or fundraising activity; special lectures; public relations activities; other services to the university community.

Self evaluation. The self evaluation cycle begins in August, after the Annual GSE Retreat, when each faculty member completes and shares with his/her peer review committee the section of the GSE faculty evaluation form that addresses the faculty member's overall goals for teaching, service, and scholarship (see Faculty Self-Evaluation and Peer Review Form, Appendix 1.) Then, in the spring, the faculty member completes the evaluation section of the form and meets with his or her peer committee to review progress. The self evaluation includes the following information and reflections:

- Reflections on strengths and current work
- Course materials, including syllabi, handouts, and signature assignments
- Documentation of scholarly activities, including research agenda, publication, presentations at conferences, visiting professorships, and grant applications
- Documentation of service activities, including GSE committee work, editorial work on the GSE journal of adult learning, conference organization, participation in colloquia, and service in the broader community

6.3 Annual Review

During the spring, the Dean holds a private meeting with each Core faculty member. These meetings afford the opportunity for dialogue concerning goals and performance. In preparation for this Annual Review, the Dean considers the peer review materials and other sources of information, including the faculty member's Workload Report, student course evaluations, the annual student survey, evidence of scholarship, documentation of service, and consultation with Program Directors. The Dean makes the final determination as to whether to renew faculty contracts.

The Director of External Relations (formerly Director of the Educational Leadership Academy) is reviewed as a faculty member with appropriate adjustments to the work assigned and accomplished.

Practitioner Faculty serve at the discretion of the Program Director, in consultation with the Dean. When they co-teach with Core Faculty, they receive direct support from their co-teachers as well as the Program Director and/or Dean. Only their teaching performance is reviewed and evaluated, following the process described in section A above, truncated in recognition of their part-time and short-term service.

6.4 Faculty Governance and Professional Development

GSE Faculty participate in governance as a faculty of the whole. Standing committees and task forces report to the faculty, which deliberates on issues affecting the entire GSE. Critical decisions are made by consensus. In the event that consensus fails, decisions are referred to the Dean and/or President as appropriate.

Faculty members are expected to design and implement their own courses, with appropriate attention to the program learning outcomes, self-evaluate, and participate, as a body, in standard-setting, syllabus design, program evaluation, and the evaluation of student work. Faculty professional development, co-designed by program directors and faculty, is aimed, not only at promoting professional growth, but also at facilitating, honoring, and enhancing the exercise of faculty authority in the conduct of academic affairs.

- Semi-monthly faculty meetings focus regularly on issues of pedagogy pertaining to adult student work at the graduate level. Participation varies depending on the meeting's purpose and might include, e.g., only Core faculty, all Instructors or Advisors in the M.Ed. program, or all Instructors in both the M.Ed. and Credentialing programs. Faculty rotate facilitation of these meetings and use structured protocols to engage in purposeful conversations that push each other's teaching and scholarly work. Practitioner faculty are invited, but not required, to attend these meetings.
- Faculty members engage in project tuning, examining student work, and collegial coaching throughout the year, observing each others' work directly and providing feedback.
- GSE Faculty are encouraged and supported, via a line item in the GSE budget, to attend and present at conferences and workshops as well as publish their work.
- *UnBoxed*, the GSE's peer-reviewed journal of adult learning in schools, offers a vehicle for faculty to serve as editors and publish scholarly work.
- Time is allocated in faculty meetings for faculty to support each other's scholarly work by crafting research agendas, identifying peer-reviewed journals and conferences in which to share scholarly work, discussing peer-reviewed articles to inform course design and research, reviewing course syllabi to ensure adequate student engagement with scholarly literature, and providing feedback on articles and proposals for peer-reviewed journals and conferences.
- Core faculty are full participants in all GSE strategic planning and institutional review meetings and processes. Practitioner faculty are invited and encouraged, but not required, to participate in the design and implementation of these processes.
- Standing committees of the faculty are appointed at faculty discretion. The Dean is an ex officio member of all standing committees, which may include:
 - Diversity
 - Institutional Review Board (IRB)
 - Graduate School Culture

- Admissions

Each committee has a designated chair, who facilitates the work of the group and takes responsibility for communication and guiding decision-making if needed with the broader faculty.

6.5 *Support Services for Faculty*

The GSE community is committed to providing all its members the support they need to function effectively in a purposeful, professional environment. Much of the direct support in day-to-day operations (photocopying, room reservations, etc.) comes from the office of the Program Manager. Professional support in course planning, project tuning, and assessment of student work comes in bi-monthly faculty meetings focusing on issues of practice. A full suite of business assistance, including GSE credit cards, insurance planning, etc.) is provided by the business office. The GSE does not offer on-site medical or counseling services for employees.

6.6 *Faculty Orientation*

New faculty orientation is the joint responsibility of the Program Directors and the Dean and is conducted on a case-by-case basis. Where feasible, each new faculty member will be assigned to a “critical friend,” who is available to assist with questions about course planning, pedagogy, support services, and other aspects of life and work at GSE.

6.7 *Faculty Personnel File*

6.7.1. Changes in Personal Information

Faculty and staff are responsible to inform GSE as soon as possible regarding changes of address, telephone number(s), withholdings, and other such matters.

6.7.2. Personnel File Review

All employees have the right to inspect certain documents in their personnel files, as provided by law, in the presence of a GSE representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. GSE will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Business Office. Only the Business Office is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

If an employee disputes an item in his/her file, the employee may submit a memorandum outlining his/her points of contention. However, no action is required of GSE in response to such a memorandum unless some other GSE policy relates to the situation and requires GSE to take action.

Section 7 Administration

GSE is committed to a shared governance model in which all administrators and faculty have an influential voice. Student input is valued and solicited regularly through course session exit cards, annual surveys, and the annual GSE Student-Faculty Retreat.

7.1 Positions and Structure

GSE has established an administrative structure and team to support faculty, students and staff in achieving the GSE mission. The administrative team includes the President, the Dean, the Chief Financial Officer, the M.Ed. Program Director, the Director of Clinical Sites, the Director of Research, the Director of the GSE Research Institute, the Director of Information Technology, the Webmaster, and support staff (see [Organizational Chart](#)).

7.2 Administrator Hiring Process

Administrative positions are typically filled following a formal search process in which the Dean appoints a search committee, which develops and distributes a position description, reviews applications, interviews candidates, and makes a recommendation to the Dean. The Dean, in consultation with the President, makes the final decision. When the position to be filled is that of Dean, the search committee makes its recommendations directly to the President. Deviations from this process may occur to accommodate unusual opportunities or conditions. Current employees may apply for any opening and will receive the same consideration as other applicants. Internal promotions without a search may be authorized only by the President in consultation with the Dean.

7.3 Administrator Evaluation

During the spring, each administrator member meets with his or her supervisor. These meetings afford the opportunity for dialogue concerning goals and performance. In the case of administrators who also serve as core faculty, the evaluation consists of the faculty evaluation process, including the Annual Review as conducted by the Dean. The Annual Review in such cases includes a review of performance in the administrative role. The supervisor, or Dean, in the case of faculty, may make recommendations for performance improvement. The President makes the final determination as to whether to renew administrator contracts.

7.4 Hiring of President

When the position of President becomes open, the Chair of the Board of Directors authorizes a search committee, which will include representation from the Board, the faculty, and students. The search committee generates a position description and advertises the position, and organizes the search and interview process, taking care to solicit feedback from all constituencies. The committee makes a recommendation to the Board of Directors. The Board may, at its discretion, solicit one or more finalist recommendations, and may require finalist interviews before the full Board.

7.5 Evaluation of President

Evaluation of the president is the responsibility of the Board of Directors. The Board conducts an annual review of the president's performance at its discretion, and may appoint an evaluation committee for that purpose, charged with the responsibility of gathering performance data, interviewing key personnel, and making recommendations to the Board as to the contract renewal or termination.

Section 8 Staff

8.1 *Staff Defined.*

GSE staff include all GSE employees engaged in administrative and academic support, including but not limited to information technology support staff and program managers.

8.2 *Staff Hiring Process*

Staff positions are typically filled following a formal search process, which does not require a search committee. A position description is developed and distributed. The appropriate program administrator reviews applications and interviews candidates. Depending upon the position, the program administrator may make the final decision, may consult with the Dean and the President or may make a recommendation to the Dean and the President. Deviations from this process may occur to accommodate unusual opportunities or conditions. Current employees may apply for any opening and will receive the same consideration as other applicants. Internal promotions without a search may be authorized only by the President in consultation with the Dean.

8.3 *Staff Evaluation*

During the spring, each support staff member meets with his or her supervisor. These meetings afford the opportunity for dialogue concerning goals and performance. The supervisor may make recommendations for performance improvement. The Dean makes the final determination as to whether to renew staff contracts.

Section 9 Work Schedules, Exempt Status, Compensation, Benefits, Contracts, etc.

9.1 *Work Schedules*

In general, GSE employs faculty and support staff. In each of these capacities there are full-time and part-time staff. In addition, there are sometimes temporary employees and independent consultants. The general schedules for faculty and support staff are found below.

The normal workweek is a five-day period, Monday through Friday. GSE's regular hours of operation are from 7:00 a.m. to 4:00 p.m., though most courses take place in the evenings. In general, employees are informed of their working hours/schedule at the inception of the employment relationship. Working hours and schedules vary depending upon the job classification and the school's needs. In addition, GSE reserves the right to alter schedules as it may require.

9.1.1 Faculty.

Program Directors will provide faculty with an instructional calendar. A minimum number of August workdays are scheduled to provide for course planning and preparation along with professional development workshops. Faculty may be required to work more days than those

noted in the instructional calendar in order to adequately prepare for the upcoming school year and in order to meet student and organizational needs during the school year. The employment contract specifies the minimum number of annual workdays per contract.

9.1.2 Support Staff .

Support staff include information technology staff and administrative assistants. Support staff do not ordinarily follow the instructional calendar as there are many functions and significant work that must be accomplished even when school is not in session. Depending upon the position and the needs of the organization, there will be occasions where support staff will have to work during some of the school breaks during the school year. Moreover, support staff also should expect to work during a significant portion of the summer as well. The supervisor will advise support staff of the work calendar pertaining to those positions.

9.2 *Hours of Work, Exempt and Non-Exempt Status and Eligibility for Overtime*

9.2.1 Hours of Work.

In general, full-time employees are those who are regularly scheduled to work forty (40) hours per week. Part-time employees are generally scheduled to work fewer than 40 hours per week. Although employees are advised of their normal schedule by their supervisors, variation in GSE's workload may cause fluctuations in working hours and affect employee starting and end times from time to time. GSE may require overtime work as it deems necessary or appropriate.

9.2.2 Absences, Tardies, No-Calls/No-Shows.

Employees are expected to be at work as scheduled. Employees are also expected to notify their supervisor as early as possible if they expect to be absent or tardy for work. Employees who are absent for three days and who have not contacted their supervisor will be assumed to have voluntarily terminated their employment as of their third day missed.

9.2.3 Exempt and Non-Exempt Status and Eligibility for Overtime.

For purposes of determining hours of work and compensation, GSE classifies employees into two general classifications, exempt and non-exempt, as follows:

Exempt employees are assigned to positions that are classified by GSE as exempt based on the standards articulated by the Federal Fair Labor Standards Act and applicable state laws. Employees classified as exempt are not entitled to overtime or compensatory time for extra hours worked. Rather, exempt employees may have to work hours beyond their normal schedules, as work demands require.

Non-exempt employees are covered by the overtime provisions of the Federal Fair Labor Standards Act and applicable state laws. Non-exempt employees are entitled to overtime pay for hours worked in excess of 40 in a workweek or 8 hours in a workday. Only actual hours worked in a given workweek can apply in calculated overtime. Compensated holidays for example, are not hours worked and therefore not counted in any overtime calculations. All overtime work must be previously authorized by a supervisor. For purposes of determining overtime pay, the GSE work week begins at 12:00 a.m. on Monday, and ends at 11:59 p.m. on the following Sunday. A workday begins at 12:00 a.m. and ends at 11:59 p.m. of the same day.

9.2.4 Non-Exempt Employees: Rest and Meal Periods.

A thirty (30) minute meal period is provided for each non-exempt employee working more than five (5) hours. These must be taken no more than five (5) hours after the beginning of the workday. Non-exempt employees are required to record the beginning and end of their meal periods on their time cards. Employees are entirely relieved of their duties during their meal periods. However, they must be prepared to resume their work promptly at the end of the same.

In addition, non-exempt employees are allowed two (2) ten (10) minute rest periods for every four hours of work or major portion thereof to be taken one in the mid-morning and the other in the mid-afternoon. Rest periods may not be combined or added to an employee's lunch period.

The employee is expected to observe his/her assigned working hours and the time allowed for meal and rest periods.

9.2.5 Non-Exempt Employees: Timekeeping.

All non-exempt employees are required to record time worked on time sheets for payroll purposes. All non-exempt employees must record their own time at the start and at the end of each work period. Non-exempt employees must also record their time at beginning and end of each meal period.

A supervisor must initial any handwritten marks or changes on the timecard. Marking another employee's timecard, allowing another employee to mark his/her timecard, or altering a timecard is not permissible. Any errors on the employee's timecard should be reported immediately to his/her supervisor.

Time sheets must be submitted to supervisors by designated cut-off dates. Supervisors will be responsible for signing and forwarding the time sheets to the GSE Business Office. A schedule with due dates for hourly time is circulated each year to assure the payroll deadlines can be met.

9.3 Compensation

9.3.1 Rate of Pay

Exempt

Contracted, salaried, exempt employees will be quoted an annual full-time salary. The annual full-time salary will be prorated for a partial contract year or part-time work. The contract year runs from August 1 to July 31 for GSE employees. For those working less than a full contract year, the annual salary will be pro-rated by devising a daily rate based upon the minimum number of workdays specified in the contract, and multiplying that rate by the number of days worked or scheduled to be worked.

Non-Exempt Salaried

Contracted, salaried, non-exempt employees will be quoted an annual full-time salary. The annual full-time salary will be prorated for a partial contract year or part-time work. The annual full-time salary for salaried, non-exempt positions contemplates forty-hour work weeks and 8 hour workdays. All overtime work must be previously authorized by a supervisor.

Non-Exempt Hourly

Non-exempt, hourly employees will be given an hourly rate but may have more than one hourly rate if the employee performs more than one job.

9.3.2 Payday.

All full and part-time employees of GSE are paid on the 15th of each month and the last business day of each month. When either of these days falls on a weekend or holiday, employees are paid on the last workday preceding the weekend or holiday.

9.3.3 Pay Advances.

In general, GSE does not grant pay advances. Pay advances may be considered at the Dean's sole discretion and only in cases of *extreme emergency or personal hardship*. Reasons such as regular monthly bills that are part of an employee's regular monthly expenses are not considered emergencies. Before any pay advance can be provided, the request must be documented in a formal written request signed by the employee and including the following terms: the amount to be advanced; the reason for the request; and the pay-back schedule along with a representation that any advances that have not been repaid earlier will be considered part of the employee's final wages upon separation from employment and, if there is a balance due and owing at the time of separation, such balance must be repaid within one week of termination of employment.

9.3.4 Payroll Withholdings.

GSE is required by law to withhold contributions for Federal Income Tax, State Income Tax, State Disability Insurance, and, where applicable, Social Security (FICA) from employee pay. Every deduction from the employee's paycheck is explained on the employee's payroll stub.

9.4 Expenses.

9.4.1 Credit cards.

Employees may be provided a GSE credit card to use for work-related expenses. If issued a card, employees will be required to file on-line expenditure reports and the original, itemized receipts on a regular basis. Failure to file timely reports and submit receipts may result in the loss of credit card privileges.

9.4.2 Out-of-pocket expenses.

With approval of the program director or supervisor, employees may purchase items out of pocket and receive reimbursement by filing an expense report and attaching the original, itemized receipts.

9.4.3 Purchase orders.

If dealing with a vendor who is willing to accept a purchase order or if an employee needs to have a check created to pay to a vendor, employees may submit a purchase requisition to the program director or Dean for approval. The GSE Business Office will place the order and make payment upon delivery. Please make sure to provide receipts to the Business Office upon delivery of the order.

9.5 Contracts

Contract offers for the following school year are typically made in April or May. Every employee who is working under the terms of a contract is entitled to receive a fully executed copy of the contract. Contracts are typically for a full calendar year beginning August 1. However, partial year contracts may be offered under some circumstances and are based upon the same conditions as a full year contract.

9.6 Contractual Employment

All GSE employees have annual contracts. New contract offers are contingent upon a variety of factors including satisfactory performance. New contract offers are determined in the annual review process as conducted by the President/CEO and Dean (for faculty) or supervisor (for administration and staff).

9.7 Termination of Employment

9.7.1 Resignation.

Should it become necessary for an employee to terminate his/her employment with GSE, GSE requests the courtesy of the employee's notice of the intent to terminate employment at least two weeks prior to termination whenever possible.

9.7.2 Involuntary Termination of Employment.

GSE may elect to terminate an employee's employment pursuant to its policies and the provisions of its contract with the employee. In cases involving disability, termination must be based on medical evidence that the employee, even with reasonable accommodation, is no longer able to perform the essential duties of the position. This conclusion is usually the result of conversations between the administration and the employee or the employee's representative.

9.7.3 Exit Interview.

GSE will require departing employees to participate in an exit interview. At this time, among other things, GSE will collect keys, pass cards, parking permits, computer equipment, and any other GSE equipment from the departing employee.

9.7.4 Salary and Benefits in the Event of Termination.

In the event of termination of employment, the employee shall be entitled only to the prorated salary earned through the last date of actual service. If a departing employee is participating in GSE's health benefit plans, GSE will provide employee information regarding his/her rights under COBRA.

Section 10 GSE Policies And General Standards Of Conduct

10.1 *Equal Employment Opportunity*

GSE is an equal opportunity employer and makes employment decisions, including, but not limited to, hiring, firing, promotion, demotion, training, and/or compensation, on the basis of merit. 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.

GSE is committed to complying with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of GSE and prohibits unlawful discrimination by any employee of GSE, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, GSE will make a good faith effort to provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to GSE.. An applicant or employee who believes he or she requires an accommodation in order to perform the essential functions of the job should contact the Dean to request such an accommodation, specifying what accommodation he or she needs to perform the job. GSE will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to unlawful discrimination, please follow the complaint procedure outlined below.

10.2 *Personal and Confidential Information*

10.2.1 Changes in Personal Information.

Employees are requested to inform GSE as soon as possible regarding changes of address, telephone number(s), withholdings, and other such matters.

10.2.2 Personnel File Review.

All employees have the right to inspect certain documents in their personnel files, as provided by law, in the presence of a GSE representative, at a mutually convenient time. No copies of documents in the employee's file may be made with the exception of documents that have previously been signed by the employee.

If an employee disputes an item in his/her file, the employee may submit a memorandum outlining his/her points of contention. However, no action is required of GSE in response to such a memorandum unless a specific GSE policy applies to the situation and requires GSE to take action.

10.2.3 Confidential Information.

GSE employees are responsible for maintaining the confidentiality of sensitive information obtained during the course of their employment with GSE (“GSE Information”). GSE Information includes: personnel files and information; student files and information; family files and information; computer records; financial data; procedure descriptions; and, trade secrets. No employee may use or disclose any GSE Information to any third party unless the disclosure is a regular reporting requirement of the employee’s job position or otherwise authorized in writing by the Dean. Moreover, in the case of student and family information, parent/guardian consent may also be required prior to disclosure. This obligation to maintain the confidence of such GSE Information survives the employment relationship. Accordingly, employees who depart from GSE may not reveal confidential GSE Information after their departure.

For educator preparation programs, only the Credential Analyst or other institutional authorized designee will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of the GSE.

10.2.4 Relationship between HTH and GSE.

Because some of the students in the GSE are also employees at High Tech High (the K-12 schools), there is a potential for a perception of conflict of interest. As such, HTH staff who are in a supervisory role will not participate in sensitive conversations about HTH employees who are also GSE students or potential GSE students. For example, the Dean and Director of Clinical Sites, as faculty members who hold positions at HTH, do not participate in the admissions process to the GSE for HTH employees.

10.3 Technology Use

10.3.1 General Technology Policy.

GSE’s computer and electronic communications systems consist of all the various forms of electronic communication, including but not limited to telephones, cellular telephones, hand-held digital organizers, video conferencing equipment, voice mail, fax machines, computers and computer systems, connections to the Internet, Intranet, World Wide Web, and other internal or external networks, e-mail accounts and e-mail and any and all other forms of technology provided by GSE (“GSE Technology”). GSE has expended significant resources to provide GSE Technology for appropriate business and educational use in the GSE Community. In order to ensure that all employees who use GSE Technology do so in a lawful, ethical and appropriate manner, GSE has established this technology policy (“Technology Policy”). All employees are expected to abide by the terms of the Technology Policy in the course of their work and in their usage of GSE Technology whether that usage is at GSE’s offices or by remote access. Moreover, all employees are responsible for ensuring that they use GSE Technology in a professional and lawful manner.

For purposes of this Technology Policy, GSE Technology is the property of GSE, irrespective of whether it has been purchased or leased. GSE Technology is provided by GSE for the sole purpose of conducting GSE business. All communications and information transmitted by, received from, or stored in these systems are GSE records and the property of GSE.

Every user who is provided access to GSE Technology is responsible for using the Computer and Communications Systems in accordance with this policy. Any questions about this policy should be addressed to GSE's Director of Information Technology.

10.3.2 Standards of Conduct with Respect to GSE Technology.

GSE requires all Employees to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on GSE's letterhead. Special care must be taken when posting any information on commercial on-line systems, the Internet or Intranet, because of the potentially broad distribution of and access to such information. Information stored on GSE Technology must be kept confidential within GSE. GSE has taken all reasonable steps to assure confidentiality and security. As is true with other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside GSE, and care should be exercised when sending or receiving sensitive, privileged or confidential information electronically.

GSE Technology is provided solely for the purpose of conducting GSE business. Incidental and occasional personal use of GSE Technology is permitted, but only: (a) on an Employee's non-work time (such as breaks); (b) where such communications do not disrupt GSE's business; and, (c) where the use does not otherwise violate GSE policies and standards. Under no circumstances may GSE Technology be used: (a) for personal gain or the conduct of another business; (b) for the promulgation or advancement of non-work related personal viewpoints; or, (c) to announce individual postings or advertisements without prior permission.

Users of GSE Technology, including employees, should have no expectation of personal privacy in any matters stored in, created, received, or sent over GSE Technology. These are subject to review by GSE at any time, with or without notice, with or without cause and without the permission of any GSE Technology user. GSE reserves the right to monitor access, retrieve, download, copy, listen to, or delete anything stored in, created, received or sent over GSE Technology, without notice and without the permission of any user.

Moreover, to protect the integrity of GSE Technology and the users thereof against unauthorized or improper use of these systems, GSE reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of GSE Technology upon authorization of the President.

Employees are prohibited from using GSE Technology for any unauthorized or unlawful purpose. Using GSE Technology to send, save, view, forward or create harassing or offensive content or message is strictly prohibited. Offensive material includes, but is not limited to pornographic, obscene, or sexually explicit material, sexual comments, jokes or images that would violate GSE's policies. GSE's policies against harassment and discrimination apply to the use of GSE Technology.

Employees must respect all copyrights and licenses to software and other on-line information, and may not upload, download, or copy software or other material through GSE Technology without the prior written authorization of GSE.

GSE Technology belongs to GSE and must be accessible to the same at all times. Although employees may have passwords to access GSE Technology, they may not encrypt or encode any GSE Technology without the prior written consent of the GSE Information Technology Director.

Moreover, to the extent employees do have passwords, they must provide their passwords to the GSE Information Technology Director. Furthermore, GSE may override passwords to access GSE Technology with or without cause and with or without notice to the employee.

Each individual has a responsibility to use copying and reproduction technologies in a responsible manner, consistent with the letter and spirit of copyright laws and regulations. The GSE does not exercise prior review of copied materials. However, the GSE does make its best effort to educate the community in responsible use and respond when violations are pointed out.

Any person who discovers misuse of any of GSE Technology should immediately contact the GSE Information Technology Director. Any employee who violates any part of this policy will be subject to discipline, up to and including termination. Moreover, GSE also reserves the right to use and disclose any electronic, non-privileged communication on GSE Technology without the permission of or any prior notice to any employee, including disclosure to law enforcement officials.

10.4 Intellectual Property Ownership

The following policy clarifies the ownership rights to intellectual property works made by faculty, staff and students of the GSE.

10.4.1 General GSE Policy.

As “works made for hire” are defined under Section 101 of the Copyright Act of 1976, copyrightable works of authorship created by an employee within the scope of his or her employment are owned by the employer. The GSE does not intend for this “works made for hire” doctrine to apply to works of authorship by faculty, staff or students unless extraordinary resources of the GSE are used in creating of the work. “Works of Authorship” are copyrightable works that result from a faculty member’s pursuit of teaching, research and scholarly activities, including the creation of books, articles and other literary works; artistic, musical or dramatic works; or course materials, whether in traditional or electronic form, unless extraordinary resources of the GSE were used in the creation of the work. Faculty members will own the copyright in any Works of Authorship that result from that person’s efforts. With regard to any particular work, the GSE and the creator of the work may mutually agree on an alternative ownership arrangement. In the event a Work of Authorship is the result of more than one individual, the creators are expected to agree among themselves on the fractional ownership of the copyright.

10.4.2 “Extraordinary Resources.”

These may consist of paid released time from regularly assigned duties, other than sabbatical or similar leave; direct investment by the GSE through funds or staff; the GSE’s purchase of special equipment for the project; use of GSE multimedia production personnel and facilities; or extraordinary use of GSE computing resources. Ordinary use of incidental supplies, use of

a GSE computer in a faculty office, or use of GSE personnel or shared facilities on an occasional basis will not be considered use of extraordinary resources. The GSE will determine whether extraordinary resources have been used on a case-by-case basis. The President shall have the final decision concerning the GSE's position in the matter.

10.5 Smoking, Drug and Alcohol Policy

GSE is a smoke-free work environment.

GSE strives to provide a safe and productive work environment for its employees. GSE recognizes that inappropriate drug and alcohol use is highly detrimental to the work place and counterproductive to the quality and efficiency of service that GSE desires to provide and the healthy culture GSE desires to foster. Accordingly, GSE has established a policy against the improper and/or unlawful use of alcohol and drugs at work.

Pursuant to this policy, all employees must report for work fit to perform their job duties. Employees may not report to work or work, under the influence of, or while using illegal or unauthorized drugs or alcohol. This means that employees are also prohibited from consuming alcohol during working hours, including rest and meal periods.

In addition, pursuant to this policy, employees may not use, possess, distribute, sell or manufacture any alcohol, illegal drug or be under the influence of the same, while: (a) reporting for work; (b) being on call; (c) on duty; (d) on GSE premises; (e) operating or occupying a vehicle owned or leased by GSE; or (f) in the course of being engaged in GSE's activities or business. Violation of this policy will result in disciplinary action, possibly including termination of employment.

Legally prescribed medications are excluded from this policy and are permitted only insofar as: (a) the employee's physician has advised the employee that the medication will not adversely affect the employee's ability to safely perform his or her job duties, and; (b) the use does not adversely affect the employee's work ability, job performance, or the safety of that individual employee or others.

Violation of these rules and standards of conduct may result in disciplinary action, up to and including the possibility of immediate termination of employment. GSE also may bring the matter to the attention of appropriate law enforcement authorities where deemed appropriate.

In order to enforce this policy, GSE reserves the right to take any and all appropriate and lawful actions necessary including, but not limited to, the inspection of GSE property and anything brought onto GSE premises when GSE has reasonable basis to suspect the employee has violated this policy.

10.6 Safety Policy

GSE is committed to providing and maintaining a healthy and safe work environment for all employees, clients, and guests.

Employees are expected to follow safety precautions and to exercise good judgment and caution in the performance of their work. Employees must immediately report any unsafe or hazardous condition to their supervisors. Every effort will be made to address problems as soon as possible.

Employees also are expected to immediately report workplace accidents involving personal injury, no matter how minor they may seem, to their supervisors. Timely reports are necessary in order to comply with laws and in order to process any applicable insurance and/or workers' compensation benefit claims.

10.7 Dress Code

Employees are asked to dress professionally and to use their common sense with regard to their dress and appearance. Employees must dress in a manner that is consistent with their responsibilities.

10.8 Personal Business

GSE's facilities for handling mail and telephone calls are designed to accommodate GSE business. Personal mail should be directed to the employee's home address and personal phone calls should be limited to a minimum. Personal calls should not be made outside GSE's immediate dialing area. GSE's materials, time or equipment may not be used for personal projects.

10.9 Nepotism

Faculty members should neither initiate nor participate in institutional decisions involving a direct benefit (e.g., initial appointment, retention, salary, or leave of absence) to members of their immediate families. When such cases arise, then the faculty member involved shall recuse himself or herself from such discussions. The Committee on Faculty will appoint an appropriate replacement for the recused if necessary.

10.10 Unlawful Harassment

GSE is committed to providing a workplace that is free of unlawful harassment. In keeping with this commitment, GSE maintains a strict policy against unlawful harassment of any form including harassment based on 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. This policy applies to all to all persons involved in the operation of GSE, including supervisory and non-supervisory employees. GSE will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, customers, clients, and suppliers, who have workplace contact with GSE employees.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Unlawful harassment in any form, including verbal, written, physical, and visual harassment.
- Unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made an explicit or implicit term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list:
 - Unwanted sexual advances;
 - Offering employment benefits in exchange for sexual favors;
 - Making or threatening reprisals after a negative response to sexual advances;
 - Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
 - Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, unwanted sexual advances or propositions, invitations or comments about any employee's body or dress;
 - Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual,
 - Letters, notes, electronic mail, instant messaging, Internet usage or other forms of correspondence or media containing sexually explicit, pornographic, or sexually-suggestive subject matter; and,
 - Physical conduct such as touching, assault, or impeding or blocking movements.
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and,
- Letters, notes, electronic mail, instant messaging, Internet usage or other forms of correspondence or media containing threats, epithets, or derogatory subject matter.

It is important to note that unlawful sexual harassment can occur when males sexually harass females or other males, and when females sexually harass males or other females.

This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

Employees who violate this policy are subject to discipline up to and including the possibility of immediate termination of employment.

If you believe you have been subjected to unlawful harassment, please follow the complaint procedure outlined below. Employees must report conduct prohibited by this policy whether or not they are personally involved.

