Initial Program Review

Preliminary Single Subject Credentialing Program
General Education

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VISION STATEMENT

Summit's credentialing program commits to recruiting, developing, and supporting a diverse pool of teachers who embody Summit's principles of personalized learning. Candidates learn to:

- Engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks.
- Empower students as self-directed learners, helping them develop the habits and skills that lead to academic, professional and personal success.
- Nurture communities of learners by building meaningful relationships that allow students to grow and thrive.
- Connect their instructional decisions and student actions to students' long-term goals and aspirations.

To best achieve these goals, candidates are prepared through a residency program that is embedded in a school site, creating a deep integration and alignment between the candidate's experience in the credentialing program and his/her experience in the classroom as a practicing teacher candidate. The residency model:

- Mirrors the student learning experience, with a focus on skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity.
- Empowers candidates as self-directed adult learners with a personalized trajectory and timeline through the program.
- Supports candidates to develop deep knowledge of their students and the communities from which they come.
- Allows for immersive, mentored experiences with professional educators onsite.
- Positions candidates as active and important members of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community.

Our program is an innovative pathway into teaching and one step in a larger educator professional continuum. Through this program, we seek to create a model for preparing teachers for personalized learning school environments, and to increase the diversity of educators across the nation.

STANDARD 1: PROGRAM DESIGN AND CURRICULUM

Summit Public Schools is a leading charter management organization serving diverse communities in the San Francisco Bay Area and Washington State. With approximately 2,000 students across nine sites, Summit's schools consistently rank among the best in the nation.

As a part of its fundamental commitment to inspire positive change in public education, Summit has designed a credentialing program aligned to its core principles for learning. This program intends to serve as a model for personalized, growth-based teacher preparation.

The credentialing program is a critical component of a professional trajectory that Summit has established to foster a new generation of effective, diverse, and committed educators with skills to facilitate high-quality personalized learning for all students. As Summit gains recognition for innovation and achievement in preparing all students for success beyond graduation, it is becoming increasingly clear that the long-term impact of a personalized learning model is ultimately dependent upon educators and their ability to foster a learning environment that truly personalizes each student's educational experience.

Currently, most teacher preparation programs throughout the state do not focus specifically on personalized learning. Thus, in order to carry out its vision of developing highly effective teachers to support the implementation of personalized learning nationwide, Summit must establish its own program that aligns the current research and theory on teaching and learning with highly effective personalized learning classrooms.

Together with its pre-service fellowship through AmeriCorps and new teacher induction program, which received accreditation from the California Commission on Teacher Credentialing (CTC) in 2015, Summit's credentialing program completes a clear pathway for nurturing a strong pipeline of educators and teacher leaders who can focus on preparing students for success in college and beyond.

Expeditions Pathway: 8-week interactive study on education for a diverse group of high school juniors and seniors who are interested in pursuing a career in teaching

University Support: Check-ins and support during college for the Summit Expeditions Pathway alumni, including summer internships in Summit's summer program

Tutor Corps: One year AmeriCorps education fellowship with a focus on foundational teaching skills and experiences working with students and parents

Credentialing: One-year residency in personalized learning schools

Induction: Two-year accredited program for new teacher coaching and support

Professional Development: Various ongoing programs across 50+ days of dedicated professional development each year

Program Vision and Theory of Learning

Summit's rapid growth and leadership in the field is largely attributable to its ability to align all systems with a clear theory of learning that is understood among faculty, staff, students, and the community. By putting students at the center and creating an environment in which they drive their own learning, Summit prepares a diverse population for success.

In alignment with a student-centered vision, Summit's credentialing program is committed to recruiting, developing, and supporting a diverse pool of candidates who embody Summit's principles of personalized learning. Though an integrated sequence of coursework and clinical experiences, Summit's candidates learn to:

- Engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks.
- Empower students as self-directed learners, helping them develop the habits and skills that lead to academic, professional and personal success.
- Nurture communities of learners by building meaningful relationships that allow students to grow and thrive.
- Connect their instructional decisions and student actions to students' long-term goals and aspirations.

These goals are best achieved through a residency program that is embedded in a school site, allowing a deep integration and alignment between the candidate's experience in the

credentialing coursework and his/her experience in the classroom. Thus, the program is distinguished by four principles within its overarching foci:

1. The program intentionally mirrors the Summit student learning experience, and emphasizes skill development, authentic assessment, equity, and diversity. By aligning to Summit's student model, candidates can deeply understand the power of personalized learning and be metacognitive about learning processes when working with students.

2. With the belief that 'context matters' and that learning must be applied, the program integrates coursework and clinical experiences with one another through a residency model. Candidates demonstrate knowledge of learners and learning within job-embedded performances. Through reflection, self-assessment, and ongoing feedback, candidates learn to transfer skills and understandings across teaching contexts.

3. The program holds all candidates to the same clear performance objectives and outcomes (see following section), but facilitates a personalized path for each candidate to reach them.

4. The program fosters deep relationships between candidates and expert teachers to build a deep understanding of what powerful teaching truly looks like in practice. Summit provides consistent, high quality mentoring for all candidates and the dedicated support of a highly qualified supervisory team.

Summit is uniquely poised to meet these objectives and implement a successful, sustainable teacher credentialing program that exceeds the requirements set forth by the CTC. In addition to its foundation in Summit's theory of learning, the program is based upon prominent research and the specific competencies candidates must possess in order to effectively teach all California public school students, including a deep understanding of:

- Typical and atypical child and adolescent growth and development
- Social, cultural, philosophical and historical foundations of education
- Human learning theory
- Content-specific pedagogy
- Designing and implementing curriculum and assessments
- Understanding and analyzing student achievement outcomes to improve instruction
- Assessment literacy
- Positive behavioral supports for students,

- Range of factors that affect student learning, including poverty, race, and socioeconomic status

In line with the CTC's expectations and generally accepted principles of adult learning and professional development, the program provides ample opportunity for all candidates to gain the necessary pedagogical competence and instructional skills by applying them in authentic settings under the guidance of a dedicated and highly qualified supervisory team. Specific roles, as well as the criteria for selection of the supervisory and support roles are detailed in the section addressing Standard 3.

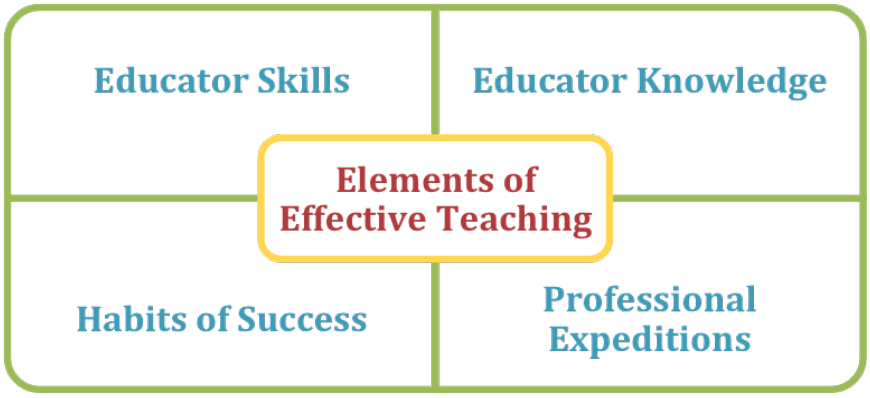
The program has been heavily influenced by state and nationally recognized teacher preparation and accreditation policy organizations, including the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Teacher Preparation (CAEP), as well as the work of Frances Fuller (1970) and Linda Darling Hammond (2002), who describe the preconditions for developing effective educators and promising practices in personalized teacher preparation in 21st century school settings with diverse student populations. Summit accepts responsibility for ensuring the quality and alignment of the program design to contemporary research, as well as the fidelity and efficacy of its implementation. The current knowledge base in program evaluation from the CTC and other thought leaders, including the National Academy of Education, is continuously referenced and applied throughout program implementation.

Additionally, Summit's partnership with the Stanford Center for Assessment, Learning and Equity (SCALE) serves to guide the program at all stages and provide particular expertise in candidate assessment and program measures. Under the leadership of Dr. Raymond Pecheone, SCALE provides technical assistance to schools and districts in the development and adoption of performance-based assessments as part of a multiple-measures system for evaluating competencies and performance. SCALE's participation in the credentialing program aligns to its mission of improving student, teacher, and organizational performance through the implementation and application of innovative measures of growth. SCALE has been intimately involved in the design of the program and will continue to serve as a thought leader and partner in building the curriculum, as well as planning for and evaluating its implementation.

Elements of Effective Teaching

Described in greater detail throughout this application, Summit's credentialing program provides candidates with meaningful opportunities to learn and progress through the

program requirements and expectations with individualized growth plans. Serving as a driving force in the development of the credentialing program, Summit has identified four Elements of Effective Teaching: Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. By taking what research and experience have shown to be core features of effective teaching and the contemporary conditions of teaching and learning, Summit has distilled *what* teachers need to know and *how* they grow professionally.



Educator Skills: *Developing skills as a facilitator of student learning, an instructional leader and an effective mentor.*

Being a successful educator requires the ability to solve complex problems and make hundreds of rapid decisions, every single day. Expert practitioners have the ability to analyze and respond to problems, interpret a variety of data, and communicate effectively. These thinking skills can be described, learned, and practiced, and are the backbone of educators' work.

Through Summit's program, candidates' skills are assessed on the Educator Skills Rubric, a formative tool developed by Summit and reviewed by SCALE, which articulates the levels of practice from Novice to Systems Leader, including applied guidelines for teachers, site administrators, and faculty.

Educator Knowledge: *Engaging in learning that is personalized for each teacher, while reflecting best practices and research.*

Educator Knowledge is the content that is essential to effectively facilitate learning, solve problems, and achieve goals. Educator Knowledge is inextricably linked to Educator Skills, in such a way that teachers apply content knowledge in their daily work.

In addition to coursework and direct support from program supervisors, Summit's candidates have access to playlists (online learning resources) encompassing a wide range of learning objectives that can be used to build Educator Knowledge and address candidates' unique learning needs. For example, a candidate working on the Educator Skill of Assessing Learner Needs may need to build her Educator Knowledge on the kinds of assessment data available. She would access the relevant playlists, such as the CELDT assessment overview, which provides comprehensive information on the CELDT assessment, including what it tests, the types of data it yields, and strategies for making instructional decisions based upon the data. Playlists can be accessed on demand to support candidates' individual learning and development. Supporting documentation previously included outdated references to Activate . All playlists, content assessments, and projects are now incorporated into Summit's Personalized Learning Platform (PLP).

Habits of Success: *Empowering teachers to self-direct their learning and to continue developing emotional intelligence.*

Educators learn mindsets that indicate the habits of professional action and moral commitment that underlie effective performance. When educators embrace these mindsets, they can work to develop the behaviors that make them more confident personally, interpersonally, and during the critical moments of decision-making they face every day.

The Habits of Success that guide Summit's program and expectations for its educators are built on the research and work of:

- Angela Duckworth, Predictors of Achievement - Grit and Self-Control
- The Collaborative for Academic, Social and Emotional Learning (CASEL), Social and Emotional Learning
- Linda Darling-Hammond, Equity and Educator Preparation
- Ellen Moir, Educator Induction and Mentoring
- Social Psychologists such as David Yeager, Daniel Willingham, and Chris Hulleman

Professional Expeditions**:** *Exploring and reflecting on perspective-changing experiences, career interests, and passions.*

The most successful teachers are those who never stop learning. By participating in meaningful professional development experiences, collaborating with peers, and engaging in deep personal reflection, educators continue to grow and hone their craft.

Alongside Summit teachers and staff, candidates participate in more than 50 days of professional development each school year while students are immersed in elective courses. During these professional development days, candidates not only focus on their

own professional growth, but also have the time and space to collaborate with peers and educators across all Summit schools. During this dedicated time, candidates have the opportunity to participate in certain Professional Expeditions, including participating in “Days Away” to observe other schools and classrooms, attending workshops led by program faculty, school leaders, and/or outside experts, co-planning with cooperating teacher, mentor, and/or colleagues, and working on projects related to individual or collaborative school goals. A significant part of this experience is reflection, because only through reflection can candidates truly appreciate their growth.

For "Days Away," candidates primarily observe at Summit schools in order to focus on teachers who teach the same courses as the candidates, or teachers who are expert in specific instructional practices the candidates are learning. When possible, candidates observe in small groups with the support of a mentor or cooperating teacher who can help the candidates analyze and debrief the observations. At times, Days Away may happen at schools outside of the Summit network; external teachers and schools are selected if they have been vetted by the credentialing program faculty to demonstrate high quality instructional practices, and if the focus of the observation connects to the learning goals of the candidates. Summit has a network of partner schools throughout California that are primarily district public schools where these external observations are set up. Specifically, the credentialing program faculty conducts their own observations of both Summit and external teachers before setting up observations for candidates in the program. The criteria used to select teachers to observe depends on the purpose of the observation. In general, Days Away are focused around specific instructional practices that the credentialing program faculty want to highlight, such as complex instruction or best practices to support English Learners, for example. For this reason, the credentialing program faculty observe beforehand to ensure the observation is aligned to what candidates are learning and will allow for candidates to have a consistent observational experience. Candidates also debrief and reflect on observations with mentors and/or cooperating teachers, allowing space for candidates to provide feedback on the effectiveness of the observation. The credentialing program faculty may not continue observations of teachers if observations or candidate feedback reveal an inconsistent or ineffective experience.

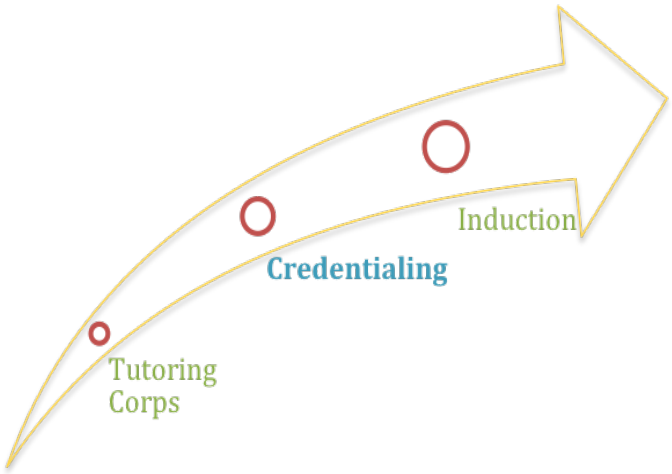
Though some candidates may go on to teach in schools outside of Summit’s network and may not engage in the same ongoing professional development opportunities that Summit has committed to, they will still share in the same values of reflection and participation in broader communities of practice.

Program Objectives and Expected Outcomes

The overarching goal of Summit’s credentialing program is to equip a diverse pool of teachers with the specialized knowledge of personalized learning and skill set necessary to become highly qualified and confident educators who go on to have a lasting impact on the field. By the end of the program, candidates are also expected to:

- Complete all required content assessments to demonstrate required content knowledge.
- Demonstrate Novice level or higher for all required skills on the Educator Skills Rubric.
- Complete high quality major assessments and assignments to demonstrate application of knowledge and skills through authentic tasks.
- Pass edTPA as the program-selected summative performance assessment.

As noted above, the credentialing program serves as a key component of Summit's professional trajectory for prospective educators - from Summit's Tutoring Corps, a one year fellowship program through AmeriCorps, to Summit's induction program for first and second year teachers. These programs build on each other to ensure that candidates are – and feel – fully supported at every step in their professional pathway. These programs do not exist in isolation from one another; but rather, they come together to form a coherent progression and build a foundation for lifelong learning.



Although it is the hope of this program that candidates go on to teach in personalized learning schools, this may not be the course chosen by all. Therefore, the program has been designed to prepare candidates to successfully apply their knowledge and skills in practice and serve as a highly qualified teacher in any secondary school setting. The curricula and assessments for Summit's credentialing program align to California's Teaching Performance Expectations (TPEs) and the edTPA. Through the credentialing program coursework, assessments, and clinical experiences, candidates demonstrate acquisition of the same content and skills they would need to teach beyond a personalized learning environment. Further, candidates will be able to take the philosophy, structures, and strategies of personalized learning into any kind of secondary school setting to engage in rigorous differentiation for high needs students, such as English Learners, students with special needs, and struggling students. For example, key structures and instructional strategies such as small group interventions based on data, one-to-one feedback and coaching sessions focused on individual student needs, and intentional groupings for collaboration are strong instructional practices in any classroom setting.

Described in greater detail below, candidate performance and progress are measured against Summit's Educator Skills Rubric, which is based on the Interstate Teacher Assessment and Support Consortium (inTASC) standards, aligned to the California Standards for the Teaching Profession (CSTPs), the Teaching Performance Expectations (TPEs), and the New Leaders for New Schools framework, and incorporates current research in the field of teacher development as well as input from current teachers.

More specifically, the program's coursework and clinical experiences focus on 12 sub-dimensions within three domains of the Educator Skills Rubric.

Culture and Community Domain	Learning Domain	Building Teams Domain
Empowering Environment	Planning Skills-Based Outcomes	Collaboration
Cultural Competence	Planning Learning Experiences	
Community Norms	Facilitating Learning	
Strategic Communication	Assessing Learner Needs	
Responsive Communication	Creating Appropriate Supports	
	Providing Honest, Actionable, Timely Feedback	

By the end of the credentialing program, candidates are expected to demonstrate consistent evidence of performance at the Novice level in all required sub-dimensions, as listed in the chart above, through both their coursework and clinical practice. In addition, candidates are expected to provide substantial evidence of their development in these sub-dimensions, as well as documented personal reflections on their growth in each area.

Program performance, and ultimately, candidates' readiness to enter the profession, is evaluated through the quarterly co-assessment process and Induction Transition Plan, in which candidates and their supervisory teams reflect upon past performance and set relevant goals for continued growth. Additional information about the process for supporting candidates who are struggling can be found in the Assessment of Candidates section and in Standard 4.

Program Scope and Sequence

Summit's credentialing program is set apart by its emphasis on personalized learning as a mode to provide all learners, adults and students, equitable access to knowledge and opportunity. By providing a diverse group of candidates access to the right content and support at the right times, the program's framework ensures a coherent progression of learning experiences that foster the development of effective educators. As described in greater detail in the sections aligned to Standards 2, 3, and 4, the program provides developmentally appropriate movement through learning objectives and ensures candidates are adequately prepared to take on more responsibility in their clinical

experiences/classrooms. A gradual release model dictates the intentional increase in complexity of coursework and responsibility within clinical experiences that underpins Summit's mission to ensure all candidates have the level of knowledge and caliber of skill to effectively lead their own classrooms upon completion of the program.

Summit's credentialing program is a year-long residency model. Candidates engage in initial learning experiences prior to the start of the academic school year, and then complete the majority of the coursework and the full clinical experience from August through June of the academic school year. All candidates are expected to complete all program requirements by June. As described further in Standard 4, mentors monitor candidate progress toward the program requirements. The chart below provides an overview of the coursework and clinical experiences candidates engage in throughout the year.

Curriculum, Instruction, and Assessment in a Personalized Learning Environment	
Course Description	This course focuses on supporting student learning in a personalized, project-based context. The course is structured around a series of "cycles of inquiry" in which candidates plan, teach, assess, reflect, and adjust. By framing all teaching opportunities within this cycle, candidates engage with curriculum, instruction, and assessment not as three separate concepts but as fully integrated elements of teaching. Each cycle of inquiry results in a similarly structured portfolio; however, the cycles of inquiry increase in complexity, length, and focus as the year goes on, encouraging candidates to draw on and demonstrate the expanding body of knowledge and skills they are acquiring across the credentialing program and in their classrooms, including content knowledge; general and discipline-specific pedagogical skills; and knowledge of students, families, and communities.
Course Outcomes	• Candidates apply their knowledge of students in cycles of inquiry around planning, teaching, assessing, and reflecting in their clinical practice. • Candidates apply their knowledge of subject matter, subject-specific pedagogy, and disciplinary language to cycles of inquiry in their clinical practice. • Candidates use their knowledge of students to plan and implement differentiated and personalized learning strategies. • Candidates design, modify, and use assessments tailored to subject-specific learning outcomes and their varied students' needs; and analyze student performance to inform instruction. • Candidates design curriculum and instruction (including project-based units) using a backwards planning process. Key understandings: • Human learning theory

	• Subject specific pedagogy • Designing and implementing curriculum and assessments • Understanding and analyzing student achievement outcomes to improve instruction
Culture of Learning	
Course Description	In this course candidates explore the principles of growth, learning, and development of adolescents in the contexts of families, classrooms, schools, communities, social class and culture. Candidates examine the school, community, and broader cultural influences on adolescent development and learning (cognitive, social, emotional, psychological). In this course candidates construct a practical and research-based framework for understanding the roles and responsibilities of teachers as they work with adolescents and their families to support students' learning, motivation, and developmental well-being. This includes how adolescents learn, what motivates them to learn, and how schools and teachers contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs. Candidates use the experiences with students, families, communities and school contexts and the theories and research in the course to propose a vision and plan for their classroom environment to implement during their final student teaching.
Course Outcomes	Candidates apply research-based practices and knowledge of students, students' families and communities to manage and support a personalized learning environment Key understandings: • Typical and atypical child and adolescent growth and development • Personalized learning • Research-based practices for environments that build and support learning opportunities • Management, routines and norms for classroom practices • Knowledge of range of positive behavioral supports • The range of factors affecting student learning
Diversity and Access	
Course Description	*Fall Focus: Examining Self, Schools, and Learners* This course focuses on examining the historical context of schools and the education system in relation to candidates' own educational

	experiences. One of its central goals is to foster a commitment to understanding and questioning school structures and systems to provide equitable access to all students. Candidates analyze their own frames of reference in order to be aware and cognizant of decisions made in the classroom with regards to teaching and learning around equity and access. In addition, they promote student learning through utilizing knowledge of students' backgrounds, interests, languages, home cultures, and community resources. Candidates also critically examine local school contexts, structures and communities in order to identify, examine, and utilize the resources available to address the needs of students and families. *Spring Focus: Developing Critical Practices to Engage Families and Students* The spring part of this course builds on what candidates completed during the fall semester by asking them to begin to critically examine and incorporate what they have learned into their practices as teachers. The course begins by asking the question, "What does family engagement look like and why is it important in a school community?" Candidates are also expected to collect ongoing reflections on key equity or access challenges they experience in the classrooms that involve students and families. These serve as collaborative learning opportunities to build critical skills in learning how to communicate in culturally responsive ways and to provide learning spaces that are equitable and accessible to all students. This course culminates with candidates applying the knowledge they have gathered about students, families and schools through a portfolio of applied and contextualized artifacts.
Course Outcomes	Candidates apply knowledge of self, students, families and community to develop culturally responsive communication approaches and equitable teaching practices. Key understandings: • Knowledge of self in relation to teaching and learning • Knowledge of schools, school systems, achievement and inequity in school • Social, cultural, philosophical, and historical foundations of education • Knowledge of students, families and communities

	• Cultural responsive teaching and cultural competence • Language acquisition, language development and learning • Knowledge of students with identified needs, inclusion and modifications • The range of factors affecting student learning, including poverty, race, and socioeconomic status
Professional Growth	
Course Description	Professional Growth is a year-long course that supports the development of candidates through their residency experience in preparation for their first year of teaching. The course encompasses the candidate's clinical experience and his/her individualized support and development, as well as his/her learning about issues in education and professional responsibility. Through the residency program, candidates are immersed in classrooms from the start of the program. Candidates have the support of a cooperating teacher and a mentor, both of whom support the candidate through a gradual release of responsibility into teaching, with the goal of the candidate reaching independent student teaching by January. Candidates engage in frequent, consistent coaching structures with both the cooperating teacher and mentor that allow for individualized support and feedback about the candidate's growth, as well as the candidate's performance in relation to the credentialing program outcomes and requirements. The candidate's clinical experience culminates with a plan that supports his/her transition from the credentialing year to an induction program. This course includes candidates' application of their learning from the other courses - Curriculum, Instruction, and Assessment; Diversity and Access; and Culture of Learning. The readings, content, skill development, assignments, and assessments from these three courses are actively and strategically applied in the clinical experience. This application of learning is then documented through the candidate's work with his/her cooperating teacher and mentor, and through the assessments for this course that capture the candidate's growth in the clinical experience. Candidates also engage in collaborative structures with mentors, peers

	and colleagues, including cohort-wide professional development and coursework, site-based supervisory group meetings, subject-specific group meetings and coursework, and small group peer feedback and support. This collaboration allows candidates to work together to share learnings, problem solve, and explore issues in education and teaching. Candidates participate in Summit's weekly meeting structures for all teachers, including course level teams, grade level teams, and site leadership teams.
Course Outcomes	• Candidates effectively apply learnings from other courses into the clinical experience to demonstrate growth as a teacher candidate. • Candidates receive individualized support and development that allows them to prepare for effective first year teaching. • Candidates know where they stand in relation to the credentialing program outcomes and requirements, and are prepared to meet all program requirements. • Candidates collaborate to share learnings and problem solve together. • Candidates effectively transition from credentialing to induction. • Candidates explore a variety of issues in education and teaching. Key understandings: • Social, cultural, philosophical and historical foundations of education • Professional responsibility • Contemporary issues in education

Upon entering the program, all candidates are matched with a cooperating teacher and placed in his/her classroom as a resident for clinical/field experiences for a full academic school year. Candidates begin their residencies by co-teaching multiple class sections, working up to ultimately leading one of those class sections independently in the spring semester. Cooperating teachers collaborate with mentors to actively participate in, guide, and monitor candidates' work and progress.

Candidates demonstrate readiness to move from initial student teaching (co-planning and co-facilitation) to final student teaching (independently teaching one class section) by completing the following major assessments at the Novice level on the Educator Skills Rubric: the Classroom Culture Plan, Inquiry Cycle #4 (plan, teach, and assess two sequential lessons), and the Family Engagement and Communication Plan. Further, through the co-assessment process with the cooperating teacher and mentor, candidates must demonstrate growth on their goals from fall semester, as well as evidence that they are approaching the Novice level on the Educator Skills Rubric in their daily instructional practices.

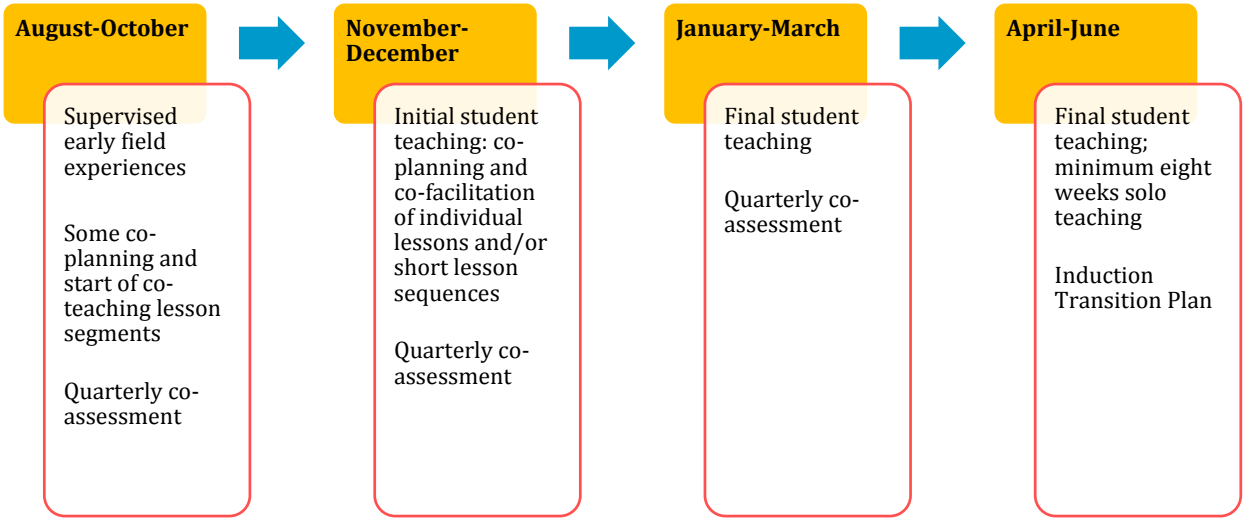
The decision for a candidate to move from initial student teaching to final student teaching is made collaboratively between the mentor and the cooperating teacher. This decision occurs as part of the quarterly co-assessment meeting. During the quarterly co-assessment meeting at the end of fall semester, the mentor, cooperating teacher, and candidate collaboratively discuss the progress the candidate has made in relation to the requirements to move to final student teaching. These requirements include completion of the following major assessments at the Novice level – the Classroom Culture Plan, Inquiry Cycle #4, and the Family Engagement and Communication Plan – as well as evidence that the candidate is approaching the Novice level on the Educator Skills Rubric in relation to his/her daily instructional practice and making growth on his/her goals.

This progress and performance data is captured in the candidate's Personalized Learning Plan. On the goal pages of the Personalized Learning Plan, the candidate provides evidence of his/her progress toward each goal, and in quarterly co-assessment meeting, the mentor and cooperating teacher provide additional evidence and feedback on each goal. On the growth tracker page, the mentor is responsible for recording the co-assessments for the candidate's daily instructional practice that the mentor, cooperating teacher, and candidate agree on at each co-assessment meeting. This page shows the candidate's progress on each skill in relation to the goal of Novice by the end of the program.

By the end of the quarterly co-assessment meeting, the mentor, cooperating teacher, and candidate will have discussed the candidate's growth on his/her goals and his/her performance level for the required Educator Skills. The mentor also provides an update on how the candidate performed on the three major assessments that must be completed at the Novice level – the Classroom Culture Plan, Inquiry Cycle #4, and the Family Engagement and Communication Plan. Based on all of this data and evidence, the mentor and cooperating teacher collectively determine if the candidate is ready to move into final student teaching.

If the mentor and cooperating teacher agree that the candidate is not yet ready to move into final student teaching, they create a plan to support the candidate in any areas where he/she needs to improve and set a date for a follow-up meeting. The details and timeline for this plan are dependent upon the needs of the candidate. Interventions could include, but are not limited to, additional observations and coaching from the cooperating teacher and/or mentor, additional support in planning lessons, co-teaching and modeling of best practices, and submitting lesson plans in advance of teaching. The cooperating teacher and mentor work together to continue to monitor the candidate's progress and ensure he/she is able to move into final student teaching when ready.

Additional detail about the remediation process and timeline and the counseling out of candidates can be found on page 22 in the section entitled "Assessment of Candidates."



At the start of the credentialing program, candidates engage in observations of high quality instruction led by their cooperating teachers. These experiences provide candidates with authentic opportunities to identify and reflect upon excellent instructional practices and begin making connections to their own learning. Across their entire residency, candidates engage in coaching sessions and/or guided discussion with mentors to further explore the strategies they have observed and to analyze their own beliefs and practices.

Given that Summit's credentialing program is a residency program and all Summit school sites use a project-based and competency-based curricula for all courses, candidates have extensive opportunities to teach the content of the Common Core State Standards to all students, to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching middle and high school students.

As candidates move through the academic school year, they gain further experience with the content standards and instructional materials through Summit's common assessment plan. All teachers at Summit Public Schools, including candidates in the credentialing program, follow a common assessment plan and curricula. Summit's curricula for all courses include both content playlists and assessments, as well as skills-based projects designed based on the Common Core State Standards (CCSS). Content assessments are designed to assess student understanding of specific focus areas for content in each course. These focus areas are aligned to:

- The CCSS for English and Mathematics
- The Next Generation Science Standards
- The California History-Social Science Content Standards
- The World Readiness Standards for Learning Languages

Projects are focused on skills and the application of content and are aligned to:

- The CCSS for English and Mathematics
- The Next Generation Science Standards
- The Cognitive Skills Rubric developed in partnership with SCALE

Updated documentation on Summit's grading policy and how the Cognitive Skills Rubric translates into grades for students is now included in the appendix.

Assessment of Candidates

As noted above, Summit's credentialing program uses the Educator Skills Rubric as the primary tool for assessing teacher competence, which aligns with the inTASC standards, as well as to the CSTPs and the TPEs, and prepares candidates to pass edTPA, the selected Teaching Performance Assessment for the program.

The Educator Skills Rubric is used by Summit Public Schools to define the educator skills that are essential to effective teaching and learning aligned to its mission, organizational values, and widely accepted professional standards. The Educator Skills Rubric is a living document in which candidates self-assess and are formally assessed by cooperating teachers and mentors on a quarterly basis through a triad co-assessment meeting. Further, candidates and mentors formally monitor the progress of the candidate using the Educator Skills Rubric at least every other week, as they debrief regular classroom observations and candidate progress through both the coursework and clinical experience. This ongoing assessment on the Educator Skills Rubric ensures that all candidates receive timely, actionable feedback on their growth and performance in relation to the standards. As the Educator Skills Rubric is aligned to the TPEs, this ongoing assessment also gives candidates regular feedback about their growth with respect to the TPEs.

