
4A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for High Tech High Graduate School of Education

Executive Action: This agenda item presents, as a part of the Initial Institutional Approval process, High Tech High Graduate School of Education's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to High Tech High Graduate School of Education and set the Provisional Approval period to be three years.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval - Stage III: Consideration of Provisional Approval for High Tech High Graduate School of Education

Introduction

This agenda item presents, as a part of the Initial Institutional Approval (IIA) process, High Tech High Graduate School of Education's (HTH GSE) responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration by the Commission on Teacher Credentialing (Commission) for provisional approval. Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. If approved for provisional approval, the next step in the process would be for BIR to review the institution's response to the program standards, and when deemed aligned would be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the two to three year provisional period of time as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are aligned and approved by the COA.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

High Tech High Graduate School of Education

High Tech High K-12 charter school has been a Commission approved program sponsor for a number of years. The High Tech High Graduate School of Education has recently been established and was awarded accreditation by the Western Association of Schools and Colleges (WASC Senior) in 2015. High Tech High Graduate School of Education seeks Provisional Approval from the Commission for eligibility as a program sponsor. Their application states that they intend to seek COA approval to offer a Preliminary General Education (Multiple Subject/Single Subject) program. High Tech High Graduate School of Education has completed Stages I and II.

High Tech High Graduate School of Education's Eligibility Requirements came before the Commission for approval during the April 2017 Commission meeting as [Agenda Item 4F](#). The Commission approved High Tech High Graduate School of Education's responses to the twelve criteria of the Eligibility Requirements thus allowing it to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

Stage III: Review to Determine Alignment with Applicable Standards and Preconditions

In keeping with the Commission's process for IIA, High Tech High Graduate School of Education submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. BIR members reviewed the Common Standards and have found them to be aligned as well.

Table 1 on the following page, provides a summary of High Tech High Graduate School of Education's responses to Initial Program Preconditions and Preliminary Multiple Subject/Single Subject Program Preconditions. The full submission of High Tech High Graduate School of Education's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage I: Eligibility Requirement*.

Table 2 is a summary of High Tech High Graduate School of Education's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

Table 1 Preconditions
For reference High Tech High Graduate School of Education's
Preconditions document is provided in [Attachment A](#)

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<p>1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	Yes	<p>High Tech High Graduate School of Education (HTH GSE) operates separately from High Tech High K-12 schools which offer Multiple Subject, Single Subject, Education Specialist Mild/Moderate district intern credentialing programs and a teacher induction program. HTH GSE received WASC accreditation in July 2015 and seeks to offer a Preliminary Multiple Subject/Single Subject program. The program would be a full year placement student teaching model and allow candidates to earn their credential and a Master's in Education simultaneously. A focus group was conducted that included school leaders from San Diego public and charter schools and HTH GSE advisory board members. HTH GSE also conducted a market analysis of local master of education and preliminary credential programs at San Diego State University, University of California, San Diego, Point Loma Nazarene University, CSU San Marcos and National University. HTH GSE anticipates that it will enroll 25 students during the first year of operation, 40 students in the second year and up to 50 teachers in the third year of operating the Preliminary Multiple Subject/Single Subject credentialing program.</p>
<p>2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	Yes	<p>HTH GSE has sought practitioner participation in the design and development of the program. Meetings and roundtable discussions were held that included High Tech High leadership, HTH GSE Faculty, High Tech High Directors, credentialing candidates that are enrolled in the High Tech High District Intern program and HTH GSE Advisory Board members. The HTH GSE Advisory Board is comprised of professors from local universities, leaders and teachers in K-12 schools outside of the HTH charter schools and current HTH GSE students and alumni.</p>

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
		<p>HTH GSE's Program Design Committee has convened and has sought feedback on the development and design of the program from multiple outside sources including High Tech High credentialing candidates and HTH GSE Advisory Board members. They considered topics such as program structure/support, syllabi, curriculum based on the TPEs, course sequence and the progression from a one year credentialing program with the option to complete a Master's in Education (M.Ed.) in the second year.</p>