10.11 GSE Complaint Processes

Any employee who believes that he or she has been discriminated against, unlawfully harassed, or retaliated against (or who has knowledge of such conduct occurring) **must** promptly report the facts of the incident(s), the name(s) of the individual(s) involved, and the names of witnesses, to his or her supervisor or to the Dean or any GSE Officers. The report should include reference to direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, e-mails, etc.). If the employee believes that his or her supervisor is involved in the alleged conduct, the report should be made directly either to a GSE Officer, or any other supervisor to whom the employee feels comfortable reporting. It is the responsibility of each employee to immediately report any violation or suspected violation of this policy to one or more supervisory employees.

Supervisors **must** report any alleged incidents of discrimination, unlawful harassment, or retaliation to a GSE Officer, even if the supervisor believes that the alleged conduct does not rise to the level of violating GSE's policies or applicable law. This will allow GSE to engage in appropriate action.

Upon receipt of each complaint, GSE will conduct a prompt, objective, and thorough investigation of all claims. GSE will make efforts to protect the privacy and confidentiality of all concerned parties to the extent possible and consistent with the process of a thorough investigation. There will be no retaliation against any employee for using this complaint procedure in good faith or for honestly filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. If an employee believes that he or she has been retaliated against for making a complaint, he or she should contact the Dean, supervisor, or a GSE Officer.

If HTH determines that unlawful conduct has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee who is found to have engaged in discrimination, unlawful harassment, or retaliation is subject to disciplinary action, up to and including the possibility of immediate termination of employment. Appropriate action will also be taken to deter future conduct. Any supervisor or manager who knew about such unlawful conduct and took no action to stop it or failed to report the harassment to the Dean or an HTH Officer, or some other appropriate management employee also may be subject to discipline up to and including the possibility of immediate termination of employment.

Employees who believe that they have been unlawfully discriminated against, harassed, or retaliated against may also file a complaint with the local office of the California Department of Fair Employment and Housing (“DFEH”) or the Equal Employment Opportunity Commission (“EEOC”). The DFEH and the California Fair Employment and Housing Council (“FEHC”) as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, harassment, and/or retaliation or make other changes HTH policies. The address and phone number of the local DFEH and EEOC offices can be found in the government sections of your local telephone directory or online.

10.12 Whistleblower Policy

GSE requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within GSE. As representatives of GSE, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that GSE has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of GSE to raise serious concerns about the occurrence of illegal or unethical actions within GSE before turning to outside parties for resolution. All directors, officers, employees, and volunteers of GSE have a responsibility to report any action or suspected action taken within GSE that is illegal, unethical or violates any adopted policy of GSE, or local rule, statute, or regulation. Anyone reporting a violation must act in good faith, without malice to GSE or any individual at GSE and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report that the reporter has made maliciously or any report that the reporter has good reason to believe is false may result in disciplinary action, up to and including termination. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who GSE believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

10.13 Decision-making process for funding

Each year, the Program Directors conduct assessments of identified PLOs and document findings and next steps in the Annual Assessment Report in August. Program Directors review the program budgets while determining next steps resulting from the year’s assessment and note the “Associated Resources and Budgetary Needs” in the section of the report entitled “Proposed Actions for Program Improvement.” The Annual Program Assessment Reports are subject to the Dean’s approval.

Each year, the administrative team synthesizes the results of the Annual Program Assessments and documents findings and next steps in the Annual Institutional Report in August. The “Associated Resources and Budgetary Needs” are noted in the section of the report entitled “Proposed Actions for Improvement.” The Annual Institutional Assessment Reports are subject to the Dean’s approval.

Annually the Program Directors work with the CAO and CFO to revise their respective program budgets, and submit them to the Dean for approval.

The budget for the organization (institution wide) is developed through a consultative process with the CEO and Program Directors each spring. While the primary focus is on the next budget year, the process includes three year forecasting. The budgets are subject to the GSE Board of Directors' approval.

Annually, the GSE engages the services of an independent auditor and the resulting reports are submitted to the GSE Board of Directors for their review.

Every four years, as part of the Institutional Review process, the Dean works with the CAO and Program Directors to revise the Strategic Plan based on the findings and recommendations in the Quality Improvement Plan. The Dean then works with the Chief Financial Officer to ensure that any proposed changes to the Strategic Plan are in alignment with the budget. Proposed changes to the Strategic Plan - with budget implications clearly stated- are documented in a memo and submitted to the President for approval. The approved memo is subject to the GSE Board of Directors' approval.

Section 11 Program Development and Approval

11.1 Planning Process

The High Tech High Graduate School of Education program approval process functions in concert with the planning or program development process. In fact, new programs should be directly connected to the High Tech High Graduate School of Education strategic planning process. The GSE will ensure that new programs are supported by labor market information and fill a need in the education community. The planning process should also include a review of potential trends and emerging occupations for new programs.

New program ideas are solicited from students, faculty, staff and advisory board members. These ideas are reviewed by the Leadership Team on an ongoing basis.

Initiating Faculty

- a. An “initiating faculty” consisting of a Program Director and at least two lecturers must be identified to lead the proposed program

Planning

- a. The initial research necessary for the Leadership Team to assess the feasibility of the new program must include:
 - i. Degree Title
 - ii. Implementation Timeline
 - iii. Substantive statement of need. This may reference GSE’s assessment of student, employer, and community needs.
 - iv. Source of funding
 - v. Year one enrollment and full enrollment targets
- b. In addition, the proposal should include:
 - i. A statement of how the proposed program supports the GSE mission
 - ii. A description of budget implications
 - iii. A description of other resources needed to operate the program, including, academic support, equipment, space
 - iv. A description of how the program is likely to affect and be affected by other programs at GSE.
 - v. A description of the anticipated size of the program and the planned rate of growth, based on careful market analysis focused on both initial and continuing demand.
 - vi. Documentation of need for the program in the region, taking existing programs, student demand, and employer priorities into account and projected enrollments for the first five years of the program.

Presentation.

Initial plans are presented by the initiating faculty to the Leadership Team. Criteria for review include program impact, budget impact, and adequacy of faculty.

Initial Approval. Proposals that are approved by both the Leadership Team and the Dean are sent to the President for review and approval. Other staff members (i.e. CFO) may be involved in this process.

11.2 Program Approval

Programs that make it through this initial planning process must be further researched with the following information compiled:

1. Goals and objectives and their relation to the existing program.
2. Curriculum. Provide complete course descriptions. Link the proposed courses to the goals of the program.
3. Admission requirements if different from existing program.
4. Profile of faculty specifically for this track.
5. Students
 - a. Projected enrollments for 5 years for this program option and entire program.
 - b. Expected time for completion of program option in comparison to other options in the program.
 - c. Diversity if different from overall program (Please detail the special efforts planned to recruit and retain students who are persons of color or who have disabilities.)
 - d. Describe any additional administrative support or how additional program option will be served by existing staff.

11.3 Program Assessment

A detailed plan for assessing how well program objectives have been achieved. The plan should include a description of how the student learning outcomes will be assessed, how information is gathered and how it will be used. Student learning outcomes should describe what graduates of the program will know and be able to do.

11.4 Finances

Summary of additional costs due to the addition of this track. Describe how these costs will be met.

Section 12 Employee Benefits

12.1 General Statement of Benefits

This section provides summaries of some of GSE's employee benefit programs. More detailed information regarding many of these benefits may be found in plan booklets, policies and the company's official plan documents where applicable. While this section of the *Handbook* contains a general overview of these benefits, it does not describe all of the exclusions, limitations or conditions of each benefit program. If there is any conflict between the summaries found in this *Handbook* and the terms, conditions or limitations of the actual plan documents, the provisions of the official plan documents and policies control over these summaries. Employees are encouraged to review the official plan documents and policies for more detailed information. These are available from the Business Office and are published at the time of Open Enrollment.

12.2 Health, Life, and Disability Insurance

GSE offers insurance plans that include health, life, and disability insurance benefits to eligible employees. These plans may require employee contributions. Available benefit plans may vary and may change from time to time at HTH's sole discretion. Affected employees will be advised of any such changes as required by applicable law. Employees who meet the eligibility criteria for these plans will be notified of their eligibility and may participate in the same. For more information regarding insurance plans please see the current Employee Benefits Information Guide.

12.3 Retirement Plan Options

In general, GSE offers the following retirement plan options to eligible employees:

- Social Security; and,
- 401a Plan participation.

Eligibility is determined according to the terms of each plan.

Social Security

Social Security applies to employees who are not in STRS. The employee contributes 6.2% of all earnings, and the employer matches that amount.

401a Plans

401a Plans offer pre-tax retirement savings through payroll deductions. 401a Plans are available to employees meeting the eligibility criteria. The Business Office will advise you of your eligibility for the 401a Plan. GSE offers the 401a Plan through the Fringe Benefits Consortium of the San Diego County Office of Education. Information can be obtained through the Business Office.

12.4 Leaves of Absence

The following leave policies apply to all GSE **contract** employees.

Contract Employees: Paid Sick Leave

This policy is effective until July 1, 2015. GSE enacted this policy in accordance with the California Healthy Workplaces, Healthy Families Act to provide paid sick leave (“**PSL**”) to eligible employees.

Eligible Employees

All contract employees are allotted PSL as set forth in this policy.

Permitted Use

Eligible employees may use their PSL to take paid time off for the diagnosis, care, or treatment of their own illness or an illness of their family member.

For purposes of this policy, “family member” means a child, parent, spouse, registered domestic partner, grandparent, grandchild, or sibling of the employee. “Child” means a biological child, a foster child, an adopted child, a step-child, a child of a registered domestic partner, a legal ward, or a child of a person standing in loco parentis. “Parent” means a biological, foster, or adoptive parent, a step-parent, or a legal guardian of the employee or the employee’s spouse or registered domestic partner. “Spouse” means a legal spouse, as defined by California law.

Employees may also use their PSL to take time off from work for reasons related to domestic violence, stalking, or sexual assault.

Allotment

PSL time is not accrued on an as-worked basis but rather is allotted to the eligible employees. For the first year of PSL, GSE will frontload 24 PSL hours for all eligible employees effective July 1, 2015. Going forward, on January 1 each year all eligible employees will be allotted 24 hours of PSL for the following 12-month period. PSL time is “use it or lose it” and, as such, does not carry over from calendar year to calendar year.

Limits on Use

California law provides that PSL may be taken in minimum increments of one hour. If an exempt employee absents himself or herself from work for part or all of a workday for a reason covered by this policy, he or she will be required to use PSL to make up for the absence.

Notification

The employee must provide reasonable advance notification, orally or in writing, of the need to use PSL, if foreseeable. If the need to use PSL is not foreseeable, the employee must provide notice as soon as practicable.

Termination

Employees will not receive pay in lieu of unused PSL. Unused PSL will not be paid out upon termination.

No Discrimination or Retaliation

GSE prohibits discrimination or retaliation against employees for using their PSL.

Contract Employees: GSE Short Term Leave of Absence

To be eligible for a short-term leave of absence, an employee must be either:

- A salaried employee who is contracted at 50% of full time or more
- An hourly employee who works a regular, ongoing 40 hour workweek.

A Short-Term Leave of Absence at GSE is defined as an absence of one to five consecutive workdays. If you must be absent, notify your school director/supervisor as soon as practical so that arrangements can be made to cover your responsibilities.

In terms of compensation during the Short Term Leave of Absence, employees will first draw down on their PSL balance. Thereafter, employees will suffer no loss of pay so long as the Short Term Leave of Absence does not exceed a total of five consecutive workdays.

Documentation of the reason for absence may be required at the director's/supervisor's discretion. If you are absent for more than three days and fail to notify your director/supervisor as to why you are not at work, your absence will be considered abandonment of your employment with GSE.

Contract Employees: GSE Long-Term Leaves of Absence

Long-term leaves of absence at GSE are generally those leaves of more than five consecutive workdays. However, the following policies can also apply to leaves that require intermittent absences over a longer period of time such as on-going treatment for a disease. In general, GSE recognizes three (3) categories of long-term leaves of absence: (1) GSE Leave (as defined below); (2) Statutory Leaves (as defined below); and (3) Workers' Compensation Leave.

Three Types of GSE Long-Term Leave

GSE provides for long-term leaves of absence in three situations (hereafter referred to as "GSE Leave"):

1. Pregnancy/Care of a Newborn
2. Personal Serious Health Condition or Injury (Including Pregnancy-Related Disability)
3. Family Care Leave

To be eligible for a long-term leave of absence, an employee must be either:

- A salaried employee who is contracted at 50% of full time or more, *OR*

- An hourly employee who works a regular, ongoing 40 hour workweek,
- *AND*,
- Completed a minimum of ninety (90) days of continuous employment with GSE, *AND*,
- Satisfy any and all additional legal requirements applicable to the particular long-term leave of absence an employee is seeking.

In the sections that follow, we will answer commonly asked questions regarding our leave policies. For each type of GSE Leave, we will answer:

What eligibility criteria must I meet to be provided an GSE Leave?

To what extent, if any, will I be paid by GSE during my GSE Leave?

To what extent, if any, will GSE continue company-paid health benefits?

To what extent, if any, will I have employment rights during my leave?

What eligibility criteria must I meet to be provided an GSE Leave?

Eligibility: What eligibility criteria must I meet to be provided an GSE Leave?

With the exception of Pregnancy Leave, you must be employed by GSE for a minimum of 12 months and have worked a minimum of 1250 hours in the 12 calendar months preceding the first day of your requested leave of absence to qualify for an GSE Leave.

In all instances, family and medical leave pursuant to FMLA/CFRA may be taken for up to 12 workweeks during GSE’s designated 12-month period (with the exception of qualifying leaves to care for a member of the Armed Services who has a serious illness or injury, which may be taken for up to a total of 26 workweeks of leave during a single 12-month period, as discussed below). The 12-month period will be defined as a “rolling twelve months” looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available.

For leaves due to personal serious health condition or injury or pregnancy-related disability, a certification from your health care provider is required no later than 15 days following approval of the leave.

For Family Care Leaves, there are three reasons that qualify:

- You are the parent of a newly born child, so long as the leave is completed within 12 months of the birth of the child (“bonding”)
- You have a newly adopted minor child or newly placed minor foster child, so long as the leave is completed within 12 months of the placement of the child
- Your spouse, child, parent, or registered domestic partner suffers from a serious health condition and you are needed to provide care

If you are requesting a Family Care Leave to care for the serious health condition of your family member, a certification from the family member’s health care provider is required. If you have a newly adopted or placed foster child, an adoption or foster certificate must accompany your request for leave.

Pregnancy leave has no prior employment eligibility requirement, however, to be eligible for the GSE compensation described in the next section, you must be employed by GSE for a minimum of 90 continuous days prior to commencing your leave of absence.

Pay: To what extent, if any, will I be paid by GSE during my GSE Leave?

Week 1 of GSE Leave

You may be eligible for compensation under GSE's Short-Term Leave of Absence policy above.

If you expect that your leave will be longer than five consecutive workdays, and you are on a leave because of your serious health condition or disability-related pregnancy, you must apply for State Disability Insurance benefits (SDI) at this time effective the first day of your leave. Similarly, if you are on a Family Care Leave with GSE, to be eligible for further paid leave from GSE, you must apply for Paid Family Leave benefits (PFL) at this time effective the first day of your leave. Both SDI and PFL benefits are administered by the Employment Development Department of the State of California (EDD).

Weeks 2 Through 7 of GSE Leave

Upon approval of your request for an GSE Leave, excluding work-related injuries, GSE will initially pay you 40% of your usual regular rate of compensation for up to 6 consecutive weeks of long-term leave. This reduced pay will immediately follow the fully paid short-term leave for the first week of absence.

In the case of a non-exempt employee who is paid on an hourly basis, GSE will pay you 40% of the pay that you would have received, based upon your regular work schedule prior to the start of your leave, for a maximum of 6 weeks.

Upon receipt of a statement of benefits from EDD for either SDI or PFL, you must immediately provide the GSE Business Office with a copy. After receiving the copies of your EDD statement of benefits for the first six weeks of your long-term leave, GSE will calculate the amount that you would have earned on your contract if you had worked all of the workdays set forth in your contract, including any workdays falling within the first six consecutive weeks of your long-term leave. The earnings will reflect your daily rate per workday times the number of workdays completed in the contract year. The difference (if any) between your regular gross earnings on the one hand, and the sum of the GSE pay issued to you and the EDD benefits on the other, will be paid to you at this time.

If you previously took a long-term leave in the past 12 months, the total paid time will be limited to no more than a total of 6 weeks, including any prior paid leave time.

You may be eligible under SDI and/or PFL for additional benefits beyond the six weeks that GSE will supplement.

If the reason for your leave is your own serious health condition or injury or pregnancy-related disability and you must extend your leave beyond 90 calendar days, GSE has purchased a long-term disability policy on your behalf. The long-term disability insurance, currently provided by CIGNA, pays you 60% of your pre-disability salary (adjusted by any amount received from SDI). If you have

been on leave for 70 days and have not yet obtained a release to return to work from your health care provider, we recommend contacting the Business Office to begin the application process for the long-term disability benefits.

For work-related injuries, after 3 days, there is no compensation from GSE directly. Workers' compensation benefits, as provided by applicable law, are paid through GSE's insurance provider.

Benefits: To what extent, if any, will GSE continue my company-paid health benefits?

If you qualify for an GSE Leave, GSE will continue to provide you with the same company-paid health benefits that were in place at the start of your leave, including coverage that you had in place for your dependents, under the terms of Pregnancy Disability Leave (PDL), the Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA). The maximum amount of time that your company-paid benefits can be extended under PDL/FMLA is 4 months, or 12 weeks under FMLA/CFRA in any 12 month-period. If your PDL/FMLA or FMLA/CFRA period expires in the middle of a calendar month, your company-paid coverage will continue through the end of the month, unless the terms and conditions of the plan requires otherwise.

After expiration of the company-paid benefits, you will be offered continuation of coverage for yourself and your dependents through COBRA. If you elect continuation of any coverage under COBRA, you will be responsible for the expense of the insurance premiums.

The FMLA/CFRA period will begin when pay from the seven (7) week GSE Leave ends and continue up to a maximum of 4 months or 12 weeks in a 12 month-period, as applicable. If you previously used FMLA/CFRA in the past 12-month period, your company paid benefits available for the new leave will be only the remainder of the 12 weeks not previously used.

In general, Statutory Leaves (noted below) do not include a provision for continued health care benefits. Coverage for dependents of employees on active duty military is a notable exception where company-paid benefits are continued as prescribed by law.

Employment Rights: To what extent, if any, will I have employment rights during my GSE Leave?

During the PDL period of your approved GSE Leave, you will have the right to return to the same position, unless the job ceased to exist because of legitimate business reasons. If the same position is not available, you will be offered a comparable position in terms of such issues as pay, location, job content, and promotional opportunities, if one exists. You have no greater right to reinstatement to a comparable position or to other benefits or conditions of employment than an employee who has been continuously employed in another position that is being eliminated.

During the FMLA/CFRA period of your approved GSE Leave, you will have the right to return to the same or equivalent position that you held prior to your leave, if you return from your leave within 12 weeks, unless you would not otherwise have been employed if leave had not been taken. GSE cannot guarantee reinstatement to your former or equivalent job if the total amount of FMLA/CFRA leave taken during the 12-month period has exceeded 12 weeks or your reinstatement is prevented by business realities, including, for example, elimination of your position.

If you do not return to work at the end of your approved FMLA/PDL and/or FMLA/CFRA leave and have not obtained prior approval or an extension of your leave, you will be considered to have voluntarily resigned from your employment with GSE.

Example of the FMLA/CFRA/Pregnancy Leave/GSE Leave overlaps:

In many instances, an employee may be entitled to FMLA, PDL, and CFRA for one leave of absence. The following example illustrates the interplay of these laws.

Mary is an GSE teacher who is expecting a child in February and meets the eligibility requirements for an GSE Leave. She has not used any of her 12 weeks of allowed GSE Leave in the past 12 months. She is planning to extend her leave to have 4-6 weeks to bond with her new baby after her pregnancy disability ends.

On January 16th, her doctor certifies that she is disabled due to her pregnancy. For the first week of absence, she is paid as a short term absence. On January 23rd, her GSE Leave begins. She is eligible for the compensation described in question 2 for the first 6 weeks of her GSE Leave while she also claims SDI benefits.

After giving birth the second week of February, Mary's doctor wants to keep Mary off work for 6 weeks as she has experienced some complications from childbirth. Her FMLA begins March 6th and ends May 25th, but because it is mid-month, her health benefits are paid by GSE through May 31st, subject to the same employee contribution required prior to her leave.

Because pregnancy is treated differently than other conditions, Mary's CFRA period does not run concurrently with her pregnancy disability. When her doctor releases her on March 28th, her CFRA period begins and her Pregnancy Disability Leave and eligibility for SDI end. She is now allowed up to a maximum of 12 weeks, under CFRA, to remain home with her baby. As soon as her doctor releases her, she applies for Paid Family Leave benefits (PFL) through EDD. She receives benefits for 6 weeks (the maximum for PFL). She decides to return to work after 6 weeks when her PFL benefits end.

Reasonable Accommodations for Pregnancy-Related Disabilities

In addition to providing leaves of absence as set forth above, GSE will make a good faith effort to provide reasonable accommodations and/or transfer requests for employees who have pregnancy-related disabilities when such a request is medically advisable based on the certification of a health care provider. When an employee's health care provider finds it is medically advisable for an employee to take intermittent leave or leave on a reduced work schedule and such leave is foreseeable based on planned medical treatment because of pregnancy, GSE may require the employee to transfer temporarily to an available alternative position. This alternative position will have equivalent rate of pay and benefits and must better accommodate recurring periods of leave than the employee's regular job.

FMLA/CFRA for Other Qualifying Reasons

In addition to the qualifying reasons set forth above, an employee may be eligible for FMLA/CFRA leave for the following reasons:

- the care of the employee's spouse, child, parent, or next of kin who is a member of the Armed Forces, including a member of the National Guard or Reserves, and who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- any qualifying exigency as defined by the applicable regulations arising out of the fact that the employee's spouse, child, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency operation.

In the first qualifying example, the employee may be eligible to take up to 26 workweeks of leave during GSE's designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking *forward* over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available.

In the second qualifying example, the employee may be eligible to take up to 12 workweeks of leave during GSE's designated 12-month period. The 12-month period will be defined as a "rolling twelve months" looking backward over the preceding 12 months to calculate how much family and medical leave time has been taken and therefore determine the amount of leave that is available.

Contract Employees: Statutory Leaves

GSE will honor requests for leaves of absence where required by federal or state law (hereafter referred to as "**Statutory Leaves**"). An example of Statutory Leave is leave for active duty military service.

If you need time off for a reason other than those listed above and believe that you have a right to a leave under law, please notify your School Director/Supervisor as early as practical and describe the legal basis under which you seek your leave.

Unless otherwise required by law, Statutory Leaves will be unpaid and without company paid health benefits. In general, Statutory Leaves do not include a provision for continued health care benefits. Coverage for dependents of employees on active duty military is a notable exception where company-paid benefits are continued as prescribed by law.

Workers' Compensation

The first three days of absence resulting from a work-related injury is paid by GSE. After the first three days, and with the certification of our workers' compensation insurer that the injury qualifies for workers' compensation, insurance payments are provided in lieu of other compensation from GSE.

All Leaves of Absence

If you do take an GSE Leave or a Statutory Leave, please remain in periodic contact with your School Director/supervisor throughout your leave so that they may anticipate when you will be returning to work. If the reason for the absence is your own serious health condition or injury, you may be required to submit a Return to Work release form from your health care provider to your school director/supervisor prior to being cleared to return to work.

If your reason for absence beyond five consecutive workdays does not appear on the list of GSE Leave options above, nor under the requirements of any state or federal statute, you may be subject to a separation from your employment. This does not mean that you will not be considered for re-employment at a later date, only that you will not have a legal right to such reemployment.

If you have questions about any of the leaves of absence, please contact Kristy Renken, in the Business Office, at 619-243-5004.

Section 13 Programs in Professional Education and School Transformation at the GSE

13.1 Overview

The GSE furthers its mission via a variety of programs, including the Educational Leadership Academy, multi-day residencies and institutes, and school-site Workshops that draw educators from around the world to learn about HTH structures and practices.

13.2 Feedback

Instructors in GSE programs will ensure that participants are getting feedback about their work by building in various activities (e.g., gallery walks, peer critique, instructional critique) so that participants may make mid-course corrections to their final products.

Each program or event culminates in presentation of learning or other form of dialogue among the participants, the instructors and other panelists, guided by the learning outcomes for the event.

Instructors will employ methods (e.g. parking lot and exit cards) to collect questions and feedback from participants to inform the next day's activities.

In-session feedback, final presentations, and a final evaluation survey are used by the instructors to assess the learning.

13.3 Participants' Information

The following information will be maintained by the Program Manager and backed up monthly on a hard drive, and the GSE server.

- 1). Provider's name and address.
- 2). Learning program title.
- 3). Completion date of the learning program.
- 4). Number of CEUs awarded, if applicable.

Student information is maintained by staff charged with the role of input, maintenance, and release of learners' records. Records will be released and issued to participants upon completion of the event, and subsequent copies will be available only in response to a participant's written request, directed to the Program Manager.

Participants' records are updated for all learning events and are available for issuance within 15 business days to facilitate requests for records.

Any participant wishing to receive Continuing Education Units must indicate as much *prior* to the start of his/her program.

14.1 Statement on Scholarship and Innovation

The High Tech High Graduate School of Education (GSE) aspires to be recognized as a hub of progressive practice related teaching, learning, and leading, and as a model of transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects the GSE's unique capacity—as a graduate school embedded in highly effective and innovative K-12 schools—to bridge the worlds of theory and practice, of scholarship and action. GSE faculty and students conduct scholarly research, share their work with academic and professional audiences, and support innovative practice in the larger education community. These efforts serve four interconnected functions:

Integrating theory and practice

GSE research is grounded in the lived experiences of students, educators, schools, and communities. We merge professional practice and craft knowledge with diverse theoretical perspectives to explore and expand each. GSE faculty and students put theory to practice, and in doing, empower educators to contribute to the growing knowledge base of teaching, learning and leading as both practitioners and theory-builders.

Supporting equitable and engaging learning environments

The GSE is committed to scholarly work and practice that supports the creation of equitable, engaging learning environments for both young people and adults. The High Tech High K-12 schools are widely recognized for approaches to teaching and learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners. The GSE provides resources and support for educators and policymakers to create such environments, throughout the country and around the world.

Serving schools and communities

The GSE aims to develop understandings of teaching and learning that are actionable and of value to the communities we serve. In studies of learning environments and communities, we espouse an ethic of mutual vulnerability wherein researchers and participants engage as collaborators in the pursuit of deeper understanding. GSE faculty and students share their evolving understandings with research participants, invite participants to co-construct meaning, and facilitate dialogue that leads to constructive action.

Engaging scholars and practitioners

As scholars engaged in communities of practice, GSE faculty and students share our work with both professional and academic audiences, and seek opportunities for collaboration with educators and scholars from other institutions. Furthermore, the GSE serves as a convener of critical conversations, hosting residencies for educators from around the world and publishing *UnBoxed*, a peer-reviewed journal of adult learning in schools.

14.2 Guiding Ethical Principles for GSE Action Research Projects¹

The approach taken in this framework is to guide and evoke thoughtful actions based on principles. The principles that follow have been widely adopted by diverse research disciplines and express common standards, values, and aspirations of the research community.

Respect for Human Dignity: The cardinal principle of modern research ethics is respect for human dignity. This principle aspires to protecting the multiple and interdependent interests of the person—from physical to emotional to cultural—and ensuring that as teacher-researchers, we act in ways that preserve people's dignity and reputation. In conducting our research and sharing what we have learned with others, we approach/ portray our colleagues and students with respect. This principle forms the basis of the ethical obligations in research that are listed below.

Respect for Free and Informed Consent: Individuals are generally presumed to have the capacity and right to make free and informed decisions. In practical terms, this translates into the dialogue, process, rights, duties and requirements by which teacher-researchers obtain free and informed consent by the research participants. Informed consent requires that participants are aware of the risks and benefits of their participation, and that they may choose—with no negative consequence to themselves—whether to participate in research activities (those beyond "normal" teaching) or not. They should also understand what kinds of documents/presentations will be generated from the research, the audiences with whom these will be shared, and the purpose behind sharing with those audiences.

Respect for Vulnerable Persons: Respect for human dignity entails high ethical obligations towards vulnerable persons—those whose diminished competence and/or decision-making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in the research enterprise will often translate into special procedures to protect their interests.

Respect for Privacy and Confidentiality: Respect for human dignity also implies the principles of respect for privacy and confidentiality. In many cultures, privacy and confidentiality are considered fundamental to human dignity. Thus, standards of privacy and confidentiality protect the access, control and dissemination of personal information. In doing so, such standards help to protect the mental or psychological integrity of participants.

Respect for Justice and Inclusiveness: Justice connotes fairness and equity. Procedural justice requires that the GSE have fair methods, standards, and procedures for reviewing research protocols. Justice also concerns the distribution of benefits and burdens of research. On the one hand, this means that no segment of the population should be unfairly burdened by the research or exploited for the advancement of knowledge. On the other hand, this imposes duties neither to neglect nor discriminate

¹ This document is an adaptation of a document entitled "Ethical Guidelines for PROF 190/191 Professional Inquiry" created by Don Klinger for the Education Research Ethics Board of Queens University, Canada and Jane Zeni's article entitled "The IRB, the HSR - and the Ethics of Insider Research" from *Ethical Issues in Practitioner Research* (Zeni (Eds.), 2001).

against individuals and groups who may benefit from our research activities. As teacher researchers, this means that we aspire for all students to benefit from our learning. Thus, teacher researchers do not employ methodologies based on control groups or hypothesis testing, where potentially beneficial actions are purposely denied to some students.

Minimizing Harm: As teachers and researchers, we have the duty to avoid, prevent or minimize harms to others. Research participants must not be subjected to unnecessary risks of harm. In teacher research where the work is shared with others at our school or in the public domain, the greatest risks to participants are to their privacy and their reputation. Researchers need to inform participants of the potential harms and benefits to their participation, and proceed through the research process in ways that preserve participants' privacy and reputation. Where applicable, teacher researchers may need to refer data and tentative interpretations back to the participants to check accuracy, obtain additional consent, and possibly include their perspectives in the report. These steps hold the researcher accountable for making accurate claims about the data and ensuring that participants are comfortable with how they are portrayed, particularly where identities may be recognized.