As shown in the table below, assessments are embedded into each course to support candidate learning, as well as to monitor candidate performance and guide mentors in providing ongoing formative feedback on the candidate's understanding and application of content knowledge, and skill development. All major assessments are assessed by the candidate's mentor, and are scored on the Educator Skills Rubric, using the Look Fors to provide additional details about expectations for each skill. The major assessments and Educator Skills Rubric are intentionally aligned to the TPEs to ensure candidates also receive feedback in relation to external standards.

Course	Major Assessments
Curriculum, Instruction, and Assessment in a Personalized Learning Environment	• Inquiry Cycle 1: Analyze Planning, Teaching, and Learning (of an experienced teacher) • Inquiry Cycle 2: Plan and Teach a Single Activity

	• Inquiry Cycle 3: Plan and Teach a Full Lesson • Inquiry Cycle 4: Plan, Teach, and Video Record Two Sequential Lessons • Inquiry Cycle 5: Complete edTPA (Plan and Teach 3-5 Sequential Lessons) • Inquiry Cycle 6: Plan, Teach, and Analyze a Full Project-Based Learning Unit
Culture of Learning	• Classroom Culture Vision • Classroom Culture Plan • Portfolio of artifacts

Diversity and Access	• Personal Narrative
	• Case Studies on three focus students:
	  • 1 student with identified special needs
	  • 1 English learner
	  • 1 student of choice
	• Family Engagement and Communication Plan
	• Portfolio of artifacts

Professional Growth	• Quarterly Co-Assessment • Induction Transition Plan

These assessments ensure candidates have access to formative information regarding their progress towards the credential. More specifically, mentors provide formative and summative feedback on the coursework assignments and major assessments, which gives candidates a sense of their performance in relation to the coursework expectations. Furthermore, formative feedback is provided through the quarterly-co-assessments and regular meetings with mentors, in which clinical work is evaluated in relation to the Educator Skills Rubric.

To ensure candidates receive reliable assessments of their competency in relation to edTPA, Educator Skills Rubric and the TPEs, the Director of Credentialing leads all cooperating teachers and mentors in ongoing training and calibration. Specifically, mentors and cooperating teachers engage in a training at the start of the year on the key assessments within the program and alignment with the Educator Skills Rubric. Throughout the year, ongoing professional development focuses on reviewing candidate work samples and using them to calibrate on the Educator Skills Rubric. Calibration activities are focused on clarifying the differences between the rubric levels and gaining

familiarity with the “Look Fors” for each Educator Skill. Such activities include analyzing videos of teacher practice, conducting co-observations of classrooms, peer assessing work collected by other mentors and/or cooperating teachers, and engaging in conversation and reflection to build common understanding.

Candidates work towards the Novice level requirement on both their major assessments and in their clinical placement, and receive formative and summative feedback as described above. In the event that a candidate is struggling to meet the Novice level, the mentor and cooperating teacher work together to create an intervention plan based on the needs of the candidate. The intervention plan could include, but is not limited to, interventions such as additional coaching and observations in the clinical placement, extended time on major assessments, narrowing the focus of a candidate's goals and his/her role in the clinical placement, and/or submitting lesson plans and materials for feedback in advance of teaching. The timeline for the intervention plan will also depend on the candidate, the growth he/she needs to demonstrate, and how quickly he/she is improving. All intervention plans are approved by the Director of Credentialing, who works with the mentor and cooperating teacher to track the candidate's progress on the intervention plan and adjust the plan if needed.

If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate’s needs – or if there is a larger concern altogether – they escalate the issue to the Director of Credentialing. The Director of Credentialing may take various forms of action with increasing intensity, as described in the "Escalation and Remediation" section of Standard 4. While the Director of Credentialing works collaboratively with the supervisory team (mentor and cooperating teacher), ultimately the Director of Credentialing is responsible for final decisions as to whether a candidate can continue in the program. The Director of Credentialing is responsible for counseling out any candidates who continue to not meet expectations and can no longer continue in the program.

Coursework and Program Faculty

Summit's credentialing program is a one-year residency program. Candidates complete initial learning experiences prior to the start of the academic school year, and then complete the majority of the coursework and the full clinical experience from August through June. Candidates engage with coursework learning experiences one full day each week and one afternoon; for example, candidates meet as a credentialing cohort on Wednesday afternoons for 3 hours and for a full day on Fridays. This time is spent in a variety of ways - full cohort learning experiences, subject area cohorts, small group collaboration, individual work time, and coaching or feedback sessions.

The faculty of record for the four courses are the Director of Credentialing, the Manager of Credentialing, and the mentors, who lead all instruction and assessment for the credentialing program coursework. Throughout the year, guest lecturers join the faculty of record, including Summit Public Schools leadership, faculty members from the Stanford Center for Assessment, Learning, and Equity (SCALE), and other experts in the field.

The Director and Manager of Credentialing lead the team of mentors in planning and facilitating the course content, major assessments, and learning experiences that make up the credentialing program curriculum and instruction. This team uses the credentialing program curriculum map, the major assessments, the Educator Skills Rubric, and the playlist resources to design learning experiences for the candidates that are backwards planned, aligned, and responsive to the needs of the candidates.

These learning experiences are delivered and facilitated by the mentors in a variety of ways; at times, the mentors will facilitate whole cohort instruction and experiences, while at other times the learning experiences will be more differentiated by candidate need or subject area. These differentiated learning experiences could include small groups by subject area, intervention with small groups or individual candidates who are struggling, and/or one-on-one coaching and conferencing with candidates.

The PLP is the tool that houses the curriculum – all major assessments and playlists are built into the PLP to allow candidates to access the resources at any time, and to allow mentors to easily provide feedback to candidates. While candidates may use the PLP to access readings, videos, and other resources, the PLP is not designed to take the place of an instructor or the value that comes from collaborative learning experiences. Further, as described in the paragraph above, candidates learn course content and skills in formal, in-person teaching and learning settings facilitated by the program mentors.

Supporting documentation references Summit's Academics Team, who support the credentialing program by sharing updated research and resources on curriculum, instruction, and assessment that can then be incorporated in the credentialing program curricula and learning experiences to ensure that the mentors, cooperating teachers, and candidates in the credentialing program are up-to-date on the latest pedagogical research. Academics Team members also support by providing feedback on credentialing program curricula, and may at times serve as guest lecturers in the credentialing program.

Summit's Academics Team is a team that supports student and adult learning across the Summit organization. As the organizational chart shows, the Academics Team consists of a variety of roles including the Chief Academic Officer, the Director of Professional Development, Adult Learning Specialists, and Induction Mentors. The Director and Manager of Credentialing sit on the Academics Team, as will the credentialing program mentors once the positions are filled. Thus, the credentialing program leadership is a part of the Academics Team, but the Academics Team also includes roles that are not part of the credentialing program faculty.

Members of the Academics Team have expertise in curriculum, instruction, and assessment; professional development; and new teacher development. The Chief Academic Officer, Director of Credentialing, and Manager of Credentialing led the program and curriculum development for the credentialing program in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE). Other members of the Academics Team have provided feedback on the program design and curriculum with a focus on aligning the program to Summit's vision for adult learning and professional development to ensure a coherent growth trajectory for new teachers from credentialing through induction and beyond. Going forward, the Director of Credentialing will continue to lead program improvement and realignment to new standards / TPEs with the Chief Academic Officer, Manager of Credentialing, and SCALE. Members of the Academics Team will continue to provide feedback in order to ensure program changes are also aligned to Summit's continued work on adult learning and professional development.

Preparation Outside the Personalized Learning Environment

Summit's credentialing program has been designed to prepare candidates to successfully apply their knowledge and skills in practice and serve as a highly qualified teacher in any secondary school setting. The curricula and assessments for Summit's credentialing program align to California's Teaching Performance Expectations (TPEs) and the edTPA. Through the credentialing program coursework, assessments, and clinical experiences, candidates demonstrate acquisition of the same content and skills they would need to teach beyond a personalized learning environment. Candidates are able to take the philosophy, structures, and strategies of personalized learning into any kind of secondary school setting to engage in rigorous differentiation for high needs students, such as English Learners, students with special needs, and struggling students. For example, key structures and instructional strategies such as small group interventions based on data, one-to-one feedback and coaching focused on individual student needs, and intentional groupings for collaboration are strong instructional practices in any classroom setting.

In addition, candidates also have the opportunity to complete a field experience outside of Summit during one of the Professional Expeditions in the spring semester. To ensure that candidates have the opportunity to experience and be assessed in a classroom setting different from the personalized learning environment at Summit, candidates can spend two weeks of Professional Expeditions on an external field experience, observing and co-teaching with an experienced teacher at a school site that works in partnership with Summit's credentialing program.

The Director and Manager of Credentialing set up partnerships with local schools and work collaboratively with those schools to identify high quality, experienced teachers who can host a candidate from Summit's credentialing program for two weeks. These experienced teachers are recommended by their school leaders, and then the Director and/or Manager of Credentialing observe the teachers in their classrooms to ensure they are performing at least at the Capable level on the Educator Skills Rubric. Since not all candidates in the credentialing program will experience Professional Expeditions at the same time, the Director and Manager of Credentialing work to set up these partnerships to allow several candidates to spend their external field experiences observing and/or co-teaching with the same experienced teacher for two weeks at a time over the course of the spring semester. For example, one candidate may spend the first two weeks of March completing the external field experience in a partner school, and then another candidate can spend the last two weeks of March completing the external field experience in the same classroom at the same partner school.

During these two weeks of Professional Expeditions, the mentor continues to observe, coach, and assess the performance of the candidates in the external field experience classroom. In particular, the mentor assesses the candidate on the Educator Skills Rubric and the TPEs during the external field experience, provides feedback on the candidate's performance, and then leads the candidate in reflecting on and debriefing the experience. This reflection and debrief focuses on identifying and reflecting on key differences between the classroom environments, and on comparing the candidate's performance in

the external field experience compared to his/her performance at Summit. In this way, mentors explicitly support candidates in considering the different kinds of classroom settings in which they could teach, and ensure that candidates are prepared to consider the learning environment that is the best fit for them.

Summary

Summit's credentialing program is an innovative pathway into teaching and a critical step in a larger professional continuum. By modeling the program after its student model and leveraging the expertise provided in its partnership with SCALE, Summit has created an archetype for preparing teachers for personalized learning school environments and fostering diversity among educators across the nation. By applying a thoughtful gradual release protocol across a sequence of coursework, clinical experiences, and assessments, Summit's candidates:

- Engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks.
- Empower students as self-directed learners, helping them develop the habits and skills that lead to academic, professional and personal success.
- Nurture communities of learners by building meaningful relationships that allow students to grow and thrive.
- Connect their instructional decisions and student actions to students' long-term goals and aspirations.

STANDARD 2: PREPARING CANDIDATES TO MASTER THE *TEACHING PERFORMANCE EXPECTATIONS*

The *Teaching Performance Expectations* (TPEs) set forth by the CTC define the knowledge, skills, and abilities that beginning teachers should have and be able to demonstrate in order to effectively educate and support all students in meeting the state-adopted academic standards. Thus, the TPEs, and the specific outcomes and attributes they describe, serve as the basis for the design of Summit's credentialing program, including the scope and sequence of its coursework, clinical experiences, and ongoing assessment practices.

Designed to be increasingly complex and rigorous, the scope of the pedagogical assignments and supports provided within Summit's program fully address the TPEs and ensure candidates are fully prepared to be effective practitioners upon their exit from the program. In addition to meeting all program requirements, including demonstrating consistent performance at the Novice level on the Educator Skills rubric, all candidates must take and pass edTPA as one additional summative measure of readiness.

As evident throughout this section, the coursework within Summit's program was developed through a comprehensive backwards-design process. Beginning with a thorough review of edTPA, Educator Skills, and TPEs to identify the content, skills, and habits that candidates should have by the end of the program, Summit designed courses to support all candidates in reaching program outcomes. Additional steps in the development included:

- Analyzing the outcomes from Summit's induction program in order to align the credentialing program outcomes and ensure a connection and seamless transition between learning experiences;
- Drafting of the major assessments aligned to expected outcomes;
- Isolating objectives from major assessments and developing aligned formative assessments;
- Collaborating with SCALE and leveraging their expertise on best practices in teacher and student performance-based assessment.

Summit has defined course outcomes, skills, and content that candidates are expected to demonstrate at the end of each course. However, within this sequence, specific experiences, content, and supports are personalized for each candidate based upon his/her needs and developmental trajectory, as well as the logistics of the school site.

Multiple Opportunities to Acquire, Apply, and Reflect

In line with its principles of Personalized Learning, Summit's credentialing program is designed so that each candidate can develop in the required TPEs and Educator Skills through an individualized process and pace while still holding all candidates to the same outcomes. It is expected that candidates enter the credentialing program with unique strengths, needs, and learning preferences; therefore the program is designed to be flexible and individualized, while also maintaining the highest standards and objectives for all.

Through Summit's program, each candidate progresses through a thoughtfully-designed sequence of learning experiences following the structure and direction for educator preparation provided by the TPEs. The TPEs and aligned Educator Skills are intentionally woven throughout the curriculum and clinical experiences to provide multiple, scaffolded opportunities for candidates to learn, apply, and reflect upon each standard and skill.

Course	**Educator Skills**	**TPEs**
Curriculum, Instruction, and Assessment in a Personalized Learning Environment	• Planning Skills-Based Outcomes • Planning Learning Experiences • Facilitating Learning • Empowering Environment • Assessing Learner Needs • Creating Appropriate Supports • Honest, Actionable, and Timely (HAT) Feedback	• TPE 1: *Engaging and Supporting All Students in Learning* • TPE 3: *Understanding and Organizing Subject Matter for Student Learning* • TPE 4: *Planning Instruction and Designing Learning Experiences for All Students* • TPE 5: *Assessing Student Learning*
Culture of Learning	• Empowering Environment • Community Norms • Cultural Competence • Planning Learning Experiences	• TPE 1: *Engaging and Supporting All Students in Learning* • TPE 2: *Creating and Maintaining Effective*

		Environments for Student Learning • TPE 4: *Planning Instruction and Designing Learning Experiences for All Students* • TPE 6: *Developing as a Professional Educator*
Diversity and Access	• Cultural Competence • Strategic Communication • Planning Learning Experiences	• TPE 1: *Engaging and Supporting All Students in Learning* • TPE 4: *Planning Instruction and Designing Learning Experiences for All Students* • TPE 6: *Developing as a Professional Educator*
Professional Growth	• Collaboration	• TPE 6: *Developing as a Professional Educator*

As an example reflected in the table above, TPE 4, Planning Instruction and Designing Learning Experiences for All Students, is addressed in the Curriculum, Instruction, and Assessment in a Personalized Learning Environment course and is central to the various cycles of inquiry that candidates engage in multiple times throughout the program, each time with increasing complexity. The Culture of Learning and Diversity and Access courses also address TPE 4 through the specific lenses of each course's content, and provide additional opportunities for candidates to practice planning instruction and designing learning experiences.

In the inquiry cycles for the Curriculum, Instruction, and Assessment course, candidates begin by examining high quality lesson plans with their mentor and cooperating teacher and then have the opportunity to practice the skill of planning instruction - starting with planning one activity and then scaling up to developing the entire lesson, and eventually series of lessons and full project plans. Through these experiences, candidates receive formative feedback from cooperating teachers, who plan alongside them, as well as from their mentors who review the lesson plans and observe them being implemented in the classroom. These inquiry cycles require application of learning and serve as the key assessments in the Curriculum, Instruction, and Assessment in a Personalized Learning Environment course. Candidates have multiple opportunities to revise these assessments and incorporate feedback from their mentors and cooperating teachers until they demonstrate a consistent performance at the Novice level on the Educator Skills Rubric. All courses feature assignments that build upon each other and follow a cadence of formative feedback, revision, and reflection to demonstrate and document growth.

Candidates also have multiple opportunities to practice and apply content specific knowledge and content specific pedagogy in their academic content areas. Specifically, Inquiry Cycle #2, one of the major assessments for the Curriculum, Instruction, and Assessment course requires candidates to design and teach a discipline-specific learning activity and to evaluate the learning activity and its effectiveness for developing content learning for all students. In the following inquiry cycles for the Curriculum, Instruction, and Assessment course, candidates continue to apply their content specific knowledge and content specific pedagogy, as the inquiry cycles intentionally build on each other. Further, candidates regularly apply content specific knowledge and content specific pedagogy through the co-planning and co-teaching that occurs daily in the residency model. Candidates receive regular feedback and coaching related to application of content specific knowledge and content specific pedagogy from their cooperating teachers and mentors who provide weekly observation, coaching, and feedback.

Preparationforthe TeachingPerformance Assessment

In addition to deliberate contents, sequencing, and scaffolding of coursework and clinical experiences, the program structure ensures all TPEs are thoroughly covered in a logical and increasingly complex manner by engaging candidates in a series of thoughtfully-planned and executed formative assessments. Designed to mirror edTPA processes through authentic, performance-based measures of readiness that span central elements of Planning, Instruction and Assessment, these assessments provide valuable insights into candidates' progress and inform the subsequent support they receive.

Summit's partnership with SCALE provides an additional and noteworthy assurance that the program fully aligns with and adequately prepares candidates for edTPA. SCALE served as a thought partner in integrating edTPA into the program design and planning for its implementation.

Building upon the course maps provided above, the following table represents the coursework and performance assessments, as well as the Educator Skills and TPEs they are designed to prepare candidates for and/or measure.

Curriculum, Instruction, and Assessment		
Pedagogical Tasks	Major Assessments	Educator Skills / TPEs
• Inquiry Cycle 1: Analyze Planning, Teaching, and Learning (of an experienced teacher) • Inquiry Cycle 2: Plan and Teach a Single Activity • Inquiry Cycle 3: Plan and Teach a Full Lesson	• Inquiry Cycle 5: Complete edTPA (Plan and Teach 3-5 Sequential Lessons) • Inquiry Cycle 6: Plan, Teach, and Analyze a Full Project • edTPA	• Planning Skills-Based Outcomes/TPE 3 • Planning Learning Experiences/TPE 4 • Facilitating Learning/TPE 1 • Assessing Learner Needs/TPE 5 • Empowering Environment/TPE 2

• Inquiry Cycle 4: Plan, Teach, and Video Record Two Sequential Lessons		• Creating Appropriate Supports/TPE 1 • Honest, Actionable, Timely Feedback/TPE 5
Culture of Learning		
Pedagogical Tasks	Major Assessments	Educator Skills/TPEs
• School and community inquiry • Conversations with teachers and students • Classroom Culture Vision • Classroom Culture Plan	• edTPA • Portfolio of artifacts	• Empowering Environment/TPE 2 • Cultural Competence/TPE 1 • Planning Learning Experiences/TPE 3
Diversity and Access		
Pedagogical Tasks	Major Assessments	Educator Skills/TPEs

• Personal Narrative
• Case Studies on three focus students:
  • 1 student with identified special needs
  • 1 English learner
  • 1 student of choice
• School system research
• Family Engagement and Communication Plan
	• edTPA
	• Portfolio of artifacts
		• Cultural Competence/TPE 1
		• Strategic Communication/TPE 5
		• Planning Learning Experiences/TPE 4

Also reflected in the table is the nature of pedagogical assignments and their gradual increase in intensity. Assignments were designed to effectively meet each candidate where he/she is at the start of the program and progress in such a way that exposes all candidates to the nature of work and level of rigor expected on edTPA. TPE 4, Planning Instruction and Designing Learning Experiences for All Students, is an example of multiple opportunities for exposure across the program with increasing complexity and intensity of expectations.

Through each performance assessment, candidates work to demonstrate that they can complete each assessment at a level that aligns with the Novice level on the Educator Skills Rubric. Mentors provide formative feedback throughout the process to support candidates

in completing high quality work. Candidates who do not demonstrate the appropriate level have the opportunity to revise and resubmit their performance assessments until they can adequately demonstrate the Novice level on the rubric. Further, each performance assessment incorporates a reflection on the performance assessment, as well as on the candidate's growth in each of the Educator Skills and/or Teaching Performance Expectations.

Ongoing Feedback and Support

A hallmark of Summit's program design is the close professional relationship formed between candidates and supervisory teams and the emphasis placed on continuous reflection and feedback.

One of Summit's core values and Educator Skills is providing honest, actionable, timely (HAT) feedback, so structures exist across the organization to ensure that adults in every role are receiving this kind of feedback on their performance. For the credentialing program, pedagogical performance is assessed using the Educator Skills Rubric, and candidates work towards the Novice level for all required skills. The Educator Skills Rubric serves as a guide for candidates and their cooperating teachers as they complete inquiry cycles; setting set short-term goals, creating plans, implementing those plans and applying their learning, and then reflecting on their learning and growth. Inquiry cycles align to the coursework for the credentialing program and to the TPEs. At the end of each cycle, candidates reflect on their growth and collect evidence of their progress. In this way, candidates are continuously learning, applying, and reflecting on the Educator Skills and the TPEs. The Educator Skills Rubric is aligned to the inTASC standards, as well as to the California Standards for the Teaching Profession and the TPEs. This ongoing assessment on the Educator Skills Rubric ensures that all candidates receive timely, actionable feedback on their growth and performance in relation to the standards.

Specifically, candidates engage in a quarterly co-assessment process with the cooperating teacher and mentor to reflect upon progress towards the Novice level of the Educator Skills Rubric and the TPEs. The co-assessment meeting follows a structured protocol in which the participants examine data and evidence to agree on the skill level of the candidate for each required Educator Skill and corresponding TPEs. The co-assessment process occurs quarterly - a start of the year baseline and goal setting meeting occurs in September, the second meeting in November/December, the third in February/March, and the final meeting in May/June.

To ensure accurate feedback, all mentors and cooperating teachers participate in significant professional development and calibration work using the Educator Skills Rubric and/or the Teaching Performance Expectations. The Director of Credentialing leads this ongoing calibration with the Educator Skills Rubric and Teaching Performance Expectations. Calibration activities are focused on clarifying the differences between the rubric levels and gaining familiarity with the Look Fors for each Educator Skill. Such activities include analyzing videos of teacher practice, conducting co-observations of classrooms, peer assessing work collected by other mentors and/or cooperating teachers, and engaging in conversation and reflection to build common understanding.

STANDARD 3: CLINICAL PRACTICE

According to a report from the National Council for Accreditation of Teacher Credentialing (2010), to prepare teachers for 21st century classrooms and the demands of teaching today, educator preparation must shift to programs that are fully grounded in clinical practice, interwoven with academic coursework.

A defining feature of Summit's credentialing program is the developmental and sequential set of clinical activities woven into coursework that emphasize the application of knowledge and provide ample opportunity for each candidate to hone his/her skills in authentic school and classroom settings.

In addition to alignment with the program's theoretical and pedagogical underpinnings, clinical experiences follow a gradual release of responsibility protocol, as first defined by Pearson and Gallagher (1983), which reflects Summit's appreciation of just-in-time supports within immersive settings.

Integrated into Summit's credentialing program as a year-long Professional Growth course, the residency component exceeds the requirements set forth by the CTC and includes supervised early field and student teaching experiences in exemplar school sites under the supervision of highly qualified supervisors. More specifically, the Professional Growth course prepares each candidate to ultimately lead a classroom independently and, in addition to clinical experiences, builds his/her understanding of issues in educational settings and professional responsibilities and expectations. Because this is a residency program and Summit is a public charter network, all candidates complete the clinical experience with middle or high school students in California public school classrooms.

Beginning with early field experiences and scaling to independently leading the classroom, candidates are immersed in well over 600 hours of clinical experience throughout their time in the program and are actively engaged in a variety of opportunities to learn, apply, and reflect upon their progress and readiness.

Ultimately, the residency program meets each candidate where he/she enters at the start of the program in terms of knowledge, skills, and abilities, and support his/her growth through the completion of the credentialing program with a successful transition to Induction.

Organization of Clinical Practice Experiences

Summit has designed the credentialing program to ensure that candidates are engaged in clinical experiences from the start of the program, taking on increased responsibility over time based upon demonstrated mastery of standards on the Educator Skills Rubric and TPEs. The Director of Credentialing oversees all clinical practice experiences, including placing candidates with cooperating teachers and school sites, monitoring placements, responding to any challenges with placements, and tracking completion of requirements for the clinical experience and the Professional Growth course.

TPE	Educator Skills
1: Engaging and Supporting All Students in Learning	• Facilitating Learning • Creating Appropriate Supports • Cultural Competence
2: Creating and Maintaining Effective Environments for Student Learning	• Empowering Environment
3: Understanding and Organizing Subject Matter for Student Learning	• Planning Skills-Based Outcomes
4: Planning Instruction and Designing Learning Experiences for All Students	• Planning Learning Experiences
5: Assessing Student Learning	• Assessing Learner Needs • Honest, Actionable, Timely (HAT) Feedback • Strategic Communication
6: Developing as a Professional Educator	• Collaboration

Furthermore, the Professional Growth course and clinical experiences underscore candidates' application of their learning from other courses— Curriculum, Instruction, and Assessment; Diversity and Access; and Culture of Learning. Thus, the readings, content, skill development, assignments, and assessments from these three courses are actively and strategically applied in the clinical experiences. This application of learning is then evidenced in candidates' work with their cooperating teacher and mentor, as well as through the course assessments designed to measure growth throughout the clinical experiences. This integration of theory into clinical practice is facilitated by the mentor,

who plays the dual role of instructor of coursework and coach. Mentors know exactly what candidates are learning and practicing in the coursework and can support the candidates in applying that learning in the classroom setting, as well as help them make connections between what they are seeing in the classroom and the pedagogical theory.

Reflected in the table below and in Professional Growth syllabus, the course has been designed to support candidates' application of theory to practice with students in California, with a keen focus on measurable outcomes as they relate to the content and skills that all new teachers must master to be successful in their roles.

Professional Growth Course
Course Outcomes:
• Candidates effectively apply learnings from other courses into the clinical experience to demonstrate growth as a teacher candidate. • Candidates receive individualized support and development that allows them to prepare for effective first year teaching. • Candidates know where they stand in relation to the credentialing program outcomes and requirements, and are prepared to meet all program requirements. • Candidates collaborate to share learnings and problem solve together. • Candidates effectively transition from credentialing to induction. • Candidates explore a variety of issues in education and teaching. Key understandings: • Social, cultural, philosophical ,and historical foundations of education • Professional responsibility • Contemporary issues in education
Content & Skills

Educator Skill: Collaboration
• Reflection
• Goal-setting
• Habits of Success
• California public education, policy, and financial implications
• Professional Responsibility
  • Mandated reporting
  • Safety, privacy, and health requirements

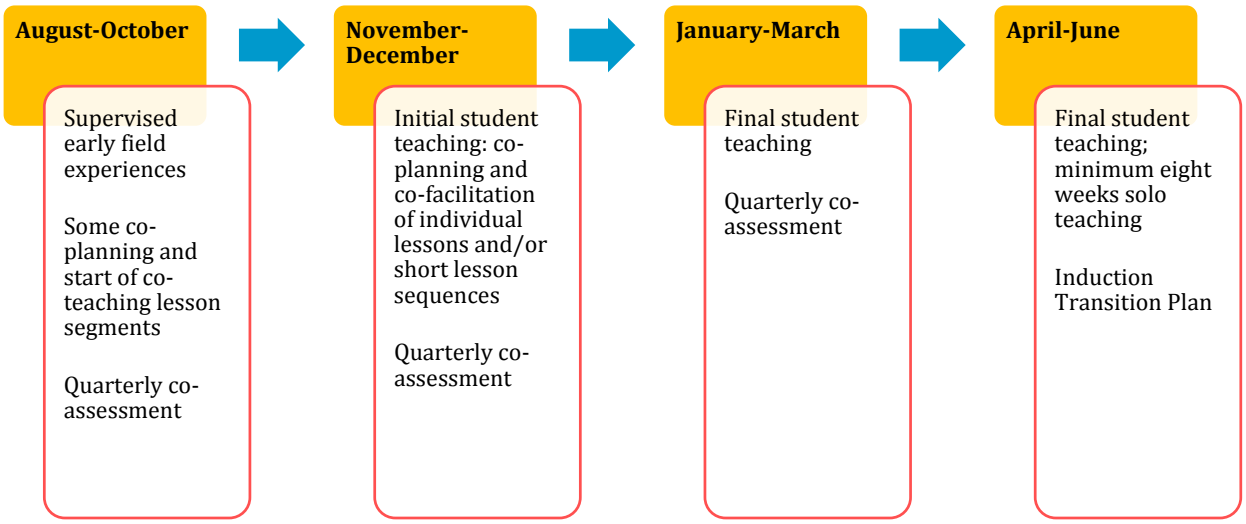
Performance Outcomes	Major Assessments	Aligned Learning Tasks & Formative Assessments

Candidates effectively transition from credentialing to induction.	Induction Transition Plan, which includes: • A triad meeting between the candidate, cooperating teacher, and mentor • Reflection on strengths and growth areas at the end of the credentialing year • Identification of possible goals for induction • Next steps to achieve goals	Throughout the clinical experience, candidates are formatively assessed through observations by the cooperating teacher and mentor, feedback from each, coaching conversations and meetings, and structured, collaborative conversations with peers. Each of these formative assessments serves to both provide information to the mentor and/or cooperating teacher on the candidate's performance, while also providing the candidate with formative feedback and opportunities for self-assessment and reflection.
Candidates effectively apply learnings from other courses into the clinical experience to demonstrate growth as a teacher candidate. Candidates receive individualized support and development that allows them to prepare for effective first year teaching. Candidates know where they stand in relation to the credentialing program outcomes and requirements, and are	Co-assessment and Reflection (quarterly), which includes: • A triad meeting between the candidate, cooperating teacher, and mentor • Discussion of candidate's progress in relation to program outcomes, using evidence from the candidate's work in the other courses and in the clinical experience	Throughout the clinical experience, candidates are formatively assessed through observations by the cooperating teacher and mentor, feedback from each, coaching conversations and meetings, and structured, collaborative conversations with peers. Each of these formative assessments serves to both provide information to the mentor and/or cooperating teacher on the candidate's performance, while also providing the candidate with formative feedback and opportunities for self-assessment and reflection.

prepared to meet all program requirements.	• Reflection on strengths and growth areas • Identification of goals for the next quarter and next steps	

In order to support candidates in reaching these ambitious outcomes, Summit has established a developmental and sequential set of activities that solidify learning through application of theory in classroom settings. With at least 20 hours dedicated to clinical experiences each week, candidates progress through a set of activities that gradually increase in time and intensity. Each candidate is placed at a Summit school site for a full year – the length of the program – in one classroom with a cooperating teacher, who is an experienced teacher in the same subject area as the candidate. As residents, candidates student teach in a minimum of two class sections to ensure a variety of experiences and student interactions.

The graphic below provides a general outline of the experiences candidates engage in across the year and the increase in intensity and responsibility that underpins the program design.



The specific path a candidate takes through these phases is personalized, based upon the candidate's unique growth and development. The cooperating teacher and mentor also play an important role in determining the pace at which a candidate moves through these phases. Typically, decisions regarding candidates' progression through phases, such as the pacing of the gradual release of responsibility and when to move on to final student teaching, is made collaboratively during the co-assessment meetings. Though they may take on additional responsibilities at different times based on individual strengths and needs, all candidates engage in at least eight weeks of full-time solo teaching as part of their final student teaching. Note that many candidates are ready to start the final stage of student teaching by January, so they engage in far more than eight weeks of solo teaching.

If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate's needs – or if there is a larger concern altogether – they escalate the issue to the Director of Credentialing. The Director of Credentialing may take various forms of action with increasing intensity, as described in the "Escalation and Remediation" section of Standard 4. While the Director of Credentialing works collaboratively with the supervisory team, ultimately the Director of Credentialing is responsible for final decisions about candidates and for counseling out any candidates who continue to not meet expectations and can no longer continue in the program.