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<p>(1) Limitation on Program Length. The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. <i>Reference: Education Code Section 44259 (a) and (b) (3).</i></p>	Yes	<p>The HTH GSE Preliminary Multiple Subject/Single Subject credentialing program is structured as a two-year program.</p> <p>The first year of the program will be full-time and will include coursework and student teaching. Successful candidates will receive a Preliminary Multiple/Single Subject Credential (30 units).</p> <p>The second year offers credential candidates the opportunity to seek a M.Ed. in Teaching and Learning (39 units). This program will be delivered as a part-time model allowing participants to seek employment as teachers. Others not employed in teaching may continue in the M.Ed. program in a teacher residency placement in one of the 13 HTH schools.</p>
<p>(2) Limitation on Student Teaching Prerequisites. No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. <i>Reference: Education Code Section 44320 (a).</i></p>	Yes	<p>HTH GSE candidates will be required to complete two summer courses prior to their student teaching placement (4.5 units).</p> <p>Following completion of the two courses, candidates will begin the academic year completing coursework, clinical practice and student teaching. In addition to being immersed in a residency model of student teaching within the 13 High Tech High schools, candidates will also be required to complete 100 hours of fieldwork experience in local K-12 public schools outside of the High Tech High charter organization.</p>
<p>(3) English Language Skills. In each program of professional preparation, the college or university or school district</p>	Yes	<p>Embedded throughout HTH GSE’s credential coursework will be specific instructional strategies to assist candidates in monitoring, supporting, and assessing language</p>

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<p>requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.</p> <p><i>Reference: Education Code Section 44259 (b) and 44259.5.</i></p>		<p>development. Courses will introduce teacher candidates to the theory, strategies and practice of meeting the needs of students who are developing English language skills as well as developing English learners. Instruction related to English learners will include reading and literacy skills, will be taught throughout the methodology courses and will include instructional strategies such as explicit use of vocabulary/grammar structures, peer interaction/conversation, writing supports, and graphic organizers.</p> <p>Preliminary Multiple Subject/Single Subject candidates will receive weekly coaching related to the support of English learners (EL) in student teaching placements from their assigned cooperating teachers.</p>
<p>(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course.</p> <p><i>Reference: Education Code Section 44320 (a).</i></p>	N/A	
<p>(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. <i>Reference: Education Code Sections 44227(a).</i></p> <ul style="list-style-type: none"> • The candidate provides evidence of having passed the appropriate subject matter examination(s). 	Yes	<p>During the admission process, the HTH GSE credential analyst will assess each candidate's standing in relation to subject matter preparation. The program will admit those candidates who provide evidence of having registered, attempted or passed the appropriate subject matter examination(s) or completed a Commission-approved subject matter program and have met all other admission requirements. Once admitted, candidates who have taken subject matter exams must provide passing subject matter scores by August 1st of the first year. Program admission requirements, forms and application instructions will be hosted on the GSE website which prospective candidates can access through an online portal.</p>

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<ul style="list-style-type: none"> • The candidate provides evidence of having attempted the appropriate subject matter examinations(s). • The candidate provides evidence of registration for the next scheduled examination. • The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program. • The candidate provides evidence of continuous progress toward meeting the subject matter requirement. • The candidate provides evidence of enrollment in an organized subject matter examination preparation program. 		
<p>(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. <i>Reference: Education Code Sections 44259 (b) (5).</i></p> <p>* For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having</p>	Yes	<p>Prior to assuming student teaching responsibilities all candidates will be required to meet the subject matter requirements. Candidates for the Preliminary Multiple Subject/Single Subject teaching credential will demonstrate competency in the following ways:</p> <ol style="list-style-type: none"> 1. Multiple Subject Candidates: <ol style="list-style-type: none"> a. By examination: Pass the Commission approved multiple subjects subject-matter examination; or b. By program: Complete a Commission approved Elementary subject matter program. 2. Single Subject Candidates: <ol style="list-style-type: none"> a. By examination: Pass appropriate Commission-approved single subject matter examination in Art, English, Mathematics including Foundational-Level Mathematics,

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<p>completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.</p> <p>* For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission approved subject matter preparation program prior to beginning solo (i.e., student) teaching.</p>		<p>Music, Social Science or Science including Foundational-level General Science; or</p> <p>b. By program: Complete a Commission approved single subject matter program in Art, English, Mathematics including Foundational-Level Mathematics, Music, Social Science or Science including Foundational-level General Science.</p>
<p>(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: <i>Reference: Education Code Sections 44259 (b) and 44283 (b) (8).</i></p> <p>* Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution</p> <p>* Completion of Basic Skills Requirement</p>	Yes	<p>Prior to recommending a candidate for a Preliminary Multiple or Single Subject credential, the HTH GSE Program Director and Credential Analyst will verify that candidates have met all requirements for the credential being sought, including but not limited to:</p> <ul style="list-style-type: none"> • Completion of Basic Skills • Completion of subject matter requirement • Passage of the Teaching Performance Assessment (edTPA) • Passage of the Reading Instruction Competence Assessment (RICA) for Multiple Subject candidates • Successfully pass all required coursework • Completion of all Fieldwork requirements (600+ hours): <ul style="list-style-type: none"> A. Meet weekly with assigned cooperating teacher and document ongoing fieldwork B. Successful completion of student teaching C. Participate in four observations per term; total of 12 per school year, including