Maximizing Benefit: Another principle related to the harms and benefits of research is beneficence. The principle of beneficence imposes a duty to benefit others and, in research ethics, a duty to maximize net benefits. The principle has particular relevance for teacher researchers. Action research is intended to produce benefits for the participants themselves, but also for other individuals or society as a whole, or for the advancement of knowledge. Teacher researchers have the responsibility to view their research in the context of professional commitments to students, to parents, and to the community.

Cultural Sensitivity: Recognizing that no researcher is culturally neutral, teacher-researchers should report and reflect upon their own race, gender, and class whenever they apply such categories to others. In addition, teacher researchers should acknowledge how their own identity and possible bias have contributed to their interactions with research participants and to their findings.

Appendix 1: GSE Faculty Self Evaluation and Peer Review

Please copy and paste this document into your own google doc and share it with your review panel. Upon completing its review, the panel will forward share the document, including its responses and recommendations, with the Dean.

1. Name of faculty member:
2. Year for which this evaluation is being completed:
3. Review panel members (minimum of 2 people you select from GSE faculty):

Self-Evaluation

4. What are your strengths as a faculty member in the GSE?
5. What are you working on?
6. Course materials: Please provide a list of your courses and any links to relevant course materials (syllabi, rubrics, agendas, etc.). You can also e-mail these materials to your review committee as attachments. This is to enable your review committee to understand the work going on in your GSE classroom.
7. Course Reflections: Looking through the student evaluations of your course, what strikes you? How will you use this feedback to guide your practice? What are your emerging questions, or possible next steps? *Consult the Program Manager for the URL for your course evaluations.*
8. Research and Service Activities. Please provide a list of activities from the current year. For example: attending conferences, making presentations, facilitating workshops or professional development, publishing original work, grants written (received or not), activities that have helped to grow/lead the GSE or HTH schools.

Peer Review Panel Notes and Recommendations

9. Response to Self-Evaluation
 - What strikes the panel?
 - What questions are raised?

10. Other notes (from class observations, collegial coaching, collaborations, etc.)

11. Recommendations for professional growth

Closing the Loop

To the evaluatee: after meeting with the review panel and reading their written response, please "close the loop," identifying concrete action steps to take as a result of this faculty support and evaluation process.



HTH 205
Equity, Diversity & Design Principles
1.5 credits

Course Meetings: 8/28, 9/4, 9/11, 9/18, 9/25, 10/2; 4:45 - 7:45 pm

Instructor(s): Sara Islas & Juliet Mohnkern

Location: Forum Classroom 227

COURSE DESCRIPTION

This course explores the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds, positionality and bias, as well as the backgrounds, 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. They examine the High Tech High design principles against the backdrop of inequitable academic outcomes in American schools. 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 their emerging understanding of equity, concrete steps they are taking to further the equity work happening in their classroom and how they will continue to push themselves in this work.

The course readings and activities offer multiple perspectives on equity and diversity:

- We examine and share our own diverse experiences and perspectives, treating these as “texts” to be articulated and examined.
- We encounter texts that present contrasting approaches to issues of equity in education.
- We seek to connect with our school community and deeply understand the equity work they are grappling with.
- We attend directly to the voices of diverse students via student panels.

In the end, our hope is that participants will articulate new understandings of equity and diversity as they encounter the course readings/events, and as they put theory to practice in their own professional contexts.

ESSENTIAL QUESTIONS

- How does our emerging and evolving understanding of equity influence our practice as educators?
- How can we work together with colleagues to create equitable learning environments?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning

environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- *Reflective Practice (IR1): Reflect on and critically analyze their own practice to guide future action.*
- *Connection (IR2): Synthesize and connect relevant theory and scholarship to their practice.*
- *Scholarly Inquiry (IR3): Design, conduct, and share inquiry that addresses essential questions from their practice.*

Design Equitable Learning Environments (D)

- *Instructional Design (D1): Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.*
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment both formative and summative, to assess student learning and guide instruction.
- *Differentiation (D3): Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.*

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

The following Teaching Performance Expectations (TPEs) serve as learning outcomes for this course, which are then mapped to the program learning outcomes:	Activities/Products
1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (IR1, IR2, IR3, DI, D2)	Inquiry Journal, Student Empathy Interview, Reader Response Briefs, Final project/paper
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (DI, D2)	Inquiry Journal, Reader Response Briefs, Final project/paper
4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes. (IR1, IR2, IR3, DI, D2)	Inquiry Journal, Student Empathy Interview, Final project/paper

<p>6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (IR1, IR2)</p>	<p>Inquiry Journal, Reader Response Briefs, Final project/paper</p>
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REQUIRED COURSE MATERIALS

Texts introduced in Core Values and Foundations summer course.

We will continue to refer to these texts:

- Berger, R. (2003). *An ethic of excellence: Building a culture of craftsmanship with students*. Portsmouth, NH: Heinemann. (available at Amazon.com)
- Delpit, L. (2007). Skills and other dilemmas of a progressive black educator. In George, D. and Trimbur, J., (Eds). *Reading culture: contexts for critical reading and writing*. New York: Pearson/Longman.
- Dewey, J. (1938). *Experience and education*. New York: Simon & Schuster Touchstone Edition, 1997. (available at Amazon.com)
- Farrington, C. (2013). *Academic mindsets as a critical component of deeper learning*. Retrieved from [http://www.hewlett.org/uploads/documents/Academic Mindsets as a Critical Component of Deeper Learning CAMILLE FARRINGTON April 20 2013.pdf](http://www.hewlett.org/uploads/documents/Academic_Mindsets_as_a_Critical_Component_of_Deeper_Learning_CAMILLE_FARRINGTON_April_20_2013.pdf).
- Freire, P. (2013). Chapter 3 & Chapter 4. *Pedagogy of the oppressed* (30th edition; pp. 87-183). New York: Bloomsbury Academic. (available at Amazon.com)
- Ladson-Billings, G. (2006). From achievement gap to education debt. *Educational Researcher*, 35, 7, October 2006, 3-12.
- Mehta, J. and Fine, S. (2012). Teaching differently...learning deeply. *Kappan*, 94, 2, October 2012.
- Noguerra, P., Darling-Hammond, L. & Friedlaender, D. (2015). *Equal opportunity for deeper learning*. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/publications/jff-report-equal-opportunity-deeper-learning.pdf>.
- Riordan, R. & Rosenstock, L. (2013). Changing the subject. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/21st-century-skills-changing-subjects-larry-rosenstock-rob-riordan>. *Note:* We also recommend watching the animation created by Dr. Andrew Gloag (w/Larry and Rob): <https://www.youtube.com/watch?v=a036N5N5Hlk>
- Steinberg, A. & Rosenstock, L. (2007). Beyond the shop: reinventing vocational education. In Apple, M. & Beane, J., (Eds.). *Democratic schools: Lessons in powerful education* (pp. 41-57). Portsmouth, NH: Heinemann.

Equity, Diversity & Design Principles Course Readings

Class 1

- ❑ Carr, P. (2008). *But What Can I do?* International Journal of Critical Pedagogy, 1, 2.
- ❑ Staples, B. (1986). *Just Walk on By: Black Men and Public Space*. Harpers.
- ❑ DiAngelo, R. (2011). *White Fragility*. International Journal of Critical Theory, 3, 3.
- ❑ Singleton, G. (2006). *Courageous Conversations*. Corwin. Chapter 4.

- ❑ Soler, Yoli (2009). *What does equity mean in my classroom? Musings on Leadership*. San Diego: HTH GSE.

Class 2

- ❑ Southern Poverty Law Center, (2016). *The Trump Effect*.
- ❑ Ladson-Billings, G. (1995). *Toward a theory of cultural relevancy*. American Educational Research Journal, 32, 3 (Autumn 1995), 465-491.
- ❑ McLaren, P. (2009). *Critical pedagogy: A look at the major concepts*. Chapter 3 in The Critical Pedagogy Reader. New York: Routledge. Second Edition.
- ❑ Trueba, E. Bartolome, L. (1997). *The Education of Latino Students*. ERIC Digests.
- ❑ Schultz, B. D., Mcsurley, S. and Salguero, J. (2013). *Teaching in the Cracks*. International Journal of Critical Pedagogy, 4, 2.

Class 3

- ❑ Kluver, J. and L. Rosenstock (2003). *Choice and diversity: Irreconcilable differences?* Principal Leadership, April 2003.
- ❑ Glass, I. (2015). *This American Life: The Problem that We all Live With*. NPR.
- ❑ Sokolower, J. (2011-2012). *Schools and the New Jim Crow, and Interview with Michelle Alexander*. Rethinking Schools, 26, 2.
- ❑ Department of Education, *Supporting Undocumented Youth*.
- ❑ Rizga, K (2015). *This is What It's Like to be Muslim in School Today*. Mother Jones.
- ❑ Kraft, J. (2014). *Hacking Traditional College Debate's White Privilege Problem*. The Atlantic.

Supplemental, but not required reading:

- ❑ Edmin, *For White Folks Who Teach in the Hood*. (interview)
- ❑ Kohn, A. (2011). *Poor teaching for poor children...in the name of reform*. Education Week, April 27, 2011.
- ❑ Orfield, G. (2009). *The long road: (Re)segregation in America*. UnBoxed, 3, Spring 2009.
- ❑ HTH, *3 Integrations*.
- ❑ Kozol, J. (1991). *Savage inequalities*. New York: Harper Perennial. (Excerpt).
- ❑ Potter, H. (2013) *Boosting achievement by pursuing diversity*. Educational Leadership, (70) 8, May 2013, 38-43.
- ❑ Mehta “Deeper Learning Has a Race Problem”

Class 4

- ❑ Kendall, F. (2002). *Understanding White Privilege*. New York: Routledge. Chapter 6.
- ❑ Bonilla-Silva, E. and Embrick, D. (2008). *Recognizing the Likelihood of Reproducing Racism*. Sociological Forum.
- ❑ Batts, V. (2002) Is reconciliation possible? Lessons from combating “modern racism.” In Douglas, I., ed. *Waging reconciliation: God's mission in a time of globalization and crisis*. New York: Church Publishing.
- ❑ Sanchez J. E. and Thorton B, (2010). *Gender Issues in K-12 Educational Leadership*. Advancing Women in Leadership Journal. (30) 13.
- ❑ Machado, A. (2014) *Plight of Being a Gay Teacher*. The Atlantic.
- ❑ Moss, J (2016). *Where are all the Teachers of Color?* Harvard Graduate School of Education.

Class 5

Read **all 4** of the following:

- ❑ Cohen, E. (2014). *Designing Groupwork*. Teachers College of Columbia. Chapter 5.
- ❑ Santiago Baca, J. (2010) *Adolescents on the Edge*. Heinemann. Chapters 1-3.
- ❑ Steele, C. (1999) Stereotype threat and black college students. *The Atlantic*, August 1999.
- ❑ Noguerra, P. (2002) *Joaquin's Dilemma*. Motion Magazine.

Choose to read 2 of the following:

- ❑ Denizet-Lewis, B. *Coming out in middle school*. New York Times, September 2009.
- ❑ Delpit, L. (2012, Part II). *Multiplication is for white people: Raising expectations for other people's children*. New York: The New Press.
- ❑ Delpit, L. (2012, Part III). *Multiplication is for white people: Raising expectations for other people's children*. New York: The New Press.
- ❑ Tatum, A. (2009). *Reading for their Lives*. Heinemann. Excerpt.
- ❑ Alexie, S. (1998). *Superman and Me*. LA Times.
- ❑ Walqui, A. (2000). *Access and engagement: Program design and instructional approaches for immigrant students in secondary school*. Center for Applied Linguistics. Chapter 1.
- ❑ Greytak, E. (2009) *Harsh Realities: The Experience of Transgender Youth In our Nation's Schools*. GLSEN.
- ❑ Nouri, A and Sajjadi, S. (2014). *Emancipatory Pedagogy in Practice*. The International Journal of Critical Pedagogy. (5) 2.
- ❑ US Dept of Ed. (2016). Dear Colleague Letter Gender Equity in Career and Technical Ed.
- ❑ ACLU. *Know your rights - a quick guide for LGBT students*.

Class 6

- ❑ Fuller, H. (2010). *Education, choice and change*. UnBoxed, 6, Fall 2010.
- ❑ Lareau, A. (1987). *Social class differences in family-school relationship: the importance of cultural capital*. *Sociology of Education*, 60 (2), 73-85.
- ❑ Freire, P. (2005). *Letter eight: Cultural identity and education*. Teachers as cultural workers: Letters to those who dare to teach, Chapter 8. New York: Perseus Books.
- ❑ Sobel, A and Kluger, E. (2007). *Building Partnerships with Immigrant Parents*. *Ed Leadership*. 64 (6) 62-66.
- ❑ Delpit, L. (1988). *The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children*. *Harvard Educational Review* 58 (3), 280-298.

Additional readings, including GSE student work samples, will be distributed at the seminar sessions.

ASSIGNMENTS & FINAL COURSE PROJECT

Participants will engage in a number of activities that will persist throughout the program: reflection, observation, dialogue, peer critique, interviews, critical analysis of text, course session feedback and evaluation, a final project integrating theory and practice, and presentations of learning. Here are the major assignments for this course:

1. *Inquiry journal*. Participants will maintain an Inquiry Journal in which they record observations, reflections, analysis, and questions deriving from course activities.
2. *Reader response briefs*. Participants will post, to the course online forum, one-page briefs on course readings of their choice. These briefs will convey their response as a reader—what strikes them, what connections they see to their own practice and other readings, and what

questions emerge. The briefs will be due for class sessions as indicated in the course schedule.

3. *Peer response.* Participants participate in peer response groups on the forum.
4. *Final paper and presentation* (described below).
5. *Colleague Empathy Interview* (described below).
6. *Student Empathy Interview* (described below).
7. *Digital portfolio.* Each participant will post key documents or other work artifacts from the course to his or her digital portfolio, as part of an ongoing archive of products, reflections, and analysis throughout the program.

Reader Response Briefs

Reader response briefs offer an opportunity for participants to reflect on what strikes them about the course readings. Participants select two or more of the week's readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for them, and any comments or reflections. This is an occasion to analyze and critique the author's ideas, to connect them to other ideas, and to reflect on how those theoretical ideas connect to practice. Participants are particularly encouraged to raise questions and point out connections or contradictions across texts.

Colleague Empathy Interview

The purpose of the empathy interview is for participants to dialogue with a colleague, ideally their cooperating teacher, about the student equity issues they have observed at their mutual school site. Participants will write up a list of ten to twelve questions regarding their hunches about possible equity issues, including equity issues they have observed, and open-ended questions about equity that will elicit their colleagues' perspectives on this issue.

Example Questions: 1. What does equity mean to you? 2. What are equitable teaching practices you utilize in your classroom? 3. What equity issues related to student learning are you most concerned about? 4. If you could provide more equity to our students, how would you go about doing so? 5. I have noticed that we could improve the equity of _____, what are your thoughts on this?

After conducting the interview, participants write a brief reflection: What struck you during the interview? What did you connect to? What felt new or different to your experience? What knowledge about equitable or inequitable practices was unearthed? What added further complexity or nuance to your definition of equity? What made you uncomfortable? What new ideas are emerging about your equity step?

Student Empathy Interview

The purpose of the empathy interview is for participants to dialogue with a student about the equity issues they experience at their mutual school site. Participants will be further along in the development process for their Equity Step Project, and the interview provides an opportunity to include student voice in the project. Write up a list of ten to twelve questions regarding your hunches about the equity issue you have identified, including open-ended questions about equity that will elicit the student's own description of their experience.

Example Questions: 1. Describe a time when you feel like your class was structured in way that gave all students what they needed to be successful. 2. To what extent do you feel like you have access to the learning that is happening in your classes? 3. To what extent do you feel like you are challenged

by the learning happening in your classes? 5. Equity means _____; one way I think we could improve the equity at this school is by _____; what do you think?

After conducting the interview, participants write a brief reflection: What struck you during the interview? What did you connect to? What felt new or different to your experience? What knowledge about equitable or inequitable practices was unearthed? What added further complexity or nuance to your definition of equity? What made you uncomfortable? How did the students’ perspective differ from your colleagues? What new ideas are you having about your equity step?

Final Project: “Equity Step”

The final product of your project for this course will be an article that is comprised of *a description of and reflection on* the **Equity Step** you have taken as well as your developing **Equity Philosophy**.

Article Sections:

1. **Equity Step Description:** “How have you, in your own practice and in collaboration with colleagues, addressed issues of equity and diversity in your context?”
Alternative: “A dilemma in my practice or setting”—an inquiry into an important equity issue in your practice/setting, including observations, interviews, readings, and recommendations for action.

2. **Reflection:** “What have you learned about yourself, your practice, collaborative action and equity through the step you have taken and our course work together?” Include your evolving vision of equity and your hopes for continuing this work in the future.

We will look at models of effective final products together to generate shared standards and revise the rubric for this assignment. You will use this rubric to self-assess your work and to provide feedback to a peer.

Digital Portfolio

Students are encouraged to record course learnings and reflections in their digital portfolios.

COURSE SCHEDULE (DRAFT: subject to change)

DATE	WHERE	FOCUS OF SESSION	ASSIGNMENTS (DUE for current session)
8/28 (1)	Forum Classroom 227	Our Community and Ourselves: What is your evolving definition of equity? How does your own positionality, including implicit and explicit bias, impact your lens for teaching and learning?	Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity? Read for class: <input type="checkbox"/> Carr, “But What Can I do?” <input type="checkbox"/> Staples, “Just Walk on By: Black Men and Public Space” <input type="checkbox"/> DiAngelo, “White Fragility” <input type="checkbox"/> Singleton, “Courageous Conversations” (Ch. 4) <input type="checkbox"/> Soler, “What does equity mean in my classroom?”

			<p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introductions <input type="checkbox"/> Norms & Role Play <input type="checkbox"/> Equity Definitions <input type="checkbox"/> <i>Break</i> <input type="checkbox"/> Equity Stories <input type="checkbox"/> Course Overview & Tuning
9/4 (2)	Forum Classroom 227	<p>School-World Connection: How do students' prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, influence our approach to instructional design?</p>	<p>Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity?</p> <p>Read for class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Southern Poverty Law Center, “The Trump Effect” <input type="checkbox"/> Ladson-Billings, G. “Toward a theory of cultural relevancy” <input type="checkbox"/> McLaren, “Critical pedagogy: A look at the major concepts” <input type="checkbox"/> Trueba/Bartolome, “The Education of Latino Students” <input type="checkbox"/> Schultz/Mcsurley/Salguero “Teaching in the Cracks” <p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ayo’s Email (20 minutes) <input type="checkbox"/> Culturally Relevant Teaching Activity: Trumpism & Immigration pt. 1 (40 minutes) <input type="checkbox"/> <i>Break (5:45-6)</i> <input type="checkbox"/> Culturally Relevant Teaching Activity: Trumpism & Immigration pt. 2 <input type="checkbox"/> Debrief Take-aways for student conversations (20 minutes) (40 minutes) <input type="checkbox"/> Plan activity for students (40 minutes) <input type="checkbox"/> Course Updates (5 minutes)
9/11 (3)	Forum Classroom 227	<p>The Big Picture: Equity in Schools: How are schools affected by structural inequities? How do schools contribute to those inequities? How can schools contribute to breaking the cycles of systemic inequity?</p>	<p>Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity?</p> <p>Read for class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kluver, J. and L. Rosenstock, “Choice and diversity: Irreconcilable differences?” <input type="checkbox"/> (Listen) This American Life: The Problem that We all Live With <input type="checkbox"/> Alexander, “Schools and the New Jim Crow” <input type="checkbox"/> Department of Education, “Supporting Undocumented Youth” <input type="checkbox"/> Rizga “This is What It's Like to be Muslim in School Today”

			<ul style="list-style-type: none"> <input type="checkbox"/> Kraft, "Hacking Traditional College Debate's White Privilege Problem" <p>Supplemental, but not required reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Edmin, "For White Folks Who Teach in the Hood" (interview) <input type="checkbox"/> Kohn "Poor Teaching for Poor Children" <input type="checkbox"/> Orfield, "The Long Road" <input type="checkbox"/> HTH 3 Integrations <input type="checkbox"/> Kozol, "Savage inequalities" <input type="checkbox"/> Potter, "Boosting achievement by pursuing diversity" <input type="checkbox"/> Mehta "Deeper Learning Has a Race Problem" <p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give one, get one - Equitable Practices in your school <input type="checkbox"/> Reading discussions - choose from the topics below, equitable protocol & share out whole group (45 minutes) <ul style="list-style-type: none"> <input type="checkbox"/> Tracking (Kluser and Rosenstock) <input type="checkbox"/> School Segregation (Alexander) <input type="checkbox"/> Equity Dilemma (1 hour) <input type="checkbox"/> Models of Equity Step & Brainstorm Ideas for your project (30 hour) <input type="checkbox"/> Course Updates (15 minutes)
9/18 (4)	Forum Classroom 227	<p>Equity in School Adult Communities: How do we create a diverse and inclusive adult culture in schools? How does our adult culture affect students?</p>	<p>Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity?</p> <p>Read for class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kendall, "Understanding White Privilege" (Ch. 6) <input type="checkbox"/> Bonilla-Silva/Embrick, "Recognizing the Likelihood of Reproducing Racism" <input type="checkbox"/> Batts, "Is Reconciliation Possible?" <input type="checkbox"/> Sanchez & Thorton, "Gender Issues in K-12 Educational Leadership" <input type="checkbox"/> Machado "Plight of Being a Gay Teacher" (from the Atlantic) <input type="checkbox"/> Moss, "Where are all the Teachers of Color?" <p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constitution Day - De Facto/De Jure <input type="checkbox"/> Identity Caucuses <input type="checkbox"/> Unpack Adult Empathy Interviews & Critique Gallery Walk for Project Seed <input type="checkbox"/> Course Updates

<p>9/25 (5)</p>	<p>Forum Classroom 227</p>	<p>Equity in Students' Daily Experience: How do we create equitable learning environments that provide access, challenge, voice, and belonging for ALL students, while disrupting inequities perpetuated by status issues?</p>	<p>Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity?</p> <p>Read for class: <i>Read all 4 of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cohen 'Designing Groupwork' Ch 5 <input type="checkbox"/> Santiago Baca "Adolescents on the Edge" Ch 1-3 <input type="checkbox"/> Steele "Stereotype threat and black college students" <input type="checkbox"/> Noguerra, "Joaquin's Dilemma" <p><i>Choose to read 2 of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Denizet-Lewis, "Coming out in middle school" <input type="checkbox"/> For Elementary - Delpit, "Multiplication is for White People, Part II" <input type="checkbox"/> For MS & HS - Delpit, "Multiplication is for White People, Part III" <input type="checkbox"/> Tatum, "Reading for their Lives" <input type="checkbox"/> Alexie "Superman and Me" <input type="checkbox"/> Walqui, A. "Access and engagement: Program design and instructional approaches for immigrant students in secondary school." Chapter 1 <input type="checkbox"/> GLSEN, "Harsh Realities: The Experience of Transgender Youth In our Nation's Schools" <input type="checkbox"/> Nouri/Sajjadi "Emancipatory Pedagogy in Practice" <input type="checkbox"/> US Dept of Ed, "Dear Colleague Letter Gender Equity in Career and Technical Ed" <input type="checkbox"/> ACLU "Know your rights - a quick guide for LGBT stu <p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unpack Student Empathy Interviews <input type="checkbox"/> Student Panel <input type="checkbox"/> Tunings for Final Project <input type="checkbox"/> Course Updates
<p>10/2 (6)</p>	<p>Forum Classroom 227</p>	<p>Equity for Families: How do we create equitable access to school for all families? How do we create an inclusive culture for all families while also respecting individual beliefs and different levels of cultural proficiency?</p>	<p>Post: From the readings: What strikes you? What can you connect to? What is new or different to your experience? What adds further nuance or complexity to your ideas around equity?</p> <p>Read for class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fuller, "Education, choice and change" <input type="checkbox"/> Lareau, "A. Social class differences in family-school relationship: the importance of cultural capital" <input type="checkbox"/> Freire, "Cultural Indetity and Education" <input type="checkbox"/> Sobel/Kluger, "Building Partnerships with Immigrant Parents" <input type="checkbox"/> Delpit, "The Silenced Dialogue"

			<p>In class:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Family Engagement Presentation Celebration <input type="checkbox"/> Revised Understanding of Equity Chalk Talk <input type="checkbox"/> Partner Critique of Final Project <input type="checkbox"/> Course Evaluation & Comments <input type="checkbox"/> Connections
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CREDIT HOURS

Equity, Diversity & Design Principles is a 1.5 credit course. Each credit represents 45 hours of learning, for 67.5 total hours. There will be 18 hours of face-to-face instruction, 6 hours of out-of-class instructional time (via online forums and tutorial instruction) and 43.5 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.



HTH 225
Inclusive Classrooms
1.5 credits

Course Meetings: 6 class meetings
Instructor(s): Sarah Barnes & Katie Wright
Location: Forum classroom 227

COURSE DESCRIPTION

This course offers an exploration of the theory and practice behind inclusive approaches that meet the needs of diverse learners in heterogeneous classrooms. 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 classroom and provide accommodations and/or modifications to the curriculum to meet the needs of neurodiverse students. Participants will learn how to use a variety of developmentally and ability-appropriate instructional strategies to support a wide range of learners within the general education classroom and environment.

ESSENTIAL QUESTIONS

- How can teachers employ differentiation strategies to provide access, choice, voice, and challenge to all learners, especially those that have been traditionally marginalized?
- How can teachers engage in open, honest and reflective conversations with colleagues about meeting the needs of all learners?

LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- ***Reflective Practice (IR1):*** Reflect on and critically analyze their own practice to guide future action.
- ***Connection (IR2):*** Synthesize and connect relevant theory and scholarship to their practice.
- ***Scholarly Inquiry (IR3):*** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

The following Teaching Performance Expectations (TPEs) serve as learning outcomes for this course, which are then mapped to the program learning outcomes	Activities/Products
<p>1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p> <p>2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p> <p>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</p> <p>3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</p> <p>3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</p> <p>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning</p>	

needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	

REQUIRED COURSE MATERIALS

Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. Alexandria, Va: Association for Supervision and Curriculum Development.

Eide, Brock & Eide, Fernette (2007). *The Mislabeled Child: How Understanding Your Child's Unique Learning Style Can Open the Door to Success*. New York, NY: Hachette Books.

Readings, to be distributed:

Darling-Hammond, L. & Bransford, J. (2005). Teaching Diverse Learners. In *Preparing Teachers for a Changing World* (232-274). San Francisco, CA: Jossey-Bass

Horton, M. and P. Freire (1990). Educational practice. In Brenda Bell, J.G. and J. Peters (Eds.), *We make the road by walking: Conversations on education and social change* (145-197). Philadelphia, Pa: Temple University Press.

Kohn, A. (1993, September). Choices for children: Why and how to let children decide. *Phi Delta Kappan*. Retrieved from <http://www.alfiekohn.org/teaching/cfc.htm>.

Kunc, N. (1992). The Need to Belong: Rediscovering Maslow's Hierarchy of Needs. In: Villa, R., Thousand, J., Stainback, W. & Stainback, S. *Restructuring for Caring & Effective Education*. Baltimore: Paul Brookes, 1992. Retrieved from <http://www.broadreachtraining.com/articles/armaflow.htm>

Slavin, R.E. (2010). Co-operative learning: What makes group work work? In Dumont, H., Istance, D., and Benavides, F. (Eds.), *The nature of learning: Using research to inspire practice*. (161-178). Paris, France: OECD.

Strauss, V. (2013, October 16). Howard Gardner: 'Multiple intelligences' are not 'learning styles'. Washington Post. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/10/16/howard-gardner-multiple-intelligences-are-not-learning-styles/>.

Theoharis, G. (2009). There is No Social Justice Without Inclusion: Advancing Inclusion, Access, and Opportunity for All In *The School Leaders Our Children Deserve* (27-45). New York, New York: Teachers College Press

COURSE ASSIGNMENTS

- Course assignments will be assessed based on the extent to which:
- 1) participants complete the assignment in a thoughtful and detailed manner.
 - 2) participants come to class prepared to discuss the experience of completing the assignment.

Inquiry Journal “Action/Reflection”

Participants are expected to engage in the action/reflection praxis through actions related to the course content, and reflections based on their experiences. Paulo Freire defines praxis in *Pedagogy of the Oppressed* as "reflection and action upon the world in order to transform it". These journals make participants' experience in the classroom a central text for this class.

Reader Response Briefs

Reader response briefs offer an opportunity for participants to reflect on what strikes them about the course readings. Participants select two or more of the week’s readings, cite per APA format, and craft a response that includes quote/excerpt, the questions it raised for them, and any comments or reflections. This is an occasion to analyze and critique the author’s ideas, to connect them to other ideas, and to reflect on how those theoretical ideas connect to practice. Participants are particularly encouraged to raise questions and point out connections or contradictions across texts.

FINAL PROJECT

Participants will design, teach and reflect on a series of lessons differentiated to provide access and challenge to a diverse range of learners in their classroom, with special attention given to accommodations and/or modifications needed for neurodiverse students to be successful. Participants will collect student learning data to guide their instructional decisions and utilize research-based instructional strategies to provide scaffolded and differentiated support, such as principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS).

COURSE SCHEDULE

Detailed daily agendas will be distributed at course meetings.