Throughout the year and as part of the residency experience Summit has established, candidates assume the role of a full Summit faculty member in such a way that they attend faculty meetings, engage in professional development, and participate in various site meetings. These site meetings and professional development opportunities are built into the site's school calendar and schedule, and candidate's schedules are aligned to allow participation in these weekly events. These experiences provide candidates with opportunities to learn from more experienced teachers and from other teachers who teach the same courses. Cooperating teachers track and ensure that candidates fully participate in site meetings and professional development. Candidates also engage in collaborative structures within the credentialing program with mentors, peers and colleagues, including cohort-wide trainings and coursework, site-based supervisory group meetings, subject-specific group meetings and coursework, and small group peer feedback and support. This program-specific collaboration is built into the weekly class time for all candidates in the program. As such, mentors track candidate participation and support candidates with collaboration by providing structured collaboration protocols, such as group roles and norms, and processes aligned to the task at hand. This collaboration allows candidates to work together to share learnings, problem solve, and explore issues in education and teaching. Candidates ÒÅÃÅÉÖÅ ÆÅÄÄÂÁÃË ÁÎÄ ÃÏÁÃÈÉÎÇ ÏÎ ÔÈÅÉÒ ÃÏÌÌÁÂÏÒÁÔÉÏÎ ÓËÉÌÌ ÉÕÓÔ ÁÓ ×ÉÔÈ ÔÈÅ ÏÔÈÅÒ %ÄÕÃÁÔÏÒ 3ËÉÌÌÓ ÒÅÑÕÉÒÅÄ ÉÎ ÔÈÅ ÐÒÏÇÒÁÍ 4ÈÉÓ ÆÅÄÄÂÁÃË ÁÎÄ ÃÏÁÃÈÉÎÇ ÏÃÃÒÓ ×ÅËÌÙ ÆÒÏÍ ÃÏÏÐÅÒÁÔÉÎÇ ÔÅÁÃÈÅÒÓ ÁÎÄ ÍÅÎÔÏÒÉÎÇ ÁÎÄ ÃÁÎÄÉÄÁÔÅÓ ÁÒÅ ÆÏÒ ÍÌÌÙ ÁÓÓÅÓÓÅÄ ÏÎ ÔÈÅ %ÄÕÃÁÔÏÒ 3ËÉÌÌ ÏÆ #ÏÌÌÁÂÏÒÁÔÉÏÎ ÔÈÒÏÕÈ ÔÈÅ ÑÕÁÒÔÅÒÌÙ ÃÏÇ ÁÓÓÅÓÓ ÍÅÎÔ ÐÒÏÃÅÓÓ If a candidate is not participating in these structured collaborations or is struggling with skill of collaboration, the cooperating teacher and mentor provide feedback and support the candidate in improving this area of his/her practice.

As shown in the chart above, candidates also engage in co-assessments and formal observation debriefs with their cooperating teachers and mentors to ensure formalized opportunities for evaluation and reflection upon progress. Supervisory teams will allot at least five hours per week providing direct support and guidance. Forms of clinical supervision include in-person and/or video-based observations and feedback cycles and are directly aligned to the program requirements, including mastery of the Educator Skills and TPEs. Observations are scripted and/or sufficiently documented.

Summit has worked to assure all clinical practice supervisors, including mentors and cooperating teachers, fully understand what is expected of them and are prepared to carry out their responsibilities with fidelity. Described in greater detail in the *Criteria for the Selection of Program Supervisors and District-Employed Supervisors* section below, Summit only selects individuals who are credentialed experts in specific content areas with successful teaching experience. All supervisors engage in an initial orientation led by the Director of Credentialing to ensure they are fully aware of the responsibilities and expectations implicit in their roles. More specifically, supervisors are trained and receive ongoing coaching and support on how to provide appropriate guidance and support to candidates, as well as acceptable methods for clinical supervision (in-person site visit, synchronous video observation, etc.).

The Director of Credentialing oversees all clinical practice experiences, including placing candidates with cooperating teachers and school sites, monitoring placements, responding to any challenges with placements, and tracking completion of requirements for the clinical experience and the Professional Growth course. The Director of Credentialing gathers feedback on the clinical experience systematically over the course of the year through surveys, the 360 review process, and Summit's culture of giving and receiving honest, actionable, and timely feedback. All candidates, cooperating teachers, mentors, and program faculty participate in a comprehensive survey to provide feedback on the credentialing program, including the clinical experience, at least twice each year. Cooperating teachers and mentors also participate in a 360 review process, in which they provide feedback to each other and to the program. Further, Summit has a culture that values giving and receiving honest, actionable, and timely feedback; as such, the Director of Credentialing and other program faculty intentionally provide formal and informal opportunities to give feedback on the program as a whole, and on the clinical experience. Through these surveys, 360 review processes, and feedback opportunities, the Director of Credentialing gathers input and feedback across all program stakeholders and participants, all subject areas, and all school sites. This comprehensive data allow the Director of Credentialing to identify both successes and challenges, including any issues related to consistency and/or compliance with the requirements of the clinical experience.

The Director of Credentialing also works closely with the Manager of Credentialing and the team of mentors to ensure consistency and verify compliance in the clinical experience. The Director of Credentialing provides orientation, training, and ongoing support to all program supervisors to ensure they are aware of their roles and responsibilities. This orientation, training, and ongoing support includes collaborative professional development designed to promote consistency across the cooperating teachers and mentors; this training and professional development includes classroom observations and practice using the Educator Skills Rubric to ensure calibration across the team. The Director of Credentialing also meets weekly with each member of the program faculty, including the Manager of Credentialing and the mentors, for individual coaching and support. These weekly meetings include reviewing performance and completion data on the candidates that each mentor supervises, sharing of concerns, coaching, and collaborative problem solving. As a result of this weekly meeting structure, the Director of Credentialing is able to closely monitor the progress of the candidates across various sites and placements, to identify candidates who are struggling to complete program requirements, and to support the mentors in intervening quickly when needed.

In addition, the Manager of Credentialing provides ongoing support and professional development for the cooperating teachers. Through this regular collaboration and training, the Manager of Credentialing is able to gather feedback directly from the cooperating teachers that can be used to identify any issues with consistency, compliance, or in general with the clinical experience.

Criteria for School Placements

All candidates carry out their residencies in Summit schools, which are built on a common academic model with a common assessment plan and curricula. Thus, Summit can ensure a common experience across all school sites. Additionally, by placing candidates at sites within its network, Summit can guarantee all placements have a fully qualified site administrator and meet all other criteria set forth by the CTC, including (though not limited to):

- Demonstrated commitment to collaborative evidence-based practices and continuous program improvement
- Partnerships in place with appropriate educational, social, and community entities that support teaching and learning
- Placement of students with disabilities in the Least Restrictive Environment
- Robust programs and support for English learners
- Demographics reflective of socioeconomic and cultural diversity
- Permission for video capture for candidate reflection and TPA completion

Summit's mission is to serve a heterogeneous population that mirrors the surrounding school district and community, including students who are English learners, students with special needs, and students from low socioeconomic backgrounds. Given that all candidates are placed at Summit campuses, they work closely with these student populations. The Director of Credentialing collaborates each year with school leaders and Summit's Data/Operations Team to ensure student enrollment data at each site where candidates are placed reflects a diverse student population, including English Learners, students with special needs, and demographics that reflect the surrounding district. With Summit's heterogeneous student population, it is highly unlikely that a candidate would not have access to a diverse student population. However, if for some reason a candidate does not have the opportunity to work with a particular student subgroup at his/her placement, the Director of Credentialing collaborates with the school site leaders to arrange an alternative placement for a specified length of time.

Preparation Outside the Personalized Learning Environment

Summit's credentialing program has been designed to prepare candidates to successfully apply their knowledge and skills in practice and serve as a highly qualified teacher in any secondary school setting. The curricula and assessments for Summit's credentialing program align to California's Teaching Performance Expectations (TPEs) and the edTPA. Through the credentialing program coursework, assessments, and clinical experiences, candidates demonstrate acquisition of the same content and skills they would need to teach beyond a personalized learning environment. Candidates are able to take the philosophy, structures, and strategies of personalized learning into any kind of secondary school setting to engage in rigorous differentiation for high needs students, such as English Learners, students with special needs, and struggling students. For example, key structures and instructional strategies such as small group interventions based on data, one-to-one feedback and coaching focused on individual student needs, and intentional groupings for collaboration are strong instructional practices in any classroom setting.

In addition, candidates also have the opportunity to complete a field experience outside of Summit during one of the Professional Expeditions in the spring semester. To ensure that candidates have the opportunity to experience a classroom setting different from the personalized learning environment at Summit, candidates spend two weeks of Professional Expeditions on an external field experience, observing and co-teaching with an experienced teacher at a school site that works in partnership with Summit's credentialing program.

The Director and Manager of Credentialing set up partnerships with local schools and work collaboratively with those schools to identify high quality, experienced teachers who can host a candidate from Summit's credentialing program for two weeks. These experienced teachers are recommended by their school leaders, and then the Director and/or Manager of Credentialing observe the teachers in their classrooms to ensure they meet the criteria to serve as a cooperating teacher. This criteria (found in the cooperating teacher job description) includes a commitment to mentoring and supporting a new teacher into the profession, the ability to facilitate high quality instruction and classroom culture as defined by the Educator Skills Rubric and TPEs, the ability to coach and mentor a new teacher, and the ability to collaborate effectively. Since not all candidates in the credentialing program will experience Professional Expeditions at the same time, the Director and Manager of Credentialing work to set up these partnerships to allow several candidates to spend their external field experiences observing and/or co-teaching with the same experienced teacher for two weeks at a time over the course of the spring semester. For example, one candidate may spend the first two weeks of March completing the external field experience in a partner school, and then another candidate can spend the last two weeks of March completing the external field experience in the same classroom at the same partner school.

During these two weeks of Professional Expeditions, the mentor continues to observe, coach, and assess the performance of the candidates in the external field experience classroom. In particular, the mentor assesses the candidate on the Educator Skills Rubric and the TPEs during the external field experience, provides feedback on his/her performance, and then leads the candidate in reflecting on and debriefing the experience. This reflection and debrief focuses on identifying and reflecting on key differences between the classroom environments, and on comparing the candidate's performance in the external field experience compared to his/her performance at Summit. In this way, mentors explicitly support candidates in considering the different kinds of classroom settings in which they could teach, and ensure that candidates are prepared to consider the learning environment that is the best fit for them.

Criteria for the Selection of Program Supervisors and District-Employed Supervisors

Through Summit's program, all candidates benefit from the support of a cooperating teacher, a mentor, and a team of program faculty, which include the Manager of Credentialing and the Director of Credentialing. Each member of the supervisory team has demonstrated exemplary teaching practices and undergoes extensive training before and during the academic year in order to fulfill the responsibilities of their roles. The cooperating teacher is an experienced Summit teacher in the same subject area as the candidate (see detailed job description), while the mentor works for the credentialing program serving dual roles: support provider/coach for candidates and coursework instructor. Mentors are the faculty of record, and they assess candidate performance both in the clinical experience and on all assessments for the credentialing courses (see detailed job description).

Both cooperating teachers and mentors for the credentialing program are selected based upon demonstrated content expertise and recent experience in settings where curriculum aligns with California's adopted content standards and the student population is reflective of the state's diversity (see additional documentation on selection process). More specifically, all cooperating teachers and mentors meet and/or exceed the following criteria:

- Three or more years of teaching experience
- Experience in various roles within education
- Content area expertise
- Prior educational preparation (graduate degrees)
- Clear teaching credential (including EL authorization)
- Alignment with Summit's values and vision for teacher credentialing
- Firm understanding of adult learning principles

With these criteria, Summit expects to hire mentors for the credentialing program who have a minimum of five years teaching experience, a valid teaching credential, Master's Degrees or above in Education, prior experience in coaching teachers, and expertise in practicing the four areas of effective teaching - Educator Skills, Educator Knowledge, Habits of Success, and Professional Expeditions. An additional goal in hiring mentors is to build a team with a range of subject matter expertise. Applicants for both the cooperating teacher and mentor roles go through an extensive selection process that includes screening for requirements, simulations, and interviews with the credentialing program faculty (see additional documentation).

Summit Public Schools has served as a leader in teacher professional development for over 10 years and has been successful in developing hundreds of outstanding teachers and school leaders, as well as retaining 85% of its teachers within the organization. Keys to this success include a personalized approach to professional development, built-in collaboration across schools and teams, 50 days of professional development each year, an emphasis on mentoring and coaching, and paid opportunities to develop over the summer. Further, teachers who are interested in roles outside of the classroom can opt into Summit's internal training programs - a leadership program modeled after Stanford University's Prospective Principals Program for future site administrators, and an instructional coaching program for future instructional coaches and mentors. These professional development opportunities provide multiple career trajectories for teachers and support retention within the organization. Thus, the cooperating teachers, and likely many of the mentors, are experienced teachers from Summit schools who have participated in this extensive professional development.

Beginning with a minimum of ten hours of orientation at the start of the year and continuing with regular, ongoing training experiences, program supervisors engage in professional development to ensure a deep understanding of the program curricula and clinical experience. They also receive training in effective coaching practices and frameworks, as well as specific credential requirements, including edTPA, TPEs, and Educator Skills. Ongoing professional development for mentors and cooperating teachers includes current best practices in education and coaching, including cognitive coaching, adult learning theory, content-specific pedagogy and instructional practices, with the goal of keeping program supervisors current in the knowledge and skills related to candidate support and program expectations. New program faculty – those in their first year as part of a candidate supervisory team – engage in additional professional development based upon individual needs.

Professional development for program faculty is led primarily by the Director of Credentialing, with support from partner organizations, including SCALE, and experts within Summit Public Schools. Those who contribute to the professional development for mentors and master teachers meet and/or exceed the following criteria:

- Five or more years of teaching experience
- Graduate degrees in Education
- Appropriate credentials (including EL authorization)
- Experience coaching student teachers and/or teachers
- Strong pedagogical content knowledge
- Strong understanding of current educational theory and practice
- Strong understanding of California's adopted academic content standards and framework
- Models of collegial supervisory practices that foster success
- Models of reflective practice
- Alignment with Summit's values and vision for teacher credentialing
- Strong understanding of adult learning, including the developmental stages of learning to teach

The process of matching a candidate with a cooperating teacher is a collaborative process between the program faculty and school site. During the admissions process, the program faculty gathers information about candidates to guide the matching process. The Director of Credentialing works with school site leaders to identify cooperating teachers who meet the criteria outlined in this section and to identify key information to support the matching process (working style, strengths, years of experience, etc.) From there, the Director of Credentialing proposes matches between candidates and cooperating teachers, and school site leaders give feedback on the proposal before it is finalized.

STANDARD 4: MONITORING, SUPPORTING, AND ASSESSING CANDIDATE PROGRESS TOWARD MEETING CREDENTIAL REQUIREMENTS

Summit's credentialing program is distinguished by the emphasis it places on providing comprehensive, personalized support to all candidates. By closely assessing and documenting candidates' progress relative to the Educator Skills Rubric and TPEs, Summit is able to effectively advise and identify those who are truly poised for success in the classroom upon completion of the program.

The chart below reflects the alignment between the TPEs and the Educator Skills addressed in Summit's program. Embedded into the coursework and clinical experiences, the Educator Skills address the TPEs and serve as a primary gauge of candidate progress toward meeting credential requirements. By the end of the year, candidates are expected to reach the Novice Level of each Educator Skill through both their coursework and clinical experiences.

The credentialing program faculty work to ensure that candidates can successfully reach the Novice level by:

- providing candidates with multiple opportunities to practice and receive feedback on each Educator Skill and TPE over the course of the year through coursework and clinical experiences
- providing individualized coaching and support targeted at each candidate's individual needs
- providing candidates with opportunities to revise and improve their work
- providing individualized support plans, if a candidate is not meeting expectations

The sections provide additional details about how the faculty assess and monitor candidate progress and provide remediation for candidates not meeting expectations.

TPE	Educator Skills
1: Engaging and Supporting All Students in Learning	• Facilitating Learning • Creating Appropriate Supports • Cultural Competence
2: Creating and Maintaining Effective Environments for Student Learning	• Empowering Environment
3: Understanding and Organizing Subject Matter for Student Learning	• Planning Skills-Based Outcomes
4: Planning Instruction and Designing Learning Experiences for All Students	• Planning Learning Experiences
5: Assessing Student Learning	• Assessing Learner Needs • Honest, Actionable, Timely (HAT) Feedback • Strategic Communication

6: Developing as a Professional Educator	• Collaboration

Systems of Support

As noted throughout this application, each candidate has the support of a dedicated supervisory team, which includes a cooperating teacher and mentor, as well as the Director of Credentialing, Manager of Credentialing, and school site leader (see program faculty organization chart).

Depending upon his/her unique role within the team, each supervisor provides specific guidance and assistance and works to monitor candidates' growth toward meeting all program requirements. As shown in the table below, the cooperating teacher and mentor have the most frequent and intensive contact with candidates. The cooperating teachers collaborate daily with the candidates, and the mentors meet with candidates at least once per week in the clinical setting. Mentors also serve as the program faculty, providing coursework instruction to the cohort of residents and have a strong understanding of the residents in both coursework and clinical contexts. The support provided by the cooperating teacher and mentor is designed to be personalized to meet the needs of the candidate. Their meetings might involve planning together, debriefing a lesson observation, analyzing student work, rehearsing an upcoming lesson, and/or problem solving around particular challenges the candidate is facing. Since the cooperating teacher and mentor continuously monitor the candidate's progress toward the program requirements, they can provide both long-term support towards those requirements as well as in-the-moment support and feedback for the candidate. Although both the cooperating teacher and mentor are responsible for assessing the progress of the candidate through the quarterly co-assessment process (described in detail below), the mentor is ultimately responsible for tracking and documenting the candidate's progress towards the program requirements.

Note that Summit uses the term "Cooperating Teacher" in place of the District-Employed Supervisor, and "Mentor" in lieu of Program Supervisor (see organization chart for team structure).

Candidate	Cooperating Teacher (in same subject area as candidate)	Mentor
Participate in and complete all required curricula, coursework, and clinical experiences	Support candidate with any coursework that requires implementation within the context of the student teaching classroom	Plan and facilitate curricula and coursework (in collaboration with the team of mentors)

		Provide formative and summative feedback on coursework for all candidates in caseload
Demonstrate evidence of meeting the appropriate level on the Educator Skills Rubric	Coach / provide feedback on candidate progress and growth on Educator Skills Rubric Serve as a model of a high quality, personalized learning classroom	Coach / provide feedback on candidate progress and growth on Educator Skills Rubric Model high quality, personalized learning practices, as appropriate
Student teaching with a gradual release of responsibility, including transitioning to independent student teaching	Facilitate student teaching, co-planning, co-teaching, and the gradual release of responsibility, including supporting candidate in independently teaching one class section Includes coaching and support with planning, instruction, assessment, and grading	Support and coach candidate throughout student teaching experience
Engage in regular coaching and observation structures with cooperating teacher and mentor	Facilitate regular coaching structures that include planning, debriefing observations, assessing student work, giving feedback, and/or reflecting	Facilitate regular coaching structures that include planning, debriefing observations, assessing student work, giving feedback, and/or reflecting
Participate in Summit's weekly meeting structures (course level teams, grade level teams, etc.)	Support participation in Summit's weekly meeting structures, including debriefing and/or reflecting after meetings	

Participate in site expectations, including before and after school support for students and campus supervision	Support participation in site expectations	

The Director and Manager of Credentialing provide general oversight and guidance to cooperating teachers and mentors, and assume ultimate responsibility for ensuring candidates are working toward and meeting credential requirements. The Director of Credentialing supervises all mentors to ensure mentors are sufficiently tracking, supporting, and assessing candidate progress, and to provide guidance in the case that mentors need support with candidate evaluation and assessment. Described in greater detail below, the Director and Manager of Credentialing may, when necessary, provide direct support to candidates.

Additionally, school site leaders contribute to candidates' overall success by ensuring they are incorporated into the school's faculty and positioned to be successful members of their team. They serve as accessible resources for candidates and may conduct classroom observations to provide feedback on instructional practices, classroom management, and other school site instructional priorities. They also remain in close communication with cooperating teachers and mentors in regards to candidate progress and support plans. Given that school leaders are ultimate decision makers in hiring processes, their perspectives on candidates' readiness is highly valued.

Together, through regular communication and collaboration, this team creates a web of support and oversight that assures the proactive identification of candidate needs and documentation of progress.

Assessing and Monitoring Progress

Central to the vision for Summit's credentialing program is the ongoing analysis of candidate progress and frequent opportunities for candidates and their supervisory teams to reflect upon that progress. As a result, several structures have been integrated into the program design for the collection, review, and reflection upon data between candidates and program faculty.

Decisions regarding a candidate's support plan and/or readiness to earn a credential are based upon:

- Performance on coursework and major assessments
- Performance in clinical experiences

- Performance in relation to the expectation of reaching the Novice level on the Educator Skills Rubric in all required skills
- Progress towards mastering the TPEs
- Performance on edTPA

The mentor and cooperating teacher work collaboratively to assess the candidate formally through the quarterly co-assessment process. The mentor is ultimately responsible for documenting and tracking the progress and evaluation of the candidate's performance in both the clinical placement and in his/her coursework and program assessments. In the case that the cooperating teacher and mentor do not agree or need support with the evaluation of a candidate, the Director of Credentialing provides guidance to the supervisory team, as needed. The Director of Credentialing, as the supervisor of the mentors, also ensures that mentors have completed the required evaluation processes.

Given that candidates work within the classrooms of cooperating teachers and that mentors have frequent touch points and interaction with candidates, in-person observations serve as a key method of evidence collection for clinical experiences. Further, candidates collect evidence of their growth and performance throughout their coursework and clinical experiences, in addition to the assignments and major assessments for the program. Cooperating teachers and mentors document candidate performance and competencies as they relate to the Educators Skills Rubric and TPEs in order to monitor progress.

Quarterly Co-Assessment

Together with the cooperating teacher and mentor, candidates engage in a quarterly co-assessment process to review data and reflect upon progress. Though the cooperating teacher and mentor provide continuous feedback to candidates throughout their residencies and course work, the co-assessments provide an opportunity for more formalized feedback using the standard meeting protocol.

Additionally, co-assessments provide an opportunity for candidates and their supervisory teams to reflect upon their work and celebrate successes. Each person attending the meeting – the candidate, cooperating teacher, mentor, and additional stakeholders as necessary– bring evidence to guide the co-assessment and group dialogue. Evidence may include:

- Lesson plans and instructional materials
- Video recordings of classroom instruction and student interactions
- Student data and student work samples
- Observation notes and feedback
- Additional artifacts from clinical experiences
- Credentialing course work assignments / major assessments

Specific needs and opportunities for growth are discussed openly, as well, and guide the development and/or revision of candidate learning plans. This collaborative meeting ensures that all participants leave with a clear picture of what the candidate will work on next to ensure alignment between the recommendations of the cooperating teacher and

mentor. The co-assessment ensures that the candidate is aware of where he/she stands in relation to the program requirements and the growth he/she still needs to make.

Between quarterly co-assessment meetings, the candidate and the mentor engage in formal observation debriefs at least every other week and discuss the candidate's progress in relation to the required Educator Skills and program requirements. These meetings function as opportunities for candidates to receive formative feedback between co-assessment meetings, as well as a space to discuss next steps in meeting the goals determined in the previous co-assessment meeting.

Escalation and Remediation

Implicit in the program design is frequent communication amongst the supervisory team – particularly between the cooperating teacher and mentor. An open dialogue is established regarding a candidate's unique strengths and needs to align the support and feedback provided.

If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate's needs – or if there is a larger concern altogether – they escalate the issue to the Director of Credentialing. The Director of Credentialing may take various forms of action with increasing intensity, including (though not limited to):

- Providing guidance to cooperating teachers and mentors on how to support the candidate
- Communicating directly with the candidate and offering assistance
- Crafting customized remediation plans with the cooperating teacher and mentor
- Communicating with the school site leader to make any necessary accommodations

In the event that these supports do not prove sufficient in supporting candidates through specific challenges or closing gaps, the supervisory team convenes to review all relevant data and determine the candidate's ultimate suitability for advancement into teaching.

STANDARD 5: IMPLEMENTATION OF A TEACHING PERFORMANCE ASSESSMENT

In accordance with state law, a Teaching Performance Assessment (TPA) must be included in single and multiple subject teacher preparation programs to ensure all candidates have the knowledge, skills, and abilities required of a beginning teacher in a California public school as delineated by the CTC and exemplified in the TPEs. As described throughout this section, Summit has elected to use edTPA to fulfill this requirement and provide an external measure of candidates' readiness to successfully lead a classroom in California. Furthermore, the program ensures that all program faculty are knowledgeable about the tasks, rubrics, and scoring of edTPA and are capable of providing comprehensive and effective support to all candidates.

Administration of the Teaching Performance Assessment

A valid and reliable assessment of readiness is particularly critical to guaranteeing prospective teachers are prepared to effectively teach in a personalized learning environment such as Summit's, while also ensuring they are able to promote student achievement in any instructional model.

With this understanding, Summit has taken significant steps to thoughtfully integrate edTPA, a research-based and nationally validated performance assessment, into its program design.

Developed by the Stanford Center for Learning, Assessment, and Equity (SCALE) and the American Association of Colleges for Teacher Education (AACTE) through a multi-year process that included pilots and field tests with thousands of prospective educators, edTPA is the first nationally available authentic capstone assessment. Since its release in Fall 2013, edTPA has been used in over 600 programs across 41 states to support teacher licensure and program accreditation.

Summit has been fortunate enough to partner closely with SCALE throughout the development of the credentialing program and continues to benefit from its ongoing technical assistance and guidance. With specific expertise in performance assessment development and implementation, SCALE has supported the integration of edTPA into the program design and provides ongoing support in its administration. Additionally, Summit consults with SCALE as the model sponsor on issues related to administration, professional development, and consistency in implementation as they arise.

Summit has worked to meet and exceed all other model requirements, taking significant measures in its program design to ensure edTPA is administered with fidelity and that candidates are appropriately prepared for it through coursework, clinical experiences, and the specialized support they receive from their supervisory teams. Candidates engage in portfolio work and cycles of inquiry throughout their residencies that are strategically aligned to the outcomes of edTPA. Additionally, program faculty – including cooperating teachers, mentors, the Manager of Credentialing and the Director of Credentialing – receive extensive training and have a full working knowledge of edTPA, including its implementation process, as well as the tasks, rubrics, and scoring criteria. Thus, all program faculty can support candidates with accurate and timely information and feedback aligned to edTPA and provide relevant input regarding the ongoing improvement of the program.

The table below reflects how Summit has addressed the specific conditions set forth by the CTC and the manner in which they have been addressed in the program design.

Requirement	Program Design Component
1. *The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation model.*	Summit has designated specific faculty members to oversee all aspects of edTPA's implementation, including the Manager of Credentialing, who serves as edTPA coordinator and manages all aspects related to: • Implementation of the assessment • Documentation of administration processes • Communication with candidates • Distribution of the assessment and all support materials • Professional development to learn about edTPA and annual review of edTPA data The Manager of Credentialing, as edTPA coordinator, works closely with SCALE to identify best practices for implementation of edTPA. Prior to the launch of the program, several meetings are held with Summit and SCALE staff to ensure open communication and

	to proactively address any obstacles that may arise related to administration of edTPA. Additionally, the Director of Credentialing provides executive-level oversight and assumes responsibility for the administration of the assessment and carrying out all related processes.
2. *For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a recording policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.*	Given that all candidates are placed at Summit sites and recording policy agreements are required for Summit students, the program can fully comply with this requirement. However, it is the responsibility of the candidate to follow all applicable video policies and to ensure that all students who may potentially be recorded on video have signed and up-to-date waivers on file prior to filming. The Manager of Credentialing confirms that candidates have followed all applicable video policies for edTPA and maintains records of video recording waivers for a full accreditation cycle.
3. *If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.*	Candidates submit their edTPA for national official scoring, as Summit will not participate in local scoring.
4. *The program maintains program-level and candidate-level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation, and program improvement purposes.*	Local evaluation, an unofficial scoring process, is central to Summit's model, as it provides valuable data to program faculty and helps them to identify with more certainty how to best support candidates. Engaging in local evaluation allows Summit to calibrate its assessments in relation to candidate performance on edTPA to inform any

	adjustments to assessments and/or standards that may be needed to ensure the program is fully equipping candidates to succeed on edTPA, and ultimately, in their future classrooms. Through access to Summit's official scoring data, Summit is able to take ownership of its candidates and their learning. Summit looks at candidate performance to identify any gaps in the program design and guide any potential changes. Both program- and candidate-level edTPA data are central to Summit's program, including but not limited to individual and aggregate results of candidate performance over time. These data are used to support reporting to the CTC, accreditation requirements, and to inform program necessary modifications. The program leadership team meets to review the data and uses it to inform program improvement at the end of each academic year.
5. *The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy consideration relating to the use of candidate data.*	To ensure candidates understand and appreciate edTPA, including the appropriate use of all materials, data, and privacy considerations, Summit facilitates an initial orientation led by edTPA Coordinator (Manager of Credentialing). This session provides an opportunity to review the handbook and support materials (including acceptable and unacceptable support for edTPA) and familiarize candidates with California and edTPA policies, tasks, and rubrics, providing assurance that there is a common understanding of all considerations related to edTPA.

	Additionally, assessments embedded into the program have been designed to mirror edTPA in both content and process, for example, video recording, to fully prepare candidates for the performance tasks.
6. *A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.*	Candidates submit their edTPA for national official scoring. Summit will not participate in local scoring. The Manager of Credentialing, who serves as edTPA coordinator, takes appropriate measures to ensure security of all edTPA training materials. All materials, including all print, online, video, and evaluation materials, are securely stored and remain confidential. Information and training materials are not shared outside of the trainings.
7. *All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.*	Summit follows the published edTPA appeal policy. All candidates are made aware of this policy prior to the assessment and are provided with any necessary resources or support in the event of an appeal.
8. *The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.*	Candidates submit their edTPA for national official scoring, as Summit does not participate in local scoring. Summit follows the published edTPA appeal policy with the model sponsor if a candidate does not pass. Summit also implements the support and guidelines suggested by edTPA.

Candidate Preparation and Support

Summit's credentialing program is designed to ensure that candidates are fully aware of what is required of them to complete edTPA, and that they are fully prepared to pass the assessment. As a result of Summit's close partnership with SCALE, the co-developers of edTPA, robust formative assessments and use of support materials are intentionally integrated into the program and provide candidates with multiple opportunities to gauge their knowledge, skills, and abilities relative to edTPA tasks and rubrics and to receive the support they need to improve.

In order to provide all candidates with clear and accurate information regarding the pedagogical tasks within edTPA, Summit maintains direct and ongoing communication with candidates regarding expectations, beginning with an orientation at the start of the program facilitated by edTPA Coordinator. Specific topics covered include, though are not limited to:

- edTPA pedagogical tasks and requirements
- Scoring criteria, rubrics, and the California passing standard
- Preparation tips
- Fees
- Expectations for honesty and integrity
- Guidance on where to find additional resources
- Opportunities to practice edTPA related features of effective teaching throughout the program

In addition to the resources and information provided by Summit, candidates are encouraged to visit edTPA website, which is maintained by SCALE and is frequently updated to provide the most current and relevant information to candidates on topics such as registration, submission, and score reporting.

As stated in the table above and in the section aligned to Standard 2 , the assessments embedded in the program, particularly those in the Curriculum, Instruction, and Assessment course, align to the content and process expectations of edTPA in such a way that provides gradual, formative preparation.

The support structures in place within Summit's program go above and beyond the CTC's requirements to guarantee all candidates receive appropriate support throughout edTPA process. Specific forms of support include:

- Handbooks and other support materials and resources that explain edTPA process and expectations for candidate performance
- Detailed explanations of edTPA tasks and scoring rubrics
- Formative assessments and experiences aligned to edTPA, that use edTPA scoring rubrics for authentic practice
- Guided group discussions on edTPA process, tasks, expectations, and scoring rubrics
- Technical assistance for issues related to response upload on the electronic platform and/or video requirements
- Timely feedback on formative assessments and experiences in preparation for edTPA

- Support based upon a candidate's demonstration of competency relative to the TPEs. Note that this happens throughout the program, as assignments are aligned to the TPEs and candidates engage in quarterly co-assessments in which they discuss their progress with cooperating teachers and mentors in relation to the TPEs.

- Remediation opportunities, including direct support on understanding the task(s) and/or rubric(s) in which the candidate has struggled

Note that under no circumstances will Summit, nor any member of a candidate's supervisory team, edit, make specific critiques, or engage in any activity that violates academic honesty policies or constitutes any of the unacceptable forms of support. Furthermore, the program assures that each candidate understands that all submitted responses must represent his or her own work.

In the event that a candidate is not successful on edTPA or any particular section, targeted remedial assistance is provided by Summit until he/she is ready and able to retake the assessment successfully. Remediation plans are determined based upon the identified needs of the candidate and the judgement of his/her supervisory team. Specific efforts may include:

- Reflection processes guided by the cooperating teacher and/or mentor to analyze why he/she did not pass
- Collaboration between the cooperating teacher and/or mentor and candidate to review performance relative to the tasks and rubrics

Summit program faculty only recommends candidates for a preliminary teaching credential who have met the passing score on edTPA, have successfully completed all program requirements, and have met all credential requirements.