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How High Tech High Graduate School of Education Meets the Precondition
<ul style="list-style-type: none"> * Completion of an accredited professional preparation program * Completion of the subject matter requirement * Demonstration of knowledge of the principles and provisions of the Constitution of the United States * Passage of the Teaching Performance Assessment * Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates). 		<ul style="list-style-type: none"> debrief with HTH GSE fieldwork supervisor D. Complete 100 hours of fieldwork experience in a local K-12 public school setting outside of the High Tech High Charter Organization E. Submit a digital e-portfolio of culminating signature assignment from each course, weekly cooperating teacher meeting notes/observations and HTH GSE fieldwork supervisor observations • Participate in a Presentation of Learning (POL) with panel of instructors, peers, fieldwork supervisor and cooperating teacher • Participate with cooperating teachers and fieldwork supervisors in development of an Individual Development Plan, which the HTH GSE refers to as “Personal Learning Plan” (PLP), to bridge professional strengths and growth goals from the preliminary program to an induction program • Participate in program evaluation(s) • Program fee paid in full

Table 2 – Summary of Common Standards Responses
High Tech High Graduate School of Education

For reference High Tech High Graduate School of Education’s Common Standard document is provided in [Attachment B](#). All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.

Common Standard 1 - Institutional Infrastructure to Support Educator Preparation	Aligned
<p>High Tech High Graduate School of Education (HTH GSE) is approved by the Western Association of Schools and Colleges Senior and is considered a separate entity from High Tech High (HTH) schools. HTH GSE is proposing a full year residency model teacher preparation program that offers candidates the opportunity to earn a Preliminary Single or Multiple Subject Teaching Credential with the option of a second year to earn a Master’s in Education (M.Ed.) in Teaching and Learning. The rationale for HTH GSE’s proposed Preliminary Multiple Subject Single Subject credential program is aligned to HTH GSE’s research-based mission and vision.</p>	
<p>Mission The mission of the HTH 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.</p>	
<p>Vision The HTH GSE aspires to be recognized within the country and around the world as a hub of progressive practice related to teaching, learning and leadership, and as a model of thoughtful, integrated, and transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects HTH GSE’s special and 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.</p>	
<p>To achieve this aspiration, the GSE has outlined the following three strategic priorities:</p> <ol style="list-style-type: none"> 1. The HTH GSE aims to model and promote thoughtful and forward-thinking teaching and leadership both within and beyond its clinical sites. 2. The HTH GSE aims to assist teachers, administrators and policy makers in their efforts to transform teaching and learning locally, nationally, and globally. 3. The HTH GSE aims to secure the financial sustainability of our institution, and ensure its future 	
<p>The design of HTH GSE’s credential program is grounded in a research-based framework that focuses on deeper learning outcomes, structured group work, critical thinking, higher order thinking skills and a learn-by-doing theory reflected in project-based learning. HTH GSE Board</p>	

of Directors has ultimate authority for the HTH GSE program. HTH GSE's Program Director, who reports to the Administrative Dean, has the authority to make decisions related to the teacher preparation program and is responsible for all administrative and academic elements of the credentialing program. The Program Director and Credential Analyst will have the responsibility of verifying that candidates have met all requirements for the credential. Only the Credential Analyst or another authorized designee who is employed by HTH GSE will be able to recommend for credentials.

Through a competitive process, HTH GSE will recruit and select faculty, fieldwork supervisors and cooperating teachers based on clearly defined qualifications and who reflects the diversity of the population. Minimum qualifications for faculty include a 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 and experience teaching in a post-secondary setting and/or supporting adult learners.

Cooperating teachers and faculty will be required to demonstrate a commitment to a candidate's understanding of cultural and linguistic diversity of K-12 students. One hiring qualification listed in the HTH GSE handbook is that faculty and other instructional personnel must include "knowledge of diversity in society, including diverse abilities, culture, language, ethnicity and gender orientation." To continually improve on recruitment, support and retention of diverse faculty, HTH GSE has developed several goals including:

- the recruitment and retention of diverse practitioner faculty through the posting of open positions at a variety of culturally diverse conferences, events and social media;
- pre-course meetings that will include instructors and program leadership who will collaborate on course design, syllabi and assessment plans;
- ongoing course observations and debriefs with faculty; and
- post-course meetings between instructors and program leadership to examine course evaluations and student work to determine course strengths and areas of improvement.