Date	Topic	Readings/ Assignments	Activities
Session 1	What is Inclusion? How does it fit into HTH design principles? Is it just “good teaching”	Reading Response: What struck you? What questions does it raise? What implications does it have for your classroom practices? What implications does it have for your philosophy of inclusion? Journal: Observe your teaching practice this week. How does your classroom honor inclusion? How could you push your practice to include different learning preferences and proclivities?	Mini-Lecture on Inclusion Readings/Protocol <u>The Need to Belong: Rediscovering Maslow’s Hierarchy of Needs</u> <u>Extending Inclusive Opportunities</u> Inclusion Group Think- I know, I wish, I wonder Final Project- Review and Critique
Session 2	<i>Part One- Collaboration with Service Providers Ok- You sold me on inclusion... how should I get started?</i>	Final Project Pitch Read: 1) Part 2-3 in The Case for Constructivist Classrooms; 2) “What	Reading- <u>Access for All</u> Project Plan Guest Speaker- Licensed

	<p><i>Inclusion is great and all but what about kids with really difficult behavior?</i></p> <p><i>Part Two: The Theory Behind Inclusion</i></p> <p>How does the constructivist classroom support inclusion?</p>	<p>Makes Group Work Work?" by Robert E. Slavin</p> <p>Reading Response: What struck you? What questions does it raise? What implications does it have for your classroom practices? What implications does it have for your philosophy of inclusion?</p> <p>Journal: Implement a new or refined strategy for differentiation or inclusion in your classroom. What did you try? What happened (the good, the bad, the unexpected)?</p>	<p>Marriage and Family Therapist- Michelle Felman</p> <p>Guest Participants- Ed Specialist from K-12 PBL schools across San Diego County</p> <p>Restorative Justice and Restorative Circles</p> <p>Problem Solving with Rosse Green</p>
Session 3	<p>Inclusion 101</p> <p>OK- I'm All for Theory But How Do We Do IT?</p>	<p>Final Project Interviews and/or scope and plan</p> <p>Read and present a chapter from <u>Mislabeled Child or a resource from the "Teacher Toolbox"</u></p> <p>Reading Response: What struck you? What questions does it raise? What implications does it have for your classroom practices? What implications does it have for your philosophy of inclusion?</p>	<p>UDL Lesson Planning</p> <p>Spotlight Students (Students with ADHD and SLD)</p> <p>Read: Teaching Diverse Learners</p>
Session 4	<p>How can we foster inclusivity during group work?</p>	<p>Project Check-In</p> <p>Read: "Educational Practice" in <i>We Make the</i></p>	<p><u>Creating Alternative Assessments</u></p>

		<p><i>Road by Walking</i></p> <p>Reading Response: What struck you? What questions does it raise? What implications does it have for your classroom practices? What implications does it have for your philosophy of inclusion?</p> <p>Journal: Observe the student group interactions this week. Write about a “cooperative moment” that you observed, or ask a student to talk to you about one that s/he experienced. What did you notice? How are students included and excluded in groups?</p>	<p><u>Case Studies-</u></p>
<p>Session 5</p>	<p>How do we create inclusive culture?</p> <p>What about students with ASD?</p>	<p>Project Check-In</p> <p>Read: <i>There is No Social Justice Without Inclusion: Advancing Inclusion, Access, and Opportunity for All</i></p> <p><u>Watch this Prezi on ASD and project based learning</u></p> <p>Journal: Observe a student with ASD. What are some unique barriers they are facing in regards to being fully included in classroom and in their peer group? What interventions could you</p>	<p>People First Language</p> <p>ASD Centers</p>

		provide to impact this situation? Select an intervention and journal about its success or failure.	
Session 6	What are the societal implications of radical inclusion?	Submit your final portfolio to Sarah & Edrick	Present Final Projects Complete Our Inclusion Manifesto Student-Led Comments Course Evaluations

CREDIT HOURS

Inclusive Classrooms is a 1.5 credit course. Each credit represents 45 hours of learning, for 67.5 total hours. There will be 18 hours of face-to-face instruction, 6 hours of out-of-class instructional time (via online forums and tutorial instruction) and 43.5 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).

EXPECTATIONS & ASSESSMENT

“If something is worth doing, it is worth doing well.” ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment” format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must “meet” or “exceed” the criteria stated on the rubric and students will be required to revise their work if they “approach” the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.

Course Name (Instructor Name)

* Required

Questions Pertaining to Structure of Course

1. Please rate the value of the following aspects of the course: *

Mark only one oval per row.

	Excellent	Good	Fair	Poor	Very Poor
Organization of the course	<input type="radio"/>				
Pacing of the course	<input type="radio"/>				
Whole class discussions/sharing	<input type="radio"/>				
Course readings	<input type="radio"/>				
Quality of peer feedback	<input type="radio"/>				
Quality of instructor feedback	<input type="radio"/>				
Teaching effectiveness of the instructor(s)	<input type="radio"/>				
Overall quality of the course	<input type="radio"/>				
Rigor of the learning	<input type="radio"/>				
Inclusion of multiple perspectives	<input type="radio"/>				

2. Comments or suggestions for course ratings?

Questions Pertaining to Course Learning Objectives

3. **How well did this course prepare you to create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive? ***

Mark only one oval.

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not well at all

4. **To what extent do you agree this class has supported you in the following deeper learning competencies: ***

Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Building relationships with students	<input type="radio"/>				
Collaborating with colleagues	<input type="radio"/>				
Co-constructing curriculum with students	<input type="radio"/>				
Designing and planning authentic learning experiences	<input type="radio"/>				
Using inquiry in instruction	<input type="radio"/>				
Scaffolding student learning	<input type="radio"/>				
Assessing continuously	<input type="radio"/>				
Engaging in reflection	<input type="radio"/>				

5. **What were this course's strengths?**

6. What were this course's weaknesses? What suggestions would you make?

7. Additional Comments:





Job Posting ~ GSE Fieldwork Supervisor (site-based supervisor)

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 - Fieldwork Supervisor

Fieldwork Supervisors are the liaison between Cooperating Teachers and the GSE. They bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory and student development to the candidate support network. Supervisors carry a caseload of two to three candidates. They are responsible for guiding the student teaching gradual release model and monitoring progress towards program completion. Supervisors will conduct a formal observation and subsequent coaching conversation of each candidate four times each three month term, for a total of 12.

Responsibilities include:

- Support 2-3 candidates in their student teaching setting
- Conduct 12 formal observations, 4 per term, and debrief with candidate(s)
- Assist candidates in designing personalized, student-centered approaches to learning
- Promote reflective practice and meeting the needs of all students
- Support candidates in developing authentic approaches to assessment and analyzing student learning to guide instruction
- Collaborate with Program Director to select, train, and support Cooperating Teachers
- Provide holistic assessment of student teaching experience to the GSE
- Complete a candidate TPE progress evaluation form once per term or 3x/year

Qualifications:

- a. Master's degree or higher
- b. California teaching credential or equivalent out of state teaching license in related subject matter
- c. 5+ years of 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

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.



GSE Preliminary Credential Checklist

Part A. Candidate Instructions

Prior to being recommended for a Preliminary Multiple or Single Subject credential, you must meet all legal requirements for the credential being sought. The program will verify successful completion of the following requirements:

Credentialing Requirements (all test results must be valid at the time of recommendation)

- Official Undergraduate Transcripts from a regionally accredited institution
- CTC Fingerprint Clearance (valid credential, permit, or certificate of clearance)
- Proof of CPR (infant, child, and adult) certification
- Proof of U.S. Constitution course or exam passage
- Proof of Basic Skills Assessment (e.g. CBEST passage)
- Proof of Subject Matter Competency (e.g. CSET passage)
- Proof of Passage of the Teaching Performance Assessment (edTPA)
- For Multiple Subject candidates only: Passage of the Reading Instruction Competence Assessment (RICA)

Coursework

- Passage of all required program coursework (see catalog of enrollment)

Fieldwork

- Passage of Student Teaching (5 hrs per day; 4 days per week; 1 school year), documentation verifying the following must be on file to verify 600+ hours:
 - Weekly meetings with cooperating teacher
 - Four observation debriefs per term, 12 per school year with fieldwork supervisor
 - One external observation outside High Tech High

Candidate Year-end Review

- Successfully complete Digital Portfolio, required elements:
 - Signature assignment from each course
 - Personal Philosophy of Education
 - Bridge to Induction document
- Participate in a Presentation of Learning (POL) with panel of instructors, peers, fieldwork supervisor and cooperating teacher
- Tuition paid in full



GSE PRELIMINARY CREDENTIAL CHECKLIST

Part B. Credential Analyst Review

First Name: _____ Last Name: _____

Social Security #: _____ - _____ - _____ DOB: ____/____/____

Fieldwork Placement: _____ Fieldwork Supervisor: _____

Processed by: _____	Issuance Date
Requested: _____	

<input type="checkbox"/> Undergraduate transcripts on file

<input type="checkbox"/> Basic Skills Assessment on file:

<input type="checkbox"/> CBEST (min. 41 in each section or min. 37 overall 123)	<input type="checkbox"/> SAT Reasoning (500+)
<input type="checkbox"/> CSET: Writing Skills examination	<input type="checkbox"/> SAT Mathematics (550+)
<input type="checkbox"/> CSU EAP Math (College Ready / Exempt)	<input type="checkbox"/> ACT English (22+)
<input type="checkbox"/> CSU EAP English (College Ready / Exempt)	<input type="checkbox"/> ACT Mathematics (23+)
<input type="checkbox"/> CSU Placement Math (min. 50)	<input type="checkbox"/> AP English (3+)
<input type="checkbox"/> CSU Placement English (min. 151)	<input type="checkbox"/> AP Calculus/Statistics (3+)
	<input type="checkbox"/> OOS Basic Skills Exam

<input type="checkbox"/> Subject Matter Competency on file: CSET or Subject Matter Waiver Letter:

<input type="checkbox"/> Art	<input type="checkbox"/> Science:
<input type="checkbox"/> English	<input type="checkbox"/> Biological Sciences
<input type="checkbox"/> Mathematics:	<input type="checkbox"/> Chemistry
<input type="checkbox"/> Foundational Level	<input type="checkbox"/> Foundational-Level General Science
<input type="checkbox"/> Full	<input type="checkbox"/> Geosciences
<input type="checkbox"/> Multiple Subjects	<input type="checkbox"/> Physics
<input type="checkbox"/> Music	
<input type="checkbox"/> Physical Education	
<input type="checkbox"/> Social Science	
<input type="checkbox"/> World Languages: _____	

<input type="checkbox"/> Fingerprint Clearance on file: Credential/Certificate/Permit or LiveScan



US Constitution on file: Exam or Course (min. 2 semester units)

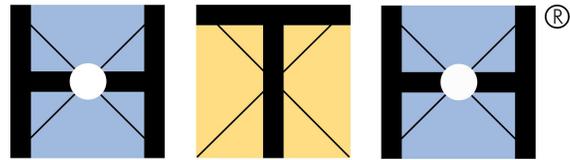
CPR: Infant, Child and Adult on file

Teaching Performance Assessment on file

Reading Instruction Competency Assessment (RICA) on file (not required for Single Subject)

Completion of All GSE Program Coursework (including Student Teaching)

Tuition paid in full



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

Fieldwork Supervisor Handbook

Student Teaching Fieldwork Support

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INTRODUCTION

The handbook provides an overview of expectations and responsibilities for fieldwork supervisors. In this handbook, the term *Fieldwork Supervisor* describes the GSE staff member who has primary supervision and assessment responsibility for a GSE candidate. The term *Fieldwork* refers to a blend of field based teaching experience, practical application of theory in the classroom, and the ongoing collegial conversations with cooperating teachers, candidates and the fieldwork supervisor.

Vision of Teacher Preparation

Fieldwork Supervisors support teacher candidates in developing a range of teaching practices that will serve all students. Fieldwork Supervisors will be knowledgeable in the key elements of teaching, learning, and teacher preparation from the [GSE Research-Based Vision for Teaching and Learning](#):

- **Deeper Learning Outcomes**
 - Master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, learn how to learn, and develop academic mindsets
- **Learning Theory**
 - Experiences are rich resources for learning, learning through joint inquiry and social context, and understanding the “why” behind the theory
- **Teaching Practices**
 - Well structured group work, complex instruction, backwards design, and inquiry based pedagogy
- **Equity for all students**
 - Culturally responsive pedagogy, instructional strategies to meet the needs of English Language Learners and students with disabilities
- **System of Assessment**
 - Assessment for learning, combination of formative and summative assessment

Fieldwork supervisors will also have a deep understanding of the Teaching Performance Expectations (TPEs) and state-adopted content standards, including Common Core Standards and Next Generation Science Standards, relevant to the subject are of the candidate they are supervising.

OVERVIEW

Fieldwork supervision is a combination of:

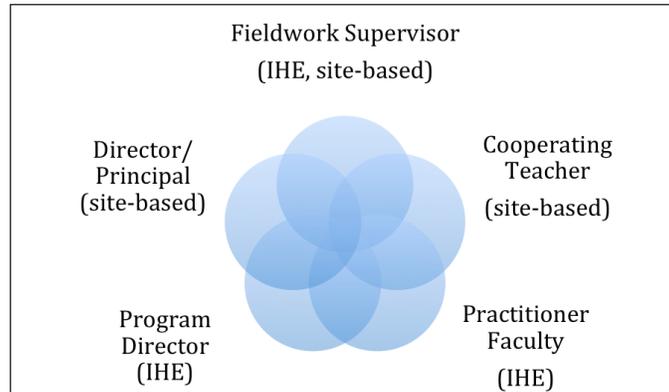
- Clinical/professional/cultural supervision
- Teaching
- Mentoring
- Assessment and Evaluation
- Collaboration

Responsibilities include:

- Support and evaluate 2-3 candidates in their student teaching setting
- Conduct 12 formal observations, 4 per term, and debrief with candidate(s)
- Assist candidates in designing personalized, student-centered approaches to learning
- Promote reflective practice and meeting the needs of all students
- Support candidates in developing authentic approaches to assessment and analyzing student learning to guide instruction
- Collaborate with Program Director to select, train, and support Cooperating Teachers
- Provide holistic assessment of student teaching experience to the GSE
- Complete a candidate TPE progress evaluation form once per term or 3x/year
- Assist with student teacher field placement
- Participate in ten (10) hours of initial training and monthly PD workshops

THE SUPERVISORY TEAM

GSE candidates are supported by a qualified supervisory team of experienced educators.



Program Director

The GSE Program Director is responsible for all administrative and academic elements of the credentialing programs with support and oversight by the Administrative Dean. The Program Director will ensure qualified practitioner faculty members are teaching relevant coursework and participating teachers are partnered with a qualified cooperating teacher who holds a California Clear credential with a CLAD certificate or an embedded English Learner authorization.

Cooperating Teacher

The overall responsibility of the cooperating teacher is to guide, counsel and instruct participating teachers. Cooperating teachers serve as a resource to participants by:

- Conferencing with the participating teacher regarding the expectations of the school
- Establishing availability to address the needs of the participating teacher
- Providing guidance for accessing school resources, policies and procedures
- Helping participants develop their Personal Learning Plan (PLP)
- Serving as the first point of contact between the participating teacher and the school
- Meeting with participating teacher weekly (min. 2 hours) and documenting progress
- Modeling best professional practices in teaching and learning, scholarship and service
- Providing support focused on knowledge, skills, and abilities related to supporting English learners in the classroom and school environment. This includes assisting with planning lessons that are appropriately designed and differentiated for English learners, assessing language needs and progress and to support language accessible instruction through in-classroom modeling and coaching.

Fieldwork Supervisor (site-based supervisor)

Fieldwork Supervisors are selected for their knowledge of cultural diversity and understanding of teaching in a multicultural setting. They serve as a resource to candidates and provide continuous oversight and offer regular feedback to candidates. Fieldwork Supervisors are responsible for providing high quality instruction, mentorship, and supervision to a cohort of candidates

according to California Teaching Commission and program requirements.

Fieldwork supervisors guide, support, and supervise 2-3 participating teachers throughout the academic year. Fieldwork supervisors serve as a resource to participants by:

- Assist with student teacher field placement and communicating/supporting with cooperating teachers
- Meet with each candidate every 2-3 weeks
- Observe, debrief and conference with the candidate, four formal classroom observations per candidate per term, throughout student teaching process and provide frequent feedback regarding progress, problems and recommendations;
- Responsive to candidates' needs and questions
- Complete candidate evaluations, program reports and required documentation in a timely manner
- Debrief with candidates about instructional strengths/goals
- Help candidates develop a philosophy of education that is inclusive of other cultures, races, genders, and values
- Help candidates develop their Personal Learning Plan (PLP)
- Complete end-of-term interim assessment form (with candidate) 3x/year to monitor and track completion of fieldwork requirements and progress towards mastery of the TPEs
- Evaluate fieldwork documentation through the Powerschool Learning Management System (LMS). The Powerschool LMS hosts all coursework, syllabi, assignments, attendance, fieldwork observation notes and course progress.

CANDIDATE ELIGIBILITY & EXPECTATIONS

Eligibility

Prior to assuming student teaching responsibilities, candidates must meet two requirements in order to formally begin their student teaching within one of the 13 HTH schools:

1. Meet all eligibility requirements to student teach:
 - a. Valid certificate of clearance
 - b. Completion of Subject Matter requirement
2. Completion of two summer courses (4.5 units total):
 - a. Foundations of English Language Development
 - b. New Teacher Odyssey

There are no exceptions to this policy. Both conditions must be met before the participant is allowed to begin their student teaching responsibilities.

Fieldwork Expectations

Upon successful completion of the eligibility requirements listed above, candidates begin a full academic year of an immersed clinical experience and student teaching within one of the 13 High Tech High schools. Over the course of the program, candidates will serve as lead teacher for a total of 54 days and acquire over 600+ hours of student teaching experience.

Candidates should expect to:



- Participate in a P-12 classroom four days each week (six hours each day);]
- Work closely with their cooperating teacher to co-teach and plan classroom instruction and outline goals and progress on the gradual release model of teaching
- Participate in four observations per term; total of 12 per school year, and debrief with Fieldwork Supervisor
- Document 100 hours of fieldwork experiences at local K-12 schools outside the HTH Charter School Organization
- Create a digital portfolio of culminating signature assignments
- Complete an end-of-term survey 3x/year (Fall, Winter, and Spring)
- Complete end-of-term interim assessment (with fieldwork supervisor) 3x/year to monitor and track completion of fieldwork requirements and progress towards mastery of the TPEs

FIELDWORK SCHOOL PLACEMENT

Fieldwork placement will be situated within the 13 HTH K-12 clinical sites listed below. Candidates will be required to document 100 of the 600 hours of fieldwork experiences at local K-12 schools outside the HTH Charter School Organization. Fieldwork supervisors will support their candidate(s) at their specific fieldwork placement site.

Chula Vista/South Bay Campus:

- High Tech High Chula Vista, 9-12
- High Tech Middle Chula Vista, 6-8
- High Tech Elementary Chula Vista, K-5

Point Loma/Downtown San Diego Campus:

- High Tech High, 9-12
- High Tech High International, 9-12
- High Tech High Media Arts, 9-12
- High Tech Middle, 6-8
- High Tech Middle Media Arts, 6-8
- High Tech Elementary, K-5
- High Tech Explorer Elementary, K-5

North County/San Marcos Campus:

- High Tech High North County, 9-12
- High Tech Middle North County, 6-8
- High Tech Elementary North County, K-5

Removal from placement

Either the School or the GSE may remove a candidate from Student Teaching for lack of competency, failure to comply with the School's rules or policies or GSE's rules or policies, or for any other reason where either party reasonably believes that it is not in the best interest of the participating teacher, or the students of the school to continue the placement. If the school

requests the removal, they shall provide written reasons for the withdrawal to the GSE Program Director.

FIELDWORK SUPERVISOR ~ TRAINING

Professional development for fieldwork supervisors is designed to address the responsibilities, duties and the policies for working and supervising candidates enrolled in the GSE program. The GSE will provide an initial orientation with on-going monthly support and training for both cooperating teachers and fieldwork supervisors. Both cooperating teachers and fieldwork supervisors will attend a ten hour orientation training in August before the start of the academic calendar year. In this training they will learn about the program design, expectations for candidates, expectations for cooperating teachers and fieldwork supervisors (site-based supervisors), the gradual release model (and it's alignment to candidates' theoretical and pedagogical coursework) and best practices for classroom observations and coaching.

During the months of September through May, GSE faculty will facilitate professional learning for both cooperating teachers and fieldwork supervisors (site-based supervisors) one day per month. During these professional development days, candidates will receive specialized training based on Aguilar's (2013) model of transformational coaching, the CA Teaching Performance Expectations (TPEs), learn about what candidates are currently working on in their course work, share bright spots in their candidate's progress and development, and support each other in dilemmas with their coaching work. It will also be an opportunity to engage cooperating teachers and fieldwork supervisors with the literature, analyze various coaching framework and practice and reflect on their coaching skills.

Workshop topics and techniques include:

- *learning-to-teach continuum*
- *developmental progression of beginning teachers*
- *effectiveness of observed teaching & learning*
- *effective listening to understand*
- *theory-practice relationships*
- *collegial supervisory practices*
- *edTPA policies and regulations*
- *effective communication and coaching skills*
- *formative assessment and coaching*
- *reflective practice*
- *utilizing TPEs as a guide for coaching conversations*
- *procedures to follow when a candidate encounters problems in teaching.*

FIELDWORK SUPERVISOR ~ SUPERVISION

Fieldwork supervisors are supervised, evaluated and recognized in a systematic manner by the GSE Program Director. Candidates complete a survey regarding the level of support from their fieldwork supervisor at the end of each term (fall, winter, spring). GSE staff reviews the (confidential) evaluations carefully in order to track proper support and/or identify compatibility issues. In the case of negative evaluations or a request to work with a different fieldwork supervisor, then the Program Director would first meet with the candidate to discuss the issues and determine the feasibility of continuing with that fieldwork supervisor. The Program Director would then decide to a) work with the candidate and fieldwork supervisor to address any concerns raised and if not adequately addressed in a sufficient time frame replace the fieldwork supervisor or b) support a transition to a new fieldwork supervisor directly following the conversation if deemed necessary.

Annual Review

Fieldwork supervisors meet annually with the GSE Program Director for a performance review. In the spring, the Program Director holds a private meeting with each fieldwork supervisor. These meetings afford the opportunity for dialogue concerning goals and performance. In preparation for this Annual Review, the Program Director reviews the candidate survey data as well as the fieldwork supervisor self-assessment of their performance. The Program Director makes the final determination as to whether to renew fieldwork supervisor contracts.

CANDIDATE SUPPORT & ADVISEMENT

Candidate support and advisement is coordinated by the fieldwork supervisor. In addition to 12 formal classroom observations, the fieldwork supervisor will:

- Meet with each of their candidates three times over the year to review progress towards program and credential completion, using the following:
 - Preliminary Credential Checklist,
 - Candidate Evaluation Form (aligned with TPEs), and
 - Interim Assessment (Terms 1, 2, and 3)

If a candidate is not meeting program requirements, the fieldwork supervisor (in collaboration with candidate and program director), will draft an academic contract to outline actions the candidate must take to achieve program requirements.

The TPE elements are embedded throughout coursework and continuously supported by the fieldwork supervisor providing candidates multiple opportunities to learn, apply and reflect on each TPE. As teachers grow in their practice, growth in these key areas is an effective tool and predictor of candidate success and subsequent student achievement.

GSE GRADUAL RELEASE MODEL

The student teaching fieldwork experience (i.e. clinical practice) is a full immersion “teacher residency” model where candidates are expected to be fully integrated into their school environment four days per week. The GSE developed a gradual release of responsibility from the cooperating teacher to the candidate outlining the implementation of candidate’s fieldwork experience. The fieldwork supervisor is the liaison between the GSE and the fieldwork experience and responsible for implementing and overseeing the gradual release model of teaching with their candidate(s). The program is designed with a constructivist, experiential approach, so it is important for participants to learn by not only observing, but also doing, and to play an important role in the classroom from the very beginning. Each month teaching expectations will increase as participants take more responsibility for co-teaching or serving as lead teacher.

AUGUST

Summer Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>August</u> Participating teacher participates in back-to-school professional development and observes cooperating teacher’s preparations for the start of the school year, supporting planning when appropriate.</p> <p>Participating teacher and cooperating teacher plan introduction to students and families, including how to best communicate that the students will have two teachers for the school year. During the first week of school, this might include greeting students at the door, working with small groups or even co-teaching a lesson.</p>
Mentoring
<p>Cooperating Teacher: At the start of the year, the participating teacher and cooperating teacher will introduce themselves to both students and guardians as teachers in the classroom and will emphasize the value of having two teachers to support students’ learning.</p>
<p>Fieldwork Supervisor: Meet and discuss student teaching placement, cooperating teacher support role, gradual release teaching model and observation process</p>
<p>Kick Off Meeting:</p>

At the start of the school year, participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator to identify site expectations, and performance expectations.

Summer Coursework*

Foundations of English Language Development (July- August)-online course
 New Teacher Odyssey (August)
 Equity, Diversity & Design Principles
 Teaching & Learning I: General Methods

**Participants are observed during summer coursework as they interact with faculty, teachers, students, and fellow participating teachers. GSE staff, faculty and fieldwork supervisors evaluate each participating teacher's readiness for teaching and fieldwork placement and work together as a team to determine placement assignment.*

SEPTEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)

September

Participating teacher **observations** with focus on:

- classroom management (including structures & routines)
- lesson planning
- equity, diversity & inclusion
- English learners & neurodiversity (including students with IEPs and 504s)
- family engagement & communication

Participating teacher **opportunities for practice and reflection:**

- greeting students and supporting the start of class
- working with students one-one-one and facilitating small groups
- co-planning and co-teaching at least two lessons with the cooperating teacher
- serving as lead teacher while cooperating teacher supports for the equivalent of at least one day

Mentoring

Cooperating Teacher:

- 1) 2 hours/week minimum to meet, plan and debrief
- 2) Participating teacher observes cooperating teacher and debrief

3) Cooperating teacher observes participating teacher and debrief

Fieldwork Supervisor:

1 formal observation and debrief

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles	Teaching & Learning I: General Methods

OCTOBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>October</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● social/emotional learning ● child or adolescent development ● literacy and numeracy skill development ● differentiation ● group work design and facilitation, including treatment of status and equity issues <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least four lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least three days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Equity, Diversity & Design Principles Social Emotional Learning	Teaching & Learning I: General Methods

NOVEMBER

Fall Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>November</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● checking for understanding ● formative & summative assessment ● student-led conferences ● exhibitions of learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Social Emotional Learning	Teaching & Learning I: General Methods

DECEMBER

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>December</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● performance tasks ● dialogical assessment ● self-assessment & reflection ● analysis of student learning data <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning	Teaching & Learning II: Subject Specific Methods

JANUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>January</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● backwards planning ● project design and implementation ● Common Core standards ● student voice and choice ● experiential and constructivist learning ● student-centered instruction <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>
<p>Mid-Year Meeting:</p> <p>Participants will meet with their fieldwork supervisor, cooperating teacher, and school site administrator in order to review participant progress and performance toward goals and performance expectations.</p>

Coursework	
Tuesday	Thursday
Design for Deeper Learning Authentic Assessment	Teaching & Learning II: Subject Specific Methods

FEBRUARY

Winter Term

Student Teaching Fieldwork Experiences (or Practicum)
<p><u>February</u></p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● academic mindsets (e.g. belonging, purpose, agency, self-efficacy) ● other noncognitive factors ● intrinsic v. extrinsic motivation ● deeper learning competencies <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● working with students one-one-one and facilitating small groups ● co-planning and co-teaching at least six lessons with the cooperating teacher ● serving as lead teacher while cooperating teacher supports for the equivalent of at least five days

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Authentic Assessment	Teaching & Learning II: Subject Specific Methods

MARCH

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)	
<p><u>March</u> Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● special needs ● learning styles ● personalization ● differentiation ● neurotypical development and neurodiversity <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead 	
Mentoring	
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief 3) Cooperating teacher observes participating teacher and debrief 	
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>	
Coursework	
Tuesday	Thursday
Inclusive Classrooms	Teaching & Learning III: Interdisciplinary Teaching

APRIL

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>April</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● inclusion ● support for English learners ● special education ● identification, referral & testing process ● accommodations & modifications for students with IEPs and 504 plans ● transition planning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Participating teacher observes cooperating teacher and debrief
<p>Fieldwork Supervisor:</p> <p>2 formal observations and debriefs (at least one must include the use of video to guide the coaching conversation)</p>

Coursework	
Tuesday	Thursday
Inclusive Classrooms Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

MAY/JUNE

Spring Term

Student Teaching Fieldwork Experiences (or Practicum)
<p>May</p> <p>Participating teacher observations continue with additional focus on:</p> <ul style="list-style-type: none"> ● technology ● creative thinking and problem solving ● design thinking ● tinkering and making ● innovation ● 21st century learning <p>Participating teacher opportunities for practice and reflection:</p> <ul style="list-style-type: none"> ● serving as lead teacher while cooperating teacher supports for the equivalent of at least ten days while teaching the project created in Design for Deeper Learning ● co-planning and co-teaching when not serving as lead
<p>June</p> <p>Participating teacher wraps up the year alongside cooperating teacher, including but not limited to support for end-of-year festivities, presentations of learning, graduation celebrations (if applicable), grading and comments.</p>

Mentoring
<p>Cooperating Teacher:</p> <ol style="list-style-type: none"> 1) 2 hours/week minimum to meet, plan and debrief 2) Cooperating teacher observes participating teacher (video observation) and debrief using video to guide the coaching conversation
<p>Fieldwork Supervisor:</p> <p>1 formal observation and debrief</p>

Coursework	
Tuesday	Thursday
Innovation, Design & Technology	Teaching & Learning III: Interdisciplinary Teaching

APPENDIX



GSE Fieldwork Supervisor Job Description

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 - Fieldwork Supervisor

Fieldwork Supervisors are the liaison between Cooperating Teachers and the GSE. They bring first hand knowledge of students and families, instructional design, assessment, understanding of learning theory and student development to the candidate support network. Supervisors carry a caseload of two to three candidates. They are responsible for guiding the student teaching gradual release model and monitoring progress towards program completion. Supervisors will conduct a formal observation and subsequent coaching conversation of each candidate four times each three month term, for a total of 12. Responsibilities include:

- Support 2-3 candidates in their student teaching setting
- Conduct 12 formal observations, 4 per term, and debrief with candidate(s)
- Assist candidates in designing personalized, student-centered approaches to learning
- Promote reflective practice and meeting the needs of all students
- Support candidates in developing authentic approaches to assessment and analyzing student learning to guide instruction
- Collaborate with Program Director to select, train, and support Cooperating Teachers
- Provide holistic assessment of student teaching experience to the GSE
- Complete a candidate TPE progress evaluation form once per term or 3x/year
- Assist with student teacher field placement
- Participate in ten (10) hours of initial training and monthly PD workshops

Qualifications:

- a. Master's degree or higher
- b. California teaching credential or equivalent out of state teaching license
- c. 5+ years of 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



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



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GSE Fieldwork Observation Form

PART I: Pre-Observation

Name:

Date:

Start & End Time:

Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Before the observation, meet and discuss the following questions.

1. What are the learning goal(s) for this lesson? What do you hope students understand at the end of the lesson?

2. Which TPEs would you like me to focus on? (select 3-5 TPEs per observation)

- 1.
- 2.
- 3.
- 4.
- 5.