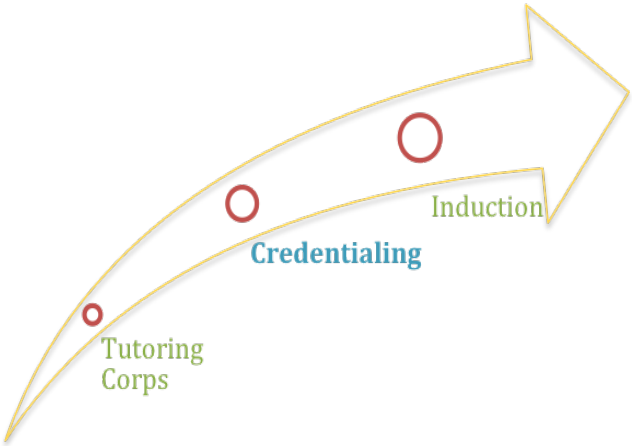
Assessor Qualifications, Training, and Scoring Reliability

Summit participates in the national official scoring option provided by edTPA. As a result, edTPA, as the model sponsor, selects potential assessors for the centralized scoring option. The selection criteria for all edTPA assessors include but are not limited to pedagogical expertise in the content areas assessed. EdTPA, as the model sponsor, is responsible for training, calibration and scoring reliability for all assessors. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

STANDARD 6: CLEAR/INDUCTION TRANSITION PLAN

Amidst concerns of increasing teacher turnover rates, particularly among the nation's newest teachers, encouraging research has emerged showing a clear link between teacher induction programs, retention, and ultimately, student achievement. According to Ingersoll and Strong (2011), effective induction programs act as a bridge between pre-service preparation and in-service experiences and are essential to developing and retaining high quality educators.

As described in previous sections, Summit's credentialing program is a critical component of the dynamic, streamlined professional trajectory Summit has established for its current and prospective educators that extends to– and beyond– induction. Its purposeful, individualized design ensures candidates receive the right preparation and support to gradually take on responsibility until they are ready and able to independently lead classrooms and truly meet the needs of all students.



Each step in this thoughtful progression is intentionally aligned to Summit's vision of each teacher being an empowered self-directed learner who takes direct responsibility to improve student achievement every day. This aim comes out of Summit's unique school model and specifically calls for:

- Nurturing communities of learners in which skills are modeled and practiced and rich feedback is given to grow and thrive.
- Connecting long-term goals and aspirations to daily decisions and actions.
- Empowering and equipping all to drive individual learning and personal successes.
- Engaging in meaningful, deep learning experiences in which advancement is based upon competency and knowledge is applied to real, authentic situations.

Though Summit's Personalized Learning model for students has been markedly successful in preparing all students for success in college, career, and life, its continued success and

potential future expansion is dependent upon the extent to which educators are prepared and able to implement the model effectively. Thus, Summit has committed to developing and sustaining a comprehensive preparation program that mirrors the student model and extends from an introductory fellowship experience through ongoing rigorous professional development for all in-service educators. In 2015, Summit received accreditation from the CTC for its teacher induction program, a two-year inquiry-based program that provides new teachers with intensive in-service support and monitors their ongoing development of skills and competencies.

While teachers are currently eligible for Summit's approved induction program if they hold a valid California teaching credential or equivalent, it is ultimately Summit's intent for teachers to be transitioned into the induction program from its own credentialing program. Therefore, the credentialing program has been crafted to flow seamlessly from pre-service to in-service preparation, providing an aligned, unified path for teachers. These programs build upon each other by design, facilitating a smooth transition and establishing a strategic approach to systematic skill building. For example, all Summit faculty members, including candidates in the credentialing and induction programs, use the Educator Skills Rubric to assess their growth and development. Therefore, the credentialing and induction programs require demonstrated competency on similar rubric sub-dimensions.

Induction Transition Plan

As candidates near the completion of the credentialing program based upon demonstrated competence and mastery of standards aligned to the Educator Skills Rubric, specific steps are taken to initiate their transition into induction.

Though Summit's hope and expectation is that candidates continue on the Summit trajectory as teachers and progress through its streamlined professional growth progression, this may not be the path chosen by all. Therefore, while the individualized induction transition plan is unique to Summit and aligned to its vision for teaching and learning, it is also universally applicable to any California school setting and fully supports a candidate's successful entry into an in-service position.

Using the form that guides the quarterly co-assessments across the year, the candidate and his/her cooperating teacher and mentor measure and document progress relative to the required Educator Skills.

Culture and Community Domain	Learning Domain	Building Teams Domain
Empowering Environment	Planning Skills-Based Outcomes	Collaboration
Cultural Competence	Planning Learning Experiences	
Community Norms	Facilitating Learning	
Strategic Communication	Assessing Learner Needs	
Responsive Communication	Creating Appropriate Supports	
	Providing Honest, Actionable, Timely Feedback	

Similar to the quarterly co-assessment process, candidates provide evidence to demonstrate their work and progress, allowing them a valuable opportunity to recognize their growth from the beginning of the program and address next steps in their professional growth.

The Induction Transition Plan is completed by a candidate and his/her supervisory team to serve as documentation of this meeting and provide an explicit account of efficacy and growth in the required Educator Skills.

Following a structured protocol that ensures ample opportunity for the candidate and supervisors to engage in meaningful dialogue, the process promotes extensive reflection on the credentialing experience, as well as on the candidate's individual strengths, areas of need, and concerns. Specific objectives and outcomes of these sessions align with the Educator Skills Rubric, TPEs, and other measures, such as edTPA, and include:

- The candidate, cooperating teacher, and mentor co-assess on the Educator Skills. Rubric and corresponding TPEs to capture the candidate's performance at the end of the credentialing program.

- The candidate, cooperating teacher, and mentor reflect on the candidate's successes and challenges during the credentialing program.
- The candidate, cooperating teacher, and mentor agree on potential goals for the candidate's first year of teaching.

All co-assessment ratings, reflections, and goals are discussed and recorded within the Induction Transition Plan document to ensure that they can be referenced and measured against throughout the induction program.

The Induction Transition Plan is a formal document that is intended to guide candidates' work throughout induction, regardless of whether they proceed into Summit's program or that of another district or school. It is therefore intentionally completed electronically so that it can be easily transferred and accessed by the candidate.

Summit retains Induction Transition Plans for all candidates as archived documentation of a candidate's participation in the credentialing program.

Appendix A

Educator Preparation Programs

Participating Teacher Handbook

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Introduction

Vision

Summit Public Schools has a clear vision for all educators and for our educator preparation programs:

***Each Summit teacher is an empowered and self-directed learner who is directly improving student achievement every day*.**

This vision comes out of our vision for students and our school model, which transforms the traditional model of schooling to one that:

- Nurtures communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive.
- Connects students' long-term goals and aspirations to their daily decisions, actions and behaviors.
- Empowers and equips students to drive their learning and own their success.
- Engages students in meaningful, deeper learning experiences where progression is based on competency and subject-matter knowledge is applied to real, authentic situations.

We believe the learning model must shift to better meet the needs of today's students and truly prepare them for college and the changing world. Similarly, the learning model for teachers must transform to provide educators with the training, professional development, and supports they need to ensure their own professional growth and their students' success in 21st century schools.

Goals of the Summit Public Schools' Educator Preparation Programs

Goal 1: Develop teachers' knowledge, skills, and habits so that they are prepared to work in 21st century schools.

As schools are changing, the role of the teacher is also changing. It is critical that we prepare teachers with the knowledge, skills, and habits they need in order to effectively prepare students for college and the changing world.

Goal 2: Provide a user-centered, personalized, self-directed experience that mirrors our program for students.

In the same way that we differentiate to meet the needs of each and every student, we have developed systems and structures that allow us to differentiate to meet the needs of every teacher. We personalize the professional development experience for teachers based on their development and career goals, and empower teachers to self-direct their own learning.

Goal 3: Provide a coherent, unified, full career trajectory from pre-service through induction to continuous professional development.

We believe teachers will develop farther and faster if we provide a coherent, unified program of educator preparation. The induction program fits into this trajectory, while also providing the opportunity to earn a Professional Clear Credential.

Goal 4: Make teaching more efficient and sustainable.

We aim to retain the excellent teachers that we hire. We believe our program will support teachers in developing the knowledge, skills, and habits of success they need to be successful in their work now and in the future.

Educator Preparation Programs

Summit Public Schools offers a preliminary credentialing program, as well as an induction program, for general education teachers as well as Education Specialists.

Admissions

Preliminary Credential Programs

In order to be admitted to the Summit Public Schools credentialing programs, applicants must meet the following criteria:

- Possess a Baccalaureate or higher degree and submit official transcripts from all accredited institutions of higher education attended
- Obtain a Certificate of Clearance by completing the LiveScan
- Satisfy the Basic Skills Requirement
- Verify Subject-Matter Competency by one of the following:
    - (a) passing the CSET Exam
    - (b) providing evidence of having completed a Commission approved subject matter preparation program
- Satisfy the US Constitution Requirement.

Further, all applicants will be evaluated in terms of their demonstrated commitment to the core values of Summit Public Schools, including but not limited to:

- college readiness for all students,
- self-directed, personalized learning,
- heterogeneity,
- whole-child education,
- collaboration,
- data-driven and research-based practices,
- teacher leadership, and
- growth mindset.

Induction

Summit Public Schools will assess each candidate's standing prior to enrollment in the teacher induction program to ensure that each candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential). For candidates trained out of state, Summit Public Schools will ensure that the candidate has less than two years of teaching experience. Candidates must meet this criteria in order to enroll in the induction program.

Certificate of Clearance

All candidates enrolled in Summit Public Schools' educator preparation programs are required to obtain a Certificate of Clearance from the Commission to verify personal identification prior to participating in school-based field experiences.

Program Completion Requirements

Preliminary Credential Programs

All candidates in Summit Public Schools' Educator Preparation Programs must meet all legal requirements for a credential prior to recommendation for that credential. The legal requirements for credentials include:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment (edTPA)

Induction

All candidates in the Summit Public Schools Induction Program must complete all program requirements prior to recommendation for a Clear California teaching credential.

Early Completion Option

Summit Public Schools has an Early Completion option for experienced and exceptional candidates in the teacher induction program. Candidates are advised about this option if they meet the criteria for the program.

Assistance and Advisement

Preliminary Credential Programs

Candidates in the preliminary credentialing programs receive ongoing feedback and support about their progress towards program completion requirements. If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate's needs – or if there is a larger concern altogether – they escalate the issue to the Director of Credentialing. The Director of Credentialing may take various forms of action with increasing intensity, including (though not limited to):

- Providing guidance to cooperating teachers and mentors on how to support the candidate
- Communicating directly with the candidate and offering assistance
- Crafting customized remediation plans with the cooperating teacher and mentor
- Communicating with the school site leader to make any necessary accommodations

In the event that these supports do not prove sufficient in supporting candidates through specific challenges or closing gaps, the supervisory team convenes to review all relevant data and determine the candidate's ultimate suitability for advancement into teaching.

Roles & Responsibilities

Participating Teachers

Teachers participating in the educator preparation programs are responsible for:

→passing all required content assessments in the competency-based progression
→demonstrating the appropriate level of growth on the Educator Skills Rubric
→completing all required performance tasks and portfolios at a passing level, including the edTPA for credentialing candidates
→working with the designated mentor on a regular basis in order to support growth as a teacher and the successful completion of program requirements
→participating in formal and informal classroom observations conducted by the mentor and/or master teacher
→participating in professional development opportunities
→participating in the 360 review and program evaluation processes

Mentors

Mentors for the credentialing and induction programs are responsible for:

→having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
→facilitating candidates through program curricula and performance tasks
→assessing candidates on program assessments and classroom performance
→building strong relationships with participating teachers
→maintaining open communication and positive relationships with school leaders
→conducting formal and informal classroom observations and providing feedback on teacher practice
→leading coaching conversations to support the growth of participating teachers
→responding to the professional and emotional needs of participating teachers
→participating in trainings, professional development, and team meetings with the Director of Credentialing
→participating in the 360 review and program evaluation processes

Cooperating Teachers

Cooperating Teachers are responsible for:

→having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
→supporting participating teachers in the gradual release of responsibility within the classroom
→building strong relationships with participating teachers
→conducting formal and informal classroom observations and providing feedback on teacher practice
→leading coaching conversations to support the growth of participating teachers
→responding to the professional and emotional needs of participating teachers
→participating in trainings, professional development, and team meetings with the Director of Credentialing
→participating in the 360 review and program evaluation processes

Director of Credentialing

The Director of Credentialing is responsible for oversight and management of the program, including:

→ recruiting candidates for the credentialing program
→ supervising the team of mentors, and providing ongoing training and professional development
→ supervising the instructional personnel and faculty
→ communicating with California Commission on Teacher Credentialing in order to fulfill requirements to maintain accreditation as an LEA
→ monitoring the program completion progress of participating teachers and providing advice and assistance to candidates and mentors as needed
→ coordinating the calibration and scoring of final performance assessments
→ evaluating the educator preparation programs and guiding the development and continuous improvement

Manager of Credentialing

The Manager of Credentialing is responsible for:

→ recruiting candidates for the credentialing program
→ providing ongoing training and support for cooperating teachers
→ monitoring the program completion progress of participating teachers and providing advice and assistance to candidates and mentors as needed
→ coordinating the calibration and scoring of final performance assessments
→ coordinating the Teacher Performance Assessment and providing training for candidates and mentors
→ serving as a mentor for a small group of candidates
→ leading mentors in planning and facilitating coursework for all candidates

Human Resources

Human Resources staff is responsible for:

→ working closely with school site leaders to support the transition of new teachers into the organization
→ verifying credentialing status of all new hires
→ coordinating the list of participating teachers for each educator preparation program
→ submitting completed applications to the CTC for California credentials for eligible participating teachers

Program Governance and Evaluation

Program Funding, Administration and Support

Our schools are designed to be sustainable on the state and federal allocation. It is important to us that our programs will last over time and can be replicated by other schools and districts. We apply this same philosophy to our education preparation programs. Each Summit school pays a fee to the education preparation programs for each employee who is participating in the induction program. Once initial start up fees are covered, the educator preparation programs and fully funded and sustainable by the school fees.

The personnel for the Summit educator preparation programs includes an educator preparation team, as well as support from the Summit central office team. The program-specific team includes a Director of Credentialing, a Credential Analyst, and full time mentors to support both credentialing and induction candidates. Support is also provided from the central office teams, including the Finance and Human Resources, the Information, and the Academics teams. The Information Team supports with collecting and analyzing data and program evaluation, while the Academics Team consists of experts in curriculum and instruction, assessment, and professional development. Academics Team members support the credentialing program by sharing updated research and resources on curriculum, instruction, and assessment that can then be incorporated in the credentialing program curricula and learning experiences to ensure that the mentors, cooperating teachers, and candidates in the credentialing program are up-to-date on the latest pedagogical research. Academics Team members also support by providing feedback on credentialing program curricula, and may at times serve as guest lecturers in the credentialing program.

Selection of Cooperating Teachers and Mentors

Cooperating teachers and mentors for the Summit Public Schools credentialing programs will be selected based on the following criteria:

- years of experience in education,
- types of experiences (roles) in education,
- experience with instructional coaching,
- pedagogical content knowledge,
- appropriate credentials, and
- alignment with the values of Summit Public Schools.

In addition, we value experience teaching and working at Summit schools. Cooperating teachers are matched with candidates in the same subject area. We seek to build a team of mentors with a range of subject matter expertises.

Program Evaluation

Summit's assessment and evaluation system incorporates multiple measures in order to comprehensively evaluate the effectiveness of the educator preparation programs. Summit uses several metrics to track the development of participating teachers, including:

- Performance on content assessments
- Performance on the Educator Skills Rubric
- Scores on performances assessments, including case studies, observations, and portfolios
- Student performance and growth data
- Qualifications of each candidate
- Performance on the Teaching Performance Assessment (edTPA)

All of these metrics provide us with information about the growth and development of each candidate in relation to our expectations for all Summit employees and in relation to the program completion requirements. The Director of Credentialing reviews these data regularly in collaboration with instructors, mentors, and the participating teachers in order to drive action plans to improve individual performance and the program itself.

Summit also uses assessment and evaluation tools that provide user feedback on our programs, including:

- surveys
- a 360 evaluation process
- ongoing honest, actionable, and timely feedback conversations

All of these data are used for program evaluation, as well as to improve individual performance and the program itself.

Resources

California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

1.3 Connecting subject matter to meaningful, real-life contexts

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

1.6 Monitoring student learning and adjusting instruction while teaching

Creating and Maintaining Effective Environments for Student Learning

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

2.7 Using instructional time to optimize learning

Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content

3.3 Organizing curriculum to facilitate student understanding of the subject matter

3.4 Utilizing instructional strategies that are appropriate to the subject matter

3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students

3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan

4.2 Establishing and articulating goals for student learning

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Assessing Students for Learning

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Developing as a Professional Educator

6.1 Reflecting on teaching practice is support of student learning

6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Educator Skills

> "The question then, is not whether one accepts the responsibility. Just by doing this work, one has. The question is, having accepted the responsibility, how one does such work well." Atul Gawande

Why

Being a successful educator requires the ability to solve complex problems and make hundreds of rapid decisions, every single day. Expert practitioners have the ability to analyze and respond to problems, interpret a variety of data, and communicate effectively. These thinking skills can be described, learned, and practiced and are the backbone of the work we do every day as educators, mentors, and leaders.

What We Learn

An educator skills continuum articulates the levels of practice from developing to leading including applied guidelines for teachers, site administrators, and district/CMO faculty.

Educators set goals on specific skills within five broad areas of expertise: engaging the community, teaching and learning, building effective teams, strategic planning, and professional leadership.

How We Assess

Skills are embedded in the daily performance of our jobs as educators. Educators set specific skills goals and make plans to guide their growth. Together with coaches, educators assess their skills on the continuum before, during and/or after any learning opportunity.

Evidence of professional growth and mastery are recorded on the Personalized Learning Plan dashboard.

Adult vs. Student Models

Similar

- Skills are broadly transferable to multiple contexts
- Set of skills assembled from best available research about teaching, leadership, and high-quality organizations
- Skill instruction spirals; any learner can continue to become more expert
- Context specific "look fors" guide educators

Different

- There is no common assessment plan of educator skill
- A "heatmap" prioritizes skills essential to each role.

How We Learn

Educators have opportunities to practice and observe educator skills every day. Through reflection, observation, feedback, coaching, performance, and collaboration, educators refine and improve their practice. In addition, educators can participate in workshops, professional learning groups, peer-coaching, observations, or other experiences that give them chances to apply and reflect on their skill development in a more structured setting.

When We Learn	Delivery Platform and Content
Growth and feedback on educator skills happen continuously as part of our jobs. Over the course of their careers, educators continue to set goals and make plans that will allow them to grow and develop.	The skills continuum is embedded in the Professional Educator Plan dashboard. Educators, coaches and peers reflect on, give evidence of and assess skills in real time.

Content Knowledge

"Knowledge isn't power until it is applied" -- Dale Carnegie

Why

Content knowledge is essential to do our jobs, solve problems, and achieve goals. Not only do we acquire content, but we apply, transform, create, and share it. Contributing to an active knowledge community is essential to organizational learning and effectiveness.

What We Learn

We learn two types of knowledge. Codified knowledge -- which may include facts, information, and procedures -- foster consistency and predictability across the organization. Working knowledge, based on common sense or uncodified mental models, is highly contextual, and constantly evolves. Much content is role specific.

How We Assess

Knowledge can be assessed through multiple choice, applied, and reflective questions that provide immediate feedback. Assessments are optional, low-stakes tools that allow teams and individuals to direct their own learning; results of assessments can be used to point people to appropriate sources of knowledge

Adult vs. Student Models

Similar

- Codified knowledge can be acquired through playlists,
- Mastery determined by assessments with immediate feedback

Different

- College-ready content standards are defined for students; no adult standards
- Adults apply, transform, create, and share content
- Working knowledge is often acquired through people

How We Learn

Codified knowledge can be learned online, on-demand. **Content guides** outline core knowledge that is required to perform each role. This core knowledge is broken down into discreet **focus areas** that can be learned and assessed in bite-sized chunks. Each focus area includes **learning objectives**, a **content assessment**, and a **playlist of resources** that supports work toward content mastery.

Working knowledge is most often learned from other people, e.g. subject matter experts or practitioners. Learning structures include coaching, communities of practice (e.g. GLTs, CLTs), observations, common work areas that foster casual conversation and collaborative problem-solving, and directories that facilitate connections between knowledge seekers and knowledge sources.

When learners apply either type of knowledge, it contributes to learners' working knowledge. This working knowledge can be codified and shared.

When We Learn

- Codified content can be accessed online, on-demand
- Transfer of working knowledge between people can occur during scheduled collaboration time or as needed

Delivery Platform and Content

- Content guides managed on PLP
- Playlists managed on PLP
- Knowledge expert directory managed on ??
- Content created and managed by (1) ATeam for teachers (2) Blue team for blue side

Habits of Success

"Most people need a structure to help them channel their aspiration, test and gain distance from their big assumptions, and steadily build a new set of ways to bridge the gap between intentions and behavior." Robert Kegan

Why

We would never let a student get away with saying "I'm just not good at school. I can't learn anything." It follows that we have a growth mindset with adult professionals as well. It is a myth that great educators are born or that certain personality types just can't cut it as leaders. Habits of Success are the soft skills that can deepen our job effectiveness and satisfaction. Although hard to quantify or describe, these behaviors -- including challenge-seeking, empathy, and reflection -- can make the difference between competent and inspirational performance.

What We Learn

Educators learn mindsets that indicate the habits of professional action and moral commitment that underlie effective performance.

When educators embrace these mindsets, they can work to develop the behaviors that make them more confident personally, interpersonally, and during the critical moments of decision-making they face every day.

How We Assess

Through reflection and 360 feedback, educators compile evidence of strengths and areas for development. Educators use this evidence and an interactive set of guiding questions as the foundation for reflective conversations and goal setting.

Adult vs. Student Models

Similarities:

- Goals for growth are personalized and include coaching opportunities, practice, and feedback

Differences:

- Instead of the Habits of Success continuum, adults will use 360 feedback to compile evidence of strengths and areas for growth.

How We Learn

Although both educator skills and Habits of Success are embedded in our daily practice, the habits are more closely aligned to our work. If skills are the WHAT we do, Habits of Success are the HOW. Using leveled questions that assess Habits of Success, educators create personalized goals centered on learning new habits.

The Habits of Success are integrated into our mindset and used to tackle complex problems. Educators use the behavior change protocol to facilitate collaboration with strategic partners, to practice, to reflect on and to ultimately modify their actions when addressing challenging situations.

When We Learn

Opportunities to practice and develop Habits of Success are naturally embedded in our everyday work. Educators build time in their schedule to reflect and to work with strategic partners to develop these habits.

Delivery Platform and Content

Educators can track their progress with an accumulation of evidence and feedback around every habit.

A series of interactive, leveled questions assist educators to self-reflect on their strengths and growth areas.

Professional Expeditions

It's your place in the world; it's your life. Go on and do all you can with it, and make it the life you want to live." —Mae Jemison

Why

Professional Expeditions remove you from your day-to-day routine and help you gain a fresh perspective on your work. Since they're in line with the organizational mission, they can give you a new understanding of your and others' contributions toward the mission; they may even inspire you to contribute in new and unexpected ways.

What We Learn

Expeditions are perspective-changing, though we can't always predict how. Only through reflection are we able to understand the change we've experienced. While growth may be hard to quantify, Expeditions are likely to lead to improvements in skills, knowledge, and habits.

How We Assess

Each Expedition completed is represented on an educator's Dashboard as a badge, behind which is a personal reflection on how the Expedition led to a change in perspective. Supporting materials may also include artifacts, a product, or feedback from peers or a coach.

Adult vs. Student Models

Similar

- Life- or perspective-changing
- Focused on discovering career passions
- Aligned to organization's missions

Dissimilar

- Not tied to performance or evaluations

How We Learn

A Professional Expedition must be pre-approved by a site or team lead and meet the following criteria:

1. The educator approaches the Expedition with an intention to learn
2. The Expedition has potential to be perspective-changing
3. The Expedition is aligned to the organization's mission and priorities
4. The Expedition is a step beyond what is required to perform current role responsibilities

Through the Expedition, educators experience a paradigm shift because they learn and apply skills, knowledge and habits in new contexts. Examples:

- For non-teaching faculty: teach an Expeditions class and shadow a student for a day
- For teachers: Leadership Fellows, blue side project during ExPD
- For all: work a teen hotline shift, do a ride along with Safe Schools program with police department

When We Learn

- Professional Expeditions may occur outside of the daily work routine
- For teachers, they may happen during Expeditions or the summer
- They may require an approved leave from work

Delivery Platform and Content

- Badges, reflections, and other artifacts are managed on the PLP tool
- Expeditions are typically facilitated by external providers and approved by site or team leads
- Expeditions may also be created by ATeam, Blue team leads, and individual educators who design their own Expeditions based on personal needs and interests

Summit Public Schools - Credentialing Program

Vision Statement

Summit's credentialing program commits to recruiting, developing, and supporting a diverse pool of teachers who embody Summit's principles of personalized learning. Candidates learn to:

- engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks,
- empower students as self-directed learners, helping them develop the habits and skills that lead to academic, professional and personal success,
- nurture communities of learners by building meaningful relationships that allow students to grow and thrive, and
- connect their instructional decisions and student actions to students' long-term goals and aspirations.

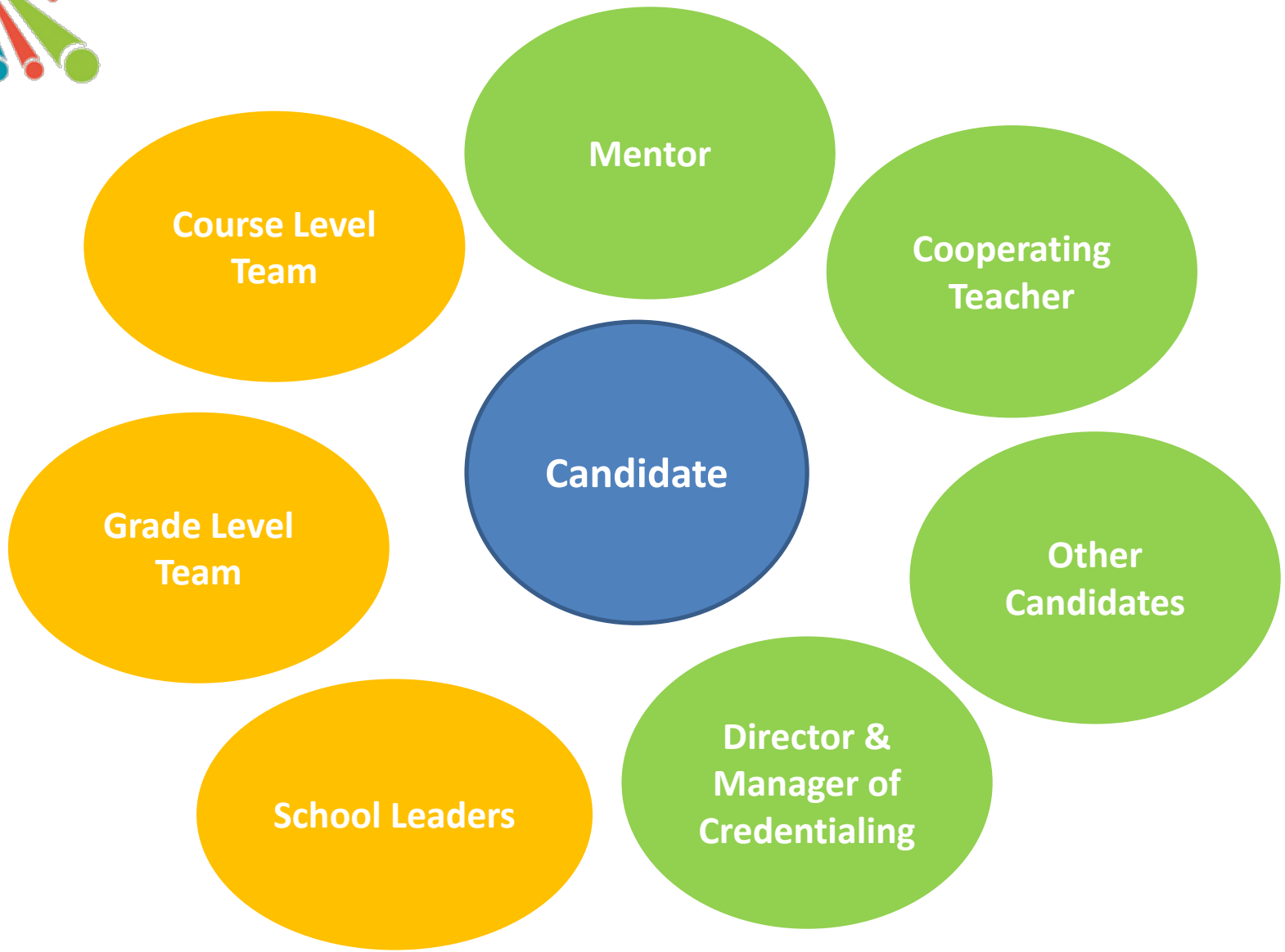
To best achieve these goals, candidates are prepared through a residency program that is embedded in a school site, creating a deep integration and alignment between the candidate's experience in the credentialing program and his/her experience in the classroom as a practicing teacher candidate. The residency model:

- mirrors the student learning experience, with a focus on skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity,
- empowers candidates as self-directed adult learners with a personalized trajectory and timeline through the program,
- supports candidates to develop deep knowledge of their students and the communities from which they come,
- allows for immersive, mentored experiences with professional educators onsite, and
- positions candidates as active and important members of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community.

Our program is an innovative pathway into teaching and one step in a larger educator professional continuum. Through this program, we seek to create a model for preparing teachers for personalized learning school environments, and to increase the diversity of educators across the nation.