HTH GSE ensures that faculty and staff will collaborate with their K-12 partners and with the members of their Advisory Board which is comprised of professors from local universities, leaders and teachers in K-12 schools and current HTH GSE students and alumni.

To support the credentialing program, HTH GSE will use its existing operational infrastructure including support for admissions, advisement and curriculum development. In addition to funds, HTH GSE will allocate appropriate staff to support, administer and evaluate the proposed program. Staff will include the President, Provost, Dean, Director of Student Affairs and Registrar, Program Director for the Preliminary credential program, Credential Analyst, Faculty, Fieldwork Supervisors, and mentors. As additional oversight and support of the unit-wide evaluation practices, the credentialing program will receive support from the Advisory Board and High Tech High staff and leadership including the Director of HTH Credential Operations and the Director of HTH New Teacher Development.

Physical resources will include offices and training sites at the newly constructed adult learning building located on the HTH campus in Point Loma San Diego, smart classrooms, multiple meeting and study spaces, free parking, professional library, wireless internet system, a range of multimedia and technical support services.

Common Standard 2 - Candidate Recruitment and Support Preparation

Aligned

HTH GSE candidates will be accepted based on clear criteria that includes the following multiple measures:

- Cover letter stating interest in applying
- Application form
- Professional resume
- Letters of recommendation
- Statement of purpose that address specifically defined questions
- Official Transcripts of Baccalaureate from an approved accredited institution
- Livescan Fingerprint Clearance or valid Certificate of Clearance
- Completion of the Basic Skills Requirement
- Demonstration of knowledge of the principles and provisions of the US Constitution
- Proof of negative TB test
- Proof of CPR
- Demonstration of Subject Matter Competency

HTH GSE is committed to a recruitment plan to diversify its candidates. HTH GSE will work with local undergraduate institutions to participate in recruitment fairs that will reach a diverse pool of potential candidates. Additionally, HTH GSE will establish relationships with local and national equity focused organizations to increase the recruitment of diverse candidates.

Once accepted into the credentialing program, candidates will receive support from cooperating teachers/mentors; knowledgeable practitioner faculty; fieldwork supervisors; and staff. They will assist with candidates' academic, professional, and personal development. Candidates will be given the student handbook and fieldwork handbook which will be reviewed during orientation. They will also be enrolled in the HTH GSE online Student Information System where they will have access to coursework, fieldwork requirements, standards and deadlines.

Support and advisement for candidates will be coordinated by the fieldwork supervisors. The fieldwork supervisor will meet with candidates three times during a year to review their progress and completion of program requirements. Goal setting will occur through the use of Personal Learning Plans (otherwise known as Individual Learning Plans) which will help guide professional development, address learning needs and curriculum modifications and allow for additional assistance in meeting competencies. Candidate progress towards completion of the program requirements will be monitored by the credential analyst. Should a candidate not meet program requirements additional support will be initiated in several ways: by the candidate, by any member of the support network or when an unsatisfactory academic progress review occurs. Fieldwork Supervisors may use formal or informal support to assist these candidates. Informal support will include discussions and brainstorming about what is needed for progress

towards completion of credential requirements. Formal support will be documented in an academic contract that includes clear actions and deadlines for candidates to complete.

Common Standard 3 - Course of Study, Fieldwork and Clinical Practice

Aligned

HTH GSE's course of study is designed to align with the TPE's and the state-adopted content standards. Assignments and tasks will be increasingly challenging. The course of study is founded on a research-based vision of students learning by doing. HTH GSE's teacher residency model integrates candidates into one of the 13 HTH K-12 school sites, four days a week, at least six hours per day for 36 weeks at which time they will work alongside a subject-specific cooperating teacher. In addition candidates will complete 100 hours of fieldwork experiences in partner school sites outside of HTH. Each month teaching expectations will increase as a candidate assumes more responsibility for co-teaching or serving as a lead teacher under the guidance of a cooperating teacher.

During the summer, candidates begin the program with an online English Learner course which is followed by a seven day course where candidates learn about creating a positive and equitable classroom culture. During the program, coursework will be required twice a week in the evenings. The curriculum for each course will be focused on integrating theory and practice. Assessments will include both formative performance assessments and a final summative signature assignment. Each course will require that candidates complete a culminating assignment known as Put it to Practice (PITP) assignments.

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. Coursework will include the Foundations of English Language Development, a course on Equity, Diversity and Design Principles and a course on Inclusive Classrooms.