3. Do you want me to pay attention to a particular teaching method or strategy that you will use in this lesson?

4. What else do I need to know for the lesson?



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GSE Fieldwork Observation Form

PART 2: The Observation

Name:

Observation Date:

Start & End Time:

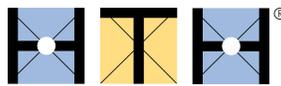
Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Focus Area	Approaches	Meets	Exceeds	NA
Coherence				
Clarity				
Management				
Questions				
Discussion				
Student Presentation				
Evaluation				
Participation				
Engagement				
Project design				
Rigor				
Personalization				
Common Intellectual Mission				
Adult World Connection				
Reflective Practice				

Fieldwork Supervisor Comments:



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GSE Fieldwork Observation Form

Glossary:

Coherence	Instruction/activity is suitably connected to essential questions, purposes, and direction.	TPE # 3, 4
Clarity	Teacher explains content and process of the instruction/activity clearly and checks to see that all students understand.	TPE # 3, 4, 5
Management	Teacher direction and student self-management match the instructional aims and context.	TPE #1, 2
Questions	Strategies and types of questions, including open-ended and student-generated questions, are appropriate to the instructional context.	TPE # 1, 2, 3, 5
Discussion	Strategies are context-appropriate, with emphasis on student-led and student-centered discussion.	TPE # 1, 2, 3
Presentation	A variety of context-appropriate strategies are used, ranging from pair-and-share to formal, public presentation to outside audiences.	TPE # 1, 2, 4, 5
Evaluation	Teacher employs a variety of approaches to evaluating and critiquing student work, including student reflection, self-evaluation, and peer critique.	TPE # 1, 2, 5
Student Participation	Teacher employs appropriate strategies to encourage and ensure participation of all students.	TPE # 1, 2, 3, 4, 5
Student Engagement	Teacher employs appropriate strategies to foster engagement of all students.	TPE # 1, 2, 4
Project Design	Project design is appropriate to the instructional goals and includes student choice as appropriate.	TPE # 1, 2, 3, 4
Rigor	Teacher models and expects rigorous approaches to academic content and processes (aligned to state adopted content standards).	TPE # 1, 2, 3, 4, 5
Personalization	Teacher personalizes and differentiates instruction to meet a wide range of student needs.	TPE # 1, 2, 4
Common Intellectual Mission	Teacher holds high expectations for all students in common, including attainment of the state adopted content standards (Common Core and Next Generation Science Standards).	TPE # 1, 2, 3, 4, 5
Adult World Connection	Teacher connects instruction and assessment to the world beyond school as appropriate.	TPE # 1, 5, 6
Reflective Practice	Teacher demonstrates appropriate reflection on instructional design and implementation, means of assessment, and connection to HTH design principles.	TPE # 5, 6

California Teaching Performance Expectations (TPE) (numbered here for easy reference)

1. Engaging & Supporting All Students in Learning
2. Creating & Maintaining Effective Environments for Student Learning
3. Understanding & Organizing Subject Matter for Student Learning
4. Planning Instruction & Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator



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GSE Fieldwork Observation Form

PART III: Observation Debrief

Name:

Date:

Start & End Time:

Fieldwork Supervisor:

Fieldwork Placement:

Subj./Grade:

Debrief and reflect upon the following:

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?

- a. Flow
- b. Time
- c. Routines/procedures
- d. Questioning strategies

3. How did the lesson work for your students? How do you know?

- 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:

- a. Think time for students?



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GSE Fieldwork Observation Form

- b. “Hands on”project time...describe what students did during the lesson
- c. Links to the last lesson and prep for the next lesson?
- d. Adult world connection?
- e. Student autonomy?

5. What would **you** do differently next time you teach this lesson? What would you have **students** do differently?

6. What have you learned about teaching or learning that you will use in the future?

GSE Candidate Evaluation Form

Completed by: Fieldwork Supervisor

Fieldwork Supervisors are expected to observe candidates and debrief the observation with them through a reflective coaching conversation 12x/year, or 4x/trimester. At the end of each trimester, Fieldwork Supervisors use this evaluation form to assess the fieldwork performance of the candidates and progress towards mastery of the Teaching Performance Expectations (TPEs). The assessment is grounded in evidence collected from the four observations conducted over the trimester. Candidates should be evaluated as an emerging educator entering the field, not as an experienced member for the teaching profession.

Candidate: _____ **Trimester:** _____

School: _____ **Cooperating Teacher:** _____

Subject: _____ **Grade Level:** _____

Observation Dates (4 total): _____

Please check the appropriate box for the criteria listed under each TPE and add comments below to ground your assessment in evidence.

	Approaches	Meets	Exceeds	Not observed
TPE 1: Engaging and Supporting all Students in Learning				
1.1 Apply knowledge of students to engage them in learning.				
1.2 Maintain ongoing communication with students and families to communicate student progress.				
1.3 Connect subject matter to real-life contexts.				
1.4 Use a variety of instructional strategies to support access to the curriculum for a wide range of learners.				

1.5 Promote students' critical and creative thinking and analysis.				
1.6 Provide a supportive learning environment for students' first and/or second language acquisition.				
1.7 Provide students with opportunity to access the curriculum by incorporating the visual and performing arts.				
1.8 Monitor student learning and adjust instruction while teaching.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 2: Creating and Maintaining Effective Environments for Student Learning				
2.1 Foster a caring community where each student is treated fairly and respectfully by students and peers.				
2.2 Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.				
2.3 Establish, monitor, and maintain inclusive learning environments.				
2.4 Know how to access resources to support students.				
2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				

2.6 Establish and maintain clear expectations for positive classroom behavior and interactions.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 3: Understanding and Organizing Subject Matter for Student Learning				
3.1 Demonstrate knowledge of subject matter, including adopted California State Standards and curriculum framework.				
3.2 Use knowledge of students and learning goals to organize the curriculum, and make accommodations and/or modifications as needed to promote student access to the curriculum.				
3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy and design and implement disciplinary and cross-disciplinary learning sequences.				
3.4 Individually and through collaboration with other educators plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language.				
3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology,				

to facilitate students' equitable access to the curriculum.				
3.7 Model and develop digital literacy.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 4: Planning Instruction and Designing Learning Experiences for All Students				
4.1 Locate and apply information about students' current academic status, learning needs and goals, assessment data, language proficiency status, and cultural background for instructional planning purposes.				
4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development to help inform instructional planning and learning experiences for all students.				
4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas.				
4.4 Plan, design, implement, and monitor instruction making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students.				
4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs.				

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues.				
4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
4.8 Use digital tools and learning technologies across learning environments.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 5: Assessing Student Learning				
5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments to design and administer classroom assessments				
5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				
5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning				

outcomes to students and families.				
5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.				
5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, and students with language or other disabilities.				
5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language (as applicable) and use this information in planning instruction.				
5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				
Comments:				

	Approaches	Meets	Exceeds	Not observed
TPE 6: Developing as a Professional Educator				
6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.				
6.2 Recognize their own values and implicit and explicit biases. They				

<p>exhibit positive dispositions of caring, support, acceptance, and fairness toward all student and families, as well as toward their colleagues.</p>				
<p>6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.</p>				
<p>6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</p>				
<p>6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.</p>				
<p>6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness.</p>				
<p>6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.</p>				
<p>Comments:</p>				

GSE Fieldwork Supervisor Annual Review

Fieldwork Supervisor: _____ Year: _____

Supported the following candidate(s):

1. _____ School: _____

2. _____ School: _____

3. _____ School: _____

Part I: Schedule a meeting with the GSE Program Director

Part II: Complete the following self-assessment of your performance this year

Part III: In collaboration with the Program Director, review your self-assessment answers and candidate survey data regarding your supervisory support this year.

Fieldwork Supervisors, please self-assess your supervisory performance this school year.

Self-Assessment of Fieldwork Supervision	Approaches	Meets	Exceeds	NA
Supported and evaluated 2-3 candidates in their student teaching setting				
Conducted 12 formal observations, 4 per term, and debriefed with each candidate				
Assisted candidates in designing personalized, student-centered approaches to learning				
Promoted reflective practice in meeting the needs of all students				
Supported candidates in developing authentic approaches to assessment and analyzing student learning to guide instruction				
Collaborated with Program Director to select, train, and support Cooperating Teachers				
Provided holistic assessment of student teaching experience to the GSE				
Completed a candidate TPE progress evaluation form once per term or 3x/year				
Assisted with student teacher field placement				

Participated in ten (10) hours of initial training and monthly PD workshops				
Provided ongoing positive feedback in a timely manner				
Provided ongoing constructive feedback in a timely manner				
Made specific suggestions to candidate(s) to regarding instructional strengths/goals				
Used a variety of supervisory approaches to facilitate candidate progress				
Elicited and responded to candidate feedback and concerns				
Provided clear performance expectations to candidate(s)				
Identified resources to promote teacher development				
Maintained high expectations for learning with appropriate support				
<i>Comment or expand on any of your answers above:</i>				

Final Comments:

Fieldwork Supervisor Signature

Date

Program Director Signature

Date



GSE Admission Criteria & Procedures

Step 1: Candidate submits application packet

Due: [February 1st](#)

Checklist (13 items):

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 address 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):
 - Registration, attempt or passage of subtests for the appropriate CSET exam (*If admitted, candidates must provide official CSET scores **by August 1st***); or,
 - Completion of a Commission approved subject matter preparation program (Single Subject Only)

Step 2: Review of Candidate Admission Materials

Review Period: [February](#)

The Administrative Dean, Program Director and Director of Student Affairs work closely with applicants to assist them in the completion of their application, provide information about required tests, answer questions and follow-up on incomplete applications. During the admissions process, GSE staff will assess each candidate's standing in relation to their submitted application and materials. Only those candidates who provide a complete application packet, with evidence of having registered, attempted or passed the appropriate subject matter examination, will be considered to move forward in the admissions process.

Step 3: Candidate Selection Process

Review Period: [February - March](#)

The GSE seeks candidates who exhibit subject matter proficiency, academic strength, and key attributes of effective teachers (Stronge, 2007): *caring, listening, understanding, and knowing students; fairness and respect; positive interaction with students; an enthusiasm and motivation for learning; a positive attitude toward the teaching profession; and the ability to reflect on one's teaching practice*. Candidates who submit a complete application and all required documentation, as well as exhibit one or more of the key attributes of effective teachers, will be invited for an interview.

Step 4: Interview Process

Review Period: [March](#)

During the interview process, candidates cycle through various small interview groups consisting of: School Directors and/or other administrators, GSE faculty/staff, teachers, and students.

Pre-professional Qualifications: Candidates should demonstrate a strong academic background and a willingness to teach in a multicultural setting with diverse populations. The issue of teacher quality is addressed further during the interview process when candidates are asked about the following topics below.

- *the candidate's attitude toward teachers as learners;*
- *the ability to teach students how to think;*
- *the understanding that teachers must be teachers of reading as well as content area;*
- *sensitivity to student and community diversity;*
- *knowledge of English learners and special populations;*
- *knowledge of diverse learning styles, modalities, and multiple intelligences;*



- *openness to learning new techniques and strategies;*
- *instruction in the least restrictive environment based on an individual student's needs;*
and
- *positive attitude toward collaboration and teamwork.*

Questions used during the interview process are designed to address the needs of children and youth in general and those from diverse backgrounds. Additionally, candidates might be asked to read a short article or passage and then participate in an open discussion regarding equity issues facing educators, students or schools.

Step 5: Notification

Review Period: [March - April](#)

All participants are notified of their admission status. Successful completion of the interview process results in notification of official admission.



GSE Fieldwork Supervisor Annual Review

Fieldwork Supervisor: _____ Year: _____

Supported the following candidate(s):

1. _____ School: _____
2. _____ School: _____
3. _____ School: _____

Part I: Schedule a meeting with the GSE Program Director

Part II: Complete the following self-assessment of your performance this year

Part III: In collaboration with the Program Director, review your self-assessment answers and candidate survey data regarding your supervisory support this year.

Please self-assess your supervisory performance to your candidates this school year.

Self-Assessment of Fieldwork Supervision	Approaching	Meets	Exceeds	NA
Supported and evaluated 2-3 candidates in their student teaching setting				
Conducted 12 formal observations, 4 per term, and debriefed with each candidate				
Assisted candidates in designing personalized, student-centered approaches to learning				
Promoted reflective practice in meeting the needs of all students				
Supported candidates in developing authentic approaches to assessment and analyzing student learning to guide instruction				
Collaborated with Program Director to select, train, and support Cooperating Teachers				
Provided holistic assessment of student teaching experience to the GSE				
Completed a candidate TPE progress evaluation form once per term or 3x/year				

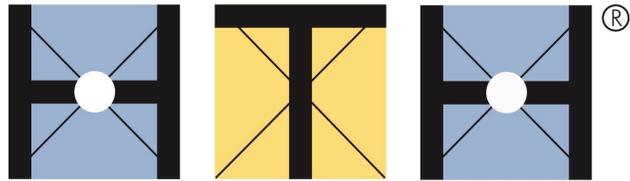


Assisted with student teacher field placement				
Participated in ten (10) hours of initial training and monthly PD workshops				
Provided ongoing positive feedback in a timely manner				
Provided ongoing constructive feedback in a timely manner				
Made specific suggestions to candidate(s) to regarding instructional strengths/goals				
Used a variety of supervisory approaches to facilitate candidate progress				
Elicited and responded to candidate feedback and concerns				
Provided clear performance expectations to candidate(s)				
Identified resources to promote teacher development				
Maintained high expectations for learning with appropriate support				
<i>Comment or expand on any of your answers above:</i>				

Program Director Comments:

Fieldwork Supervisor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____



Graduate School of
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STUDENT HANDBOOK and CATALOG

August 1, 2018- June 30, 2019

High Tech High Graduate School of Education

Mailing Address: 2861 Womble Road, San Diego, CA 92106

M.Ed. Course Location: 2150 Cushing Road, San Diego, CA 92106

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Director, Student Affairs	Hayley Murugesan	hmurugesan@hightechhigh.org

Pending Revision Date

Notices and Disclosures

Regional Accreditation: The High Tech High Graduate School of Education is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

License to Operate: The High Tech High Graduate School of Education is a private institution approved to operate by the Bureau for Private Postsecondary Education. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Sacramento, CA 95833. www.bppe.ca.gov (888)370-7589 or by fax (916)263-1897.

Title IV: High Tech High Graduate School of Education is approved by the U.S. Department of Education to participate in federal Title IV programs. HTH GSE students are eligible to apply for William D. Ford Federal Direct Loans (Unsubsidized), Federal Graduate PLUS Loans, and Federal Work Study. Consumer information for Title IV recipients can be found in the Financial Aid section of the website: <http://gse.hightechhigh.org/financialAid.php>.

Notices:

This document references “students” to include all M.Ed. graduate students and teaching credential candidates.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

The High Tech High Graduate School of Education does **not** have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

The GSE Student Catalog/Handbook is updated and approved annually by the faculty as part of the Institutional Review Process. A copy of the catalog is available to all students via the GSE website (http://gse.hightechhigh.org/M_Ed-programs.php), or in print upon request.

As English proficiency is a requirement for admission to the GSE, Enrollment Agreements and other written information will not be provided in any languages other than English. All course instruction will occur in English.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day High Tech High Graduate School of Education receives a request for access. A student should submit to the registrar at the program office, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask HTH GSE to amend a record should write to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the HTH GSE decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the HTH GSE discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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GSE ORIGINS, MISSION, AND VALUES

The High Tech High Graduate School of Education (GSE) opened in September 2007 on the Point Loma, San Diego campus of High Tech High, a public charter school management organization. The mission of GSE is to prepare reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments for all students. This shared vision is embedded in our Institutional Learning Outcomes:

- **Practice Thoughtful Inquiry & Reflection (IR)**

Graduates of the HTH GSE are able to pursue scholarly inquiry and reflective practice that contributes to broader understandings of teaching and learning.

- **Design Equitable Learning Environments (D)**

Graduates of the HTH GSE are able to design learning environments that offer access and challenge to all learners.

- **Engage in Leadership for School Change (L)**

Graduates of the HTH GSE are able to build supportive learning communities to transform teaching and learning.

Leading with Innovative Practice

Like the nationally recognized HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic, and relevant. Our graduate students create personal learning plans, pursue a project-based curriculum, explore their own questions through action research and other forms of inquiry, and share their work with authentic audiences. HTH GSE programs lead with practice and provide ample opportunities for students to apply theory to real-world teaching and learning contexts.

Challenging Common Assumptions

For over 75 years the American high school has followed three critical operating instructions that are so ingrained in the culture by now as to seem natural:

- Segregate students by class, race, gender, language ability, or perceived academic ability.
- Separate academic from technical teaching and learning.
- Isolate adolescents from the adult world they are about to enter.

High Tech High K-12 schools overturn these tenets by grouping students heterogeneously, integrating the curriculum, and placing students in the adult world of work and learning. In turn, the GSE prepares educators both to design and to assume leadership in such programs, driven by a commitment to equity, rigor, and relevance for all students. The HTH K-12 schools serve as clinical sites for our GSE and are recognized internationally for their innovative pedagogy and focus on 21st century skills. As an institution we have an explicit reform agenda and are committed to supporting our graduate students, and other educators who work with us, in their efforts to transform schools.

A Culture of Collaboration

From the beginning, our first priority has been to help schools become better places for students and adults. We believe that the quality of the *adult learning community* in schools has a direct impact on student's experience and achievement, as well as educator's commitment to the profession and to school change efforts. We also believe that educators and K-12 students alike benefit from a *project-based pedagogy* that emphasizes reflective practice, collaboration, the creation of work for authentic audiences, the integration of theory and practice, and the passionate pursuit of inquiry.

GSE faculty are committed to providing educators with ample opportunities to work and learn together across grade-levels, disciplines, and diverse schooling structures. We believe that learning is a social enterprise, and occurs most deeply in communities where people are surrounded by caring, committed colleagues. To that end, our programs are selective and built on a cohort model, ensuring that all GSE students are known well and are surrounded by peers who encourage them to think deeply, take risks, and take action to create positive change in their schools.

Scholarship at the HTH GSE

As a graduate school of education embedded within its K-12 schools, the GSE offers a laboratory of teaching and learning for all its members. Consistent with our commitment to apply theory to real-world contexts, GSE graduate students conduct research and develop action projects focused on issues arising from their own practice and experience as educators. They present their work in a variety of formats and are supported in preparing articles and presentations for peer-reviewed journals and conferences.

GENERAL POLICIES AND PROCEDURES

ADMISSIONS

School Admission

The High Tech High Graduate School of Education Admissions Policy sets forth two basic criteria for admission:

- 1) Earned BA/BS from a regionally accredited university with a minimum cumulative GPA of 3.0. Applicants with a lower GPA include an explanation of their academic qualifications in their application.
- 2) Be a citizen or permanent resident of the United States, or hold an approved, valid student visa.
- 3) The program requires a strong command of written and spoken English prior to entry. Applicants whose native language is not English are required to achieve a minimum score on the Test of English as a Foreign Language (TOEFL) of 550 on the paper-based version, or 216 on the computer based version, or 80 on the internet-based version (iBT). TOEFL scores must be no more than two years old at time of application.

The GRE is not required for admission to the HTH GSE.

International students can apply for a F-1 study visa to participate in the M.Ed. program. International students must submit the materials included in the application process described below as well as fulfill the visa requirements. The institution will vouch for student status and any associated charges for any admitted international students. Students can consult the *Study Guide to the States*, for more information: <http://studyinthestates.dhs.gov/guides/studyguidetothestates>

To be considered for acceptance to the GSE, all applicants must submit a completed application as described in the application instructions. Applications should include:

- Completed HTH GSE application, including a cover letter and two essay responses.
- Official transcripts (with B.A./B.S. posted) sent to the HTH GSE admissions office.
- Two confidential references, one of which must be from a current or previous employer.

Program Admission

M.Ed. in Educational Leadership: Three years prior experience working in schools is strongly preferred.
M.Ed. in Teaching & Learning with Preliminary Credential: Must meet state-mandated eligibility criteria under [Credential Information](#).

ATTENDANCE

There will be a strict adherence to program attendance policies. If a candidate misses more than twenty percent of a course, she or he will be required to take the course the following year. In some cases, a time extension may be granted to a candidate who is not able to complete the program on time.

CAMPUS SAFETY AND SECURITY

The High Tech High Graduate School of Education is committed to crime prevention and considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment.

Educational campuses, like all other communities, are not immune to crime. Members of the HTH GSE community are encouraged to take personal responsibility for their conduct and safety. Adopting a posture of individual responsibility will enhance the quality of life for all on campus. The cooperation and involvement of students, faculty, and staff in campus safety is essential to minimize criminal activity and injury.

CAMPUS CRIME REPORTING

In accordance with the Federal Student Right-To-Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, crime statistics are available to all students and staff. By October 1st of every year, a notice is sent to all enrolled students, faculty, and staff that provide the website link to this report. Copies of the report may also be obtained by contacting the GSE Program Manager by calling (619) 398-4902.

General Crime Prevention Measures

Part of crime prevention is individual safety consciousness and awareness of personal environment. HTH GSE suggests the following crime prevention measures, which can contribute to the safety and security of the HTH community.

- When using a personal vehicle, keep the doors locked at all times. Before entering a vehicle, always look under the vehicle and in the back seat.
- Keep personal keys (car, apartment, home, etc.) in your possession at all times.
- At night, travel in well-lighted areas and in pairs if possible. Avoid short cuts and deserted areas.
- Notice and be aware of suspicious persons and conditions.
- Do not leave valuable items in your car, including personal items and school related materials such as textbooks.
- Do not park in isolated areas.
- Do not prop doors open.
- Leave items of high monetary value at home.
- Do not leave personal property unattended.
- Do not carry more cash than necessary and certainly do not advertise what you have.
- Keep your purse, backpack, or briefcase close to your body.
- Avoid giving out personal information or making appointments with strangers over the phone.
- Mark personal items that you bring on campus. This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
- Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto

campus property. Unauthorized use, possession, or storage of these or other potentially dangerous items on HTH GSE premises or at HTH GSE activities, whether or not a federal or local license to possess the same has been issued, is strictly prohibited and subject to discipline and/or criminal prosecution.

- If anything makes you feel unsafe or threatened, dial 9-1-1.

Reporting of Crimes

The HTH GSE encourages students, faculty and staff to report all criminal activity and emergencies that have occurred at a HTH GSE location or at any HTH school to the local authorities as well as to the HTH Facilities Manager.

San Diego Police Department: (619) 531-1540

San Diego Harbor Police: (619) 686-6570

Universal Protection Service/ Liberty Station Community Association: (619) 488-9064

Paul Dooley, Facilities Director: (858) 354-8692

Emergency Response and Evacuation Procedures

The HTH GSE community is committed to the safety and security of all its members. In times of emergency, the college will provide an appropriate campus-wide response to assure everyone's safety and to minimize losses.

Information regarding HTH GSE emergency response and evacuation procedures can be found in the Disaster Preparedness Manual, which is available on the website and provided to all entering students. The manual is intended to assist all faculty, staff, and students in responding to emergencies which may occur while they are on a HTH GSE campus. Such emergencies can occur at any time and without warning, but their effects may be minimized if proper emergency procedures are followed. Students are encouraged to read and become familiar with the contents of the guide before an emergency occurs.

In addition, students may opt-in to the High Tech High Emergency Alert system to receive a phone call or text message in the case of an emergency or school closure. Students should email Joanna Clark, jclark@hightechhigh.org, to be added to the alert system.

Crime Log and Timely Warning Policy

HTH GSE is required by the Department of Education to publish Campus Crime Statistics and a Security Crime Survey by October 1st of each year. The survey statistics are available to the public at <http://ope.ed.gov/security> (OPE ID 04217400). In addition, HTH GSE must provide a timely warning of crimes reported to campus security and local police agencies in a manner that is intended to prevent similar crimes from recurring and to protect the personal safety of students and employees.

Campus Security Contact Information

Paul Dooley, Facilities Director: (858) 354-8692 / pdooley@hightechhigh.org

San Diego Police Department: 3750 Sports Arena Boulevard #3 / (619) 531-1540

San Diego Harbor Police: 3380 N Harbor Dr. / (619) 686-6570

CANCELLATION and REFUND POLICY

A student may cancel the enrollment agreement for school, without any penalty or obligations by the seventh business day after the first class session as described in the *Notice of Cancellation* form. Any notification of withdrawal must be made in writing by the 7th business day after the first class session. The effective date for the cancellation will be the last date of attendance.

Should a student choose to cancel, s/he must submit the form to the HTH Graduate School of Education at the following address:

2861 Womble Road
San Diego, CA 92106

After the end of the cancellation period, refunds will be awarded according to the schedule below:

- A student who withdraws from the GSE prior to the seventh business day following the first class session is eligible to receive a full refund of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the fourth week of classes is eligible to receive 75% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the sixth week of classes is eligible to receive 50% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the eighth week of classes is eligible to receive 25% of tuition and fees.
- Any student withdrawing from the GSE after the beginning of the ninth week of the academic year will receive no reduction of his/her tuition charges.
- Failure to attend class does not constitute official course drop/withdrawal.

COST OF ATTENDANCE

M.Ed. in Educational Leadership:

	Part-Time Year 1	Part-Time Year 2	Resident
Tuition	12,500	12,500	25,000
Room and Board	10,220	9,198	10,220
Personal Expenses	7,660	6,894	7,660
Transportation	3,400	3,060	3,400
Total	33,780	31,652	46,280

M.Ed. in Teaching & Learning with Preliminary Credential:

	Year 1 (Full-time)	Year 2 (Part-time)
Tuition	10,000	10,000
Exam & Credential Fees	1,400	0
Room and Board	10,220	9,198
Personal Expenses	7,660	6,894
Transportation	3,400	3,060
Total	31,180	25,402

CALCULATION OF PRO RATA REFUND

The pro rata refund shall be calculated as follows: The total institutional charge for the period of attendance (term), divided by the number of weeks in the program, multiplied by the number of weeks a student attended or was scheduled to attend prior to withdrawal.

Sample Calculation for a student in attendance for 7 weeks or 60% of the period of attendance:

Institutional Charge for Period of Attendance: \$4,166

$\$4,166/12$ (# of weeks in the term) = \$347.22

Institutional Charge

$\$347.22 \times 7$ (# of weeks in attendance) = \$2,430.55

DEVIATION FROM THE COURSE SEQUENCE

Course instructors will provide students with a syllabus at the beginning of every course and inform candidates of the expectations for their performance and the criteria used to evaluate individual competency. As HTH GSE is a small school by design, only one section of each course is offered each year. Therefore, students must enroll *and receive a passing grade* in every class offered for their program in order to graduate on time. Under certain circumstances, students may take a leave of absence. These requests will be evaluated by the Program Director and the Dean of HTH GSE on an individual basis.

FACILITIES AND EQUIPMENT

Course activities will take place on the High Tech High Campus in Point Loma, San Diego. There are 6 school buildings on the campus, with a total of 119 classrooms in 199,623 square feet of building space. All facilities are accessible. Candidates will need access to internet-connected computers for the purpose of participating in course activities and completing their work. There is no other special equipment needed for full participation in the GSE's programs.

FINANCIAL AID

HTH GSE adheres to the Higher Education Act of 1992, which requires institutions that participate in Title IV programs to have an equitable and fair refund policy.

The responsibility for returning unearned Title IV aid is shared between HTH GSE and the student. It is allocated according to the portion of disbursed aid that could have been used to cover GSE charges, and the portion that could have been disbursed directly to the student once those charges are covered. HTH GSE will distribute unearned aid back to the Title IV programs, as specified by law. The student will be billed for the amount that s/he owes to the Title IV programs, as well as any amount due to HTH GSE, as a result of Title IV aid that was returned that would have been used to cover HTH GSE charges.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Students should also be aware that under federal regulations, any refund due as a result of withdrawal from the GSE must first be applied to repay in-eligible federal loans and grants with any remaining credit refundable to the student. In compliance with these regulations, refunds would be attributable in the following order:

1. Federal Work Study
2. Unsubsidized Federal Stafford Loan
3. Graduate PLUS Loan

FINANCIAL AID: RETURN OF TITLE IV FUNDS

HTH GSE is required to determine the earned and unearned portion of Title IV aid as of the date the student ceases attendance based on the amount of time the student spent in attendance. Up through the 60% point in each payment period a pro-rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.

After the 60% point in the payment period a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

Financial Aid reviews the student's scheduled classes to determine if the student has completed a loan period or the term for which she/he was recently awarded Title IV funds.

- If the loan period is not at the end of the term based on the add/drop Date Calendar, or the student reduces his/her course load below the 6 credits or half time status then a return to Title IV calculation and worksheet are completed for the student.

- The percentage of Title IV payment period is determined by recording the days completed by the total scheduled days.
- If the percentage is 60% or greater - 100% of the aid is earned
- If the percentage is less than 60% - a prorated portion of the aid is earned
- HTH must determine if there is late disbursement eligibility. If appropriate the student will be notified and must provide the university with authorization to disburse said aid.
- If grant or loan funds are unearned they must be returned to the Title IV program.
- If aid must be returned university charges that were previously paid by federal student aid might become a debt that the student will be responsible for paying.

HTH has 45 days to return to the Title IV program any unearned funds for which it is responsible. The 45 days are counted from the date that HTH determines that the student withdrew.

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over the period, the institution must assume that the student has unofficially withdrawn and follow the Return to Title IV Funds process.

FEDERAL WORK STUDY PROGRAM

Federal Work-Study (FWS) is a federally funded program by both the Department of Education and the HTH GSE. This program provides part-time jobs for graduate students with demonstrated financial need and is administered by the Financial Aid Office, in accordance with the law, federal regulations, and with instructions from the United States Department of Education. Students who participate in the program have an opportunity to work off-campus at the High Tech High K-12 schools clinical sites, in order to earn money to help with school expenses while gaining valuable work experience. Participation in the FWS program can be beneficial for students in the following ways:

- Help pay for education and other related expenses
- Encourage community service and work related to a student's field of study
- Gain valuable work experience and build relationships in school communities
- Improve time management, communication, organizational and budgeting skills
- Reference or recommendation for future employment

FWS awards vary annually as a result of federal and institutional funding levels, and by the student's demonstrated financial need. Students are notified by the Office of Financial Aid of FWS eligibility each year that they demonstrate federal eligibility and meet the filing deadlines for financial aid applications and verification documents (if applicable) with their financial aid award letter. Funding is allocated from the federal government annually and student awards are subject to change at any time.