Course	Start	Fall			January	Mid-Spring	June
Curriculum, Instruction & Assessment		Inquiry Cycle 1: Analysis of Teaching	Inquiry Cycle 2: Plan, teach, analyze 1 activity	Inquiry Cycle 3: Plan, teach, analyze 1 lesson	Inquiry Cycle 4: Plan, teach, analyze 2 lessons	Inquiry Cycle 5: edTPA (3-5 lesson sequence)	
						Inquiry Cycle 6: Plan, teach, analyze a full project	
Diversity & Access	Self-Study				Portfolio		
		Case Study + School System Analysis			Family Engagement and Communication Plan		
Culture of Learning	School + Community Inquiry	Conversations with Teachers + Students	Classroom Philosophy	Classroom Environment Plan	Portfolio		
Professional Growth	Residency with cooperating teacher, weekly coaching and support with mentor, collaborative structures						
		Quarterly Co-Assessment		Quarterly Co-Assessment		Quarterly Co-Assessment	Induction Transition

Candidate Support – Program & School Site



Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
VISION, STRATEGY, IMPLEMENTATION							
Develops and implements vision	Vision	- Aligns work to organizational vision - Is able to communicate organizational vision	- Defines team vision aligned with organizational vision; aligns work to vision - Clearly communicates team and organizational vision	- Defines team vision aligned with organizational vision; addresses needs and leverages opportunities in the organization or landscape; consistently aligns work to vision - Clearly and broadly communicates team and organizational vision, appropriately tailoring the message to the audience	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Data analysis	- Gathers existing data that is relevant to a given task or problem - Performs simple calculations (e.g. sums, averages, medians) when necessary to analyze data - Uses data appropriately to identify strength and growth areas	- Gathers and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem - Performs calculations and manipulates data (e.g. sorts and filters) when necessary to analyze data - Uses data to diagnose current state of the organization and to drive decisions and behaviors	- Discerningly gathers, captures, and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem - Calculates and manipulates data to analyze and create compelling presentations of data - Uses data to diagnose current state of the organization, carefully considering systemic patterns, identifying root causes, and connecting data to practices; uses data to drive decisions and behaviors	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Strategic planning	- Develops and implements a strategic plan - Considers potential impact of plan on other parts of the organization - Uses organizational vision to guide implementation	- Develops and implements strategic plans with goals and interim milestones based on backwards planning - Asks others for feedback to identify potential impact on other parts of the organization - Balances practicality and vision during implementation	- Consistently develops and implements strategic plans with well-articulated, time-based goals and interim milestones based on backwards planning; develops contingency plans - Engages others to determine and address potential impact on other parts of the organization - Balances practicality and vision to ensure successful implementation	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Progress monitoring	- Monitors progress toward goals - Adjusts strategies as context evolves	- Reviews data to monitor progress toward goals - Adjusts strategies as context evolves and as supported by the data, keeping most important goals in mind	- Consistently monitors progress toward goals using leading indicators - Adjusts strategies as context evolves and as supported by the data to ensure achievement of most important goals	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Values-based compliance	- Applies understanding of compliance guidelines to complete tasks and implement plans that align with organizational values - Recognizes and seeks help when compliance problems arise or if organizational values are compromised	- Ensures compliance while staying true to organizational values - Accepts responsibility for compliance and upholding organizational values; resolves conflicts quickly; communicates effectively with all stakeholders to minimize issues	- Consistently and effectively ensures compliance while staying true to organizational values and optimizing resources required - Assumes responsibility for compliance and upholding organizational values; resolves conflicts quickly and efficiently; communicates effectively with all stakeholders and restores relationships	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD
Allocates resources	Time allocation	- Sets a schedule aligned with professional and organizational priorities - Is able to find time to reflect on own practice	- Sets and follows through on a schedule aligned with professional and organizational priorities - Builds in time to reflect on own practice	- Sets and follows through on a schedule that allocates, optimizes and leverages use of time to accomplish highest priority goals - Consistently makes time to reflect on own practice	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Resource allocation	- Allocates resources to accomplish task within budget - Takes advantage of organizational resources - Seeks additional resources if needed	- Allocates resources in alignment with organizational priorities - Creatively maximizes use of organizational resources - Secures additional resources to support strategic priorities	- Allocates resources to achieve organizational goals - Creatively maximizes use of organizational resources while preserving and contributing to them - Secures additional resources to achieve organizational goals	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Continuously improves	Systematic innovation	- Identifies opportunities for improvement - Designs and implements solutions - Scales innovations	- Identifies opportunities for improvement aligned to organizational mission - Designs creative solutions, implements, evaluates and iterates - Scales innovations that show evidence of promise	- Identifies high-leverage opportunities for improvement aligned to organizational mission - Designs elegant, practical solutions; rapidly implements, evaluates effectiveness and usability, and iterates - Scales and transfers innovations that show evidence of promise	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD
	Operational effectiveness	- Accomplishes work tasks that contribute to the organizational mission - Values customer satisfaction	- Efficiently accomplishes work tasks that contribute to the organizational mission - Ensures customer satisfaction	- Efficiently accomplishes and streamlines work tasks that contribute to the organizational mission - Continually optimizes the delivery of existing services while maintaining or increasing customer satisfaction	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	new
CULTURE AND COMMUNITY							
Develops culture	Empowering environment	- Implements strategies that encourage a safe, positive learning climate - Establishes high expectations and a belief that all learners can achieve	- Creates environments that enable positive social interaction, active engagement in learning, and individual and collaborative work. - Creates a culture of high expectations	- Empowers learners to create shared values and expectations for respectful interactions, rigorous self-directed learning, and individual and group responsibility for quality work - Creates a culture of high expectations where successes are consistently shared and low expectations are consistently and explicitly challenged	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT

Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
	Cultural competence	- Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives - Responds in conversations about diversity and culture as well as how they may impact student learning - Attempts to address intolerant statements directed at individuals or groups	- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective - Engages in conversations about diversity and culture as well as how they may impact student learning, usually in response to a specific situation - Corrects intolerant statements directed at individuals or groups	- Builds strong personal relationships that demonstrate genuine curiosity and care about each person's background and perspective, informed by awareness of how personal experiences shape interpretations of the world - Proactively initiates courageous conversations about diversity and culture as well as how they may impact student learning - Works to prevent intolerant statements directed at individuals or groups	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Values-driven conduct	- Models and communicates organizational values in response to negative or positive behaviors - Addresses behaviors that violate shared norms and recognizes positive behaviors	- Models and proactively communicates organizational values to all members of the community - Effectively addresses behaviors that violate shared norms; publicly recognizes positive behaviors	- Models and translates organizational values into specific expectations for any situation or any member of the community - Effectively addresses behaviors that violate shared norms and publicly recognizes positive behaviors, tracking data to ensure fairness of consequences	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Engages key stakeholders	Strategic communication	- Communicates regularly with relevant stakeholders - Identifies ways to engage stakeholders - Keeps faculty members in the loop	- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns - Engages stakeholders to support the mission - Leverages faculty members to communicate with stakeholders	- Develops and implements a communication plan to ensure that relevant stakeholders know about progress toward the mission; anticipates and proactively addresses potential stakeholder concerns - Consistently and effectively engages stakeholders to support the mission - Leverages and establishes consistent messaging among faculty members to communicate with stakeholders	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Responsive communication	- Adapts communication style for different people - Listens well and responds appropriately in conversations - Strives to reach common ground	- Appropriately adapts communication style for different people and specific situations - Observes for spoken and unspoken sentiments and responds appropriately - Navigates different perspectives to reach common ground	- Comfortably and appropriately adapts communication style for different people and specific situations - Anticipates and observes for spoken and unspoken sentiments and responds appropriately - Masterfully navigates different perspectives to reach common ground and build relationships	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Change management	- Supports change in service of the organizational mission - Develops a vision for the change desired - Is aware of stakeholder concerns	- Identifies a clear rationale and purpose for change in service of the organizational mission - Develops and implements a vision and strategy for change - Builds buy in for change; addresses some stakeholder concerns	- Clearly communicates rationale and purpose for change in service of the organizational mission - Develops and implements a vision and strategy for change; adjusts plans based on data and feedback - Masterfully generates support for change; anticipates reactions and encourages expression of feelings; supports stakeholders through change process	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
LEARNING							
Ensures deep learning	Planning skills-based outcomes	- Plans clear, rigorous, long-term outcomes - Identifies short-term goals that are aligned to long-term outcomes	- Plans clear, rigorous, long-term outcomes that are meaningful and applicable in the real world. - Creates short-term goals and plans that are aligned to long-term outcomes.	- Consistently plans clear, rigorous, long-term outcomes that enable learners to build the critical thinking skills of a professional in the field. - Masterfully creates short term goals and plans that are aligned to long-term outcomes, and address the different levels at which learners can demonstrate a skill.	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Planning learning experiences	- Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way - Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills	- Plans learning experiences that provide learners with a path for meeting rigorous learning goals - Incorporates instructional strategies that enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners	- Consistently plans authentic learning experiences that provide learners with personalized paths for meeting rigorous learning goals - Integrates a variety of instructional strategies that effectively build learners' ability to construct deep understandings, develop critical thinking skills, and grow as self-directed learners	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Facilitating learning	- Facilitates learning experiences in a way that enables learners to focus on learning - Implements instructional strategies that support learning	- Consistently facilitates learning experiences in a way that enables learners to meet rigorous learning goals - Effectively implements instructional strategies in response to learner interactions	- Consistently facilitates learning experiences in a way that inspires learners to be self-directed and meet rigorous learning goals - Skillfully adapts teacher role using a variety of instructional strategies, in response to learner interactions	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
Personalizes learning	Assessing learner needs	- Collects useful evidence of performance - Analyzes evidence to determine different levels of skill	- Collects high quality evidence of performance - Analyzes evidence to determine whether individual learning needs are academic/professional development, socio-emotional, linguistic, or due to physical and/or learning differences.	- Systematically collects high quality evidence of performance - Systematically analyzes ongoing and long-term evidence to diagnose academic/professional development, socio-emotional, linguistic, physical and/or learning needs	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT
	Creating appropriate supports	Creates and implements supports that meet the needs of learners performing at different levels of skill	Creates and implements supports that meet the needs of groups of learners, based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.	Consistently creates and implements supports that meet the needs of individual learners, tailoring the type and frequency of supports based on academic/professional development, socio-emotional, linguistic, physical and/or learning needs.	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	IT

Dimension	Subdimension	1-Novice [1]	2-Capable [2]	3-Accomplished [3]	4-Capacity Builder	+ Systems Leader [4]	SOURCE [5]
	Providing honest, actionable, timely feedback	- Provides honest, actionable, or timely feedback - Recognizes strengths and contributions - Recommends how to incorporate constructive feedback into practice - Receives feedback without defensiveness	- Provides honest, actionable, timely feedback based on high quality evidence - Publicly recognizes strengths and contributions - Supports incorporation of constructive feedback into practice - Receives feedback in a productive manner	- Consistently provides honest, actionable, timely feedback based on high quality evidence - Consistently and publicly recognizes strengths and contributions - Consistently enables incorporation of constructive feedback into practice - Seeks out and receives feedback in a productive manner	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
	Coaching	- Prompts learners to set short- and long-term goals based on areas of need in skills and knowledge. - Give learners guidance on actions they can take to meet their goals.	- Supports learners to set short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success. - Guides learners to identify root causes, develop mindsets, and create action plans that will enable them to meet their goals.	- Empowers learners to set personalized and motivating short- and long-term goals based on strengths, interests, and desired growth areas in skills, knowledge, and Habits of Success. - Asks powerful questions that empower learners to examine identity issues, root causes, and mindsets, in order to create effective action plans that will enable them to meet their goals.	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
BUILDING TEAMS							
Attracts and selects faculty	Recruitment	- Supports the recruiting and hiring process when asked - Provides input during the screening process - Reaches out to high quality candidates in personal network	- Identifies hiring needs and actively recruits - Implements clear hiring processes and selection criteria - Reaches out to high quality candidates and leverages professional network to communicate hiring opportunities	- Secures high-quality and diverse hires through timely identification of hiring needs and proactive recruiting - Engages stakeholders to develop and implement clear hiring processes and selection criteria - Identifies multiple pipelines and networks for high-quality candidates	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	NL
Develops team	Team management	- Defines team priorities and assigns individual responsibilities - Responds to others in the organization to coordinate efforts	- Defines team vision and goals aligned with organizational priorities and translates goals into individual responsibilities - Communicates with others in organization to coordinate efforts	- With the team, defines shared vision and goals aligned with organizational priorities and translates goals into individual responsibilities - Collaborates with others in organization to move work forward and prevent distractions	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Team culture	- Creates a team identity with productive relationships - Manages differences among team members	- Creates a team identity with productive relationships and a strong focus on the organizational mission - Leverages differences and inspires trust among team members; manages team dynamics	- Creates a strong, team identity with productive relationships, high morale, and a relentless focus on the organizational mission - Consistently leverages differences and inspires trust among team members; manages team dynamics and stages of developmental growth	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	BW
	Collaboration	- Contributes toward achieving a common goal -Identifies barriers to collaboration - Values individual contributions	- Engages colleagues and key stakeholders to take collective action toward a common goal - Identifies and breaks down barriers to collaboration - Publicly acknowledges individual contributions	- Engages colleagues and key stakeholders to take collective action toward a common goal and builds relationships -Identifies and breaks down barriers to collaboration; shares decision-making authority and accountability - Consistently and publicly acknowledges individual contributions	Builds the capacity of faculty to develop this skill through collaboration, sharing resources and best practices, coaching or leading professional learning experiences.	Develops and implements portable and scalable systems and structures that build organizational capacity in this skill	CD

[1] – can do this on a single instance when asked
– performs the skill as prescribed.
[2] – does this occasionally
– performs effectively, but with limited scope.
[3] – does this consistently as an integrated part of practice
– performance is highly effective and nuanced; adapts the skill for a given situation.
[4] "Elegant, portable, and simple" – Caitlyn.
[5] NL – New Leaders
IT – InTASC
BW – Bellwether
CD – Summit chief/director
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California Standards for the Teaching Profession		Corresponding Skills in the Educator Skills and/or Habits of Success Rubric (Summit Public Schools)			
		Subdimension		Descriptors of this skill at a Capable level	"Look Fors" (provide further guidance to teachers)
	Engaging & Supporting All Students in Learning				
1.1	Using knowledge of students to engage them in learning	2.2	Cultural competence	- Builds personal relationships with people of all backgrounds that demonstrate genuine curiosity and care about each person's background and perspective - Engages in courageous conversations around race, culture, and equity, particularly when intolerant statements are directed at individuals or groups - Works to address equity issues that arise in the process of meeting our mission	Culturally Responsive Teaching Curriculum reflects, integrates, and values the backgrounds that students bring to class and uses it to engage students.
		3.4	Assessing learner Needs	- Collects high quality evidence of performance - Effectively analyzes evidence to determine individual learner needs	Formative Ongoing assessments are aligned to learning objectives and the cognitive skills rubric, and used to understand learner progress
1.2	Connecting students' prior knowledge, life experience and interests	3.1	Planning skills-based outcomes	- Identifies skills, knowledge, and Habits of Success that reflect the work of a professional in the field - Provides clear, rigorous learning goals	Authentic performance Creates outcomes that enable students to practice skills they would use in college, the real world, or as professionals in the field.
1.3	Connecting subject matter to meaningful, real-life contexts	3.2	Planning learning experiences	- Plans learning experiences that provide learners with a path for meeting rigorous learning goals - Incorporates some instructional strategies to enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners	Authentic performance Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work
1.4	Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs	3.3	Facilitating learning	- Consistently facilitates learning experiences in a way that enables learners to meet rigorous learning goals - Effectively implements instructional strategies in response to learner interactions	Resources Provides and enables students to use resources that allow students to work together, give each other feedback, and make progress.
1.5	Promoting critical thinking through inquiry, problem solving and reflection	3.3	Facilitating learning		Skills-focused Engages all learners to develop cognitive skills by effectively using questioning strategies and the cognitive skills rubric.
1.6	Monitoring student learning and adjusting instruction while teaching	3.3	Facilitating learning		Focus on learning Constantly assesses the learning in the room and uses observational data to coach students toward learning objectives.
	Creating & Maintaining Effective Environments for Student Learning				
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	2.1	Empowering Environments	- Creates environments that encourage active engagement and self-direction, individual and collaborative learning, and positive social interaction - Creates a culture of high expectations	Students Own The Process Enables learners to practice self-directed learning skills by creating plans, using resources, and reflecting on learning to meet their goals.
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	2.1	Empowering Environments		Climate Creates a safe, positive learning climate where learners and teachers uphold respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	2.1	Empowering Environments		Climate Creates a safe, positive learning climate where learners and teachers uphold respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	2.1	Empowering Environments		High Expectations Asserts to all community members that all learners can succeed, and effectively challenges low expectations by sharing successes and responding to displays of low expectations
2.5	Developing, communicating, and maintaining high standards for individual and group behavior	2.1	Empowering Environments		Students Own The Process Enables learners to practice self-directed learning skills by creating plans, using resources, and reflecting on learning to meet their goals.
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	2.1	Empowering Environments		Climate Creates a safe, positive learning climate where learners and teachers uphold respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
2.7	Using instructional time to optimize learning	2.1	Facilitating Learning		Focus on learning Constantly assesses the learning in the room and uses observational data to coach students toward learning objectives.
	Understanding & Organizing Subject Matter for Student Learning				
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	3.1	Planning Skills-Based Outcomes	- Identifies skills, knowledge, and Habits of Success that reflect the work of a professional in the field - Provides clear, rigorous learning goals	Skills-focused Creates backwards plans that build students' understanding and application of cognitive skills in the context of projects
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	3.1	Planning Skills-Based Outcomes		Laser focus on objectives Creates backwards plans for projects with clear, skills-focused outcomes; tasks align to daily objectives, long-term objectives and student needs.
3.3	Organizing curriculum to facilitate student understanding of the subject matter	3.1	Planning Skills-Based Outcomes		Skills-focused Creates backwards plans that build students' understanding and application of cognitive skills in the context of projects.
3.4	Utilizing instructional strategies that are appropriate to the subject matter	3.2	Planning Learning Experiences	- Plans learning experiences that provide learners with a path for meeting rigorous learning goals - Incorporates some instructional strategies to enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners	Authentic performance Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	3.2	Planning Learning Experiences		Skills-focused Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content	3.5	Creating Appropriate Supports	Creates and implements supports that meet the individual needs of learners	English Language Learners Incorporates tools of language development, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. Students with learning differences Makes appropriate and timely provisions (eg pacing for individual rates of growth, task demands, communication assessment, and response modes) for individual students with particular learning differences or needs.
	Planning Instruction & Designing Learning Experiences for All Students				

4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	3.5	Creating Appropriate Supports	Creates and implements supports that meet the individual needs of learners	Personalized Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace. Learning styles and development Provides resources that take into account learners' development, interests, learning styles.
4.1	Establishing and articulating goals for student learning	3.1	Planning Skills-Based Outcomes	- Identifies skills, knowledge, and Habits of Success that reflect the work of a professional in the field - Provides clear, rigorous learning goals	Laser focus on objectives Creates backwards plans for projects with clear, skills-focused outcomes; tasks align to daily objectives, long-term objectives and student needs.
4.1	Developing and sequencing long-term and short-term instructional plans to support student learning	3.2	Planning Learning Experiences	- Plans learning experiences that provide learners with a path for meeting rigorous learning goals - Incorporates some instructional strategies to enable learners to construct deep understandings, develop critical thinking skills, and grow as self-directed learners	Skills-focused Creates backwards plans that build students' understanding and application of cognitive skills in the context of projects.
4.1	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	3.2	Creating Appropriate Supports		Personalized Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace.
4.1	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	3.5	Creating Appropriate Supports	Creates and implements supports that meet the individual needs of learners	Personalized Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace. Learning styles and development Provides resources that take into account learners' development, interests, learning styles.
	Assessing Students for Learning				
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	3.4	Assessing Learner Needs	- Collects high quality evidence of performance - Effectively analyzes evidence to determine individual learner needs	Long-term Uses data from standardized testing (MAP, CELDT, Special Education) to understand learner needs Formative Ongoing assessments are aligned to learning objectives and the cognitive skills rubric, and used to understand learner progress
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	3.4	Assessing Learner Needs		Systems Effective and efficient systems for tracking and analyzing student performance data
5.3	Reviewing data, both individually and with colleagues, to monitor student learning	3.4	Data Analysis	- Gathers and utilizes multiple relevant data sets to develop a comprehensive view of a task or problem - Performs calculations and manipulates data (e.g. sorts and filters) when necessary to analyze data - Uses data to diagnose current state of the organization and to drive decisions and behaviors	School, Grade, and Course Level Data Analyzes disaggregated data to diagnose the current status of a course, grade, or school
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	3.5	Creating Appropriate Support	Creates and implements supports that meet the individual needs of learners	Personalized Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace.
5.5	Involving all students in self-assessment, goal setting, and monitoring progress	3.4	Empowering Environment	- Collects high quality evidence of performance - Effectively analyzes evidence to determine individual learner needs	Students Own The Process Enables learners to practice self-directed learning skills by creating plans, using resources, and reflecting on learning to meet their goals.
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	3.4	Assessing Learner Needs		Note: There is not a specific Look For that applies. However, all student performance data is collected using common systems. A "playlist" that explains all of these systems is evidence of this CSTP.
5.7	Using assessment information to share timely and comprehensible feedback with students and their families	2.4	Strategic Communication	- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns - Engages stakeholders to support the mission - Leverages faculty members to communicate with stakeholders	Families Conducts ongoing communication with families to establish trust and mutual expectations, in support of student achievement

	Developing as a Professional Educator				
6.1	Reflecting on teaching practice in support of student learning	Habit 1.2	Learning Orientation	The drive to improve performance to meet inner standards of excellence; growth mindset + ambitious goal setting + reflection = learning orientation	N/A
6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development	Habit 1.2	Learning Orientation		N/A
6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning	4.4	Collaboration	- Engages colleagues and key stakeholders to take collective action toward a common goal; identifies and breaks down barriers to collaboration - Publicly acknowledges individual contributions	Colleagues Establishes regular, collaborative communication with colleagues in order to support student achievement
6.4	Working with families to support student learning	2.4	Strategic Communication	- Communicates regularly with relevant stakeholders about progress toward the mission; addresses key concerns - Engages stakeholders to support the mission - Leverages faculty members to communicate with stakeholders	Families Conducts ongoing communication with families to establish trust and mutual expectations, in support of student achievement
6.5	Engaging local communities in support of the instructional program	2.4	Strategic Communication		Communities Creates opportunities for students to gain exposure and make real-life connections to the community
6.6	Managing professional responsibilities to maintain motivation and commitment to all students	Habit 3.4	Sustainability	Supporting a sustainable work-life mix by engaging in appropriate conversations; articulating needs, and setting boundaries as needed	N/A
6.7	Demonstrating professional responsibility, integrity, and ethical conduct	Habit 3.2	Values-based Leadership	Guiding, motivating, and acting based on core values, not hard and fast rules	N/A

Candidate	Cooperating Teacher (in same subject area as candidate)	Mentor
Participate in and complete all required curricula, coursework, and clinical experiences	Support candidate with any coursework that requires implementation within the context of the student teaching classroom	Plan and facilitate curricula and coursework (in collaboration with the team of mentors) Provide formative and summative feedback on coursework for all candidates in caseload
Demonstrate evidence of meeting the appropriate level on the Educator Skills Rubric	Coach / provide feedback on candidate progress and growth on Educator Skills Rubric Serve as a model of a high quality, personalized learning classroom	Coach / provide feedback on candidate progress and growth on Educator Skills Rubric at least every other week Model high quality, personalized learning practices, as appropriate
Student teaching with a gradual release of responsibility, including transitioning to independent student teaching in January	Facilitate student teaching and gradual release of responsibility, including supporting candidate in independently teaching one class section starting in January Includes coaching and support with planning, instruction, assessment, and grading	Support and coach candidate in student teaching
Engage in regular coaching and observation structures with master teacher and mentor	Facilitate regular coaching structures that include planning, debriefing observations, assessing student work, giving feedback, and/or reflecting	Facilitate regular coaching structures that include planning, debriefing observations, assessing student work, giving feedback, and/or reflecting
Participate in Summit's weekly meeting structures (course level teams, grade level teams, etc.)	Support participation in Summit's weekly meeting structures, including debriefing and/or reflecting after meetings	

Participate in site expectations, including before and after school support for students and campus supervision	Support participation in site expectations	

Daily	Weekly	Quarterly
Candidate feedback and reflection (individual, with cooperating teacher, or with mentor) Candidate and cooperating teacher collaborate on planning, instruction, assessment, and/or modifying plans Observation of candidate by cooperating teacher	Observation of candidate by mentor Coaching meeting with candidate and mentor, including monitoring of progress on Educator Skills and individual goals Cohort meetings for curricula / coursework, professional development, etc. Summit team meetings Communication / collaboration between cooperating teacher and mentor.	Co-assessment meeting to set goals, track progress towards program outcomes, and reflect; includes candidate, cooperating teacher, and mentor

Curriculum, Instruction, & Assessment in a Personalized Learning Environment

Course Syllabus

Course Description:
This course focuses on supporting student learning in a personalized, project-based context. The course is structured around a series of "cycles of inquiry" in which candidates plan, teach, assess, reflect, and adjust. By framing all teaching opportunities within this cycle, candidates engage with curriculum, instruction, and assessment not as three separate concepts but as fully integrated elements of teaching. Each cycle of inquiry results in a similarly structured portfolio; however, the cycles of inquiry increase in complexity, length, and focus as the year goes on, encouraging candidates to draw on and demonstrate the expanding body of knowledge and skills they are acquiring across the credentialing program and in their classrooms, including content knowledge; general and discipline-specific pedagogical skills; and knowledge of students, families, and communities.

A completed portfolio that demonstrates a full cycle of inquiry includes:

- Plan
  - Lesson plans and instructional materials, including justification, in the context of a larger backwards plan
  - Evaluation criteria (rubric) for student work samples
- Instruct
  - Video clips of instruction
- Assess
  - Student work samples with candidate feedback
  - Analysis of student outcomes/performance
- Reflect
  - Written reflection analyzing the effectiveness of planning and instruction
  - Plans to adjust instruction based on formative assessment evidence and reflection

Course Outcomes:

- Candidates apply their knowledge of students in cycles of inquiry around planning, teaching, assessing in their clinical practice
- Candidates apply their knowledge of subject matter, subject-specific pedagogy, and disciplinary language to cycles of inquiry in their clinical practice
- Candidates use their knowledge of students to plan and implement differentiated and

personalized learning strategies

- Candidates design, modify, and use assessments tailored to subject-specific learning outcomes and their varied students' needs; and analyze student performance to inform instruction
- Candidates design curriculum and instruction (including project-based units) using a backwards planning process

Key understandings:

- Human learning theory
- Subject specific pedagogy
- Designing and implementing curriculum and assessments
- Understanding and analyzing student achievement outcomes to improve instruction

Course Content & Skills	Aligned TPEs

EDUCATOR SKILLS
● Facilitating Learning
● Empowering Environment
 	
CONTENT
Instructing and Engaging Students in Learning
● High leverage personalized learning strategies
● Cognitive complexity
● Pedagogical content knowledge
● Academic language / content area literacy pedagogy
● Self-directed learning strategies
● Student engagement
● Effective groupwork
● Application of cultural relevance and responsiveness strategies
● Differentiation
● Language acquisition and development
● Application of
  ● SDAIE / academic language strategies
  ● SPED strategies
  ● Assistive technologies
	TPE1: Engaging and Supporting All Students in Learning
	
	TPE3: Understanding and Organizing Subject Matter for Student Learning

● Subject-specific pedagogical skills ● Subject-specific application of technology (e.g., use of simulations and digital investigative tools (LabProbe) in science; use of internet to support research and access primary source documents in HSS; use of digital formats to present information in ELA)	
EDUCATOR SKILLS ● Planning Skills-Based Outcomes ● Planning Learning Experiences ● Assessing Learner Needs **CONTENT** ● Backwards planning ○ Formative assessment ● Project, unit, and lesson planning techniques ○ High leverage personalized learning strategies ○ Subject-specific pedagogical skills ○ Principles of art education ○ Multi-modal delivery of content ○ [Application of] Cultural relevance and responsiveness strategies ○ Use of technological tools / resources ● Standards-based ○ Federal requirements ○ State and national standards ● Differentiation ○ Language demands ○ Instructional technology ○ Assistive tech guidelines and policies ● Cognitive development and learning science	**TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
EDUCATOR SKILLS ● Assessing Learner Needs ● Creating Appropriate Supports	**TPE5:** Assessing Student Learning

● HAT Feedback
 	
CONTENT
Assessing Student Learning
● Assessment types
  ○ Implicit and explicit bias
● Assessment tools
  ○ Rubrics
● Understanding and communicating assessment results (incl. grading)
● EL / SPED practices for assessment
● Analyzing student work	

Performance Outcomes	**Major Assessment**	**Aligned Learning Tasks & Formative Assessments**
Evaluate a lesson plan and its effectiveness through the lens of backwards design and cognitive complexity. (TPE 1, 3, 4 and 5)	Inquiry Cycle 1: **Analyze Planning, Teaching, and Learning** Description: Analyze the lesson plan and instruction of one lesson from your cooperating teacher. Contextualize within a larger project or unit. Focus on the elements of backwards design as well as cognitive complexity.	**Formative:** Respond to reading about backwards planning **Formative:** Cognitive complexity and other aspect(s) of learning science **Formative:** Deconstruct a project plan to see how the parts fit together
Design and teach a discipline-specific learning activity, using knowledge of students to engage all learners. (TPE1, 4) Evaluate the learning activity and its effectiveness for developing content learning for all students. (TPE1, 3, and	Inquiry Cycle 2: **Plan and Teach a Single Activity** Description: Develop pedagogical content knowledge by implementing a discipline-specific strategy or activity. Focus on student engagement.	**Formative:** Analyze video of another teacher implementing a subject-specific strategy—evaluate appropriateness of strategy for the content of the lesson **Formative:** Analyze video of groups of students; apply an observation protocol to

5)		analyze engagement of students
Design and teach a lesson that includes informal assessment tools to provide opportunities for students to generate evidence of learning toward the lesson objectives (TPE1 and 5) Analyze the language and literacy demands of a task to design instructional supports that scaffold students' development of the language functions and forms required for successful completion of an academic task (TPE1) Apply knowledge of students to design a learning experience that engages diverse learners by making connections with with students' backgrounds (interests, prior knowledge, lived experiences, etc.) and by providing choices or a variety of modes to access rigorous content and demonstrate their learning. (TPE1, 3, 4, 5)	Inquiry Cycle 3: **Plan and Teach a Full Lesson** Description: Plan and teach a full lesson with informal assessment embedded within the learning experiences. Focus on supporting the academic language and literacy demands of a task, and providing opportunities for diverse learners to engage with the content.	**Formative:** Analyze a task/assignment for its language demands and corresponding supports **Formative:** Enhance an existing lesson plan with multiple strategies to engage diverse learners with content **Formative:** Review of informal assessment tools; something about the continuum of informal tools (on the fly, preplanned, checklist, exit ticket, etc.)
Design and teach a sequence of multiple lessons that includes opportunities for formative assessment and HAT feedback. (TPE1, 3, 4, 5) Apply SDAIE and other differentiation strategies to	Inquiry Cycle 4: **Plan, Teach, and Video Record Two Sequential Lessons** Description: Your sequence of lessons should include embedded formative assessment. Lesson design	**Formative:** Developing evaluative criteria for assessments **Formative:** Review of assessment types for different purposes; characteristics of high quality

support English Learners to learn disciplinary content and language. (TPE 1 and 3) Evaluate the sequence of lessons and their effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE1, 3 and 4)	should focus on support for English Learners. You must incorporate HAT feedback within the lesson sequence (preferably between the two lessons based on formative assessment data collected in the first lesson).	assessment prompts
Analyze evidence from a full cycle of inquiry for a learning segment of three to five subject specific lessons. (TPE1, 3, 4, 5) •justify plans based on knowledge of students' assets and needs (TPE1) •evaluate video evidence of student engagement, questioning, subject specific instructional strategies, and challenging learning environments for diverse learners.(TPE 3) • Analyze student learning and provide feedback to three focus learners that informs next steps for teaching and learning (TPE 5)	Inquiry Cycle 5: **Complete edTPA (Plan and Teach 3-5 Sequential Lessons)** Description: The 5th major assessment of this course will be to actually complete edTPA with some specific emphasis added for the course: --The lesson sequence should include a summative ("small s") assessment to collect culminating evidence of student learning from the lesson sequence. The planning and instruction should increase its focus on personalized learning strategies and/or scaffolding toward a culminating task. It should also focus on supporting diverse students' learning needs, including SPED.	**Formative:** Personalized learning principles and practices **Formative:** Scaffolding for a larger task or culminating assessment **Formative:** Summative assessment tools **Formative:** Analyzing student assessment evidence (multiple times prior to edTPA completion)
Design and evaluate a project-based unit that includes opportunities for	Inquiry Cycle 6: **Plan, Teach, and Analyze a Full Project**	**Formative:** Analyze/unpack a sample project, applying TQR criteria

formative assessment, HAT feedback, and revision based on the TQR criteria. (TPE1, 3, 4, 5) Implement the project-based unit and evaluate the effectiveness of the unit based on analysis of student work. (TPE 3 and 5) Reflect on management of groups and develop a plan to improve group interactions for next project. (TPE 3) Apply SDAIE and other differentiation strategies to support English Learners to learn disciplinary content and language. (TPE 1) Evaluate the unit and it's effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE 1, 3 and 5)	Focus on use of technology and multiple modalities; integrating choice & decision-making; managing collaboration and group work Include analysis of student work and reflection on effectiveness of planning/instruction	**Formative:** Scaffolding for a project **Formative:** Personalized learning: Multiple modalities **Formative:** Group work

Readings (Organized by Topic) - Draft

Backwards Planning	*Understanding by Design* (Wiggins & McTighe, Expanded 2nd Ed.)
Project Based Learning	Thomas, J. W., (2000) *A review of research on project based learning.* http://www.newtechnetwork.org.590elmp01.blackmesh.com/sites/default/files/dr/pblresearch2.pdf Larmer, J., & Mergendoller, J.R. (2010) *Seven essentials for Project-Based Learning.* Educational Leadership, 68, 1, 34-37. Various resources from http://bie.org
Personalized	Jobs for the Future & the Council of Chief State School Officers. 2015.