Candidates will be supported by a supervisory team of experienced teachers as follows:

- Fieldwork Supervisors (Site-based supervisors) The Program Director will have the responsibility of hiring and training fieldwork supervisors (site-based supervisors). Applications will be screened and selected by the HTH GSE Leadership team consisting of the Program Director, Dean, Practitioner Faculty and student representatives. Fieldwork supervisors will be certificated teachers with 5+ years of teaching and/or administrative experience in a P-12 public school. The fieldwork supervisors will be responsible for guiding the student teaching gradual release model and will monitor the candidates' progress. Supervisors will conduct a total of 12 formal observations and coaching conversations with each candidate during the program.
- Practitioner Faculty will be responsible for serving as a resource to credential candidates.
- Cooperating teachers will be recommended by the school site administrator due to outstanding classroom performance and a willingness to mentor beginning teachers. Cooperating teachers will be partnered with candidates at the fieldwork site. Cooperating teachers will be assigned by the content area of the candidate and will serve as daily support. Both Cooperating teachers and fieldwork supervisors will receive on-going monthly support and training. They will attend an orientation training prior to the

beginning of the academic year and during the year they will be provided professional development days where they will be able to share and receive coaching training.

- Surveys regarding the level of support from cooperating teachers and fieldwork supervisors will be completed by candidates at the end of the fall, winter and spring terms.
- Fieldwork supervisors will meet annually with the Program Director for a performance review.

Common Standard 4 - Continuous Improvement

Aligned

HTH GSE has developed a continuous improvement plan that will systematically gather and analyze both qualitative and quantitative data in order to identify program and unit effectiveness. An annotated list of data sources was provided that includes such items as end of course surveys, TPA scores, digital portfolios and fieldwork supervisor evaluations. Data collected is evaluated and shared with leadership, the advisory board, students, faculty and staff.

Candidate progress is monitored by both the credential analyst and the Director of Student Affairs through the collection of data such as course attendance and grading, assignment rubrics and observation forms. At the end of each term, the Director of Student Affairs checks academic progress to ensure that candidates have completed all program requirements.

Common Standard 5 - Program Impact

Aligned

GSE HTH candidate competency will be determined using multiple measures. Assessment of candidate competency and teaching and learning in schools will be based on mastery of the six TPEs. HTH GSE will embed the TPE elements in coursework and the TPEs will be supported during fieldwork (clinical practice) by fieldwork supervisors and cooperating teachers. Candidates will demonstrate that they are having a positive impact on teaching and learning in schools in the following ways:

- All candidates will collaborate with their fieldwork supervisors and cooperating teachers to develop an Individual Development Plan (IDP). The IDP will be used to determine candidates' goals, strengths and areas of improvement that align with Teaching Performance Expectations (TPEs).
- Candidates will be required to create and submit a digital portfolio that displays professional work and growth. The digital portfolios include signature assignments, Put It to Practice (PITP) assignments, fieldwork supervisor and cooperating teacher observation notes.

Additional studies will be conducted on the following topics:

- How candidates meet and/or struggled with the Teaching Performance Expectations (TPEs) that are introduced, practiced and assessed in coursework and fieldwork.
- Candidate scores on the Teaching Performance Assessment (edTPA model).
- Candidate's final Presentation of Learning (POL). The 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.

To effectively evaluate positive program impact, GSE faculty will meet monthly to analyze information/data regarding the program's strengths, weaknesses, and feedback. To do so, HTH GSE has developed the following essential questions to assist in measuring positive impact:

Essential Questions:

1. What is the overall quality of the HTH GSE teacher preparation program?
2. What is the impact on the professional development of teacher preparedness, attitudes, and beliefs about teaching and learning?
3. What are the most effective course components?
4. How does participation in this program affect teacher perceptions of efficacy?

At the end of each year, HTH GSE staff will use the evaluation data and feedback from candidates, practitioner faculty, and cooperating teachers to make program modifications and changes related to programmatic issues, program policies and procedures, and input on the effectiveness of the program rationale, goals, and objectives.

Staff Recommendation

Staff recommends that the Commission grant Provisional Approval to High Tech High Graduate School of Education because the Board of Institutional Review has found the Common Standard response to be aligned to the standards and staff has found the Preconditions to be met. This would allow High Tech High Graduate School of Education's proposed program for a Preliminary Multiple Subject/Single Subject credential to be reviewed by the Committee on Accreditation.

If the Commission grants Provisional Approval to High Tech High Graduate School of Education, staff recommends that the provisional approval period be three years such that in Year Three a site visit could occur and data will be available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for High Tech High Graduate School of Education.