For the Federal Work Study handbook with a description of all policies and procedures, please see [here](#).

ELIGIBILITY REQUIREMENTS

In order to be eligible for a FWS award, students **must**:

- Meet ALL institutional financial aid application and document deadlines
- Submit the Free Application for Federal Student Aid (FAFSA)
- Meet all federal financial aid eligibility regulations as required by the Department of Education
- Have his/her financial aid file verified by the Office of Financial Aid, and receive confirmation of an approved FWS award
- Maintain Satisfactory Academic Progress standards as required by the HTH GSE and the Department of Education
- Not have defaulted on or owe a repayment to any federal aid program received for study at another institution
- Complete all employment authorization forms, identification and tax documents as required by state and local government agencies

LEAVE OF ABSENCE REQUEST

A candidate that desires a temporary leave of absence from the program, with the intent to re-enroll at a later date, should send a written request to the M.Ed. program director.

STUDENT TUITION RECOVERY FUND (STRF)

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees

or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

A portion of the tuition to the HTH GSE is used to pay this assessment fee on behalf of students.

STUDENT INFORMATION AND RECORDS

Students are responsible to keep their personal information (legal name, address, phone number, email) updated with the HTH GSE Program Office. Any changes must be submitted to the Program Office in writing.

Student records (application materials, transcripts, Leave of Absence contracts, etc) are maintained in the HTH GSE Program Office for five years and credential records are maintained for an additional two years to meet accreditation requirements, both are available upon written request by the student. Transcripts are maintained permanently and are available upon written request.

STUDENT HOUSING

HTH GSE does not provide housing to students and does not assist students in securing housing. HTH GSE has no dormitory facilities under its control. It is entirely the responsibility of the student to secure housing in the San Diego area prior to beginning of the school year. There are apartments available to rent in the San Diego area.

The San Diego housing market is above average in price. Within a 20 minute driving distance to the HTH GSE campus, studio to one-bedroom apartments can be rented from \$650 and up. Check www.apartments.com or <http://sandiego.craigslist.org/> for more information. HTH GSE provides the following relocation information to students: [San Diego Relocation Information](#).

STUDENT SERVICES

Due to the small number of students enrolled in the HTH Graduate School of Education (a maximum of 40 students), our programs will be highly personalized. Unlike traditional graduate schools of education, HTH GSE will not have a range of student affairs offices that handle a variety of students' needs. Instead, we will meet the academic and non-academic needs of our students through two means: the individual attention of the Core Faculty and a structured mentoring/advising program.

Because the size of HTH GSE is small by design, the Core Faculty can dedicate significant time to each student in the program by monitoring their progress through formal and informal means. Should a student have needs or concerns of a more personal nature (counseling, substance abuse, etc.), the HTH GSE maintains a list of external agencies to which we can refer students. HTH GSE also has a student grievance policy, described in detail in this handbook.

The HTH GSE does not offer job placement services.

TRANSFER OF CREDIT

HTH Graduate School of Education will not grant equivalency for any M.Ed. coursework, whether it be through external coursework or prior experiential learning. However, up to six units of coursework within the CA Credential Programs may be transferred from a regionally-accredited program, at the discretion of the program director. A written request and official transcripts must be submitted at the time of enrollment into the GSE Credentialing Program. Student Teaching and Fieldwork experiences must be completed through the GSE Credentialing Program and cannot be waived based on prior experiential learning.

Memorandum of Understanding between HTH GSE and HTH District Intern Program

HTH Graduate School of Education evaluated and found consistent alignment between the HTH District Intern Program Single/Multiple Subjects Programs and its CA Credentialing Programs. Subsequently a Memorandum of Understanding was signed outlining the procedures for waiving specific portions of the M.Ed. with embedded CA Credential Programs ([Link to MOU](#)).

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at The High Tech High Graduate School of Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the M.Ed. in Educational Leadership program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the High Tech High Graduate School of Education to determine if your credits or M.Ed. will transfer.

TUITION PAYMENT SCHEDULE

High Tech High Employed Candidates

As an employee of HTH, tuition will be automatically deducted from the candidate's paycheck each pay period (2 times per month) for each of the 20 pay periods. The first deduction will occur on the August 15th paycheck and the final payment will be deducted out of the May 31st paycheck.

External & Credential Candidates

HTH GSE candidates from outside of the High Tech High network will pay annual tuition in ten equal monthly installments on the last business day of each month from August through May. Tuition is payable via check or automatic payments through the HTH business office with a major credit card: Visa,

MasterCard, or American Express. Candidates will be invoiced and contacted via email in advance of the payment due dates. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date. The GSE program manager can provide support and more information about payments, including alternate payment schedules.

Delinquent Accounts

Accounts become delinquent if the payment is 30 days overdue. If this occurs, the student must contact the GSE Program Manager to develop an alternative payment plan. Students with a past due account balance may be prohibited from registering for classes or obtaining a diploma or transcripts. In the case of a student's failure to agree or adhere to a payment plan, delinquent accounts may be turned over to a collections agency.

ACADEMIC POLICIES

ADVISING

Both M.Ed. and Credential program students are assigned a GSE advisor at the beginning of the program, but may request to change to a different advisor by submitting a request to the Program Director.

M.Ed Advisor Responsibilities

Serve as a thought partner and resource to help advisees navigate the program requirements and complete their capstone Master's Project.

Respond in a timely manner to advisees' questions and requests for conversation and feedback.

Meet with advisees to discuss their Personalized Learning Plans (PLPs) and how to support them in working toward their goals. Meetings should occur at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

Review and give feedback on the advisee's digital portfolio and Master's Project proposal. For students in the one-year Master's program, the advisor reviews and provides feedback on the final version of the proposal before the student sends it to their graduate committee in November. For students in the two-year program, this happens in November of their second year.

Review and give feedback on drafts of the advisee's Master's Project at multiple points while completing the project. The advisor reviews and provides feedback on the final version before the student sends it to their committee in early June.

Serve as Chair of the advisee's graduate committee. Facilitate the Presentation of Learning (POL) at the end of the academic year.

Assess the final Master's Project with the other committee members to determine if the student has met the capstone requirements.

M.Ed. Advisee Responsibilities

Monitor their own learning and request time to meet with their advisor and other mentors throughout the program.

Complete a Personalized Learning Plan (PLP) and meet with advisor to discuss the PLP and/or personal goals and progress at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

Compose their graduate committee prior to November of the year they are completing their Master's

Project. Complete the committee form and gather signatures for all members, ensuring that they agree to the responsibilities outlined on the form.

Solicit feedback on drafts of the Master's Project proposal and final product(s) from advisor on a regular basis. Incorporate advisor's feedback and suggestions into subsequent versions as appropriate. The advisor reviews the final version of these documents before advisees send them to their committees for review.

Communicate with committee members regarding end-of-the-year Presentations of Learning (i.e. logistics, format, prep work they need to do, how to access the digital portfolio).

M.Ed. FIELDWORK SUPERVISION

Critical friends serve as fieldwork supervisors and support M.Ed. students in planning and reflecting on their leadership fieldwork in their school setting. Students in the School Leadership (SL) concentration have a HTH critical friend, who is the director of the school where they are embedded. Students in the Teacher Leadership (TL) concentration have a critical friend who is a teacher leader at their school site.

Every six weeks, student design and implement one leadership activity connected to the California Professional Standards for Educational Leaders (CPSEL) if they are in the TL concentration and two leadership activities if they are in the SL concentration. Critical friends meet with their partner once/week to support students in designing, implementing and reflecting on this leadership work. At least once every six weeks, critical friends guide a formal observation and coaching conversation. Formal observations include a pre-observation meeting to learn more about the context for the work and to identify a dilemma question the student would like feedback on. After the observation, critical friends guide a reflective coaching conversation to support students in reflecting on their work.

Students are also required to collect data from students, colleagues and/or families impacted by the leadership fieldwork via surveys, exit cards, interviews or focus groups. Critical friends use the weekly meeting time to help students design these data collection tools, and then analyze and reflect on the data once it is collected. Every six weeks, students submit a Fieldwork Reflection and Fieldwork Log. As part of the reflection, students incorporate feedback from the formal observation and coaching conversation with their critical friend, as well as feedback from their GSE advisor and other stakeholders involved in the leadership work.

Critical friend responsibilities:

- meet once/week with students to support planning of leadership fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' leadership fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two critical friend trainings per year (fall and spring)
- complete a critical friend survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

CA CREDENTIALING PROGRAMS STUDENT TEACHING

Candidates enrolled in a program leading to either a Preliminary Multiple or Single Subject Teaching Credential must complete a minimum 600 hours of student teaching under the supervision of a cooperating teacher. The High Tech High GSE Fieldwork Adviser determines placements with consideration of the following:

- provides a diverse learning environment (including K-12 students with identified special needs, english language learners and underserved populations)
- matches the content area and grade level of credential sought
- cooperating Teacher is recommended by school director, has five years of satisfactory teaching experience, holds a Clear CA Teaching Credential and an EL authorization

Cooperating Teacher Responsibilities:

- meet once/week with students to support planning of fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two trainings per year (fall and spring)
- complete a survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

CREDIT HOUR POLICY

WASC Guidelines

The HTH GSE credit hour policy reflects federal regulations for candidate and accredited institutions as provided in section 600.2:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than -

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.

HTH GSE Credit Hour Policy

As a professional practice-oriented graduate school, the HTH GSE views education as personal, collaborative, experiential and transformative. In its draft policy on Graduate Education^[1] (2012), WASC advises that professional programs:

“seek to develop students’ capacity to interpret, organize, and communicate knowledge and to build the analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application as a regular part of professional practice.”

Aligned with this view, our programs address the practical and theoretical foundations of teaching, learning, leadership and inquiry through a close integration of coursework and field experiences.

The HTH GSE, like most American graduate schools, has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is the primary academic measure by which progress toward a degree is gauged, with one semester or trimester credit hour equating to 45 total hours. Similar to other institutions of higher education around the country, the HTH GSE has embraced a modified definition of the classical Carnegie unit, which has traditionally stipulated that one semester or trimester credit hour be awarded for 15 hours of classroom lecture and 30 hours of outside preparation by the student. While 45 hours still equate to one unit, there are many types of educational experiences for which credit hours may be properly associated, such as online, instructor facilitated forums or coaching guided by fieldwork supervisors outside of class.

For both seminar courses and fieldwork related courses, faculty must account for **45 total hours per credit hour** through **face-to-face instructional time**, **out-of-class instructional time** and/or **out-of-class work** and state this calculation on each course syllabus.

1) ***Face-to-face instructional time*** is in person and facilitated by an instructor.

2) ***Out-of-class instructional time*** requires the instructor’s presence via questioning, synthesizing or other feedback. Additional assignments fulfilled individually or through a group process without the instructor playing a role are not sufficient. For a learning experience to qualify as out-of-classroom instructional time, the discussion, activity, presentation, project, debate, critique, case study, fieldwork, tutorial activity, etc. must include both instructor and student engagement in ways that require them to respond, reply, reflect, analyze, evaluate, synthesize or provide ongoing feedback to one another. This out of class instructional time must be documented to provide evidence of both student learning and instructor engagement.

Examples of Out-of-Class Instructional Time

- **Discussions** - Asynchronous or synchronous instructor facilitated discussions related to course learning outcomes can occur through online forums, chat rooms, or other communication tools. Discussions have a specified time frame and expectations for thoughtful participation and dialogue. Students and the instructor are expected to be present throughout the discussion at various points, critically responding both to the questions posed and to one another’s responses.

Discussions may be in response to texts, video, websites, and/or the learner's experience.

- **Learning Activities** - Activities are instructor guided assignments related to specific course learning outcomes. These activities, such as case studies, debates, presentations, problem solving or design-related tasks, reflections integrating theory and practice, individual or group projects, etc., may be developed, discussed and critiqued by both the instructor and students through different communicative and collaborative tools, such as blogs, wikis, forums, Google+ communities, workgroups, etc.
 - **Field Experiences** - Instructor guided field experiences are aligned to course learning outcomes and designed to integrate theory, practice and craft knowledge. Field experiences include field trips, school visits, shadows, and other related fieldwork. Instructor and student discussion and reflection of experience may be shared before, during and/or after the experience.
 - **Experiential Learning** - Experiential learning refers to applied learning within HTH clinical school sites or outside the organization that integrates theory, practice and craft knowledge, aligns with program and/or student learning outcomes and is an integral part of the program of study. Full time residency practicums/internships, as well as other related work experience, can constitute experiential learning if supervised by an instructor and connected to the program of study.
 - **Site-based Tutorials** - Observation and critique from an assigned mentor or fieldwork supervisor at the clinical site must be documented with clear evidence of feedback and dialogue aligned to program and/or course learning outcomes.
 - **Advisor Tutorials** - Advisor tutorials may include critical feedback for the capstone masters project, personal learning plan, observation and reflection cycles, and/or mastery of the program learning outcomes. These activities must be documented with clear evidence of instruction, critique and feedback.
 - **Independent or Group Study** - Individual or collaborative study connected to program and/or course learning outcomes that is supervised by an instructor qualifies as out-of-class instructional time. The guiding instructor is responsible to give initial guidance, critique, and assessment of student work and/or performance.
- 3) **Out-of-class work** is traditional homework, such as reading materials, completing assignments, conducting research or completing a project. These activities are not instructor-led and do not require on-going instructor and/or peer feedback.

Credit Hour Calculations for Courses

Seminar Courses

Seminar courses include traditional face-to-face instructional time, as well as out-of-class instructional time and out-of-class work. For every one credit hour faculty must account in their syllabi for 45 hours total. Out of class instructional time should not exceed face to face instructional time, and the combined face-to-face and out-of-class instructional time should amount to a minimum of 33% of the total 45 hours.

For example, the following scenarios are possible for seminar courses:

1.5 unit seminar course (6 weeks) = 67.5 hours total

- 18 hrs of face-to-face instructional time
- 13.5 hrs of out-of-class instructional time
- 36 hrs of out-of-class work

3 unit seminar course (12 weeks) = 135 hours total

- 36 hrs of face-to-face instructional time
- 27 hrs of out-of-class instructional time
- 72 hrs of out-of-class work

Fieldwork Courses

Fieldwork courses include experiential learning related to teaching or leadership, such as residency placements in the High Tech High clinical sites for full-time students or other related work experience in schools for part-time students. Each unit represents 45 hours of supervised and documented fieldwork, which must be submitted by the student and approved by the advisor to receive credit.

Credit Hour Oversight

Course instructors must articulate their credit hour calculations on each course syllabus and have these approved by the M.Ed. Program Director. It should be clear how much of each semester or trimester credit hour—45 hrs total for one credit—has been allocated toward face-to-face instructional time, out-of-class instructional time and out-of-class work. During each program review cycle, which occurs every four years, the program review committee is responsible for reviewing syllabi to ensure that the assignment of credit hours conforms to the HTH GSE credit hour policy and to accepted practice in higher education.

^[1] <http://www.wascsenior.org/files/DRAFT%20Graduate%20Education%20Policy.pdf>

GSE course credit hours will be reviewed every other year as part of the Institutional Review Process; Credit Hour review is a specific measure for the Academic Functional Area Plan.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that schools monitor the academic progress of each applicant for financial assistance and that the school certify that the applicant is making satisfactory academic progress towards earning his/her degree or certificate. Financial aid recipients must maintain satisfactory progress in the areas listed below:

1. Passing Grades in all Courses
2. Timely Progress toward Graduation

It is the student's responsibility to stay informed of the institution's Satisfactory Academic Progress (SAP) standards and to monitor their progress. For SAP purposes, student's academic records are reviewed by the HTH GSE Program Office after each payment period for one-year Resident students and at the end of each academic year for two year, part-time students. Students who are not meeting one or more of the Satisfactory Academic Progress Standards are put on academic probation. Enrolled status may be regained by resolving all deficiencies.

Passing Grades in Courses (Qualitative)

To remain enrolled, students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will allow students to maintain enrolled status. Otherwise, students are placed on probation.

Timely Progress toward Graduation (Quantitative)

To remain eligible for financial aid students must be enrolled in the program. Students repeating courses with the approval of their advisor are considered to be making progress toward graduation. Students taking a leave of absence must formalize this in writing and are not eligible for Financial Aid during that period. Students may not be enrolled in a GSE Master's degree program for more than three years.

Annual Satisfactory Academic Progress Reviews

After each payment period for one-year Resident students and at the end of each academic year for two year, part-time students a review is completed, and students who are out of compliance with one or more of the satisfactory academic progress standards become ineligible for further financial aid until all deficiencies are remedied. The HTH GSE Program Office sends written notification of ineligibility to students at their permanent addresses as listed in official records.

Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after the spring term grades are available. To remain eligible for financial aid, students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will not disqualify students from financial aid eligibility.

Appeals

Federal regulations allow for certain special cases in which the institution may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of

Satisfactory Academic Progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant life experience and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal for a term. Contact the HTH GSE Program Office to obtain a *Petition for the Reinstatement of Eligibility for Financial Aid*. This form needs to be submitted to the HTH GSE Program Office, and the M.Ed. Program Director will render the decision.

Dismissal

Students may be dismissed from the program:

- after more than one term on probation without progress toward resolving deficiencies
- after 30 days if they stop attending class and do not contact the Program office

GRADING POLICY

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: In order to earn a passing grade, students must achieve the learning outcomes stated in the course syllabus. Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE Attendance Policy, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year.

INSTITUTIONAL REVIEW BOARD PROCESS

HTH GSE students are required to engage in course-related research that involves gathering data from other people. This research must comply with the *High Tech High Institutional Review Process*, which follows the Guiding Ethical Principles for HTH GSE Educational Research.

GUIDING ETHICAL PRINCIPLES FOR HTH GSE EDUCATIONAL RESEARCH

The approach taken in this framework is to guide and evoke thoughtful actions based on principles. The principles that follow have been widely adopted by diverse research disciplines and express common

standards, values, and aspirations of the research community.

Respect for Human Dignity: The cardinal principle of modern research ethics is respect for human dignity. This principle aspires to protecting the multiple and interdependent interests of the person—from physical to emotional to cultural—and ensuring that as teacher-researchers, we act in ways that preserve people's dignity and reputation. In conducting our research and sharing what we have learned with others, we approach/ portray our colleagues and students with respect. This principle forms the basis of the ethical obligations in research that are listed below.

Respect for Free and Informed Consent: Individuals are generally presumed to have the capacity and right to make free and informed decisions. In practical terms, this translates into the dialogue, process, rights, duties and requirements by which teacher-researchers obtain free and informed consent by the research participants. Informed consent requires that participants are aware of the risks and benefits of their participation, and that they may choose—with no negative consequence to themselves—whether to participate in research activities (those beyond "normal" teaching) or not. They should also understand what kinds of documents/presentations will be generated from the research, the audiences with whom these will be shared, and the purpose behind sharing with those audiences.

Respect for Vulnerable Persons: Respect for human dignity entails high ethical obligations towards vulnerable persons—those whose diminished competence and/or decision-making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in the research enterprise will often translate into special procedures to protect their interests.

Respect for Privacy and Confidentiality: Respect for human dignity also implies the principles of respect for privacy and confidentiality. In many cultures, privacy and confidentiality are considered fundamental to human dignity. Thus, standards of privacy and confidentiality protect the access, control and dissemination of personal information. In doing so, such standards help to protect the mental or psychological integrity of participants.

Respect for Justice and Inclusiveness: Justice connotes fairness and equity. Procedural justice requires that the HTH GSE have fair methods, standards, and procedures for reviewing research protocols. Justice also concerns the distribution of benefits and burdens of research. On the one hand, this means that no segment of the population should be unfairly burdened by the research or exploited for the advancement of knowledge. On the other hand, this imposes duties neither to neglect nor discriminate against individuals and groups who may benefit from our research activities. As teacher researchers, this means that we aspire for all students to benefit from our learning. Thus, teacher researchers do not employ methodologies based on control groups or hypothesis testing, where potentially beneficial actions are purposely denied to some students.

Minimizing Harm: As teachers and researchers, we have the duty to avoid, prevent or minimize harms to others. Research participants must not be subjected to unnecessary risks of harm. In teacher research where the work is shared with others at our school or in the public domain, the greatest risks to

participants are to their privacy and their reputation. Researchers need to inform participants of the potential harms and benefits to their participation, and proceed through the research process in ways that preserve participants' privacy and reputation. Where applicable, teacher researchers may need to refer data and tentative interpretations back to the participants to check accuracy, obtain additional consent, and possibly include their perspectives in the report. These steps hold the researcher accountable for making accurate claims about the data and ensuring that participants are comfortable with how they are portrayed, particularly where identities may be recognized.

Maximizing Benefit: Another principle related to the harms and benefits of research is beneficence. The principle of beneficence imposes a duty to benefit others and, in research ethics, a duty to maximize net benefits. The principle has particular relevance for teacher researchers. Action research is intended to produce benefits for the participants themselves, but also for other individuals or society as a whole, or for the advancement of knowledge. Teacher researchers have the responsibility to view their research in the context of professional commitments to students, to parents, and to the community.

Cultural Sensitivity: Recognizing that no researcher is culturally neutral, teacher-researchers should report and reflect upon their own race, gender, and class whenever they apply such categories to others. In addition, teacher researchers should acknowledge how their own identity and possible bias have contributed to their interactions with research participants and to their findings.

INSTITUTIONAL REVIEW BOARD

The HTH GSE's Institutional Review Board (IRB) was created to ensure that all research conducted by GSE students and faculty meets legal and ethical requirements, as determined by the United States Department of Health and Human Services. The IRB's primary concern is to protect all human participants from harm, whether physical or psychological, and to see that all research respects human dignity and upholds its duty to maximize benefit for individuals as well as the community. The HTH GSE IRB has been approved for Federalwide Assurance (FWA) by the Office for Human Research Protections (OHRP). All faculty and students conducting research with human subjects must be approved by the IRB committee prior to beginning their research. Applications are reviewed once submitted and notification of IRB approval typically takes one to two weeks.

Our IRB is in accordance with the following guidelines:

[The Belmont Report](#)

[The Code of Federal Regulations](#)

In addition, all research conducted by HTH GSE students and employees should abide by the [High Tech High Graduate School of Education Human Subjects Policy](#).

The HTH GSE's IRB is comprised of a minimum of five members whose areas of expertise are varied. In addition to members from within the HTH community, the IRB includes at least one member from

another institution.

Current IRB Members

Stephen Hamilton, EdD, HTH GSE
Stacey Caillier, PhD, HTH GSE (Chair)
Heather Lattimer, PhD, University of San Diego
Robert Riordan, EdD, HTH GSE
Kelly Wilson, MA, HTH GSE

Procedure

1. Prior to conducting research, all students and employees must complete the following Human Subjects Research/IRB Tutorial:<https://www-rohan.sdsu.edu/~gra/login.php>[1]. Upon successful completion of this tutorial, please print and scan the **CERTIFICATE OF COMPLETION** (or take a screen shot) and attach this to the IRB application.
2. Obtain permission, as needed, from the director, principal, or school district of the location where the study will take place. For High Tech High employees, a signed letter from the school's director is sufficient. Please see a sample **ADMINISTRATOR PERMISSION LETTER** on the IRB Application and Forms page (link below).
3. Complete the **IRB APPLICATION** on the IRB Application and Forms page (link below).
4. Attach all **DATA COLLECTION INSTRUMENTS** (surveys, questionnaires, interview protocols, etc.). If unsure of what data collection instruments to include, please read **THE HTH GSE GUIDE FOR EDUCATIONAL RESEARCH**.
5. Include **RECRUITMENT MATERIALS**, such as flyers, verbal scripts, and cover letters that you will use to recruit participants, if applicable.
6. Include **CONSENT LETTERS** for all participants, as well as their parents if participants are under the age of 18. Please see the IRB Application and Forms page (link below) for sample consent letters. Be sure to include *all required language* in the consent forms (see sample letters).
7. Utilize the **IRB CHECKLIST/RUBRIC** on the IRB Application and Forms page (link below) to assemble your IRB submission packet. IRB committee members will utilize the IRB Checklist/Rubric to review your work. Be sure that your IRB submission packet includes the items above in the following order:
 - Human Subjects Research/IRB Tutorial Certificate of Completion
 - Completed IRB Application
 - Data Collection Instruments
 - Recruitment Materials (if applicable)
 - Consent and Permission Letters

- Signed Administrator Permission Letter

8. Include all of the above in one document (with the possible exception of a scanned, signed Administrator Permission Letter and scanned IRB/Human Subjects Tutorial Certificate of Completion) and email it to gse-irb@hightechhigh.org.

IRB APPLICATION AND FORMS

LIBRARY RESOURCES AT THE GSE

As a member of the San Diego community, you have access to many libraries and their on-line/print resources. To access full text articles from online journals and databases, you will need to go to the actual library. From there, you can search databases, download articles to the library's computer, and print them for a minimal fee. Several libraries also offer cards, for a minimal yearly fee, that allow you to check out books. Below is a brief synopsis of each library

	UC San Diego	San Diego State University	Point Loma Nazarene University	San Diego County Libraries
Summary	The UC library system is one of the most extensive print and on-line collections in the country. Offers a free library card and access to	This library has a great collection of resources geared toward teacher education and professional development. Professional	Small, easy to navigate, and close to HTH village. Librarians and information specialists are available to assist.	Several locations in SD. Offers a free card and can order books from several universities. On-line/journal resources

	professional librarians and educators.	librarians and information specialists are on hand to assist.		limited.
Address	9500 Gilman Drive #0175 La Jolla, CA 92093	5500 Campanile Drive San Diego, CA, 92182	3900 Lomaland Drive San Diego, CA 92106	multiple
Website	www.libraries.ucsd.edu	http://infodome.sdsu.edu	http://phineas.ploma.edu	www.sdcl.org
Electronic Resources	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer (or your own laptop) and print them for 10 cents a page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 10 cents a page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 5 cents a page.	Full access to all electronic databases/journals while <i>in</i> the library. You can download full text articles to the library computer and print them for 5 cents a page.
Print Journal Resources	Full access to print journals. Copy cards can be purchased for \$1.	Full access to print journals. Copy cards can be purchased for \$1.	Full access to print journals. Can copy articles for 5 cents a page.	Full access to print journals, but few available. Can copy articles for 5 cents a page.
Book Checkout and Interlibrary Loan (ILL)	Current public school teachers can obtain a free “limited use”	No free book checkout or ILL. With purchase of a community	No free book checkout or ILL. With purchase of a community	Connected to the “SD Circuit,” which allows you to order

	<p>community card, which allows them to check out up to 25 books and order books from other libraries in the UC system via Interlibrary Loan (ILL).</p>	<p>card, can borrow up to 5 books, but no ILL privileges.</p>	<p>card, can borrow up to 5 books, but no ILL privileges.</p>	<p>books from CSU San Marcos, SDSU, UCSD, and USD. Books will be delivered to your local library.</p>
<p>Card Information</p>	<p>To obtain a free community card, bring a picture ID and a letter from the HTH GSE (confirming that you are an educator) to the circulation desk at the Geisel Library.</p>	<p>Can purchase a community card for \$60 per person. Or HTH can order 5 cards for \$150 via a corporate account (\$30 per person).</p>	<p>Can purchase a community card for \$20 per person.</p>	<p>To get a free card, bring the application, photo ID, and proof of address to any local branch.</p>
<p>Handy Tips</p>	<p>1) Bring your laptop and ask the circulation desk for a temporary password. You can search the databases, download articles to your laptop, and print them later.</p> <p>2) Parking –</p>	<p>1) Most of the education information is on the 4th floor. Journals are on the 1st floor.</p> <p>2) Parking - near corner of Hardy and 55th (\$1/hour).</p>	<p>1) Parking – free visitor parking by the coast view lot (ask at the entrance gate)</p>	<p>For all libraries: Bring a USB flash drive to save downloaded articles. Then you can print them at home/school.</p>

	various (\$1/hour)			
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ONLINE RESOURCES:

[ERIC Institute of Education Sciences](#)

[EBSCO Host](#)

RESEARCH AND INNOVATION AT THE GSE

Statement on Scholarship and Innovation

The High Tech High Graduate School of Education (GSE) aspires to be recognized as a hub of progressive practice related teaching, learning, and leading, and as a model of transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects the GSE's unique capacity—as a graduate school embedded in highly effective and innovative K-12 schools—to bridge the worlds of theory and practice, of scholarship and action. GSE faculty and students conduct scholarly research, share their work with academic and professional audiences, and support innovative practice in the larger education community. These efforts serve four interconnected functions:

Integrating theory and practice

GSE research is grounded in the lived experiences of students, educators, schools, and communities. We merge professional practice and craft knowledge with diverse theoretical perspectives to explore and expand each. GSE faculty and students put theory to practice, and in doing, empower educators to contribute to the growing knowledge base of teaching, learning and leading as both practitioners and theory-builders.

Supporting equitable and engaging learning environments

The GSE is committed to scholarly work and practice that supports the creation of equitable, engaging learning environments for both young people and adults. The High Tech High K-12 schools are widely

recognized for approaches to teaching and learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners. The GSE provides resources and support for educators and policymakers to create such environments, throughout the country and around the world.

Serving schools and communities

The GSE aims to develop understandings of teaching and learning that are actionable and of value to the communities we serve. In studies of learning environments and communities, we espouse an ethic of mutual vulnerability wherein researchers and participants engage as collaborators in the pursuit of deeper understanding. GSE faculty and students share their evolving understandings with research participants, invite participants to co-construct meaning, and facilitate dialogue that leads to constructive action.

Engaging scholars and practitioners

As scholars engaged in communities of practice, GSE faculty and students share our work with both professional and academic audiences, and seek opportunities for collaboration with educators and scholars from other institutions. Furthermore, the GSE serves as a convener of critical conversations, hosting residencies for educators from around the world and publishing UnBoxed, a peer-reviewed journal of adult learning in schools.

Academic Freedom Statement (from the *HTH GSE Faculty Handbook*)

The principles of academic freedom that follow are in place for all GSE faculty members.

As a teacher, each faculty member is free to teach and discuss in his/her classes any aspect of the subject being taught.

As a scholar, each faculty member is free to carry on research and to publish the results.

As a faculty member, each faculty member is free to speak as an authority in his/her own field of study.

As a citizen, each faculty member is free to speak in his/her capacity as a citizen without institutional censorship or discipline.