Learning	Educator Competencies for Personalized, Learner-Centered Teaching. Boston, MA: Jobs for the Future.
Assessment -Formative assessment -Feedback -Summative assessment -Grading	*Classroom Assessment for Student Learning* (Stiggins, Artur, Chappuis & Chappuis, 2nd Ed.) *Educational Assessment of Students* (Brookhart & Nitko, 7th Ed.) "The Role of Assessment in a Learning Culture" (Lorrie Shepard) "Inside the Black Box" (Black & Wiliam) Sample Performance Tasks and Rubrics: http://performanceassessmentresourcebank.org
Learning Science	*How People Learn* (Bransford, Brown & Cocking, Expanded Edition 2000) Hammond, Z, (2015) *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin, Thousand Oaks, CA.
Group Work / Heterogeneous Classrooms	*Designing Groupwork* (Cohen & Lotan, 3rd Ed.)
Content-Specific Pedagogy	**ELA:** **Reading (Early Literacy or Struggling Older Readers)** *The Teaching Reading Sourcebook* (Honig, Diamond, & Gutlohn) Smagorinsky, P., McCann, T., & Kern, S. (1987) *Explorations: Introductory Activites for Literature and Composition, 7-12*. Urbana: NCTE. **Literary Interpretation** Rabinowitz, P. & Bancroft, C. (2015). Euclid at the core: Recentering Literary Education. *Style*, 48(1) Rabinowitz, P. & Smith, M. (1997). *Authorizing readers: Resistance and respect in the teaching of literature*. New York: Teachers College Press

	Writing Hillocks, G. (2011). *Teaching argument writing: Supporting claims with relevant evidence and clear reasoning*. Portsmouth: Heinemann. Gallagher, K. (2011): *Write like this: Teaching real-world writing through modeling and mentor texts*. Portland: Stenhouse. **Math**: Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). Adding it up: Helping children learn mathematics. Adding It Up. Washington, DC: National Academy Press. Learning Progressions for Common Core Math: http://ime.math.arizona.edu/progressions/ Boaler, J., & Humphreys, C. (2005). *Connecting mathematical ideas: Middle school video cases to support teaching and learning* (Vol. 1). Heinemann Educational Books. Lampert, M. (2003). *Teaching problems and the problems of teaching*. Yale University Press. **History/SS**: Bain, Robert B. (2005) "Why Do We Think They Thought the World Was Flat? Working with Historical Accounts in High School" In National Research Council. (2005) How Students learn: History in the Classroom. Committee on *How People Learn,* A Targeted Report for Teachers,M. S. Donovan and J. D. Bransford (Eds) Division of Behavioral and Social Science and Education. Washington, DC: The National Academies Press. Monte-Sano, C. "What Makes A Good History Essay? Assessing Historical Aspects Of Argumentative Writing" *Social Education* 76(6), 2012. Diana Hess, Discussion in Social Studies: Is it Worth the Trouble? in *Social Education*, 2004 Selections from Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School*

	HIstory Classrooms. Teachers College Press. **Science:** http://www.nextgenscience.org Selected chapters from: Loughan, J., Berry, A., and Mulhall, P. (2012) Understanding and Developing Science Teachers' Pedagogical Content Knowledge https://www.sensepublishers.com/media/1219-understanding-and-developing-science-teachers-pedagogical-content-knowledge.pdf 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. DeBoer, G. E. (2000). Scientific literacy: Another look at its historical and contemporary meanings and its relationship to science education reform. *Journal of research in science teaching*, *37*(6), 582-601. Chin, C. (2006). Classroom interaction in science: Teacher questioning and feedback to students' responses. *International journal of science education*, *28*(11), 1315-1346.
Content Area Literacy (to overlap with other courses addressing academic language)	Verplaetse, L.S. (2007). Developing academic language through an abundance of interaction. In L. Verplaetse & N. Migliacci (Eds.) Inclusive pedagogy for English language learners: Research-informed practices. Mahwah, NJ: Lawrence Erlbaum Publ. *Building Academic Language: Meeting Common Core Standards Across Disciplines, Grades 5–12, Second Edition.* Jeff Zwiers (2014). Jossey-Bass. 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.

	Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy. Zwiers, O'Hara, & Pritchard. (2014). Stenhouse. Graff, G. & Birkenstein, C. (2010). *They say, I say: The moves that matter in academic writing*. New York: W.W. Norton. Petit, A.& Soto, E. (2002). Already experts: Showing students how much they know about writing and reading arguments. *Journal of adolescent & adult literacy*, 45(8). Wineburg, S., Martin, D., & Monte-Sano, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School HIstory Classrooms.* Teachers College Press. Wineburg, S., and Martin, D., (September, 2009). Tampering with History, Adapting Primary Sources for Struggling Readers, *Social Education.* Silver Spring MD: National Council for the Social Studies.
Technology	Various Readings on SAMR Model including http://www.hippasus.com/rrpweblog/archives/2014/12/11/SAMRandTPCK_HandsOnApproachClassroomPractice.pdf
Differentiation (to overlap with other courses addressing this topic)	Differentiated Instruction videos: http://www.edutopia.org/blogs/tag/differentiated-instruction Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *The Teachers College Record*, *106*(1), 193-211. Watts-Taffe, S., Laster, B., Broach, L., Marinak, B., McDonald Connor, C., & Walker- Dalhouse, D. (2012). Differentiated instruction: Making informed teacher decisions. *Reading Teacher, 66*(4), 303-314. doi: 10.1002/TRTR.01126
Principles of Art Education	https://www.arteducators.org/learn-tools/articles/18-naea-standards
Culturally Relevant	Selected chapters from:

and Responsive Pedagogy (to overlap with other courses addressing this topic	*Jackson, Y. (2011) The pedagogy of confidence: Inspiring high intellectual performance in urban schools.* Teachers College Press. NY. Hammond, Z, (2015) *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin, Thousand Oaks, CA.

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Facilitating Learning	Facilitates learning experiences in a way that enables learners to focus on learning Implements instructional strategies that support learning	**Focus on learning**: Constantly assesses the learning in the room, using observational data and intentional questions, to make instructional decisions and coach students toward learning objectives. **Flexible teacher role**: Teacher varies role (instructor, facilitator, coach, audience), and works with individuals or small groups, based on the objectives and assessment data, and other teachers in the room. **Resources**: Provides and enables students to use resources that allow students to work together, give each other feedback, and make progress. **Skills-focused questioning**: Engages all learners to develop cognitive skills by effectively asking and responding to a variety or series of questions or prompts to elicit and advance high-

		level thinking and discourse. **Self-directed and personalized**: Uses the PLP to engage learners in assessing progress and make plans for learning that build on students' learning styles and strengths. **Objectives**: The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning. **Clear Communication**: The teacher's explanations are scaffolded, clear, and accurate and connects with students' knowledge, experience, and needs. **Pacing**: The pacing of learning experiences is appropriate, providing most students the time and resources needed to be intellectually engaged.
Empowering Environment	Implements strategies that encourage a safe, positive learning climate Establishes high expectations and a belief that all learners can achieve	**High Expectations**: Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations. **Inclusive and Equitable**: Ensures that all students feel included, empowered, and able to make meaningful progress in the learning

		environment. **Students Own The Process**: Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal-setting, planning, accessing resources, and reflecting on learning. **Relationships:** Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.
Planning Skills Based Outcomes	Plans clear, rigorous, long-term outcomes Identifies short-term goals that are aligned to long-term outcomes	**Laser focus on objectives:** Creates backwards plans for projects with clear, skills-focused outcomes; tasks align to daily objectives, long-term objectives and student needs **Authentic performance:** Creates outcomes that enable students to practice skills they would use in college, the real world, or as professionals in the field **Backwards plan**: Creates backwards plans that build students' understanding and application of cognitive skills, and anticipate misunderstandings and skill-specific challenges, in the context of projects.

Planning Learning Experiences	Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills	**Authentic performance:** Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work **Skills-focused**: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric **Learners construct understanding**: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible. **Aligned**: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills. **Planning Interventions**: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions. **Questioning**: The teacher

		plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.
Assessing Learner Needs	Collects useful evidence of performance Analyzes evidence to determine different levels of skill	**Systems**: Uses effective and efficient systems for tracking and analyzing student performance data **Long-term**: Uses data from standardized testing (MAP, CELDT, Special Education) to understand learner needs **Formative**: Ongoing assessments are aligned to learning objectives and the cognitive skills rubric, and used to understand learner progress **Reflection on Instruction**: Makes an accurate assessment of the effectiveness of a learning experience, and the extent to which it achieved its instructional outcomes based on qualitative and quantitative data.
Creating Appropriate Supports	Creates and implements supports that meet the needs of learners performing at different levels of skill	**Personalized:** Uses assessment data to differentiate resources so that students can work through a task at an appropriate pace **English Language Learners:** Incorporates tools of language development,

		including strategies for making content accessible to English Language Learners and for evaluating and supporting their development of English proficiency **Students with learning differences:** Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication assessment, and response modes) for individual students with particular learning differences or needs **Learning styles and development:** Provides resources that take into account learners' development, interests, learning styles
Honest, Actionable, Timely (HAT) Feedback	Provides honest, actionable, or timely feedback Recognizes strengths and contributions Recommends how to incorporate constructive feedback into practice Receives feedback without defensiveness	**Ongoing feedback:** Provides both formative feedback (in comments or in person) and summative feedback (within two weeks) **Skills-focused:** Enables learners to understand and identify high-quality work through constant use of the cognitive skills rubric **Structures:** Creates a feedback-rich environment via 1:1 conferences, targeted small groups, and peer and

		self-assessment

Portfolios - Cycles of Inquiry

Curriculum, Instruction, and Assessment Course
ASSESSMENT DRAFT

Essential Questions:

- How do curriculum, instruction, and assessment work together to effectively support student understanding, engagement, and growth?
- What does it look like to be an effective teacher in an empowering personalized learning environment?

Enduring Understandings:

- High leverage best practices include formative and summative assessment, backwards planning, etc.
- Curriculum, instruction, and assessment function as a virtuous cycle that promotes continuous growth for students and teachers
- Teachers are coaches of understanding with a focus on facilitating learning (not just teaching).

Skills & Content

Educator Skills	**Content**	**TPEs**

Planning for Instruction and Assessment
● Planning Skills-based Outcomes
● Planning Learning Experiences
● Assessing Learner Needs
 	
Instructing and Engaging Students in Learning
● Facilitating Learning
● Empowering Environment
	Planning for Instruction and Assessment
	● Backwards planning
	  ○ Formative assessment
	● Project, unit, and lesson planning techniques
	  ○ High leverage personalized learning strategies
	  ○ Subject-specific pedagogical skills
	  ○ Principles of art education
	  ○ Multi-modal delivery of content
	  ○ [Application of]
		TPE 1: Engaging and Supporting All Students in Learning
		
		TPE 3: Understanding and Organizing Subject Matter for Student Learning
		
		TPE 4: Planning Instruction and Designing Learning Experiences for All Students
		
		TPE 5: Assessing Student Learning

Assessing Student Learning ● Assessing Learner Needs ● Creating Appropriate Supports ● HAT Feedback	Cultural relevance and responsiveness strategies ○ Use of technological tools / resources ● Standards-based ○ Federal requirements ○ State and national standards ● Differentiation ○ Language demands ○ Instructional technology ○ Assistive tech guidelines and policies ● Cognitive development and learning science Instructing and Engaging Students in Learning ● High leverage personalized learning strategies ● Cognitive complexity ● Pedagogical content knowledge ● Academic language / content area literacy pedagogy ● Self-directed learning strategies ● Student engagement ● Effective groupwork ● Application of cultural relevance and responsiveness strategies ● Differentiation ● Language acquisition and development ● Application of ● SDAIE / academic language strategies	

	● SPED strategies
	● Assistive technologies
	● Subject-specific pedagogical skills
	● Subject-specific application of technology (e.g., use of simulations and digital investigative tools (LabProbe) in science; use of internet to support research and access primary source documents in HSS; use of digital formats to present information in ELA)
	
	Assessing Student Learning
	● Assessment types
	  ○ Implicit and explicit bias
	● Assessment tools
	  ○ Rubrics
	● Understanding and communicating assessment results (incl. grading)
	● EL / SPED practices for assessment
	● Analyzing student work	

Portfolios:

Over the course of the year, candidates engage in multiple cycles of inquiry that demonstrate their skills in Planning, Instructing, and Assessing. Each cycle of inquiry results in a similarly structured portfolio. However, the cycles of inquiry increase in complexity, length, and focus as the year goes on.

A completed portfolio that demonstrates a full cycle of inquiry includes:

- Plan
  - Lesson plans and instructional materials, including justification (in context of the larger backwards plan)
  - Evaluation criteria (rubric) for student work samples
- Instruct

    - Video clip(s) of instruction
- Assess
    - Student work samples with candidate feedback
    - Analysis of student outcomes / performance
- Reflection
    - Written reflection analyzing the effectiveness of planning and instruction
    - Plans to adjust instruction based on formative assessment evidence and reflection

Inquiry Cycle Steps:

1. Plan
    a. Understand the backwards plan for the unit/ course and how the activity / lesson / sequence of lessons you are planning fit into it.
    b. Create daily lesson plan(s).
    c. Create or deeply understand the materials and resources for instruction.
    d. Create the formative assessment and determine the evaluation criteria.
2. Instruct
    a. Execute the plans.
    b. Adapt the plan in response to students' needs.
    c. Collect video and/or observation notes from master teacher and/or mentor.
3. Assess
    a. Collect formative assessment evidence from the lesson.
    b. Analyze the student work with a particular focus on performance trends and subgroup performance.
4. Reflect
    a. Reflect on the effectiveness of your planning.
    b. Reflect on the effectiveness of your execution / instruction.
    c. Reflect on student performance (analysis of student data).
    d. Determine next steps in response to student outcomes.
        i. Short term (next day)
        ii. Long term (within unit or beyond)
5. Adjust plan
    a. Adjust plans and begin the cycle again.

NOTE: The cycles of inquiry listed below are not the full extent of the student teaching experience. Candidates spend several hours each day working with a master teacher and will engage in planning, instructing, and assessing beyond these inquiry cycles. These are the formal performance tasks that will be documented and assessed.

Performance Outcomes	**Major Assessment**	**Aligned Learning Tasks & Formative Assessments**
Evaluate a lesson plan and its effectiveness through the lens of backwards design	Inquiry Cycle 1: Analyze Planning, Teaching, and Learning	Formative: Respond to reading about backwards planning

and cognitive complexity. (TPE 1, 3, 4 and 5)	Description: Analyze the lesson plan and instruction of one lesson from your cooperating teacher. Contextualize within a larger project or unit. Focus on the elements of backwards design as well as cognitive complexity.	Formative: Cognitive complexity and other aspect(s) of learning science Formative: Deconstruct a project plan to see how the parts fit together
Design and teach a discipline-specific learning activity, using knowledge of students to engage all learners. (TPE1, 4) Evaluate the learning activity and its effectiveness for developing content learning for all students. (TPE1, 3, and 5)	Inquiry Cycle 2: Plan and Teach a Single Activity Description: Develop pedagogical content knowledge by implementing a discipline-specific strategy or activity. Focus on student engagement.	Formative: Analyze video of another teacher implementing a subject-specific strategy—evaluate appropriateness of strategy for the content of the lesson Formative: Analyze video of groups of students; apply an observation protocol to analyze engagement of students
Design and teach a lesson that includes informal assessment tools to provide opportunities for students to generate evidence of learning toward the lesson objectives (TPE1 and 5) Analyze the language and literacy demands of a task to design instructional supports that scaffold students' development of the language functions and	Inquiry Cycle 3: Plan and Teach a Full Lesson Description: Plan and teach a full lesson with informal assessment embedded within the learning experiences. Focus on supporting the academic language and literacy demands of a task, and providing opportunities for diverse learners to engage with the content.	Formative: Analyze a task/assignment for its language demands and corresponding supports Formative: Enhance an existing lesson plan with multiple strategies to engage diverse learners with content Formative: Review of informal assessment tools; something about the

forms required for successful completion of an academic task (TPE1) Apply knowledge of students to design a learning experience that engages diverse learners by making connections with with students' backgrounds (interests, prior knowledge, lived experiences, etc.) and by providing choices or a variety of modes to access rigorous content and demonstrate their learning. (TPE1, 3, 4, 5)		continuum of informal tools (on the fly, preplanned, checklist, exit ticket, etc.)
Design and teach a sequence of multiple lessons that includes opportunities for formative assessment and HAT feedback. (TPE1, 3, 4, 5) Apply SDAIE and other differentiation strategies to support English Learners to learn disciplinary content and language. (TPE 1 and 3) Evaluate the sequence of lessons and their effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE1, 3 and 4)	Inquiry Cycle 4: Plan, Teach, and Video Record Two Sequential Lessons Description: Your sequence of lessons should include embedded formative assessment. Lesson design should focus on support for English Learners. You must incorporate HAT feedback within the lesson sequence (preferably between the two lessons based on formative assessment data collected in the first lesson).	Formative: Developing evaluative criteria for assessments Formative: Review of assessment types for different purposes; characteristics of high quality assessment prompts

Analyze evidence from a full cycle of inquiry for a learning segment of three to five subject specific lessons. (TPE1, 3, 4, 5) •justify plans based on knowledge of students' assets and needs (TPE1) •evaluate video evidence of student engagement, questioning, subject specific instructional strategies, and challenging learning environments for diverse learners.(TPE 3) • Analyze student learning and provide feedback to three focus learners that informs next steps for teaching and learning (TPE 5)	Inquiry Cycle 5: Complete edTPA (Plan and Teach 3-5 Sequential Lessons) Description: The 5th major assessment of this course will be to actually complete edTPA with some specific emphasis added for the course: --The lesson sequence should include a summative ("small s") assessment to collect culminating evidence of student learning from the lesson sequence. The planning and instruction should increase its focus on personalized learning strategies and/or scaffolding toward a culminating task. It should also focus on supporting diverse students' learning needs, including SPED.	Formative: Personalized learning principles and practices Formative: Scaffolding for a larger task or culminating assessment Formative: Summative assessment tools Formative: Analyzing student assessment evidence (multiple times prior to edTPA completion)
Design and evaluate a project-based unit that includes opportunities for formative assessment, HAT feedback, and revision based on the TQR criteria. (TPE1, 3, 4, 5) Implement the project-	Inquiry Cycle 6: Plan, Teach, and Analyze a Full Project Focus on use of technology and multiple modalities; integrating choice & decision-making; managing collaboration and group work	Formative: Analyze/unpack a sample project, applying TQR criteria Formative: Scaffolding for a project Formative: Personalized learning: Multiple modalities

based unit and evaluate the effectiveness of the unit based on analysis of student work. (TPE 3 and 5) Reflect on management of groups and develop a plan to improve group interactions for next project. (TPE 3) Apply SDAIE and other differentiation strategies to support English Learners to learn disciplinary content and language. (TPE 1) Evaluate the unit and it's effectiveness for developing disciplinary content and language for all students, but especially for English Learners. (TPE 1, 3 and 5)	Include analysis of student work and reflection on effectiveness of planning/instruction	Formative: Group work

Culture of Learning

Course Syllabus

Course Description:
In this course candidates explore the principles of growth, learning, and development of adolescents in the contexts of families, classrooms, schools, communities, social class and culture. Candidates examine the school, community, and broader cultural influences on adolescent development and learning (cognitive, social, emotional, psychological). In this course candidates construct a practical and research-based framework for understanding the roles and responsibilities of teachers as they work with adolescents and their families to support students' learning, motivation, and developmental well-being. This includes how adolescents learn, what motivates them to learn, and how schools and teachers contribute to adolescents' growth by teaching in ways that "fit" their developmental and cultural needs. Candidates use the experiences with students, families, communities and school contexts and the theories and research in the course to propose a vision and plan for their classroom environment to implement during their final student teaching.

Course Outcome: Candidates apply research-based practices and knowledge of students, students' families and communities to manage and support a personalized learning environment

Key understandings:

- Typical and atypical child and adolescent growth and development
- Personalized learning
- Research-based practices for environments that build and support learning opportunities
- Management, routines and norms for classroom practices
- The range of positive behavioral supports
- The range of factors affecting student learning such as the effects of poverty, race, socioeconomic status, etc.

Content & Skills	**Aligned TPEs**
Educator Skills: Cultural Competence & Planning Learning Experiences ● Typical and atypical child and adolescent growth and development ○ Historical Context of Adolescent Development ○ Brain and Physical Development ○ Cognitive Development ○ Identity ○ Relationships and Community ○ Motivation and Achievement ○ Risk and Resilience	**TPE 1**: Engaging and Supporting All Students in Learning **TPE 2:** Creating and Maintaining Effective Environments for Student Learning **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
Educator Skills: Empowering Environment & Community Norms	**TPE 2:** Creating and Maintaining Effective Environments for Student

● Classroom management structures ○ Norms & Routines ○ Instructional Practices ■ Evaluating Learning ■ Independent and Group work	Learning
Educator Skills: Empowering Environment & Community Norms ● Discipline / management philosophies ○ Restorative practices ○ Range of positive behavioral support for students	**TPE 1:** Engaging and Supporting All Students in Learning

Performance Outcomes	**Major Assessment**	**Aligned Learning Tasks & Formative Assessments**
Research the school and community context. **TPE 1, 2**	School and Community Inquiry	● Discuss and define personalized learning ● Identify school and community norms, values, and routines
Identify classroom routines, norms, values, routines. **TPE 1**	Conversations with Teachers and Students	● Conduct observations. ● Interview classroom teachers and students. ● Examine data to identify connections to a personalized learning environment.
Develop a research-based philosophy and vision for classroom management and culture. **TPE 2, 4**	Classroom Culture Vision	● Draft a classroom philosophy and vision based on research and new understandings from students, school, and community inquiries.
Engage in cycles of inquiry to practice and apply strategies in lesson planning and instruction that support the development of a classroom environment plan. **TPE 2, 4, 6**	Classroom Culture Plan	● Draft decisions for classroom management. ● Revise plan based on classroom experiences and opportunities for implementing strategies ● Submit a final classroom culture plan and use research and data to justify planned classroom routines, structures, norms and strategies.
Implement classroom culture vision and plan, reflect on implementation, and adjust as needed. **TPE 2, 4, 6**	Culture of Learning Portfolio	● Classroom culture vision ● Classroom culture plan ● Classroom experiences, reflections, and feedback

Readings (Organized by Topic) - Draft

Self-identity and Who am I as a Learner	● Sadowski/Ch 1: Identity and Possibility: Adolescent Development and th Potential of Schools (Nakkula) ● Sadowski/Ch 5: "Who am I as a learner?" Would Girls and Boys Tend to Answer Differently (Galley) ● Perry & Pauletti/Gender and Adolescent Development
Social and Cultural Dimensions of Identity formation: Race and Ethnicity	● Sadowski Ch 2: "Joaquin's Dilemma" Understanding the Link between Racial Identity and School-related behaviors ● Sadowski Ch 3: Adolescents from Immigrant Families: Relationships and Adaptation in School (Suarez-Orozco, Qin, & Amthor) ● Sadowski Ch 4: Model Minorities and Perpetual Foreigners: The Impact Stereotyping on Asian American Students (Lee) ● Tatum: Why are all the Black Kids Sitting Together in the Cafeteria?
Social and Cultural Dimensions of Identity formation: Culture, Context and Language	● Olsen: Made in America ● Davidson & Phelan: Students' Multiple Worlds: An Anthropological Approach to Understanding Students' Engagement with School ● Sadowski Ch 6: "I am not insane; I am angry" Adolescent Masculinity, Homophobia, and Violence (Kimmel) ● Sadowski Ch 7: Still in the Shadows? Lesbian, Gay, Bisexual, and Transgender Students in U.S. Schools (Sadowski) ● Sadowski Ch 8: Who Wins and Who Loses? Social Class and Student Identities (Brantlinger)
Understanding the Role of Motivation and Effort in Learning	● Committee on Increasing High School Students' Engagement and Motivation to Learn: Engaging Schools: Fostering High School Students' Motivation to Learn
The School Context: Engagement and Achievement in High School	● Eccles & Roeser: Schools as Developmental Contexts During Adolescenc ● Pope: Doing School
Cognitive Development	● Steinberg Ch 2: Cognitive Transitions
Fostering Social-Emotional Development	● Zins et al.: Social and emotional learning for successful school performance
Peers, Friendship, Media, and Social Networking	● Steinberg, Chapter 5, *Peer Groups*; Chapter 7, *Work, Leisure, & Media* ● CASEL webpage http://www.casel.org/bully ● Lenhart, *Teens and Sexting*. ● Subrahmanyam & Smahel, *Constructing identity online: Identity exploration and self-presentation.*

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Empowering Environment	Implements strategies that encourage a safe, positive learning climate Establishes high expectations and a belief that all learners can achieve	**High Expectations**: Holds high expectations by proactively and consistently addressing students who are not meeting academic or behavioral expectations. **Inclusive and Equitable**: Ensures that all students feel included, empowered, and able to make meaningful progress in the learning environment. **Students Own The Process**: Provides structures and feedback that enable learners to practice and develop the self-directed learning skills of goal-setting, planning, accessing resources, and reflecting on learning. **Relationships:** Builds strong personal relationships that demonstrate genuine care for each learner and promptly responds to relationships in need of repair through restorative practices.
Planning Learning Experiences	Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-	**Authentic performance:** Enables learners to do and explain the work of professionals in the field, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work

	directed learning skills	**Skills-focused**: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric **Learners construct understanding**: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible. **Aligned**: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills. **Planning Interventions**: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions. **Questioning**: The teacher plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.
Cultural Competence	Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives	**Culturally responsive teaching:** Curriculum reflects, integrates, and values the backgrounds that students bring to class and uses it to engage students

	Responds in conversations about diversity and culture as well as how they may impact student learning Attempts to address intolerant statements directed at individuals or groups	**High expectations**: Clearly and consistently communicates the genuine belief in every student's ability to meet high expectations, leveraging students' strengths to do so **Community:** Enables learners to build peer relationships that demonstrate genuine curiosity and care about each other's background and perspective
Community Norms	Models and communicates organizational values in response to negative or positive behaviors Addresses behaviors that violate shared norms and recognizes positive behaviors	(in development)

Classroom Culture Plan

Culture of Learning Course
ASSESSMENT DRAFT

Essential Questions:

- How do I plan to build a community of learners that aligns with Summit's culture, the principles of personalized learning, and with my own values?
- How do I deal with shared norms that clash with my own values?

Enduring Understandings:

- Effective teachers utilize systems and routines to create structure and organization within the classroom.
- Students benefit when teachers make their expectations explicit and transparent.
- Systems and routines are most effective when they align with organizational values and culture, and acknowledge students' developmental stages and cultural backgrounds
- Restorative practices provide a constructive framework for building positive culture and responding to student behavior.

Skills & Content

Skills	**Content**	**TPEs**

Empowering Environment
 	
Community Norms
 	
Cultural Competence
 	
Planning Learning Experiences
	• Discipline / management philosophies
	  ○ Restorative practices
	  ○ Range of positive behavioral supports
	• Classroom management structures
	  ○ Norms
	  ○ Routines
	  ○ Instructional practices
	  ○ Effective groupwork structures
	• Adolescent development
		TPE 2: Creating and Maintaining Effective Environments for Student Learning
		
		TPE 4: Planning Instruction and Designing Learning Experiences for All Students

	• Implicit and explicit bias • Cultural responsiveness	

Performance Task

- A plan for the classroom culture that you will implement in your classroom at the start of your independent student teaching, including:
    - structures to create a safe learning environment (norms)
    - routines that demonstrate high expectations
    - proactive classroom management strategies
    - routines for recognizing positive behaviors
    - restorative practices for addressing behavior that violates Summit's norms and culture
    - norms and structures for a variety of classroom groupings / configurations (whole class, small group work, pair work, individual work)

Steps:

Step 1: Reflect on the classroom culture you and your master teacher have established during the fall semester.

- What systems and routines do you have in place?
- Where systems and routines are you missing?
- How would you describe the learning environment in your classroom?
- How are students responding to the systems and routines you are using? Who are the systems and routines working for? Who are they not working for?
- What adjustments might you make based on these reflections?

Step 2: Review your Classroom Culture Vision and consider what it will take to implement that vision.

Step 3: Create a classroom culture plan for your independent student teaching, aligned to your Classroom Culture Vision and any shared school or grade level norms. Be sure to include:

- structures to create a safe learning environment (norms)
- routines that demonstrate high expectations
- proactive classroom management strategies
- routines for recognizing positive behaviors
- restorative practices for addressing behavior that violates Summit's norms and culture
- norms and structures for a variety of classroom groupings / configurations (whole class, small group work, pair work, individual work)

Classroom Culture Vision

Culture of Learning Course
ASSESSMENT DRAFT

Essential Questions:

- What is my vision for a community of learners that aligns with Summit's cultures and my own values?
- How do I envision students interacting in my classroom?
- How do I empower families and create a space for them in my classroom?

Enduring Understandings:

- There are a variety of research-based approaches to creating a classroom culture. I have to find the one that works for me.
- A safe and empowering classroom culture allows students to do their best learning.
- I have control over the culture in my classroom and my school.
- There are research-based best practices for building relationships with students and families.
- The relationships I build with students impact their success in my classroom.
- Families have an important role to play in their student's education.

Skills & Content

Skills	**Content**	**TPEs**
Empowering Environment Community Norms Cultural Competence Planning Learning Experiences	Discipline / management philosophies ● Restorative practices ● Positive interventions / supports Adolescent development Implicit and explicit bias Cultural responsiveness	TPE 2: Creating and Maintaining Effective Environments for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Performance Tasks:

1. Analyses of Classroom Culture
2. Classroom Culture Vision Statement

Analyses of Classroom Culture

Complete for a minimum of two different teachers / classrooms.

Step 1: Classroom Observation

- Observe a full class period.
- Record observation notes, including:
    - Physical space and visuals
    - Teacher-student interactions
    - Student-student interactions
    - Celebrations
    - Redirections / consequences
    - Structures and routines
    - Classroom norms

Step 2: Teacher Interview

- Interview the teacher you observed to learn about his/her vision for classroom culture.
    - What is that vision?
    - How does he/she bring it to life?
    - How has his/her thinking about classroom culture evolved?
    - How does he/she build relationships with students and families?
    - How does he/she support students in building relationships with each other?
    - How does he/she create a truly personalized learning environment?

Step 3: Analysis and Reflection

- Analyze the connections between the classroom observation and the interview.
    - Where do they align? Where do they differ?
    - What classroom culture philosophy most closely aligns to this teacher's classroom culture and vision? What evidence do you have?
    - What is the student experience in this classroom?
    - To what extent are students having an equitable experience in this classroom?
    - To what extent do students own the culture in this classroom?
- Reflect on your own learning about classroom culture.
    - What aspects of this classroom culture and vision would you want to bring into your classroom? Consider the philosophy, relationships with students, and relationships with families.
    - What aspects are in tension with your vision for classroom culture?
    - What lingering questions do you have about classroom culture?

Classroom Culture Vision

Write a classroom culture vision statement that includes:

- A description of what your ideal classroom looks like, sounds like, feels like from the student perspective and the teacher perspective,
- A description of the research-based philosophies that informed your approach to classroom culture, with textual references,
- A description of how you envision your classroom as equitable, culturally responsive, and personalized,
- A description of how students will interact with each other and with you,
- A vision for family involvement in your classroom,
- A description of the physical layout and space of your classroom,
- An analysis of how this vision aligns with Summit's culture, the principles of personalized learning, and with your own values, and
- A reflection on your current strengths and growth areas with regard to classroom culture.

Culture of Learning Portfolio

Culture of Learning Course

ASSESSMENT DRAFT

Essential Questions:

- What is my vision for a community of learners that aligns with Summit's cultures and my own values?
- How do I plan for and enact that vision?
- How do I empower families and create a space for them in my classroom?

Enduring Understandings:

- There are a variety of research-based approaches to creating a classroom culture. I have to find the one that works for me.
- A safe and empowering classroom culture allows students to do their best learning.
- I have control over the culture in my classroom and my school.
- The relationships I build with students impact their success in my classroom.
- Families have an important role to play in their student's education.

Skills & Content

Educator Skills	**Content**	**TPEs**
Empowering Environment Community Norms Cultural Competence Planning Learning Experiences	Discipline / management philosophies ● Restorative practices ● Positive interventions / supports Classroom management structures ● Norms ● Routines ● Instructional practices ● Effective groupwork structures Adolescent development	TPE 1: Engaging and Supporting All Students TPE 2: Creating and Maintaining Effective Environments for Student Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 6: Developing as a Professional Educator

	Implicit and explicit bias Cultural responsiveness	

Portfolio:

During the Fall Semester, you created a vision for your classroom culture and then a detailed plan as to how you will enact that culture. Now, as you embark on independent student teaching, you will implement your Classroom Culture Plan, and collect artifacts over the course of the Spring Semester. You will then use these artifacts and your experience of implementing your Classroom Culture Plan to reflect on how you have grown and developed in your vision, planning, and implementation of a Culture of Learning in your classroom.

A completed portfolio includes a minimum of 6 artifacts that demonstrate evidence of how you implemented your Classroom Culture Vision and Plan. Artifacts may include:

- Lesson plan(s)
- Video clips of you and/or the students in your classroom
- Samples of student work
- Observation notes from your master teacher and/or mentor
- Emails, recordings, or notes on student and/or family communication

Reflect on your enactment of your Classroom Culture Vision and Plan.