With these freedoms come responsibilities. Thoughtful, reflective behavior is vital to the health of our academic learning community and to our work with educators.

As a teacher, each faculty member has a responsibility to exercise discretion and good judgment in the presentation and discussion of classroom material.

As a scholar, each faculty member has a responsibility to give full attention to the adequate performance of his/her primary academic duties (teaching and advising) and to the guidelines in place for conducting research with human subjects.

As a faculty member, each faculty member has a responsibility to avoid introducing into his/her teaching controversial matters that are unrelated to the subject.

As a citizen, each faculty member has a responsibility to convey clearly that opinions are one's own and not those of the GSE and to recognize that, as a member of an academic community, the public may judge his/her profession and institution by those utterances.

CREDENTIALING INFORMATION

Approved Programs (PENDING):

The High Tech High Graduate School of Education is seeking Commission approval to offer teacher preparation programs leading to the following California credentials:

Elementary	Authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.
CA Preliminary Multiple Subjects Teaching Credential	
Secondary	Authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.
CA Preliminary Single Subject Teaching Credential	
Content areas: Art, English, Mathematics, Music, Physical Education, Science, Social Science and World Languages	

CA Teacher Credentialing Requirements

Prior to recommending a candidate for a credential, the GSE Program Director and Credential Analyst will verify that the candidate has met all legal requirements for the credential being sought. In addition to GSE admission requirements, educators must provide proof of meeting the following credentialing requirements at prescribed points in the program:

Requirement Areas	<i>Period of Validity</i>	<u>Program Entrance</u>	<u>Student Teaching</u>	<u>Program Exit</u>
1) Basic Skills	<i>Does not expire</i>	Satisfy	Satisfy	Satisfy
2) Subject Matter Proficiency	<i>ten years</i>	Satisfy	Satisfy	Satisfy
3) Fingerprint Clearance	<i>Term of document</i>	Satisfy	Satisfy	Satisfy
4) TB Screening	<i>Four years</i>	Satisfy	Satisfy	Satisfy
5) CPR Certification	<i>Two years</i>	NA	NA	Satisfy
6) US Constitution	<i>Does not expire</i>	NA	NA	Satisfy
7) Teaching Performance Assessment	<i>Does not expire</i>	NA	NA	Satisfy

8) Reading Instruction Competency Assessment *	<i>Five years</i>	NA	NA	Satisfy
* Only for educators pursuing a CA Preliminary Multiple Subjects Credential				

Glossary

Basic Skills Requirement measures basic reading, mathematics, and writing skills. Most will meet this requirement by passing the CA Basic Education Skills Test ([CBEST](#)). See Commission Leaflet [CL-667](#) for additional methods of meeting this requirement.

CPR Certification Requirement accounts for successful completion of a cardiopulmonary resuscitation training which meets the criteria of the American Heart Association or the American Red Cross for infant, child, and adult.

Fingerprint Clearance Requirement accounts for professional fitness to work in a CA Public School or Charter. Most will meet this requirement by applying for a Certificate of Clearance (instructions [CL-900](#)). Educators who hold a valid CTC issued credential or permit have already met this requirement.

Program Entrance is defined as acceptance into the GSE and verification of admittance requirements.

Program Exit is defined as satisfactory completion of all required coursework, program specific and state mandated credentialing requirements. Upon verification by credentialing staff a recommendation for credential will be made to the CTC for credential. The educator is then responsible to complete the online application and pay the processing fee.

Reading Instruction Competency Assessment ([RICA](#)) measures credential knowledge, skill, and ability relative to effective reading instruction (required for those pursuing a Multiple Subject Credential only).

Student Teaching provides instructional opportunities under the supervision of a master teacher. Settings will be assigned in alignment with the credential area sought and will include a breadth of experiences; spanning grade levels, methodologies and diverse learning environments.

Subject Matter Proficiency Requirement measures a specific set of knowledge, skills, and/or abilities reflecting the subject area taught. Most will meet this requirement by passing the appropriate CA Subject Examinations for Teachers ([CSET](#)) series of subtests. Educators seeking a single subject credential may meet this requirement by completion of a Commission-approved Subject Matter Waiver Program.

TB Screening Requirement is to prevent the transmission of tuberculosis in CA public schools and charters. Educators must provide negative TB results or TB Assessment administered by a healthcare professional.

Teaching Performance Assessment (TPA) measures knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating ability to appropriately instruct all K-12 students in the Student Academic Content Standards. High Tech High has selected the [EdTPA](#) as its TPA model.

US Constitution Requirement accounts for the passage of coursework or an exam covering the principles of the US Constitution.

RULES OF OPERATION AND CONDUCT

CODE OF ACADEMIC INTEGRITY

The students of HTH GSE, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.

Violations of the Code of Academic Integrity may take several forms, of which plagiarism is perhaps the most likely. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:

- o Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, web site, another student's assignment, etc.;
- o Duplication in any manner of another's work during an exam;
- o Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- o Piecing together sections of the work of others into a new whole;
- o Submitting one's own work that has already been submitted for assessment purposes in another subject;
- o Producing assignments in conjunction with other people (e.g. another student, a tutor) that should be your own independent work.

Note: Students are responsible for following the code with all assignments and in all disciplines. [This page gives examples of acceptable and unacceptable uses of sources in writing:

www.oregonstate.edu/admin/stucon/plag.htm]

This brief guide from the Paul Robeson Library also provides an excellent overview:

www.libraries.rutgers.edu/rul/lib/roberson_lib/flash_presents/text_plag.html

Consequences:

First Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) professor contacts advisor and the Dean of the GSE.

Second Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) a meeting is scheduled with student and the Dean of the GSE, during which additional consequences will be determined.

Third Offense: Varies from failure of course to separation from HTH GSE.

ALCOHOL AND DRUG POLICY

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act

Amendment of 1989).

The HTH GSE prohibits the unlawful possession, use, or distribution of drugs and alcohol by students or employees on HTH property, or as any part of institutional activities. Individuals are to be reminded that in accordance with California law, only individuals who are 21 years or older are allowed to consume, possess, or transport alcohol. Moreover, individuals are forbidden to sell, purchase, or serve alcoholic beverages to persons younger than 21.

An individual who is determined to be impaired or who becomes impaired (impaired meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) while on HTH property is guilty of a major violation of institution policy and is subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal, termination, or other penalty deemed to be appropriate under the circumstance.

Use, possession, transfer, or sale of any illegal substance on HTH property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities and are subject to academic probation, suspension or expulsion.

As part of the institution's Functional Area Plan Evaluation Process, the HTH GSE will review the terms of this policy on a bi-annual basis to:

- Determine its effectiveness;
- Implement changes, as needed, and
- Ensure that sanctions are consistently reinforced.

Serving Alcohol at HTH GSE Sponsored Events

If alcohol is to be served at a HTH GSE sponsored and approved event, approval must be obtained from the Dean in advance. All guidelines and regulations contained in the HTH GSE's Policy on Alcohol and Drugs must be strictly observed. The staff or faculty sponsors assumes the responsibility of adhering to the HTH GSE guidelines and state law, and ensuring that appropriate behavior is maintained at all times.

- All events must terminate by 12:00 a.m. Sunday through Thursday and by 2:00 a.m. on Friday and Saturday.
- Alcoholic beverages are to be consumed only in the designated room(s) approved for the event.
- Proof of legal drinking age will be required at the bar.
- Only those beverages sold and provided by the sponsoring organization of an event are to be consumed. Individuals are not permitted to bring their own beverages to an event.
- The HTH GSE encourages low risk use of alcohol. No person will be served alcohol if they are already visibly intoxicated. No alcohol will be given away for free or as a prize.

- Drinking games will not be allowed.
- No person may purchase alcohol for another person unless the person is present at the time of purchase, regardless of whether they are of legal drinking age.
- Soft drinks and food must be made available for the duration of any activity where alcoholic beverages are served.
- The HTH GSE will discourage the inappropriate use of alcohol by any member of its community.

The website of The Partnership for a Drug-Free America (<http://www.drugfree.org/>) educates students about the impact of both alcohol and other drug abuse. Excessive use of alcohol and other drugs is a serious health problem in itself, but alcohol and drug abuse can also contribute to a host of other physical and mental health problems such as unwanted pregnancy, violent behavior, HIV infection and other sexually transmitted diseases and psychological depression.

Drug Abuse & Addiction Information and Treatment

National Institute on Drug Abuse	NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction.	(888) 644-6432
National Drug & Alcohol Referral	Refers callers to area services that may be able to assist the caller with their addiction issues.	(800) 662-4357
County of San Diego	Provides an integrated system of community-based alcohol and other drug prevention, intervention, treatment, and recovery services throughout San Diego County via contracts with local service providers.	(888) 724-7240

Alcohol Abuse Information and Treatment

Alcoholic Anonymous	Alcoholics Anonymous is a fellowship of men and women who share their experiences with each other that they may solve their common problem.	(619) 265-8762
National Council on Alcoholism and Drug Dependence, Inc. (NCADD)	The Vision of NCADD is to share the joy and knowledge of recovery; to break down barriers of ignorance, stigma and discrimination; to	(800) 622-2255

	encourage individuals, families, companies and communities to seek help.	
Volunteers of America-Sobering Center	Founded in 1896, Volunteers of America is a nonprofit health and human services organization that assists less fortunate individuals and families by providing them with the tools to improve their quality of life.	(619) 232-9343

Drug Conviction Notification and Imposed Sanctions

Any employee, faculty or student must notify the HTH GSE of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such a conviction.

The HTH GSE will then notify the government contracting office of the reported violation within ten days after receiving the notice from the employee, faculty or student. Within thirty days after receiving notice of an employee, faculty or student conviction, the HTH GSE will impose corrective measures on the employee, faculty or student.

The HTE GSE will take appropriate action against the employee, faculty or student up to and including expulsion or termination of employment and referral for prosecution and/or require such employee, faculty or student to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

EQUAL OPPORTUNITY

HTH GSE will make acceptance and admissions decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other basis protected by law. All admission actions will be administered in a nondiscriminatory manner.

For qualified individuals with a disability, HTH GSE will provide reasonable accommodation. Any applicant or enrolled student who believes that they need an accommodation should contact his/her Program Director or Advisor.

Any student who believes that he/she has been subjected to unlawful discrimination should immediately contact his/her Advisor, the Dean, or the President. HTH GSE will keep such matters as confidential as possible and will disclose information only as necessary under the circumstances. HTH GSE will not retaliate against complainants or witnesses who provide any information or participate in an investigation.

Any employee, faculty, or student who is found to have engaged in inappropriate discriminatory or

retaliatory behavior in violation of this policy may be subject to discipline, including the possibility of immediate termination of employment or expulsion.

HARASSMENT

HTH maintains that it is critical that all members of the HTH community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. Accordingly, it is the policy of HTH to prohibit harassment of any kind, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual nature.

Title IX & Gender Equity

Consistent with Title IX of the Education Amendments of 1972, the HTH GSE does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, admissions, recruiting, financial aid, discipline, and employment.. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by the Title IX and by the institution.

The HTH GSE is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The institution responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent its recurrence of possible sex discrimination. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Title IX coordinator. An individual may also contact the U.S. Department of Education, [Office for Civil Rights](#) (OCR).

The High Tech High Graduate School of Education has designated a Title IX Coordinator to oversee the institution's compliance with Title IX, including coordinating the investigation of and response to sex discrimination complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the institution's policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

Contact Information for Title IX Coordinator

Hayley Murugesan, Director of Student Affairs & Registrar
2150 Cushing Road, San Diego, CA 92106
hmurugesan@hightechhigh.org
619-398-4902

Sexual Harassment Defined

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment includes any unwelcome verbal, physical, visual or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile or offensive environment or that unreasonably interferes with the recipient's educational progress or

personal security.

Any person who believes that he/she has been subject to harassment or who believes that they have observed the same, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that he/she has been subject to harassment or who believes that they have observed the same, should advise the Title IX Coordinator.

Behavior constituting harassment as defined by this policy is subject to disciplinary action including the possibility of suspension and expulsion proceedings. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action.

Reporting a Sex Offense

If a student is a victim of a sex offense, the HTH GSE will immediately report it to law enforcement and campus safety personnel. It is extremely important to preserve any evidence for the proof of a criminal offense. The student has the option to notify appropriate law enforcement authorities, including the local police. If the victim would like the assistance of institutional personnel to notify the authorities, contact any member of Campus Safety and the student will be assisted immediately.

Disciplinary Action for a Sex Offense

Following a conviction in a court of law or as a result of a Grievance Committee decision, if the perpetrator is a student or employee, that individual is subject to disciplinary proceedings by the HTH GSE. The institution may expel a student or terminate an employee if that individual is convicted of the offense of rape, acquaintance rape or any other forcible or non-forcible sex offense. During a Disciplinary Action of a sex offense both the accuser and accused are entitled to the same opportunities to have others present during a disciplinary proceeding. Both the accuser and the accused will be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.

Support & Assistance Referrals for Victims of Sexual Assault

RAINN (Rape, Abuse & Incest Natn'l Network)	Provides support for sexual assault victims and their loved ones (online or telephone)	(800) 656-4673 www.rainn.org
Center for Community Solutions	CCS operates the only 24-Hour toll free County-wide crisis line for crisis intervention and information referrals related to domestic violence and sexual assault in San Diego.	(888) 385-4657 www.ccssd.org
Women's Resource Center	The Women's Resource Center develops intervention and	(760) 757-3500 www.wrcsd.org

	prevention programs designed to meet the needs of victims of sexual assault or domestic violence.	
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INTELLECTUAL PROPERTY STATEMENT

All intellectual property which is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at HTH GSE, should be provided to the public freely for the purpose of enriching other's practice and contributing to the knowledge base and the profession.

Commitment to Open Source

HTH GSE is committed to being an open resource for educators across the state, the country, and the world. By including candidates' action research projects, work products, and reflections in their digital portfolios, and publishing these portfolios on the HTH GSE website, we intend for our work to become part of the public knowledge base for the education profession. As such, we hope that the digital portfolios serve as a source of inspiration, information, and guidance for other practitioners.

INTERNET AND ELECTRONIC MAIL USAGE POLICY

The High Tech High Village is wireless. We are pleased to offer the students of HTH GSE access to the school computer network at all times for electronic mail and the Internet. Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

HTH GSE students are responsible for their behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for HTH GSE students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility.

STUDENT GRIEVANCE POLICY

A grievable action is an action that:

- Is in violation of written campus policies or procedures, or;
- Constitutes arbitrary, capricious or unequal application of written campus policies or procedures.

The policy does not apply to sexual harassment or discrimination complaints. Such complaints should be directed to the Title IX Coordinator. Proper procedures and options shall then be discussed with the student.

Informal Procedures

HTH GSE's Student Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any student who believes that s/he has grounds for a grievance shall first make an attempt in good faith to resolve the problem through early informal discussion of the matter with the faculty, staff or administrator directly involved. If after ten (10) working days from the date of such informal discussion, the student is not satisfied, the student shall then attempt to resolve the grievance through either of the following channels:

A. Grievance Against a Faculty Member. In the case of faculty, first contact the GSE Dean, and if resolution still cannot be attained, the student will then contact the President of HTH.

B. Grievance Against Staff Member or Administrator. In the case of a staff member or administrator, the first point of contact is the employee's immediate supervisor, and if resolution still cannot be attained, the student will contact the Program Director, Dean or the President.

If a resolution is not reached through the program director or the employee's immediate supervisor, the student must then attempt resolution by submitting a written statement of his/her allegations to the Dean. The Dean or his/her designee shall investigate the allegations and reach a conclusion as to whether the student's allegations have merit and propose a resolution. If the student is not satisfied with the results of the investigation, the student may proceed with the initiation of a formal grievance.

Standing to File a Grievance

Any person who at the time of filing a grievance is a student enrolled in a course or was such a student during the academic term prior to the time of filing, has standing to file a grievance under this policy, *provided* that person has attempted to resolve his/her complaint informally through those procedures discussed above.

Time Limit on Filing a Formal Grievance

To be timely, a formal grievance must be filed with the HTH GSE Dean within forty (40) calendar days after the student learned or reasonably should have learned of the occurrence of the action on which his/her grievance is based.

Formal Procedures

Students can file a formal grievance should they not find resolution through informal procedures described above. Students without an informal resolution can file a grievance with the HTH GSE Dean. In order to file a formal grievance, the student must make a written statement that includes a narrative of the complaint, a description of the means taken to informally resolve the grievance and the signature of all involved parties attesting to the fact that informal means were taken to resolve the grievance but were unsuccessful. The only exception to this requirement shall be a showing by the student that good cause

exists for not engaging in that stage.

The Dean of the HTH GSE shall determine grievability by ascertaining whether: (1) the grievant has standing to file a grievance; (2) the grievance has been filed within the timeline specified in this Procedure; (3) a grievable act, as defined by HTH GSE, has been alleged; (4) informal efforts as stated in this Procedure have been made to attempt to resolve the issue; and (5) the complaint is one for which this Procedure applies.

a) The Dean shall notify the student of his/her findings on the issue of grievability within ten (10) working days of having received the grievance in writing.

b) A finding that the student lacks standing, that the grievance was not filed within the specified timeline, that no grievable action has been alleged or that the complaint is one for which this Procedure does not apply shall conclude the proceedings.

c) If it is found that the student failed to engage in the informal stage of this Procedure, the student shall be given five (5) working days to either engage in such informal measures or to show good cause for not engaging in those measures. Failure to do either within that time period shall conclude the proceedings.

d) Determinations/findings made by the Dean under this section shall be final.

Student Grievance Panel

A. **Composition.** There shall be a standing Student Grievance Panel that shall be composed of the following three members: the Dean of the GSE, a member of the teaching faculty selected by the Dean, and a current student.

B. **Purpose of Student Grievance Panel.** The purpose of the Student Grievance Panel is to serve as the pool of individuals from which a Student Grievance Committee is selected to hear a grievance that proceeds to the hearing phase of this Procedure.

C. **Term of Service – Faculty.** Faculty members of the Student Grievance Panel shall serve for two (2) years. The two-year terms of these members of the Student Grievance Panel shall begin and end in the same timeframe established for Faculty committee sub-committees.

D. **Term of Service – Students.** Student members of the Student Grievance Panel shall serve for one (1) year. The one-year term shall begin on July 1st and end on June 30th, or upon completion of any hearing in progress as of that date.

E. **Vacancy in Student Grievance Panel.** In the event that a member of the Student Grievance Panel is unable to complete his/her term of office, a replacement shall be appointed to complete the unexpired term, following the original appointment procedures stated above in this Procedure.

The Hearing Procedures

Hearing by a Student Grievance Committee. Each grievance that proceeds to the hearing phase of this

policy shall be heard by a Student Grievance Committee selected from the Student Grievance Panel. Within ten (10) working days of determining grievability, the Dean shall select from the Student Grievance Panel one faculty member and one student member to serve as the Student Grievance Committee, along with the Dean, for that grievance. The Dean shall provide a copy of the Student Grievance Form to each member of the Student Grievance Committee as well as to the grievant and the party against whom the grievance is filed.

Selection of Chair of the Student Grievance Committee. Each Student Grievance Committee shall select its own chair.

Notification of Composition of Student Grievance Committee. Once a Chair of the Student Grievance Committee had been selected, the Dean shall notify both the grievant and the party against whom the grievance is filed of the names of the committee members as well as the chair of the Student Grievance Committee.

Duties of the Chair of the Student Grievance Committee. The duties of the Chair of the Student Grievance Committee include the following:

1. The Chair of the Student Grievance Committee shall notify the grievant and the individual against whom the grievance is filed of the date, time and place of the hearing.
2. The Chair of the Student Grievance Committee shall ensure that the conduct of the hearing conforms to the procedures prescribed herein.
3. The Chair of the Student Grievance Committee is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conduct a fair hearing. The Chair shall not permit any person to be subjected to abusive treatment. The Chair may eject or exclude anyone who refuses to be orderly.
4. The Chair of the Student Grievance Committee shall arrange for and maintain custody of the records of the proceedings until the Student Grievance Committee has rendered its recommendation to the Dean, or his/her designee, after which the records of the proceedings shall be placed in the custody of the Registrar. Records shall be maintained for a period of four (4) years.
5. The Chair of the Student Grievance Committee shall see that copies of all statements and documents to be considered by the Student Grievance Committee are accessible to all members of the Student Grievance Committee and to each party of the grievance. The Chair shall also ensure that each party of the grievance shall have the opportunity to be present when testimony is given.
6. The Chair of the Student Grievance Committee shall ensure that the hearing is tape-recorded.
7. The Chair of the Student Grievance Committee shall decide all procedural issues that arise during the hearing with the concurrence of at least one member of the Student Grievance Committee.
8. The Chair of the Student Grievance Committee, on behalf of the Student Grievance Committee, may seek legal advice from the HTH Learning General Counsel.

The Hearing. All hearings held under this policy shall be conducted according to the following:

1. The full three-member Student Grievance Committee must be present for the hearing to proceed.

2. The hearing shall be informal in nature, and conducted in a spirit of mediation and conciliation. The hearing shall be closed. In a closed hearing, only the principals in the action, the advisors, if any, and members of the Student Grievance Committee may be present. Witnesses are to be present only during the time in which they give their statement and shall remain outside the hearing room until called. The principals in the action shall be provided with the dates and times of all meetings and given the opportunity to hear any evidence presented.
3. Either party to the dispute may be accompanied by one advisor of his/her choice, provided that person does not function as an attorney and provided that prior notification of the intent to have an advisor is given to the Chair of the Student Grievance Committee and the other party. An advisor may act on the behalf of the party he/she represents. The exclusion of attorneys as advisors does not prohibit either party to the dispute from consulting an attorney.
4. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses shall be provided to all parties prior to their appearance. Written statements may be permitted from witnesses unable to attend the hearing if the Chair of the Student Grievance Committee so rules with the concurrence of at least one other member of the Student Grievance Committee. Each witness shall be questioned first by the party presenting the witness, then by the other party, and finally by the members of the Student Grievance Committee.
5. Prior to the hearing, both parties shall have the right to examine and copy documentation pertinent to the grievance. Questions of pertinence shall be decided by the Chair of the Student Grievance Committee with the concurrence of at least one member of the Student Grievance Committee.
6. The hearing shall be conducted according to the order set forth above in this Procedure. The hearing shall not be conducted according to technical rules of evidence and witnesses. The Chair of the Student Grievance Committee shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions may be admitted if shown to be relevant. No evidence other than that received at the hearing shall be considered by the Student Grievance Committee.
7. The hearing shall be conducted in the following order subject to recognition by the Chair of the Student Grievance Committee, with the Chair of the Student Grievance Committee ensuring that each party be allowed a maximum of thirty (30) minutes for all aspects of his/her presentation:
 - a) **Opening Statements.** Both parties may make opening statements. The grievant goes first. The respondent may reserve the opening statement until the evidence of the grievant has been presented.
 - b) **Presentation of Evidence.** The case of the grievant shall be presented first and then that of the respondent. Documents submitted as evidence shall be numbered by the Chair of the Student Grievance Committee. At the hearing, each side shall have sufficient copies of each document that s/he wishes to enter into evidence to ensure that each member of the Student Grievance Committee and each side have a copy of the document presented.
 - c) **Presentation of Rebuttal Evidence.** Both parties may present rebuttal evidence. The grievant goes first.
 - d) **Closing Arguments.** After all the evidence has been presented, both parties may make closing arguments. The grievant goes first and shall have a final opportunity to rebut the closing argument of the

respondent.

1. The hearing shall be tape-recorded. The Chair of the Student Grievance Committee shall record the date, time and place of the hearing and shall require all participants to identify themselves for the tape recording at the beginning of the hearing and when speaking during the hearing. The tape recording shall become part of the official record maintained by the Dean. Camera and video recorders shall not be permitted at the hearing. The grievant as well as the individual against whom the grievance is filed may, at his/her own expense, request a copy of such recording. No recording by the grievant or other persons at the hearing shall be permitted.
2. If the grievant does not appear within one half-hour of the time agreed upon for the hearing, the hearing shall be canceled and the charges dismissed, unless a valid excuse (as judged by the Student Grievance Committee) is presented within 48 hours. If the person grieved against does not appear, the hearing shall proceed without her/him. Failure of an advisor to appear for either party shall not constitute grounds for postponing or delaying the hearing.

Recommendation of the Student Grievance Committee.

1. Members of the Student Grievance Committee shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Student Grievance Committee shall consider the evidence and reach its recommendation, basing that recommendation only on the evidence and exhibits received at the hearing, arguments made in accordance with this Procedure, and any opinions received from the graduate school's General Counsel.
2. The Student Grievance Committee shall determine by majority vote whether a preponderance of the evidence presented demonstrated that a grievable action was committed, and if so, shall recommend remedies. The Student Grievance Committee shall then prepare its written report which shall consist of the Student Grievance Committee's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the grievant, and its recommendations for resolving or terminating the matter. A minority position may be expressed either as a section in the Student Grievance Committee's report or as a separate report.
3. Within ten (10) working days of the conclusion of the hearing, the Chair of the Student Grievance Committee shall ensure that the Student Grievance Committee's report is completed, and shall send copies to the parties involved in the grievance, the President, or his/her designee, and the Dean.
4. After the Student Grievance Committee report is sent to the President, or his/her designee, the Chair of the Student Grievance Committee shall submit the tape recording of the hearings and all written documentation provided to the Student Grievance Committee.

President of HTH GSE Action.

1. After reviewing the Student Grievance Committee's Report, the President, or his/her designee, may accept, reject or modify the recommendations of the Student Grievance Committee for reasons based on the record of the hearing, system policy or state or federal law.
2. A decision by the President, or his/her designee, on whether the grievance has merit is final.

3. If the decision by the President, or his/her designee, finds that the grievance has merit and the President decides that corrective action or disciplinary action is appropriate, the matter shall be referred for such corrective action or discipline.
4. The decision of the President, or his/her designee, shall be in writing and normally rendered within five (5) working days of receipt of the Student Grievance Committee's report. Copies of the decision of the President, or his/her designee, shall be delivered to the grievant, the person against whom the grievance was filed and the Dean.

At anytime, a student may contact the Bureau for Private Postsecondary and Vocational Education at: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Or P.O. Box 980818, West Sacramento, CA 95798-0818. Telephone number 888-370-7589 or (916) 431-6959.



COURSE CATALOG

August 1, 2017 - June 30, 2018

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M.Ed. Program Overview

The GSE is committed to providing its students with learning experiences that are personalized, authentic and transformative. Graduate students in the M.Ed. Program create personal learning plans, explore their own questions through action research and other forms of inquiry, and share their work with audiences within and beyond the GSE. They work and learn collaboratively in a cohort model spanning grade levels, disciplines and diverse learning environments. GSE students have ample opportunities to apply theory to real-world teaching and learning contexts, while also contributing to broader discussions of educational theory and practice. Situated within an innovative K-12 environment, the GSE aims to develop leaders who are able to shape learning environments that are both innovative and equitable, to address questions of theory and practice that matter, and to communicate that with the field at large.

The M.Ed. is a professional or practice-oriented graduate program designed to develop students as both teacher leaders and school leaders. Through real world, hands-on projects, students apply or transmit existing knowledge to their professional practice and reflect on their learning, often developing new applications of knowledge within their field. In both the Teacher Leadership and School Leadership concentration, students are supported in achieving the following learning outcomes:

Practice Thoughtful Inquiry & Reflection (IR)

- Reflective Practice (IR1): Reflect on and critically analyze their own practice to guide future action.
- Connection (IR2): Synthesize and connect relevant theory and scholarship to their own practice.
- Scholarly Inquiry (IR3): Design, conduct and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- Instructional Design (D1): Work with colleagues to design approaches to learning that emphasize personalization, connect to the world beyond school and offer access and challenge to all learners.
- Program Design (D2): Demonstrate understanding of how the allocation of adult and student resources affects the creation of equitable learning environments in schools.

Engage in Leadership for School Change (L)

- Facilitation (L1): Support and facilitate student and teacher dialogue focused on improving teaching and learning.
- Collaboration (L2): Engage colleagues and students in sustained efforts to create equitable, engaging learning environments.

M.Ed. in Educational Leadership Graduation Requirements

To successfully complete and graduate from the M.Ed. Program, students must:

- Pass all required courses in the core curriculum and their area of concentration (see M.Ed. Course of Study) as determined by each course instructor(s)
- Receive a “meets” or “exceeds” on all criteria of the rubrics used to assess signature assignments for the Program Learning Outcomes as determined by each course instructor for course-embedded assignments and as determined by the Graduate Committee for the Master’s Project

M.Ed. in Educational Leadership Course of Study

Figure 1. M.Ed. in Educational Leadership Program Course of Study

Summer	Fall		Winter		Spring	
Core Values & Foundations (3) <i>Reflect on how leaders cultivate a shared vision in schools</i>	Equity, Diversity & Design Principles (1.5) <i>Reflect on and address an equity issue at your school</i>	Design for Deeper Learning (1.5) <i>Design and teach a deeper learning project</i>	Facilitating Adult Learning (1.5) <i>Facilitate an adult learning experience at your school</i>	School Law (1.5) <i>Develop a leadership approach to a student discipline case study</i>	School Budgeting (1.5) <i>Create a plan for leveraging resources for equity</i>	Leading Innovative Schools <i>Use design thinking to create or transform a school</i>
	<u>Inquiry into Practice I: Integrating Theory & Practice (3)</u> <i>Develop an inquiry question and proposal using improvement research methodology to guide a leadership change project at your school</i>		<u>Inquiry into Practice II: Methods & Implementation (3)</u> <i>Implement a leadership change project using cycles of inquiry, action and reflection to guide next steps</i>		<u>Inquiry into Practice III: Analysis & Publication (3)</u> <i>Share your learning through a peer-reviewed journal, a final product (designed for a practitioner audience) and professional presentation</i>	
	Leadership Fieldwork I (3) <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>		Leadership Fieldwork II (3) <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>		Leadership Fieldwork III (3) <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>	

KEY: 7 day summer intensive course 6 week core courses 12 week courses supporting master's project 12 week courses supporting leadership fieldwork

M.Ed. Coursework Descriptions

HTH 200: Core Values & Foundations

- *How do school organizations cultivate a shared vision for learning centered on core values?*
- *How can educators collaborate with colleagues to design equitable and engaging learning environments?*
- *What are scholarly dispositions and habits, and how can they contribute to our understanding and effectiveness as practitioners and leaders?*
- *What inquiry questions emerge as we observe, and become immersed in, a learning organization?*

This course offers a survey of the foundations of the education field and the core values of the M.Ed. program. The aim is to introduce seminal topics, foundational texts, and scholarly routines as we begin to build a community of learners together. Students will engage in reading, discussion, observation, journaling, interviews, critical analysis, and Digital Portfolio construction as they record and track emerging questions of theory and practice. As in all GSE courses, we will apply a critical, self-reflective social justice lens to our work, with careful attention to multiple perspectives as we address the GSE program learning outcomes regarding inquiry and reflection, design, and leadership.