- To what extent were you able to implement the vision you had for culture in your classroom? Where were you successful? Where did you struggle?
- To what extent were you able to enact your Classroom Culture plan? Where were you successful? Where did you struggle?
- To what extent were you able to implement your vision for family engagement in your classroom? Where were you successful? Where did you struggle?
- What changes have you made to your vision and/or plan as a result of your work this year?
- To what extent are you and your master teacher / grade level team implementing shared norms? How has it been to implement norms that you did not necessarily come up with?
- What have you learned about relationships with students? Where have you found the most success? Where have you struggled? How will you ensure that you are successful in building relationship and a classroom culture that works for all students?

- What are your next steps in preparation for your first year of teaching?
- What are you taking away from this process?

Diversity and Access

Course Syllabus

Course Description

Fall Focus: Examining Self, Schools, and Learners

This course focuses on examining the historical context of schools and the education system in relation to candidates' own educational experiences. One of its central goals is to foster a commitment to understanding and questioning school structures and systems to provide equitable access to all students. Candidates analyze their own frames of reference in order to be aware/cognizant of decisions made in the classroom with regards to teaching and learning around equity and access. In addition, they promote student learning through utilizing knowledge of students' backgrounds, interests, languages, home cultures, and community resources. Candidates also critically examine local school contexts, structures and communities in order to identify, examine, and utilize the resources available to address the needs of students and families.

Spring Focus: Developing Critical Practices to Engage Families and Students

The spring part of this course builds on what candidates completed during the fall semester by asking them to begin to critically examine and incorporate what they have learned into their practices as teachers. The course begins by asking the question, "What does family engagement look like and why is it important in a school community?" Candidates are expected to collect on-going reflections on key equity or access challenges they experience in the classrooms that involve students and families. These serve as collaborative learning opportunities to build critical skills in learning how to communicate in culturally responsive ways and to provide learning spaces that are equitable and accessible to all students.
This course culminates with candidates applying the knowledge they have gathered about students, families and schools through a portfolio of applied and contextualized artifacts.

Course Outcome: Candidates apply knowledge of self, students, families and community to develop culturally responsive communication approaches and equitable teaching practices.

Key understandings:

- Knowledge of self in relation to teaching and learning
- Knowledge of schools, school systems, achievement and inequity in school
- Social, cultural, philosophical and historical foundations of education
- Knowledge of students, families and communities
- Cultural responsive teaching and cultural competence
- Language acquisition, language development and learning
- Knowledge of students with identified needs, inclusion and modifications

▪ The range of factors affecting student learning, including poverty, race, and socioeconomic status	
Content & Skills	**Aligned TPEs**
Educator Skills: ● Cultural competence ● Strategic communication ● Planning learning experiences	TPE 1: Engaging and Supporting All Students in Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students
Content: ● Examine the historical context of schools and inequities of the education system ● Examine achievement in relation to different ethnic groups and gender and linguistic diversity ● Understand privilege, bias, and perceptions based prejudice ● Identify/recognize systems and self ● Question self, systems on equity issues to promote/support students, families, and learning ● Understand and deconstruct student labels (EL, SPED, “these/those kids,” “high/low kids”) ● Examine how cultural frame of reference has been impacted or evolved based on self, student, family and community inquiries ● Examine how teacher practices been impacted based on self, student, family and community inquiries	TPE 1: Engaging and Supporting All Students in Learning TPE 6: Developing as a Professional Educator
Understand, apply and/or promote: ● Language acquisition theories and supporting learning for linguistically and culturally diverse learners ● Instructional strategies and how to plan, modify and implement based on whole class and individual learner needs ● Multiple pathways in learning and success ● Home and school culture ● Funds of knowledge ● Prior life and academic experiences ● The impact of SES on achievement ● Connections to real world, authentic contexts, ● Socio-emotional development ● Critical thinking and problem solving skills	TPE 1: Engaging and Supporting All Students in Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students

● Culturally responsive communication approaches ● Critical lens in regards to language, communication and power dynamics and cultural norms ● Ability to rethink and improve modes of communications and modes of engagement based on interactions and feedback from families, community, peers and school community	

Performance Outcomes	**Major Assessment**	**Aligned Learning Tasks & Formative Assessments**
● Examination of own experience and norms in comparison to students norms and lived experiences ● Ability to identify and reflect on your own frame of reference in order to be aware/cognizant of decisions made in the classroom with regards to teaching and learning around equity and access **TPE 6**	Personal Narrative	● Engage in family conversations ● Community research ● Autobiographical reflections ● Collect and analyze artifacts (ex. Photos, videos, artwork, etc.)
● Collect and use students' funds of knowledge to break assumptions and see beyond the classroom ● Develop critical lens in relation to student challenges with access and equity ● Consider how to utilize the knowledge gathered to engage students in a more inclusive classroom and/or school community ● Position students as knowledgeable and	Co-constructed Case Studies on Three Focus Students: ● 1 Student with identified Special Needs ● 1 English Learner ● 1 Student of Choice	● Student conversations ● Observe/work with/spend time with students in school and community ● Collect student artifacts that demonstrate student knowledge, resources, interests, strengths, passions… ● Reflect on student experiences in comparison to self ● Home visits or community walks with students

challenging them to make progress ● Student voice is heard and incorporated into the classroom in meaningful ways **TPE 1, 4**		
● Understand access, and critically utilize resources (tools, people) available to support students and teachers in the school ● Manage and balance understanding the limitations of school information and the need to see the whole student (beyond the label) and their potential **TPE 1, 4**	School System Research	● Conversations with school staff (administrative assistant, aps, principals, cooperating teacher, etc.) ● Collect and examine artifacts (IEPs, EL testing data, prior assessment, absence excuse, behavioral, photos of the outside/inside of a school and classroom, school policies and documented structures, etc.)
● Build culturally responsive communication approaches ● Develop critical lens in regards to language, communication and power dynamics and cultural norms ● Ability to rethink and improve modes of communications and modes of engagement based on interactions and feedback from families, community, peers and school community **TPE 1, 6**	Family Engagement and Communication Plan	● Conversations with focus students' families (and others) ● Conversations with teachers ● Collect artifacts from teachers and school community ● Conceptualize an approach involve families in school/classroom community ● Develop a plan for family engagement and communication
● Apply knowledge of students in the	Diversity and Access Portfolio	● Collect and examine artifacts that

classroom (focus students) ● Apply knowledge of families and community in the classroom ● Examine how cultural frame of reference has been impacted or evolved based on self, student, family and community inquiries ● Examine how teacher practices been impacted based on self, student, family and community inquiries **TPE 1, 4, 6**		demonstrate critical use of knowledge of students/community ● Collect and examine artifacts that demonstrate critical use of school/community resources ● On-going and final Reflections

Readings (Organized by Topic) - Draft

Instruction and Environment	● Au, K. H. (2009). Culturally responsive instruction: Application to multiethnic, multilingual classrooms. In L. Helman (Ed.), *Literacy development with English learners: Research-based instruction in grades K-6* (pp. 18-39). New York: The Guilford Press. ● Gutiérrez, K., Baquedano-López, P., & Tejeda, C. (1999). Rethinking diversity: Hybridity and hybrid language practices in the third space. *Mind, Culture, and Activity, 6*(4), 286-303. ● Lee, C. D. (2001). Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. *American Educational Research Journal, 38*(1), 97-141. ● Moll et al. (2012). Funds of knowledge in changing communities (Chapter 13) in *International Handbook of Research on Children's Literacy, Learning, and Culture.* Boston: Wiley & Blackwell. ● Nieto, S. (1999). Chapter 3, Culture and learning. In The light in their eyes: creating multicultural learning communities. New York: Teachers College Press. ● Short, D. J. & Fitzsimmons, S. (2007) *Double the Work: Challenges and Solutions to Acquiring Language and Academic*

	Literacy for Adolescent English Language Learner. New York: Carnegie Corporation of New York.
Language/Language Policy	● Valdés, G. (2004). Between Support and Marginalisation: The Development of Academic Language in Linguistic Minority Children. *International Journal of Bilingual Education and Bilingualism, 7*(2-3), 102-132. ● Varghese, M. & Stritikus, T. (2012) Chapter 12, Language Diversity and Schooling. In *Multicultural Education: Issues and Perspectives.* ● Wong Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly, 6*, 323-346. ● Hakuta, K. (2011). Educating language minority students and affirming their equal right: Research and practical perspectives. *Educational Researcher, 40*(4), 163-174
Student Experience	● Lee, S. J. (2005). "Traditional" and "Americanized" Hmong students in Up Against Whiteness: Race, School, and Immigrant Youth (pp. 50-86). New York: Teachers College Press. ● Valenzuela, A. (1999). Introduction in *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press. ● Waters, M. C. (1999). Segregated neighborhoods and schools (Chapter 7) in Black identities: West Indian immigrant dreams and American realities. Cambridge: Harvard University Press
Parent Engagement	● Carreon, G.P., Drake, C., & Barton, A.C. (2005). The Importance of Presence: Immigrant Parents' School Engagement Experiences. *American Educational Research Journal, 42*(3), 465-498. ● Ishimaru, A. M. (2014). Rewriting the Rules of Engagement: Elaborating a Model of District-Community Collaboration. *Harvard Educational Review, 84*(2), 188-216.
Schools for Equity and Access	● Lucas, T. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education,* 59, 361-373. ● Darling-Hammond, L. (2010). The Flat World and Education: How America's Commitment to Equity Will Determine Our Future. New York: Teachers College Press. ● Eubanks, E., Parish, R., & Smith, D. (1997). Changing the

	discourse in schools. In P. Hall (Ed.), *Race, ethnicity, and multiculturalism: Policy and Practice*, (151-167). New York: Routledge.
Culture and Power	• Darder, A. (1991). *Culture and power in the classroom.* Ch. 2 (The Link Between Culture & Power) • Yosso, T. (2010). *Whose culture has capital? A critical race theory discussion of community wealth.* • Apple, M. (1990). *Ideology and curriculum.* New York: Routledge.
Videos	• http://www.defineamerican.com/ • Living Undocumented - A film by Tatyana Kleyn https://www.youtube.com/watch?v=tHfYFB4MiWI • Introduction to Culturally Relevant Pedagogy https://www.youtube.com/watch?v=nGTVjJuRaZ8 • Education Debt - Gloria Ladson-Billings https://www.youtube.com/watch?v=fQfg-UqkUzE

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Cultural Competence	Communicates in ways that demonstrate respect for and responsiveness to others with differing cultural backgrounds and perspectives Responds in conversations about diversity and culture as well as how they may impact student learning Attempts to address intolerant statements directed at individuals or groups	**Culturally responsive teaching:** Curriculum reflects, integrates, and values the backgrounds that students bring to class and uses it to engage students **High expectations**: Clearly and consistently communicates the genuine belief in every student's ability to meet high expectations, leveraging students' strengths to do so **Community:** Enables learners to build peer relationships that demonstrate genuine curiosity and care about each other's background and perspective
Planning Learning Experiences	Plans learning experiences that are aligned to outcomes and allow learners to make progress in a logical way	**Authentic performance:** Enables learners to do and explain the work of professionals in the field, generating and evaluating

	Chooses instructional strategies that will enable learners to construct deep understandings, use critical thinking skills, or practice self-directed learning skills	new ideas and novel approaches, seeking inventive solutions to problems, and developing original work **Skills-focused**: Cognitive skills dimensions, models, and resources are visible and accessible, to help students understand and grow toward different levels on the rubric **Learners construct understanding**: Plans learning experiences that are designed to challenge student thinking, inviting students to make their thinking visible. **Aligned**: The learning tasks and activities are fully aligned with the instructional outcomes and are designed to support students to build accurate conceptual understandings and develop cognitive skills. **Planning Interventions**: Creates backwards plans that includes interventions for anticipated student misunderstandings and skill-specific challenges, and includes "triggers" for various interventions. **Questioning**: The teacher plans questions that advance students' thinking about the task by prompting cognitive challenge or meaningful discourse.
Strategic Communication	Communicates regularly with	**Families:** Conducts ongoing

	relevant stakeholders Identifies ways to engage stakeholders Communicates with clarity	communication with families to establish trust and mutual expectations in support of student achievement **Colleagues:** Collaborates with colleagues to understand student learning differences

Personal Narrative

Diversity and Access Course
ASSESSMENT DRAFT

Essential Questions:

- What is my identity as a person and as an educator?
- How do my identity, experience, and perspectives influence my work with students and families?

Enduring Understandings:

- My identity as a person and as an educator shapes students' experiences and learning in my classroom.
- It is important that I am aware of my own biases so that I can ensure all students have a fair, equitable experience in my classroom.

Skills & Content

Educator Skills High Bar = Novice	**Content**	**TPEs**
Strategic Communication Cultural Competence	Mental health services Multi-tiered systems of support Adolescent development ● Student motivation Understanding students and communities Language acquisition / academic language ● English Learner needs Implicit and explicit biases	TPE 1: Engaging and Supporting All Students in Learning TPE 6: Developing as a Professional Educator

Performance Task:

Before you start to learn deeply about who your students are and what they bring into your classroom, it is important that you reflect on who you are and what you bring into your classroom. With your colleagues and your mentor, you will engage in a series of reflective activities that will provide you a space to start to answer the essential question - *What is my identity as a person and as an educator?* You will then capture your response in a written personal narrative.

Your personal narrative should address the following prompts:

- What is my identity as a person and as an educator?
    - What aspects of my identity are most salient in my work as an educator?
    - How do race, class, gender, and other aspects of my identity shape who I am as an educator?
    - What experiences from my life have most shaped who I am as an educator?
- How do my identity, experience, and perspectives influence my work with students and families?
    - What aspects of my identity are similar to my students' identities?
    - What aspects of my identity are different from my students' identities?
    - Due to my own identity and background, what blind spots or implicit biases might I have in relating to students with identities and backgrounds different from my own?
- Reflect on the process of this performance task.
    - What was easy about this process? What was challenging?
    - What value did I find in looking deeply at my own identity?
    - What support do I need in continuing to explore and be aware of how my identity shapes my work?
    - Now that you have identified some of your personal biases, how will this work impact your current and future interactions with your students?
    - How might I create spaces for students to do this identity work in my classroom?

Learning Tasks & Formative Assessments:

- Conversations with students and families
- Community research
- Autobiographical reflections
- Collect and analyze artifacts (i.e. photos, videos, artwork, etc.)

Adolescent Development Case Studies

Diversity and Access Course
ASSESSMENT DRAFT

Essential Questions:

- How does adolescence affect a student's ability, processes, and performance in different settings?
    - What does the student need? Why do they need it?
- How do I use this information to inform all aspects of my work with the student?

Enduring Understandings:

- Adolescence is a process. Therefore, the role of the school team is important in supporting students through adolescence and navigating appropriate expectations for a safe and supporting environment.
- Adolescent development is something that I will continue to learn and practice over the course of my career.
- Learning about and respecting individual student and family experiences will help me build empathy for all students.
- I am a more effective teacher when I deeply understand my students and community.

Skills & Content

Educator Skills High Bar = Novice	**Content**	**TPEs**
Strategic Communication Cultural Competence	Mental health services Multi-tiered systems of support Adolescent development ● Student motivation Understanding students and communities Language acquisition / academic language ● English Learner needs	TPE1: Engaging and Supporting All Students in Learning TPE 6: Developing as a Professional Educator

Performance Task:

You will conduct three case studies with three different students. You will follow the same process for each case study to learn deeply about each student, family, and community. By completing a case study for three different students, you will begin to build an understanding of the distinct experiences and perspectives students bring into your classroom. At least one of your three case studies should focus on a student with special needs and/or an English learner.

Case Study Process:

Step 1: Identify three students for case studies. The 3 students should represent different backgrounds, subgroups, and/or experiences at Summit. At least one of your three students should be a student with special needs and/or an English learner.

Step 2: Draft guiding questions to inform your case study research. Consider:

- Why did you choose this student?
- What are you hoping to uncover?
- What aspects of this student's experience / perspective are most different from your own?
- What aspects of this student's experience / perspective do you want to better understand?

Step 3: Case study data collection

- Collect data on each student from a variety of sources. Data should include information on the student in the following contexts - classroom, peers, family, and community. Be sure to use at least three different data sources for each case study.
- Summarize findings and start to make interpretations, based on adolescent development research and readings.
- Suggested data sources:
    - Classroom
        - student reflections
        - observations of the student in different classes
        - interview teachers who know the student well
        - cumulative file
        - student data, goals, and reflections in the PLP
        - student work samples
        - student interview
    - Peers
        - interview friends
        - observations of the student at lunch or after school
    - Family
        - interview family members
        - home visit
    - Community
        - observe in after school / community activities

Step 4: Case study analysis

- Analyze the evidence you have collected, triangulating evidence and theory from the course readings to make interpretations.
- Make a proposal for strategies and/or supports you and/or teachers can implement to support each student within the school community.

Step 5: Reflection

- Reflect on the similarities and differences between your case study students:
    - How do their different backgrounds / perspectives impact their experiences at Summit and in your classroom?
    - How do their different backgrounds / perspectives impact their work with you?
- What have you learned from each student that informs your work with other students?
- What are you taking away from this case study experience?
- What will you use going forward?
- What aspects of adolescent development have most informed your work so far?
- What aspects of adolescent development are you interested in exploring more in the future?

Learning Tasks and Formative Assessments:

- Conversations with students and families
- Observations in classrooms and around the school / community
- Collect student artifacts that demonstrate student knowledge, resources, interests, strengths, passions, etc.
- Reflect on student experiences in comparison to self.
- Home visits and/or community walks

Family Engagement & Communication Plan

Diversity and Access Course
ASSESSMENT DRAFT

Essential Questions:

- What is my vision for family engagement?
- How do I empower families and create a space for them in my classroom?
- How do I build a manageable system that allows me to enact my vision for family engagement?

Enduring Understandings:

- There are research-based best practices for building relationships with students and families.
- Families have an important role to play in their student's education.

Skills & Content

Educator Skills High Bar = Novice	**Content**	**TPEs**
Strategic Communication Cultural Competence	Multi-tiered systems of support Adolescent development ● Student motivation Understanding students and communities Culturally responsive communication and norms	TPE 1: Engaging and Supporting All Students in Learning TPE 6: Developing as a Professional Educator

Performance Task:

For this performance task, you will draw on the work you did for the Classroom Culture Vision and the Adolescent Development Case Studies. You will develop a parent communication system that aligns to your vision for family engagement and builds on the experiences you have had so far communicating with families.

A completed family communication system includes:

- A plan for initial family communication at the start of the school year
- A plan for ongoing family communication during the school year
    - Proactive communication - behavior and academic
    - Reactive communication - behavior and academic

    - Engaging with the course curriculum and expectations
- A plan for communicating with families who do not speak English

In addition, you should reflect on your experiences with family community this year:

- To what extent have you been able to enact your vision for family engagement this year? What barriers did you encounter?
- To what extent have you been able to implement your plan for family communication this year?
    - Which families have you reached? Which families have you not?
    - How do you ensure your communication is equitable?
- How might you adjust your vision or plan for family engagement based on your experiences this year?
- What have I learned about the value of family communication and engagement?

Learning Tasks and Formative Assessments:

- Conversations with students and families
- Conversations with teachers
- Collect artifacts from teachers and school community
- Conceptualize an approach that involves families in the school / classroom community

Diversity and Access Portfolio

Diversity and Access Course
ASSESSMENT DRAFT

Essential Questions:

- How does adolescence affect a student's ability, processes, and performance in different settings?
    - What does the student need? Why do they need it?
- How do I use this information to inform all aspects of my work with the student?

Enduring Understandings:

- Adolescence is a process. Therefore, the role of the school team is important in supporting students through adolescence and navigating appropriate expectations for a safe and supporting environment.
- Adolescent development is something that I will continue to learn and practice over the course of my career.
- Learning about and respecting individual student and family experiences will help me build empathy for all students.
- I am a more effective teacher when I deeply understand my students and community.

Skills & Content

Educator Skills	**Content**	**TPEs**
Strategic Communication Cultural Competence	Mental health services Multi-tiered systems of support Adolescent development ● Student motivation Understanding students and communities Language acquisition / academic language ● English Learner needs	TPE 1: Engaging and Supporting All Students in Learning TPE 4: Planning Instruction and Designing Learning Experiences for All Students TPE 6: Developing as a Professional Educator

Portfolio:

During the Fall Semester, you reflected on your own identity as an educator and you learned about your students through several case studies. Now, as you embark on independent student teaching, you will have an opportunity to enact your learning about yourself, your students, and the community. You will collect artifacts over the course of the Spring Semester that demonstrate how you have enacted this learning. You will then use these artifacts and your experience to reflect on how you have grown and developed in the areas listed above.

A completed portfolio includes a minimum of 6 artifacts that demonstrate evidence of how you implemented your learning about yourself, your students, and your school community to enable the success of diverse learners in your classroom. Artifacts may include:

- Lesson plan(s)
- Video clips of you and/or the students in your classroom
- Samples of student work
- Observation notes from your master teacher and/or mentor
- Emails, recordings, or notes from student and/or family communication

Reflect on your ability to enact your learning about yourself, your students, and the school community in your work in the classroom.

- How has your identity as an educator evolved over the course of the year?
- How did you transform your case study learnings into plans for your classroom? What was easy about this process? What was challenging?
- To what extent were you able to create a classroom culture that respects diversity and allows access for all students? What are your next steps in this area?
- What are your next steps in preparation for your first year of teaching?
- What are you taking away from this process?

Professional Growth

Course Syllabus

Course Description
Professional Growth is a year-long course that supports the development of candidates through their residency experience in preparation for their first year of teaching. The course encompasses the candidate's clinical experience and his/her individualized support and development, as well as his/her learning about issues in education and professional responsibility.

Through the residency program, candidates are immersed in classrooms from the start of the program. Candidates have the support of a cooperating teacher and a mentor, both of whom support the candidate through a gradual release of responsibility into teaching, with the goal of the candidate reaching independent student teaching by January. Candidates engage in frequent, consistent coaching structures with both the cooperating teacher and mentor that allow for individualized support and feedback about the candidate's growth, as well as the candidate's performance in relation to the credentialing program outcomes and requirements. The candidate's clinical experience culminates with a plan that supports his/her transition from the credentialing year to an induction program.

This course includes candidates' application of their learning from the other courses - Curriculum, Instruction, and Assessment; Diversity and Access; and Culture of Learning. The readings, content, skill development, assignments, and assessments from these three courses are actively and strategically applied in the clinical experience. This application of learning is then documented through the candidate's work with his/her cooperating teacher and mentor, and through the assessments for this course that capture the candidate's growth in the clinical experience.

Candidates also engage in collaborative structures with mentors, peers and colleagues, including cohort-wide professional development and coursework, site-based supervisory group meetings, subject-specific group meetings and coursework, and small group peer feedback and support. This collaboration allows candidates to work together to share learnings, problem solve, and explore issues in education and teaching. Candidates participate in Summits' weekly meeting structures for all teachers, including course level teams, grade level teams, and site leadership teams.

Course Outcomes:

- Candidates effectively apply learnings from other courses into the clinical experience to demonstrate growth as a teacher candidate.
- Candidates receive individualized support and development that allows them to

prepare for effective first year teaching.

- Candidates know where they stand in relation to the credentialing program outcomes and requirements, and are prepared to meet all program requirements.
- Candidates collaborate to share learnings and problem solve together.
- Candidates effectively transition from credentialing to induction.
- Candidates explore a variety of issues in education and teaching.

Key understandings:

- Social, cultural, philosophical and historical foundations of education
- Professional responsibility
- Contemporary issues in education

Content & Skills	**Aligned TPEs**
Educator Skill: Collaboration	TPE 6: Developing as a Professional Educator
Reflection	
Goal-setting	
Habits of Success	
California public education, policy, and financial implications	
Professional Responsibility ● Mandated reporting ● Safety, privacy, and health requirements	

Performance Outcomes	**Major Assessment**	**Aligned Learning Tasks & Formative Assessments**
Candidates effectively transition from credentialing to induction. **TPE 6**	Induction Transition Plan, which includes: ● A triad meeting between the candidate, cooperating teacher, and mentor ● Reflection on strengths and growth areas at the end of the credentialing year ● Identification of possible goals for induction ● Next steps to achieve goals	Throughout the clinical experience, candidates are formatively assessed through observations by the cooperating teacher and mentor, feedback from each, coaching conversations and meetings, and structured, collaborative conversations with peers. Each of these formative assessments serves to both provide information to the mentor and/or cooperating teacher on the candidate's performance, while also providing the candidate with formative feedback and

		opportunities for self-assessment and reflection.
Candidates effectively apply learnings from other courses into the clinical experience to demonstrate growth as a teacher candidate. Candidates receive individualized support and development that allows them to prepare for effective first year teaching. **TPE 6** Candidates know where they stand in relation to the credentialing program outcomes and requirements, and are prepared to meet all program requirements. **TPE 6**	Co-assessment and Reflection (quarterly), which includes: ● A triad meeting between the candidate, cooperating teacher, and mentor ● Discussion of candidate's progress in relation to program outcomes, using evidence from the candidate's work in the other courses and in the clinical experience ● Reflection on strengths and growth areas ● Identification of goals for the next quarter and next steps	Throughout the clinical experience, candidates are formatively assessed through observations by the cooperating teacher and mentor, feedback from each, coaching conversations and meetings, and structured, collaborative conversations with peers. Each of these formative assessments serves to both provide information to the mentor and/or cooperating teacher on the candidate's performance, while also providing the candidate with formative feedback and opportunities for self-assessment and reflection.

Rubric

Readings (Organized by Topic) - DRAFT

<u>Issues in Education</u>

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future.* New York: Teachers College Press.

Christensen, C. (2008). *Disrupting Class: How Disruptive Innovation Will Change How the World Learns.*

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.

Carter, P.L., & Welner, K. (Eds.). (2013). *Closing the opportunity gap: What Americans must do to give every child an even chance.* New York, NY: Oxford University Press.

Selected readings from *Educational Leadership.*

Educator Skills Rubric (for assessing candidate performance and major assessments)

Educator Skill	Novice Level	Look Fors
Collaboration	Contributes toward achieving a common goal Identifies barriers to collaboration Values individual contributions	(in development)

My PLP

Teacher Candidate

Year

COOPERATING TEACHER:
MENTOR:

TABLE OF CONTENTS

- REFLECTIONS & NOTES
- GOAL 1 | enter skill or habit
- GOAL 2 | enter skill or habit
- GOAL 3 | enter skill or habit
- LEARNING PLAN
  - Goal 1 | enter skill or habit
  - Goal 2 | enter skill or habit
  - Goal 3 | enter skill or habit
  - Get Stuff Done
- PORTFOLIO | personal picks
- GROWTH TRACKER

ADDITIONAL TOOLS

PLP Pro website

REFLECTIONS & NOTES

Date	Reflections	Tags

GOAL 1 | enter skill or habit

TARGET LEVEL Educator Skills and Habits

Level
Cut and paste rubric language

GOAL set on

IF	[how I would like to develop skill or habit]	THEN	[outcome I hope to achieve]	BY	[date]

EVIDENCE

Date	Short-term goal	**Evidence** | observation notes, reflections	Goal met?	Next steps

GOAL 2 | enter skill or habit

TARGET LEVEL Educator Skills and Habits

Level
Cut and paste rubric language

GOAL set on

IF [how I would like to develop skill or habit] **THEN** [outcome I hope to achieve] **BY** [date]

EVIDENCE

Date	Short-term goal	**Evidence** | observation notes, reflections	Goal met?	Next steps

GOAL 3 | enter skill or habit

TARGET LEVEL Educator Skills and Habits

Level
Cut and paste rubric language

GOAL set on [date]

IF	THEN	BY
[how I would like to develop skill or habit]	[outcome I hope to achieve]	[date]

EVIDENCE

Date	Short-term goal	Evidence | observation notes, reflections	Goal met?	Next steps

LEARNING PLAN

Find skills- and habits-aligned learning experiences in PLP Pro!

Goal 1 | enter skill or habit

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Goal 2 | enter skill or habit

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Goal 3 | enter skill or habit

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Get Stuff Done

	Action items	Complete by	✓
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

PORTFOLIO | personal picks

Date	Description	Artifacts	Skills demonstrated

GROWTH TRACKER

SKILLS GROWTH	Q1	Q2	Q3	Q4	Target level
Empowering environment (TPE 2)					Novice
Cultural competence (TPE 1)					Novice
Strategic communication (TPE 5)					Novice
Planning skills-based outcomes (TPE 3)					Novice
Planning learning experiences (TPE 4)					Novice
Facilitating learning (TPE 1)					Novice
Assessing learner needs (TPE 5)					Novice
Creating appropriate supports (TPE 1)					Novice
HAT feedback (TPE 5)					Novice
Collaboration (TPE 6)					Novice

Quarterly Co-Assessment Protocol

Outcomes:

- Teacher candidate, cooperating teacher, and mentor agree on co-assessments for the required Educator Skills for the preliminary credentialing program.
    - The co-assessment is driven by evidence of both the teacher candidate's instruction and the students' learning.
- The co-assessment informs the teacher candidate's goals and next steps.
- The teacher candidate knows where he/she stands in relation to the preliminary credentialing program requirements.

Materials Needed:

- Access to the teacher candidate's Personalized Learning Plan

Recommended Preparation:

- All participants should do some pre-thinking about where the teacher candidates falls on the rubric for the required Educator Skills, and what evidence they have to bring to the conversation.

Timing	Description
5 min	**Set the Purpose for the Meeting:** ● Remind the teacher candidate of the program requirements. ● Remind him/her that the goal is to use evidence to inform the co-assessment.
20-40 minutes	**Self-Assessing** ● Identify which skills the teacher candidate has focused on and grown in since the last co-assessment. Focus on those skills; there is no need to re-assess on skills that have had little to no change since the last co-assessment. ● Use PLP Pro Growth Tracker to Co-assess on the Educator Skills. ○ Ask questions like: ■ What evidence do you have of this language in the rubric? ■ How consistently / frequently did you implement this? ■ What impact did you see on your students and their learning? ○ It is critical that we hold a high bar in the co-assessment. If you do not agree or do not feel that there is enough evidence to support the teacher candidate's self-assessment, you can agree to not assess on a particular skill yet and then make a plan to collect more evidence in the coming weeks.
15-30 minutes	**Setting goals and making plans** ● Check in on the goals previously set. Which goals have you met? Which goals are you still working on? ○ Determine which goals are important to keep and which goals might make sense to move on from. ● Identify any new Educator Skills and/or Habits of Success to set goals around. This is also an opportunity to align to coaching hypotheses. Add these as additional goals in the PLP Pro.

	○ For potential goals, what does progress look like at the student and teacher level (if / then value hypothesis)? ○ What support / resources do you need to make this goal happen? ○ What actions do you need to take? ○ How does this inform our work together (observation focus, how meeting time is used, etc.)?
5 min	**Reflection** ● How are you feeling about the content of the meeting - the co-assessment, goals set, etc.? ● How did the process work for you?

Induction Transition Meeting Agenda

Outcomes:

- The candidate, cooperating teacher, and mentor co-assess on the Educator Skills Rubric to capture where the candidate is at the end of the credentialing program.
- The candidate, cooperating teacher, and mentor reflect on the candidate's successes and challenges during the credentialing program.
- The candidate, cooperating teacher, and mentor agree on potential goals for the candidate's first year of teaching.

Timing	Description
5 minutes	Set the Purpose for the Meeting: ● Share the meeting outcomes. Inform the candidate that the Induction Transition Plan will go with him/her to inform the start of his/her work in the Induction program.
20 minutes	Co-Assessment Co-assess on the Educator Skills listed on the Induction Transition Plan. Push the conversation to be evidence-based using questions such as: ● What evidence do you have of this language in the rubric? ● How consistently / frequently did you implement this? ● What impact did you see on your students and their learning? Record agreed-up co-assessment levels on the Induction Transition Plan.
10 minutes	Overall Reflection Each member of the team shares his/her overall reflections on the candidate's year - strengths and challenges. Capture notes in the Induction Transition Plan.
20 minutes	Looking Forward - Setting goals and making plans Based on the co-assessment and overall reflection, discuss as a team some possible goals for the candidate's first year of teaching. Consider:

	● For each goal, what does progress look like at the student and teacher level? ● What support / resources do you need to make this goal happen? ● What actions do you need to take? Record the goals, next steps, and timeline in the Induction Transition Plan.
5 minutes	Reflection ● How are you feeling about the content of the meeting - the co-assessment, goals set, etc.? ● How did the process work for you? ● Appreciations / celebrations.