The concrete context for the course is the High Tech High New Teacher Odyssey, a seven-day orientation for all teachers new to High Tech High. Students will be participant observers in selected Odyssey activities, documenting their observations, conversations and reflections in an Inquiry Journal. Each course participant will prepare and deliver a Presentation of Learning (POL), including selected observations and analysis of the Odyssey experience, connections to the course readings, and a preliminary Personal Learning Plan (PLP).

HTH 205: Equity, Diversity, & Design Principles

- *How can we draw upon our understanding of diversity to make our classrooms, and our classroom practice, more equitable?*
- *How can we work together with colleagues to create equitable learning environments?*

In this course, students 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. They examine the High Tech High design principles against the backdrop of inequitable academic outcomes in American schools. 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.

HTH 210: Design & Leadership for Deeper Learning

- *How can we foster deeper learning through projects that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners?*
- *How can we work with colleagues and community partners toward a culture of deep learning through projects?*

In this course, participants will deepen their understanding and skills in instructional design and leadership by

connecting the theoretical underpinnings of constructivist learning with issues of design, assessment, ownership, and exhibition. Using a consultancy model along with templates for project design and assessment, participants will reflect upon past and current designs and develop designs for immediate and/or future use. Special attention will be paid to institutional structures and processes that support effective design, and to working and consulting with colleagues and community partners on project development.

HTH 230: Leading Innovative Schools

- *What is innovation and why should I care?*
- *Why does who I am matter in leading innovation in schools?*
- *How might we begin to create a school-wide culture of innovation?*

This course is designed for current and emerging creators, disruptors, doers and change makers. We will explore the beliefs, mindsets, tools & dispositions of creatives across industries. We will apply design thinking processes & principles throughout the course and make iterative connections between theory and practice. This course is designed to draw the connection between and among innovative school leadership, culture, deeper learning, and equity. We will interrogate “innovation” and explore concrete observable behaviors, processes, and conditions that support individual, collective and organizational capacity to move forward. We will also explore the natural immunities to change and how to navigate them. We will learn how to equitably support all learners, both student and adult learners. Our intention is to give you multiple opportunities to use design thinking, so that you might feel confident in deploying the process in a “sprint” or a “marathon.” As such, you will engage in empathy mapping, defining (need finding), ideating, prototyping and iterating. This will include: field work, mindfulness activities, interactions with experts, reading & writing, dialogue & discussion, analysis, synthesis, and creation. Most importantly, we hope you enjoy the journey and courageously imagine ways to build greater equity in your context by leading innovation.

HTH 235: Facilitating Adult Learning

- *How can we best support adult learning in our schools through attention to the environmental architecture, as well as one-on-one coaching?*

This course examines the multiple levers that school leaders utilize to support adult learning in their schools. Students will critically analyze the learning system at their school sites and explore ways that school leaders can leverage the environmental architecture of these learning systems to foster the growth of their teachers. At the same time, students will investigate the art of coaching, practicing strategies for one-on-one mentoring and support of teachers. Special attention will be paid to the ways that the coaching of adults can support schoolwide goals of equitable access and challenge for all students.

HTH 245: School Budgeting

The purpose of this course is to introduce students to the world of school finance and to engage them in developing strategies for how to use school resources to leverage the success of the academic program, in particular how resources can be used to achieve equitable outcomes for traditionally disadvantaged students. Students will gain the understanding needed to analyze monthly budget reports, design annual school budget plans and best allocate resources to maximize equitable student learning outcomes. Finally, students will evaluate various approaches to compensating teachers and design their own plan, given that a majority of most school budgets is allocated towards the costs of staffing. The content of this course is

applicable to any educational setting – a traditional public school, charter school, or private school – although challenges particular to public charter schools will be specifically addressed.

HTH 250: School Law

- *How can we make effective use of school law and case studies to inform our leadership practices?*

Through case studies and ethical dilemmas, we investigate protected rights for both students and teachers and how these influence school leadership decisions. Topics may include liability for harm to students, academic freedom, freedom of speech, due process rights for contract non-renewal, search and seizure and expulsion hearings, church/state conflicts, and equal protection rights (race, gender, age, language and special education). Students examine how various case studies have affected the interpretation of constitutional rights over time and how school issues arising from the use of social media have presented unique challenges for school leaders.

HTH 300: Inquiry into Practice I: Integrating Theory & Practice

- *How can we draw on the work of others to explore our inquiry questions and enrich our practice?*
- *What defines the school and classroom communities in which we work, and how do we communicate our understanding of these contexts to others?*

This course explores the different types of research and resources available to teacher researchers, and to any educator who wishes to improve his/her practice. Emphasis is placed on information literacy, article analysis, and connecting research with practice. As students work toward becoming more skilled consumers of educational research, they also reflect on their own research context, practice thoughtful observation and begin identifying “fierce wonderings” of their own to pursue throughout the program.

HTH 305: Inquiry into Practice II: Methods & Implementation

- *As educational leaders/researchers, how can we move from I to we?*
- *What actions can we take as effective leaders to promote equitable learning communities?*
- *How do we monitor and assess whether our actions are affecting change?*

Students implement their project, engaging in cycles of inquiry, action and reflection to guide change within an educational program in a way that fosters equity and is both scholarly and rigorous. In this course, students are supported in designing both qualitative and quantitative data collection tools, such as field notes, exit cards, interviews, surveys, focus groups, student work samples, etc. Students learn techniques for data analysis to inform evidence-based decision-making throughout the project.

HTH 310: Inquiry into Practice III: Analysis & Publication

- *How can the findings from our learning cycles be transformative for ourselves, our students and our communities?*
- *How can we share our theory of action and findings from our learning cycles by creating a range of products useful to both professional and academic audiences?*

This 12-week portion of the course is all about *synthesis, reflection and sharing* of the work of improvement. Students will finish the learning cycles (LCs) started in the previous 12 weeks and engage in the process of synthesizing their learnings to derive key findings. Students will share their learnings in three impactful ways: preparation of an academic journal article, creating of a useful product, and a demonstration of

leadership to move the work forward. The prepared journal article will serve to share significant learnings with a broader educational community and fulfill the Master's thesis requirement. The useful product will serve to provide a tool for others who are interested in taking up or engaging with the work, and the demonstration of leadership will bring new people into the work or move the work forward in a meaningful way.

HTH 400 A-C Leadership Fieldwork (series for full-time residents):

- *What are the qualities of an effective school leader?*
- *How do effective school leaders keep student learning and issues of equity at the center of their work?*
- *How do effective school leaders elicit feedback and reflect on their practice?*

The Leadership Fieldwork courses support students' learning as residents at one of the 13 High Tech High (HTH) clinical sites. Apprenticed to a school site critical friend director or teacher leader, students have the opportunity to shadow and observe the various skills and dispositions needed for effective leadership, from cultivating shared vision and purpose to observing and coaching teachers for deeper learning and equity. Students explore what it means to be an effective leader and analyze the intersection of theory and practice in their school setting. In particular, students examine how effective school leaders keep student learning and issues of equity at the center of their work. With the support of their school site critical friend and GSE fieldwork advisor, students observe and practice leadership activities connected to the California Professional Standards for Educational Leaders (CPSEL) and then document reflections of their learning. The reflections must be grounded in both theory and practice and demonstrate the student's ability to elicit feedback and reflect on their development as leaders. For each course credit (three total for each course), students will need to document 45 hours of fieldwork.

HTH 420 A-F Leadership Fieldwork (series for part-time students):

- *What are the qualities of an effective educational leader?*
- *How do effective educational leaders keep student learning and issues of equity at the center of their work?*
- *How do effective educational leaders elicit feedback and reflect on their practice?*

This course supports students' learning through their leadership fieldwork experiences at their school site. They will have the opportunity to observe and practice the various skills and dispositions needed for effective leadership, from cultivating shared vision and purpose to observing and coaching teachers for equity. Students will explore what it means to be an effective educational leader and analyze the intersection of theory and practice in their setting. In particular, students will examine how effective leaders keep student learning and issues of equity at the center of their work. With the support of a critical friend at their site and their GSE advisor, students will observe and practice leadership activities connected to the California Professional Standards for Educational Leaders (CPSEL) and then document reflections of their learning. The reflections must be grounded in both theory and practice and demonstrate the student's ability to elicit feedback and reflect on their development as leaders. For each course credit (1.5 total), students will need to document 45 hours of fieldwork.

HTH Graduate School of Education Faculty

The HTH Graduate School of Education faculty reflects the school's commitment to applying theoretical frameworks to practice and to linking educational leadership with graduate level coursework. All faculty members are experienced educators who introduce both the theory and actuality of effective teaching, research, and leadership to the graduate school classroom.

<u>Faculty</u>	<u>Practitioner Faculty</u>
Stacey Caillier, Ph.D. Ben Daley, M.A. Larry Rosenstock, J.D., M.Ed, L.H.D. Kelly Wilson, M.A.	Eric Chagala Melissa Daniels Sarah Fine Ryan Gallagher Spencer Gooch Janie Griswold Maria Heredia Sara Islas Stacey Lopaz Edrick Macalaguim Jim May Kay McElrath Juliet Mohnkern Brett Peterson Kaleb Rashad Rob Riordan Daisy Sharrock

Stacey Caillier, Ph.D. *Director, Center for Research on Equity & Innovation*

Stacey Caillier Ph.D. is Director of the GSE Center for Research on Equity & Innovation, where she supports research projects within and beyond the HTH schools, and a core faculty member in the HTH GSE. She has been with the GSE since its inception in 2006, previously serving as the Director of the Teacher Leadership M.Ed. program and Co-Director of Instructional Support for HTH schools. She is passionate about the potential for practice-oriented forms of research - like action research and improvement research - to transform schools by encouraging educators and students to explore their passions while working toward more equitable and engaging learning environments.

Prior to coming to High Tech High, she completed her doctorate at UC Davis in School Organization and Educational Policy. At her dissertation site, she collaborated with teachers to design and implement an action research project that led to school-wide reforms. As a graduate teaching fellow at UC Davis and an adjunct faculty member in Hamline University's Graduate School of Education, Stacey taught courses on action research and socio-cultural issues in education, and mentored practicing teachers. She began her career as a high school physics and math teacher at a Portland, Oregon high school affiliated with the Coalition of Essential Schools. She later served as a teacher and science specialist in a California charter

school. Stacey majored in physics and English at Willamette University, where she also earned a Master's in Teaching and a secondary physics and math credential.

Ben Daley, M.A. *Academic Dean & Director of Clinical Sites*

As Chief Academic Officer of High Tech High, Ben Daley serves as the Director of Clinical Sites for HTH GSE and is a core faculty member. Ben joined High Tech High to teach physics as a founding faculty member in fall 2000. He was the second director of the original High Tech High. As a student at Haverford College, Ben majored in physics and was credentialed in secondary physics and math. After graduation, he traveled to the Philippines and taught science and math at an international school in Manila. Upon his return to the U.S., he taught physics and AP physics at the Madeira School, a girls' boarding school in suburban Washington, D.C. He then moved to California to coach basketball and to teach physics at Pomona and Pitzer Colleges. He earned an M.A. in science education at the University of California, Santa Barbara and is pursuing a doctorate in educational leadership at the University of California, San Diego.

Ben's research interests include student voice in new teacher development and the emerging field of improvement research, which is an effort to scale up good ideas in education using a broad range of both outcome and process data. Ben has led work in conjunction with the Hewlett Foundation around spreading deeper learning principles. Follow him on twitter [@bendaley](#).

Larry Rosenstock, J.D., M.Ed, L.H.D. *President*

Larry Rosenstock, J.D., M.Ed, L.H.D, is President of the HTH GSE. He is also CEO and founding principal of High Tech High, a network of twelve K-12 public charter schools in California. Larry taught carpentry in urban high schools in Boston and Cambridge and was principal of the Rindge School of Technical Arts, and of the Cambridge Rindge and Latin School. A member of the Massachusetts and U.S. Supreme Court Bars, he served as an attorney at the Harvard Center for Law and Education, and served as lecturer at the Harvard Graduate School of Education and Visiting Professor at UC Berkeley School of Education. He directed the federal New Urban High School Project, and was president of the Price Charitable Fund. He is a winner of the Ford Foundation Innovations in State and Local Government Award, an Ashoka Fellow, and recipient of the McGraw Prize in Education.

Kelly Wilson, M.A. *Director of M.Ed. program*

Kelly Wilson, M.A., is Director of the M.Ed. Program in the HTH GSE and a core faculty member. She helped develop and open East Palo Alto High School as a founding faculty member, as well as the second HTH high school, HTH International, as the founding director. In K-12 schools, Kelly has taught math, physics, multimedia and robotics, and in higher education courses ranging from fostering adult learning and using data to inform practice to school design and finance. In either setting, Kelly's passion is to shape learning environments that are personalized, authentic and transformative. Her research interests include student voice, social networks, equitable learning environments, constructivist pedagogy and adult learning. Kelly holds a B.S. in Biology from UC San Diego and a M.A. in Education from Stanford University.



APPENDIX DOCUMENTS

Notice of Cancellation

Incomplete Credit Contract

Leave of Absence

Institutional Review Board (IRB) Committee Checklist

Sample Letters:

Consent Letter for Young Children

Consent Letter for Older Students

Parent's Consent For Minor to Participate in an Action Research Study

Adult Consent to Participate in an Action Research Study

Administrator Letter of Consent To Conduct an Action Research Study



NOTICE OF CANCELLATION

ENTER DATE OF TRANSACTION _____

You may cancel your contract for school, without any penalty or obligations up to the seventh business day following your first class session.

To cancel your enrollment, mail or deliver a signed and dated copy of this cancellation notice or any other written notice to:

High Tech High Graduate School of Education
2861 Womble Road
San Diego, CA 92106

not later than midnight of the seventh business day after the first class session.

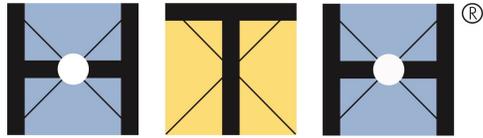
NOTE: After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken.

I hereby cancel my enrollment.

(student's signature) (student's name-print)

(date)

(street address) (city, state, zip)



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

Academic Contract

An ACADEMIC CONTRACT is an agreement between the GSE program and a GSE student regarding actions that must be taken to remain enrolled in the M.Ed. program. The program director, GSE student and clinical site director (*if applicable, for residents only*) will meet to discuss the student’s progress towards graduation, as well as any other issues related to completing the program successfully. If the GSE student is not able to meet the stipulations outlined in the contract by the agreed upon dates, he/she may be unenrolled from the program per the program director’s discretion.

INSTRUCTIONS: Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, CA 92106 Attn: Registrar, or e-mail it to: hmurugesan@hightechhigh.org.

First Name _____ Last Name _____

Street Address _____

City _____ State _____ Zip _____

Program concentration (please circle):

- 1) Teacher Residency 2) M.Ed. in Educational Leadership 3) New School Creation

Action	Deadline

I understand and agree to the conditions that must be met for me to remain enrolled in the GSE.

Student's name printed

Signature

Date

I understand and agree to the conditions that must be met for _____ to remain enrolled in the GSE.

Program director name printed

Signature

Date

Clinical site director name printed
(if applicable, for residents only)

Signature

Date

Fieldwork Supervisor name printed
(if applicable, for student teachers only)

Signature

Date



INCOMPLETE CREDIT CONTRACT

Under extraordinary circumstances and at the discretion of the instructor, a student may use this form to request a grade of Incomplete (I) for a course. In such cases, the student should contact the instructor, request an Incomplete grade, and, upon instructor approval, complete this form to specify the coursework to be completed and the date by which it will be completed. The student should then schedule a contract meeting to discuss and approve the below. If the work is not completed within the agreed upon time, the student will receive a grade of “No Pass” and will be required to retake the course to receive credit.

PART A – TO BE COMPLETED BY STUDENT

Course Name _____

Term/Year _____

Student Name _____

Program (please circle): Resident -or- Part-Time

List all coursework to be completed:

Propose the date by which you will complete the work above, and any check-in points along the way:

PART B – TO BE COMPLETED BY INSTRUCTOR & STUDENT DURING CONTRACT MEETING

Additional Notes:

Student Signature _____ Date _____

Instructor Approval _____ Date _____



Academic Leave of Absence Form

A LEAVE OF ABSENCE indicates that the student plans to return to the High Tech High Graduate School of Education at a later date. A LEAVE OF ABSENCE may be taken for *up to 1 year in the Teacher Leadership and School Leadership programs*. If the student does not return after the approved period, the student will automatically be withdrawn from the college and must reapply for admission to return thereafter.

INSTRUCTIONS: Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, San Diego, CA 92106 Attn: Registrar.

First Name _____ Last Name _____

Street Address _____

City _____ State _____ Zip _____

Enrolled Program (please circle) Resident Part-Time

Reason for leave of absence:

What was or will be the last date that you attend classes? _____

Courses Taken to Date _____

What date do you plan to return to the HTH GSE? _____

Student's Signature _____ Date _____

FOR OFFICIAL USE ONLY

Total Credits Earned _____ Date Leave of Absence Expires _____

Authorizing Signature _____

High Tech High Graduate School of Education

Institutional Review Board (IRB) Checklist/Rubric

This form should be submitted to gse-irb@hightechhigh.org with all IRB applications. IRB applications should be submitted for all research projects conducted by HTH GSE students, HTH GSE faculty, HTH teachers, and/or HTH affiliates - with the exception of those covered by the IRB of another institution.

Researcher's Name:

Date of IRB Application Review:

Names of IRB Committee Reviewers:

Required Item	Reviewer 1 Comments/ Suggestions	Reviewer 2 Comments/ Suggestions
<u>Copy of Human Subjects Research/ IRB Tutorial Certificate of Completion</u>		
<u>Completed IRB Application</u> Includes the following: <ul style="list-style-type: none">• Researcher Information• Research Project Information• Purpose and Significance of the Study• Data Collection/Analysis Methods• Participant Information (recruitment & informed consent)• Fair Treatment, Risks & Benefits• References		
<u>Data Collection Instruments</u>		
<u>Recruitment Materials</u> (if applicable)		
<u>Consent Letters</u> Must include the following: <ul style="list-style-type: none">• Administrator Permission Letter• Consent script for		

<ul style="list-style-type: none"> participants under 12 • Consent form for participants age 12-18 • Consent forms for parents of all minors <p><i>Required language:</i></p> <ol style="list-style-type: none"> 1. status of researcher 2. DP/publishing statement 3. general description of study 4. description of participation requirement 5. request to use participant's image and/or work (if applicable) 6. assurance of confidentiality 7. assurance of voluntary participation 8. accessible language 9. researcher's contact information 10. signature lines 11. statement about copies to be given to participant and held by researcher 		
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For Institutional Review Board Use Only
<p>___ Approved, Date:</p> <p>___ Revise and Resubmit, Date:</p> <p>___ Rejected, Date:</p> <p>Comments:</p>

SAMPLE CONSENT LETTER FOR YOUNG CHILDREN

Letter Requesting Permission to Participate in a HTH GSE Action Research Study

April 19, 2009

Dear Fourth Grader,

[Introduce yourself and describe the research topic.] In addition to being a teacher at SDCCS, I am also a student just like you! I am in High Tech High's Teacher Leadership Master's Program, and as part of this program, I will be researching ways to make math more fun and interesting for you. I would like to invite you to be a part of my study! Below is some information to help you decide if you want to participate:

Why I'm doing this study: *[Describe your goals and what you hope to learn.]* I am really interested in learning how to help students succeed in math. This year I plan to use learning stations in math class, and I would like to hear what you think about these stations and see how your math skills grow over time as a result of working in the stations. I will be sharing my findings with teachers at our school and other schools to help them become better math teachers, too!

What will happen to you if you are in the study? *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study I may occasionally interview you, ask you to reflect on your work, or videotape your activities in math class. I might also photograph or photocopy your work to use in my own reports and presentations.

Will any part of the study hurt you or help you? *[Describe these here.]* This study won't hurt you in any way, and it will probably help you grow as a mathematician. This study will provide a chance for you to think and talk about your experiences in math and about your math progress. Your opinions will be very useful and helpful to me as I make decisions about what we do in math class. By sharing your experiences you will be helping teachers at our school and at other schools (including me!) do a better job teaching math to students of all ages.

Who will know that you are in the study? *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful

to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers. I would like to include *[specify photos, video, work samples off/from]* students in the class in my report to celebrate our learning and share your work with others. If I include pictures of you in my report, some people may recognize you and know that you said or did a particular thing. I will only put your image in my report if I think it would make you proud. Before I share any images of you with other people, I will let you and your parents see the image and what I have written about you. If anything makes you uncomfortable, please tell me. I will change it or leave it out.

Do you have to be in the study? *[Use this verbatim.]* No, you don't. No one will get angry or upset with you if you don't want to do this, and it will not affect your grade or how I feel about you as my student. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

Questions? *[Use the rest verbatim, changing your and your advisor's contact info.]* You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My school phone number and e-mail address are:

Phone:

E-mail:

In you have questions or concerns about my study, you can also contact my advisor who will be supervising this research at: _____.

To go ahead with this study, I need to know that you are willing to participate and that you made this choice on your own. Please talk about this with your parent and sign below if you agree to participate.

Thanks for reading my letter!

Researcher's Name

IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.

Signature of the Participant _____ Date _____

Signature of the Teacher Researcher _____ Date _____

SAMPLE CONSENT LETTER FOR OLDER STUDENTS

Letter Requesting Permission to Participate in a HTH GSE Action Research Study

Date

Dear HTMMA 8th Grade Student,

[Introduce yourself and describe the research topic.] In addition to being a teacher at HTMMA, I am also a student in High Tech High's Teacher Leadership Master's Program. As part of this program, I will be conducting a research study to learn more about how students experience creating social businesses in school. A social business strives to bring about a positive change in the world and is driven by a cause rather than the desire to make a profit. As part of class, all students will be involved in creating a social business and reflecting on the experience. I will be working closely with many HTMMA students in this study and would like to invite you to be a part of it. Below is some information to help you make an informed decision:

Why I'm doing this study: *[Describe your goals and what you hope to learn.]* I am interested in how teenagers create and run social businesses to empower themselves and others in the community. I would like to talk with you about your experience creating a social business, how you measure its success and what kinds of skills you take away from creating your own social business. I will be using your reflections and feedback to try to make the social business program even better and more empowering for students and the communities you choose to serve.

What will happen to you if you are in the study? *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study, I'll ask you to discuss your experiences with me. Some days, these discussions may take place in small groups outside of the in-class reflections that all students will be completing. I will audiotape these conversations so that I am sure to remember what you say. Also, as part of the social business project, all students will create videoblogs documenting their process. If you are part of this study, I may ask you questions about your video blog and share clips from it with other educators so they can understand your process too.

What are the risks and benefits of participating? *[Describe these here; use the first sentence verbatim.]* This study won't hurt you in any way, and it may not help you either. However, it will provide a chance for you to think and talk about your experiences in the social business program and the role you have played in creating your social business. Your opinions will be useful in helping to design a better program for building social businesses at HTMMA and beyond in the future. This study will also give you a chance to offer me ideas and feedback on what works for you and what does not, so that I can adapt my teaching to meet your needs. Finally, I will share what I learn from you with other educators so they

can benefit from your opinions and your work as well.

Who will know that you are in the study? *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people -- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and viewed by the public. I would like to include *[specify photos, video, work samples]* from our work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify who you are and things you said or did, even though I will not use your real name when writing about you. Before I publish any images or work that could reveal your identity to others, I will let you review it. If you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data that reveals your identity out of the report.

Do you have to be in the study? *[Use this verbatim.]* No, you don't. No one will get upset with you if you don't want to do this, and it won't affect your grade. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

Questions? *[Use the rest verbatim, changing your and your advisor's contact info.]* You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My work telephone and e-mail are:

PH:

E-mail:

In you have concerns about this research, you can also contact my advisor who will be supervising this research, at: _____

To go ahead with this study, I need to know that you are willing to participate and that your choice to do so is entirely voluntary. Please review your rights at the bottom of this page and sign below if you agree to participate. You will be given a copy of this information to keep for your own reference.

Sincerely,

Researcher's Name

IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.

Signature of the Participant _____ Date _____

Signature of the Teacher Researcher _____ Date _____

The rights below are the rights of every person who is asked to be in a research study. As a research subject, you have the following rights:

- To be told what area, subject, or issue is being studied.
- To be told what will happen to you and what the procedures are.
- To be told about the potential risks or discomforts, if any, of the research.
- To be told if you can expect any benefit from participating and, if so, what the benefit might be.
- To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
- To refuse to participate in the study or to stop participating after the study starts.
- To be free of pressure when considering whether you wish to be in the study.

PARENT'S CONSENT FOR MINOR TO PARTICIPATE IN AN ACTION RESEARCH STUDY
HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION

Title of Study:

Researcher: (Name), Graduate Student, High Tech High Graduate School of Education

School Phone:

Email:

Purpose: Your child is being invited to participate in the above research study. The purpose of this study is to develop a better understanding of how to use learning stations to meet students' individual academic needs and improve their performance in mathematics. This project will involve all fourth grade students, and research activities will be embedded within our daily work in math class. The study will not interfere with your family life or your child's schooling.

Procedures: If you are agreeable to having your child participate in this study, I may occasionally interview them, ask them to reflect on their work, or videotape their activities in math class. I may also photograph or copy their work to use in the final publication of my findings.

Risks: There are no known risks to your child for participating in this study.

Benefits: I believe that your child will benefit directly by participating in this study, as the purpose is to tailor the activities in our mathematical learning stations to his/her individual needs. This study should provide your child with a valuable opportunity to think and talk about his/her experiences and reflect upon his/her progress in mathematics. In addition, the information gathered from this study will be presented to other K-12 educators for the purposes of helping them improve mathematical instruction.

Confidentiality: [Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]

Test #1: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Responses by your child to interview questions or surveys will be coded in such a way that her/his identity will be concealed. In addition, her/his name will be concealed on all work samples. At the end of this study, I will write an article or report, which I will post on my digital portfolio and present at conferences so that it can be useful to other teachers. Your child's name will be changed so that he/she will not be identified with any particular response, comment or materials that he/she might share with me.

Text #2: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, I will do my best to protect your child's privacy and reputation. At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and

viewed by the public. I may choose to include *[specify photos, video, work samples]* from our class's work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify your child and things he/she said or did, even though I will not use his/her real name. Before I publish any images or work that could reveal your child's identity to others, I will give you and your child the opportunity to review it. If either of you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data out of the report that reveals your child's identity.

Costs: There is no cost to your child beyond the time and effort required to participate in the activities described above. If interviews are to be conducted outside of our normal class time, they will be arranged at times that are agreeable to you, your child and her/his other teachers.

Right to refuse or withdraw: *[Use the rest below verbatim, changing your advisor's contact info.]* Your child may refuse to participate in this study. If you allow your child to participate, your child has the right to not answer any questions I might ask. Even if you agree, you and your child may change your mind and quit at any point.

Questions: If you have any questions, please contact me at the phone number or e-mail address above. You can also contact my HTH GSE advisor, at _____.

Your child's rights: The rights below are the rights of every person who is asked to be in a research study. As a research participant, your child has the following rights:

1. To be told what area, subject, or issue is being studied.
2. To be told what will happen to them and what the procedures are.
3. To be told about the potential risks or discomforts, if any, of the research.
4. To be told if they can expect any benefit from participating and, if so, what the benefit might be.
5. To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
6. To refuse to participate in the study or to stop participating after the study starts.
7. To be free of pressure when considering whether they wish to be in the study.

CONSENT: Your signature below indicates that you have agreed to allow your child to volunteer as a research participant and that you have read and understand the information provided above. You will be given a copy of this information to keep for your own records.

Signature of Legal Guardian _____ Date _____

Signature of Researcher _____ Date _____

Researcher's Name, Graduate Student, High Tech High Graduate School of Education.

ADULT CONSENT TO PARTICIPATE IN AN ACTION RESEARCH STUDY
HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION

Title of Study:

Researcher: (Name), Graduate Student, High Tech High Graduate School of Education

Office: (Phone)

email:

Purpose: You are being invited to participate in the above research study. The purpose of this study is to develop a better understanding of teachers' experiences at PFAA and their involvement with the arts. This project will involve twenty or so teachers and will not be used in any way to evaluate them, nor will it interfere with your personal or professional life.

Procedures: If you agree to participate in this study, I would meet with you for an hour-long interview and accompany you for one school day. I would ask you questions about what brought you to PFAA, your experiences in and impressions of the program, and role of the arts in your current (and future) life.

Risks: There are no known risks to you for participating in this study.

Benefits: It is possible that you will not benefit directly by participating in this study. However, this study should provide you with a valuable opportunity to think and talk about your experiences and your future aspirations. In addition, the information gathered from this study will be presented to PFAA faculty and will be vital to our efforts to continually improve the program in order to meet students' needs and help students reach their goals

Confidentiality: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Your responses to interview questions will be coded in such a way that your identity will be concealed. You will never be identified with any particular response, comment or materials that you may share with me.

Costs: There is no cost to you beyond the time and effort required to participate in the activities described above. I will schedule interviews at times that are agreeable to you.

Right to refuse or withdraw: You may refuse to participate in this study. If you decide to participate, you have the right to not answer any questions I might ask. You can also change your mind and quit at any point.

Questions: If you have any questions, please contact me at the phone extension or e-mail address above.

As a research participant, you have the following rights:

To be told what area, subject, or issue is being studied.

To be told what will happen to you and what the procedures are.

To be told about the potential risks or discomforts, if any, of the research.

To be told if you can expect any benefit from participating and, if so, what the benefit might be.
To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
To refuse to participate in the study or to stop participating after the study starts.
To be free of pressure when considering whether you wish to be in the study.

CONSENT: Your signature below will indicate that you have agreed to volunteer as a research participant and that you have read and understand the information provided above:

Signature of Research Participant _____ Date _____

Signature of Researcher _____ Date _____