Induction Transition Plan

Name:	**Date:**
Mentor:	**Site:**

Summary of Growth

Educator Skill	End of Year Level	Educator Skill	End of Year Level
Facilitating Learning (TPE 1)		Planning Learning Experiences (TPE 4)	
Creating Appropriate Supports (TPE 1)		Assessing Learner Needs (TPE 5)	
Cultural Competence (TPE 1)		HAT Feedback (TPE 5)	
Empowering Environment (TPE 2)		Strategic Communication (TPE 5)	
Planning Skills-Based Outcomes (TPE 3)		Collaboration (TPE 6)	

Reflection

Overall Strengths:	Overall Challenges:

Goals / Next Steps

Goals for Next Year:	Next Steps / Timeline:

Alignment of TPE Elements

TPE 1: Engaging and Supporting All Students in Learning		
TPE Element	**Educator Skill**	**Course / Assessment**
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.	• Empowering Environment • Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences	Diversity and Access • Case Studies • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Strategic Communication • Cultural Competence	Diversity and Access • Family Engagement and Communication Plan • Portfolio Professional Growth • Clinical experience
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.	• Planning Skills-Based Outcomes • Planning Learning Experiences • Facilitating Learning	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

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.	• Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Empowering Environment • Creating Appropriate Supports • Facilitating Learning • Planning Learning Experiences	Culture of Learning • Classroom Culture Plan • Portfolio Diversity and Access • Case Studies • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
8. Monitor student learning and adjust instruction while	• Assessing Learner Needs	Curriculum, Instruction, and Assessment

teaching so that students continue to be actively engaged in learning.	• Creating Appropriate Supports • Honest, Actionable, Timely Feedback • Facilitating Learning	• Cycles of Inquiry Professional Growth • Clinical experience

TPE 2: Creating and Maintaining Effective Environments for Student Learning		
TPE Element	**Educator Skill**	**Course / Assessment**
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.	• Empowering Environment • Cultural Competence • Community Norms	Culture of Learning • Classroom Culture Vision • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Empowering Environment • Cultural Competence • Community Norms	Culture of Learning • Classroom Culture Vision • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all	• Empowering Environment • Cultural Competence • Community Norms	Culture of Learning • Classroom Culture Vision • Classroom Culture Plan • Portfolio

students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.		Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	• Collaboration	Culture of Learning • School and Community Inquiry Professional Growth • Clinical experience • Issues in education
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	• Empowering Environment • Cultural Competence • Community Norms • Creating Appropriate Supports	Culture of Learning • Classroom Culture Vision • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Empowering Environment • Cultural Competence • Community Norms • Strategic Communication	Culture of Learning • Classroom Culture Vision • Classroom Culture Plan • Portfolio Diversity and Access • Family Engagement and Communication Plan • Portfolio

		Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

TPE 3: Understanding and Organizing Subject Matter for Student Learning		
TPE Element	**Educator Skill**	**Course / Assessment**
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	• Planning Skills-Based Outcomes • Planning Learning Experiences	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Planning Skills-Based Outcomes • Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports • Assessing Learner Needs • Collaboration	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
4. Individually and through consultation and collaboration with other educators and members of the larger school	• Planning Skills-Based Outcomes	Curriculum, Instruction, and Assessment • Cycles of Inquiry

community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	• Planning Learning Experiences • Collaboration	Professional Growth • Clinical experience
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.	• Planning Skills-Based Outcomes • Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Diversity and Access • Portfolio Professional Growth • Clinical experience
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.	• Planning Skills-Based Outcomes • Planning Learning Experiences • Facilitating Learning • Creating Appropriate Supports • Assessing Learner Needs • Collaboration	Curriculum, Instruction, and Assessment • Cycles of Inquiry Diversity and Access • Portfolio Professional Growth • Clinical experience
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.	• Community Norms • Facilitating Learning	Culture of Learning • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	• Community Norms • Facilitating Learning	Culture of Learning • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

TPE 4: Planning Instruction and Designing Learning Experiences for All Students		
TPE Element	**Educator Skill**	**Course / Assessment**
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	• Facilitating Learning • Assessing Learner Needs • Planning Learning Experiences • Cultural Competence	Diversity and Access • Case studies • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences • Cultural Competence • Empowering Environment	Diversity and Access • Case studies • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills	• Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences • Assessing Learner Needs	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		
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: • 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.	• Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences • Assessing Learner Needs • Empowering Environment • Cultural Competence	Diversity and Access • Case studies • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
5. Promote student success by providing opportunities for students to understand and advocate for strategies that	• Strategic Communication • Creating Appropriate Supports • Empowering Environment	Diversity and Access • Case studies • Portfolio

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.)		Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Collaboration	Diversity and Access • School System Research Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Creating Appropriate Supports • Planning Learning Experiences • Assessing Learner Needs	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

TPE 5: Assessing Student Learning		
TPE Element	**Educator Skill**	**Course / Assessment**
1. Apply knowledge of the purposes, characteristics, and	• Facilitating Learning	Curriculum, Instruction, and Assessment

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.	• Planning Learning Experiences • Assessing Learner Needs	• Cycles of Inquiry Professional Growth • Clinical experience
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Strategic Communication	Diversity and Access • Family Engagement and Communication Plan Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Strategic Communication	Diversity and Access • Family Engagement and Communication Plan Curriculum, Instruction, and Assessment

		• Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Cultural Competence	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience
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.	• Facilitating Learning • Planning Learning Experiences • Assessing Learner Needs • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience

TPE 6: Developing as a Professional Educator		
TPE Element	**Educator Skill**	**Course / Assessment**
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.	• Facilitating Learning • Planning Learning Experiences • Collaboration	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience • Quarterly Co-Assessment

		• Induction Transition Plan
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.	• Collaboration • Cultural Competence • Strategic Communication	Diversity and Access • Personal Narrative • Portfolio Professional Growth • Clinical experience • Quarterly Co-Assessment • Induction Transition Plan
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	• Collaboration • Strategic Communication	Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience • Quarterly Co-Assessment • Induction Transition Plan
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.	• Collaboration • Strategic Communication	Diversity and Access • Family Engagement and Communication Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience • Quarterly Co-Assessment

		• Induction Transition Plan
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.	• Collaboration • Strategic Communication • Empowering Environment • Community Norms	Culture of Learning • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience • Quarterly Co-Assessment • Induction Transition Plan
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.	• Collaboration • Strategic Communication • Empowering Environment • Community Norms	Culture of Learning • Classroom Culture Plan • Portfolio Curriculum, Instruction, and Assessment • Cycles of Inquiry Professional Growth • Clinical experience • Quarterly Co-Assessment • Induction Transition Plan
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.	• Collaboration	Professional Growth • Clinical experience

Subject-Specific Pedagogy		
Pedagogy	**Educator Skill**	**Course / Assessment**
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Learning Experiences • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry
English Language Development in Relation to Subject-Specific Pedagogy	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Learning Experiences • Creating Appropriate Supports	Curriculum, Instruction, and Assessment • Cycles of Inquiry Diversity and Access • Case studies • Portfolio
Teaching English Language Arts in a Single Subject Assignment	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports • Assessing Learner Needs • Honest, Actionable, Timely Feedback • Collaboration • Strategic Communication	Curriculum, Instruction, and Assessment • Cycles of Inquiry
Teaching Mathematics in a Single Subject Assignment	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports • Assessing Learner Needs	Curriculum, Instruction, and Assessment • Cycles of Inquiry

	• Honest, Actionable, Timely Feedback • Collaboration • Strategic Communication	
Teaching History-Social Science in a Single Subject Assignment	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports • Assessing Learner Needs • Honest, Actionable, Timely Feedback • Collaboration • Strategic Communication	Curriculum, Instruction, and Assessment • Cycles of Inquiry
Teaching Science in a Single Subject Assignment	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports • Assessing Learner Needs • Honest, Actionable, Timely Feedback • Collaboration • Strategic Communication	Curriculum, Instruction, and Assessment • Cycles of Inquiry
Teaching World Language in a Single Subject Assignment	• Empowering Environment • Cultural Competence • Facilitating Learning • Planning Skills-Based Outcomes • Planning Learning Experiences • Creating Appropriate Supports • Assessing Learner Needs	Curriculum, Instruction, and Assessment • Cycles of Inquiry

	• Honest, Actionable, Timely Feedback • Collaboration • Strategic Communication	

Date: Tuesday, April 12, 2016

Time: 9:00am-12:00pm

Location: SCALE - 1705 El Camino Real, Stanford

Facilitator	Notetaker	Timekeeper	Recorder	Action Items
Pam	Annie	Cathy	Andrea	Ruth
Jack	Nicole R.	Ray	Nicole M.	Diane (ab)
Adam	G	Susan (ab)		

Objectives of this meeting:

- Review revised vision statement.
- Provide feedback on scope and sequence of program.
- Provide feedback on proposed major assessments.
- Discuss proposed assessment framework.

Pre-work:

- Review agenda and materials.

Materials

copies of agenda

poster paper

Agenda

9:00-9:15am - Pleasantries / Settling In

Context: This is a chance to reconnect as a team and settle into our work.

Process:

- Each team member shares the most memorable assignment / task you completed when learning to become a teacher.
- Pam reviews objectives, agenda, and meeting roles.

9:15-9:30am - Program Vision Statement

Context: We have iterated several times now on a vision statement for our program. At the last meeting, it became clear that we need to ensure this vision statement captures what makes our program unique. Andrea, Cathy, and Pam worked on revising the vision statement since then.

Process:

- In pairs, review the revised vision statement. Leave your feedback in this chart.

9:30-11:00am - Scope, Sequence and Major Assessments

Context: Based on the work we did last meeting, Pam and Adam have drafted a proposed scope and sequence, including major assessments. This is an opportunity to provide feedback from the multiple hats we wear - (1) Is this what is best for new teacher learning and development?, (2) Is this aligned with edTPA, TPEs, and Summit's frameworks?, and (3) Is this aligned with the principles and practices of personalized learning?

Process:

- Pam provides context about what we need to get out of this meeting today in order to meet our June 1 deadline.
- In pairs, review the scope and sequence draft.
- Scope and sequence discussion:
    - Warm feedback
    - Suggestions
    - Questions
- Major assessments discussion:
    - Warm feedback
    - Suggestions
    - Questions
- Identify next steps and owners.
    - Revisions to the draft.
    - Draft syllabi for the "courses"
    - Drafts of major assessments.
    - Others?

11:00-11:45am - Assessment Framework

Context: Pam and Adam have been working to draft the framework for the credentialing program's assessment system, and have been working to mirror Summit's student assessment system as much as possible. This is an opportunity to discuss the framework and some questions we have been considering.

Process:

- Adam & Pam provide an overview of the assessment framework, using this overview and model.
- Group discussion.

11:45am-12:00pm - Reflection

Process:

- Share reflections on the process and content of the meeting.

Notes

Vision Statement - Revised Draft

Summit's credentialing program is committed to recruiting, supporting and developing a diverse pool of teachers who embody Summit's principles of personalized learning. Candidates learn to:

- engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks,
- empower students as self-directed learners, helping them develop the habits and skills that lead to professional and personal success,
- nurture communities of learners by building meaningful relationships that allow students to grow and thrive, and
- connect their instructional decisions and student actions to students' long-term goals and aspirations.

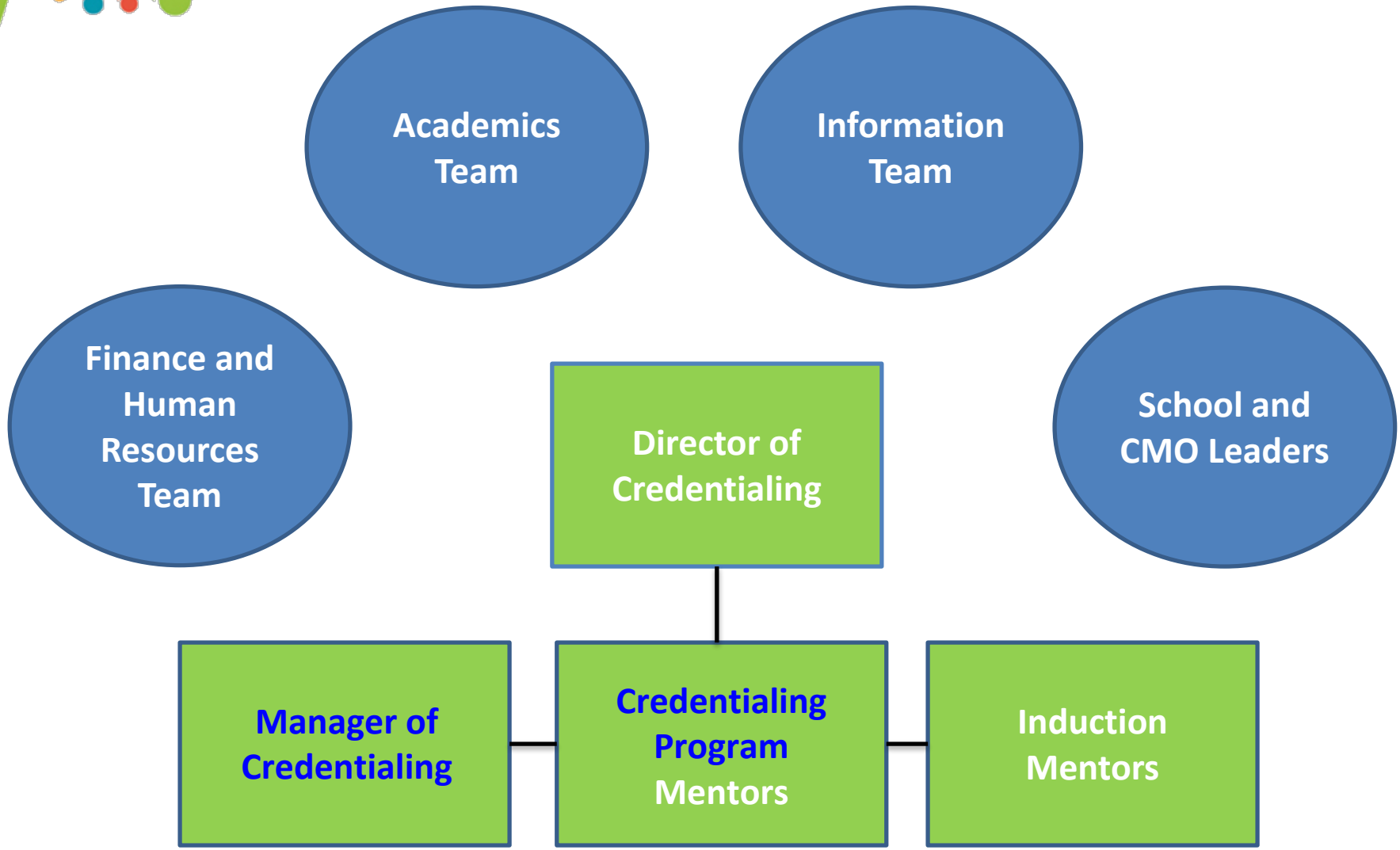
To best achieve these goals, candidates will be prepared through a residency program that is embedded in a school site. Our residency program creates a deep integration and alignment between the candidate's experience in the credentialing program and his/her experience in the classroom as a practicing teacher candidate. The school embedded apprenticeship approach supports candidates to develop deep knowledge of their students and the communities from which they come, and immersive, mentored experiences with professional educators onsite. We mirror the student learning experience, with a focus on skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity. Finally, candidates become an active and important part of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community.

Our program is an innovative pathway into teaching and one step in a larger professional trajectory. Through this program, we seek to create a model for preparing teachers for personalized learning school environments, and to increase the diversity of educators across the nation.

Vision Statement Feedback

Pair Names	Warm Feedback	Suggestions for Improvement

Educator Preparation & Supporting Teams



Adult Learner Focus Area Template

Directions: Make a copy and put into this folder: Adult Learning Projects
Insert the link to this Focus Area into the appropriate Project Template
Refer to the Adult Learning Quality Standards as you design

Overview
Introductory Materials
Objective 1
Objective 2
Objective 3

Project

What project is this in?

1. Intro to 1:1 Mentoring

Overview

Fill out this table with information about this playlist.

Description (objectives)	By the time you finish this playlist, you should be able to: 1. Articulate the philosophy behind Summit's mentoring program and define its role in a personalized learning model. 2. Describe the primary foci of a 1:1 check-in and how its structure helps students set and track appropriate goals in the self-directed learning cycle.
Key terms	By the time you finish this playlist, you should be able to define the following terms:

Introductory Materials

Name of resource, including type	**Link**

Objective 1: Articulate the philosophy behind Summit's mentoring program and define its role in a personalized learning model

Name of resource, including type	**Link**
Mentorship at Summit	https://vimeo.com/155060270
Video on Mentoring at Summit	https://www.youtube.com/watch?v=bubnHcJ1oLU&feature=youtu.be
The Mentoring Effect, Executive Summary	http://www.mentoring.org/new-site/wp-content/uploads/2015/09/The_Mentoring_Effect_Executive_Summary.pdf

Assessment Question	**Answer options (correct answer bolded)**
Which of the following is a primary role of the mentor? Check all that apply.	**a. Support students in setting effective goals and plans** b. Teach the student academic content **c. Help students become metacognitive about how they learn** **d. Help students develop habits of success**
Which of the following is not a primary role of the mentor?	a. Set effective goals and plans **b. Teach the student academic content** c. Help students become metacognitive about how they learn d. Help students develop habits of success
Mentors are the only people involved in a preparing students to be college and career ready. True or False	a. True **b. False**
Each year, the mentor, student, and family meet for a PLP meeting. What is the primary purpose of the PLP meeting?	a. Talk about habits of success **b. Set long-term goals for college and career** c. Discuss projects d. Learn about technology
Mentoring helps	**a. True**

students to be agents of their own change.	b. False
During a 1:1 check-in, students spend time reflecting on goals, setting new goals, and making plans to meet and follow up on goals.	**a. True** b. False
What is the teacher's role in a mentorship meeting?	a. Leader **b. Facilitator** c. Observer d. School advocate
What are some activities that are more likely to be reported by young adults who have had mentors? Check all that apply.	**a. Enroll in college** **b. Participate in sports or extracurricular activities** **c. Regularly volunteer** **d. Hold a leadership position in sports or clubs**
The length of a mentoring relationship has no impact on its value.	a. True **b. False**
Nearly all young adults who have formal mentoring relationships find these experiences to be helpful.	**a. True** b. False
What is the difference between structured, formal mentoring relationships and informal mentoring relationships?	a. There is no difference b. Formal mentoring relationships are more successful. **c. Formal relationships tend to provide more academic support. Informal relationships tend to support personal development.** d. Informal mentoring has no value.
Youth who have been mentored express an interest to become mentors themselves in the future.	**a. True** b. False
Which of the following statements is true?	a. At risk youth are most likely to have mentors **b. At risk youth are the least likely to have access to**

	mentors but more likely to want one. c. At risk youth are least likely to think they will benefit from having a mentor.
Mentoring can serve as a powerful _____ for students who are falling off track to graduate.	a. Disciplinary action **b. Early intervention** c. Consequence

Objective 2: Describe the primary foci of a 1:1 check-in and how its structure helps students set and track appropriate goals in the self-directed learning cycle.

Name of resource, including type	**Link**
Guidebook to 1:1 Check-ins	https://docs.google.com/document/d/1Lmvrj6lVqRskhbFrsjteckuoNovtjNgb3Yyeu3TD5f0/edit#bookmark=id.3un9odkvthdu
Structure of a 1:1 Check-in	https://docs.google.com/document/d/1Yg6ag6y4Iv-EH0dBg6FRmCIqZsGoAcOfGw9ACS8n1eU/edit
Performance and Learning Goals	https://docs.google.com/document/d/1ShylQxJMvvDcWiCkwjZbTjfz3DhWW9fykgdo32yV1iU/edit

Assessment Questions	**Answer options (correct answer bolded)**
Check all of the following that apply. What are the characteristics of a good check-in?	**a. Have an agenda / timings set for the meeting** **b. Make sure you spend time on both academic matters and personal matters** **c. Build trust by demonstrating active listening techniques** **d. Spend time on both reflection (looking back) and goal setting (looking forward)** **e. Give the student feedback on their Habits of Success**
It is important for mentors to assess the	**a. True** b. False

student's values, mindsets, motivations, and roadblocks early in the school year, while at the same time building trust and creating a space that students want to be in and value as an important part of their week.	
As the year progresses, check-ins focus not just on student interest and motivation, but also on… Check all that apply	**a. Academic performance** **b. Setting performance and learning goals** **c. Creating plans to reach goals** **d. Reflecting on the previous week**
What are some things mentors should do before starting a check in with a student? Check all that apply	**a. Assess their own feelings** **b. Read student reflections** **c. Remove distractions** d. Plan out the goals for the student
What is the main objective of check-ins?	a. To set goals for the student b. Communicate behavior concerns c. Teach student new technology **d. Help students become more effective self directed learners**
What are the activities that should take place during the check-in?	**a. Spend time on student interests** **b. Reference at least one of the five elements of self-directed learning** **c. Create a plan that involves at least one concrete step** **d. Student summarizes meeting and next steps** **e. Encourage students to update their reflection based on the conversation.**
Students should not be expected to leave a mentoring check-in with any specific goals or action steps.	a. True **b. False**
What are some things a mentor should do after a check-in Check all that apply	**a. Take notes to keep track of action items** **b. Follow up with emails** c. Nothing d. Talk to student's peers about their goals

What should mentors keep in mind when configuring their room for check-ins. Check all that apply.	**a. Privacy** b. Ability for other students to join in c. Access to other school staff **d. Visibility of the rest of the class**
Which statement is true? What is the difference between learning and performance goals?	**a. Learning goals are for when students are just learning about new system or topics.** b. Performance goals are for when students are just learning about new system or topics.
Why are performance goals so important? Check all that apply	**a. Help track student progress** **b. While students can self report success on learning goals, they need performance goals to track growth** **c. Serve as reminders to persist with academic goals** **d. Help them achieve more than just bare minimum**
Is this an example of a learning goal or performance goal? ”I will improve my self-awareness by keeping track of the situations where I feel stressed.”	**a. Learning goal** b. Performance goal
Setting challenging performance goals for students at the beginning of the year before performance routines have become automatic can be beneficial.	a. True **b. False**
It is beneficial for students to focus on learning systems like the PLP or learning about the role of feedback from teachers at the beginning of the year before setting high performance goals.	**a. True** b. False
Is this an example of a learning goal or	a. Learning goal **b. Performance goal**

performance goal? ”I will do at least 20 math practice problems each day in PLT this week.”	

Dimension	High-level Description	References to Standards
Theme/Central Idea	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text	CCSS.ELA-LITERACY.CCRA.R.2
Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6
Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	CCSS.ELA-LITERACY.CCRA.RI.3
Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	CCSS.ELA-LITERACY.CCRA.RI.4
Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information	C3 Framework for Social Studies (D2.His.4-9)
Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	C3 Framework for Social Studies (D2.His.4-9)
Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	
Asking questions	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7
Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations
Identifying Patterns and Relationships	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	NGSS Science Practice 4: Analyzing and Interpreting Data
Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.

Dimension	High-level Description	References to Standards
Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.
Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	CCSS.ELA-LITERACY.CCRA.R.1
Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others
Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	NGSS Science Practice 6. Construction Explanations and Designing Solutions. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.
Argumentative Claim	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	CCSS.ELA-LITERACY.CCRA.W.1
Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	CCSS.ELA-LITERACY.CCRA.W.2
Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	CCSS.ELA-LITERACY.CCRA.W.3, CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types
Counterclaims	Acknowledging and developing alternate or opposing positions	CCSS.ELA-LITERACY.CCRA.W.1
Selection of Evidence	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	CCSS.ELA-LITERACY.CCRA.W.1 and 2
Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types

Dimension	High-level Description	References to Standards
Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	CCSS.ELA-LITERACY.CCRA.W.8
Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and transitions to communicate with clarity and coherence	CCSS.ELA-LITERACY.CCRA.W.4
Introduction and Conclusion	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	CCSS.ELA-LITERACY.CCRA.W.1 and 2
Discussion / Contribution	Communicating ideas and contributing to discussion through questioning, connecting, and probing	CCSS.ELA-LITERACY.CCRA.SL.1
Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions	CCSS.ELA-LITERACY.CCRA.SL.1
Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	CCSS.ELA-LITERACY.CCRA.SL.1
Style and Language (Tone, Academic Language, Syntax)	Using appropriate style in a written product, including academic language, tone, and syntax	CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6
Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	
Multimedia in Written Production	Integrating technology to create high-quality written products	CCSS.ELA-LITERACY.CCRA.W.6
Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	CCSS.ELA-LITERACY.CCRA.SL.5
Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2
Precision	Expressing ideas and information with exactness, specificity, and refinement	CCSS Math Practice 6: Attend to Precision

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Textual Analysis (Close Reading)	Theme/Central Idea	No evidence of identifying a theme or central idea in a text.		Identifies a topic in a text and identifies some details that are relevant to that topic.		Identifies a theme/central idea in a text and identifies some details that are relevant to that theme/central idea.		Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details.		Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details. Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).		Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).		Identifies multiple themes/central ideas in a text and provides a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character). Where applicable, interprets theme/central idea through a critical lens or framework.		Identifies multiple themes/central ideas in a text and provides a sophisticated analysis of their development and interaction with each other and with supporting ideas or other elements in the text, including an evaluation of which theme/central idea is the most significant and why. Where applicable, persuasively interprets theme/central idea through a critical lens or framework.
	Point of View/Purpose	No evidence of identifying the point of view or purpose or an author/speaker		Describes author's/speaker's point of view or purpose generally or with some inaccuracy.		Accurately describes author's/speaker's point of view or purpose and generally explains how that point of view or purpose/intent is conveyed through details.		Accurately describes author's/speaker's point of view or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.		Accurately describes author's/speaker's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.		Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.		Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Analyzes author's/speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/speaker's point of view.		All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.
	Development	No evidence of analysis of the development of an event, individual, or idea/concept.		Provides a general outline of the development of the key event(s), individual(s), or idea(s)/concept(s) in a text.		Uses specific information in a text to show how a key event, individual, or idea/concept is introduced, explained, and developed in the text.		Explains how events, individuals, and/or ideas/concepts interact within a text and contribute to the development of the storyline or theme/central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/concepts.		Analyzes clearly and accurately the development of a complex event, individual (e.g., someone with conflicting motivations) and/or idea/concept within a text. Analysis includes how the complex event, individual, and/or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.		Analyzes clearly and accurately how a series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.		Analyzes clearly and accurately how a complex series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.		Analyzes clearly and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/concept or a series of complex events and/or ideas/concepts within a text. Analysis includes an evaluation of the effectiveness of the development.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Structure	No evidence of structural analysis.		Describes the key organizing features of a text. Explains, in generalities, how a section of text relates to the whole text OR how sections of text relate to each other.		Accurately describes the key organizing features of a text. Explains how a particular sentence, paragraph, or section fits into the overall structure of a text and how it relates to the central idea/theme.		Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/theme of a text.		Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/theme.		Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of particular sections in developing the central idea/theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.		Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.		Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.
	Word Choice	No evidence of analysis of author's word choice.		Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.		Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.		Identifies words and phrases that impact the meaning and/or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium. Where applicable, generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium. Where applicable, clearly analyzes how an author uses or refines the meaning of a key term/concept over the course of a text.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Using Sources	Selecting Relevant Sources	Selected sources provide no relevant evidence, or sources lack credibility.		Selects sources that contain some information related to the research topic.		Selects sources that are generally relevant to the research topic and mostly credible but may be too broad or too narrow to fully address the research question. Where applicable, sources have some variety in perspective and/or format.		Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide nuanced, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted.		Selects sources that provide nuanced, comprehensive, credible information relevant to the research question at a level of detail and complexity appropriate to the audience and purpose of the research. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted and the impact of those gaps and limitations is discussed.
	Contextualizing Sources	No evidence of contextualizing sources.		Provides partial or inaccurate information about a source's time and place of origin.		Provides accurate information about a source's time and place of origin.		Provides accurate information about a source's time and place of origin and provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.		Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.		Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.		Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Clearly explains how these conditions shape the meaning or significance of the source.		Provides thorough, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Uses analysis of these conditions to strengthen and refine an argument or explanation.
	Synthesizing Multiple Sources	No evidence of synthesizing information from multiple sources. One source dominates the work.		Information from more than one source is used to support an argument or explanation.		Information from more than one source is used to support an argument or explanation. Sources are described and discussed, but rarely discussed in relation to each other.		Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).		Connections among sources are made by grouping similar information/positions from multiple sources or identifying significant differences between sources (in content and/or type).		Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.		Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.		Significant and nuanced connections are made among the sources and synthesized with the student's own claims or ideas to form a cohesive, supported, compelling argument or explanation.
Inquiry	Asking questions	No evidence of asking questions		Questions are peripheral to a given topic.		Questions are relevant to specific topic.		Questions are relevant to a specific topic and are testable or researchable.		Questions are valid, testable or researchable, and based on patterns or observations.		Questions are valid, focused, testable or researchable, based on patterns/observations, current research, and/or a specific model or theory.		Questions are valid, precise, testable or researchable, and based on patterns/observations, specific evidence from current research, and/or a specific model or theory.		Questions are valid, precise, testable or researchable, based on patterns/observations, specific evidence from current research and/or a specific model or theory, and push standard thinking on a given topic or in a particular discipline.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Hypothesizing	No evidence of hypothesis or prediction.		Provides a prediction or guess for a hypothesis with limited relationship to the question under investigation.		Provides a prediction or early hypothesis with some relationship to the question under investigation.		Articulates a relevant prediction of the expected results with relation to the question under investigation, but variables are unclearly stated.		Constructs a testable hypothesis about the investigated question, with a basic description of the variables ("if.. then…"). Hypothesis relates to observation, research, or scientific principle.		Constructs a clear, testable hypothesis about the investigated question, with an accurate description of the variables ("if... then..."). Hypothesis is based on observation, research, scientific principle, model, or theory.		Constructs a precise, testable hypothesis about the investigated question, with an accurate explanation of the relationship between variables ("if... then... because...)" Hypothesis is based on observation, research, scientific principle, model, or theory.		Constructs a precise, testable, and insightful hypothesis about the investigated question, with accurate and thorough explanation of the relationship between variables ("if... then... because"). Hypothesis is based on observation, research, scientific principle, model, or theory.
	Designing Processes and Procedures	No evidence of an action plan to address the problem/prompt		Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt.		Identifies a starting point to address a problem/prompt and creates useful follow-up steps, though steps may be out of order or may not fully address the prompt.		Identifies a starting point to address a problem/prompt and organizes useful follow-up steps in a logical, sequential order. May not fully address the prompt.		Creates an orderly action plan that addresses all aspects of a problem/prompt with some inefficiencies.		Creates a clear and orderly action plan that is mostly replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for some steps or aspects of the plan.		Creates a clear, detailed action plan that is fully replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for several steps or aspects of the plan. Where applicable, includes some alternate or contingency plans.		Creates a clear, detailed, fully replicable action plan to address a problem/prompt as efficiently as possible. Includes a rationale for the complete plan. Where applicable, acknowledges potential weaknesses or limitations of the plan and includes thorough alternate or contingency plans.
Analysis & Synthesis	**Identifying Patterns and Relationships**	No evidence of analyzing information or identifying patterns.		Information is organized into structures, but structures are not useful. Only simple patterns are identified, or more complex patterns are identified incorrectly.		Organizes information into mostly useful structures. Identifies patterns with some inaccuracies.		Organizes information into mostly useful structures and accurately identifies patterns.		Organizes information into useful structures. Accurately identifies patterns and some relationships among patterns.		Organizes information into useful structures. Accurately identifies significant/relevant patterns and relationships among patterns.		Organizes information into useful structures. Identifies and explains significant/relevant patterns and the relationships among patterns. Makes note of examples and data that do not fit the pattern(s) or relationship(s).		Organizes information into useful structures. Identifies and explains significant/relevant patterns and relationships among patterns. Identifies and explains examples and data that do not fit the pattern(s) or relationship(s).
	Comparing/ Contrasting	No evidence of comparing/contrasting.		Identifies minor or surface-level similarities and/or differences.		Identifies significant similarities and differences.		Identifies significant similarities and differences relevant to a specific claim/main idea/thesis.		Identifies significant similarities and differences relevant to a specific claim/main idea/thesis. Explains in a limited way why the similarities/differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences support a specific claim/main idea/thesis. Organizes points of comparison in a way that supports understanding and analysis.		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences refine or sharpen a specific claim/main idea/ thesis. Organizes points of comparison in a way that best highlights and frames similarities and differences for analysis and understanding.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Modeling	No evidence of using models, visuals, or symbols to represent concepts.		Identifies surface level components of a concept and develops an accurate visual or model; key features of the concept are missing or only partially represented. OR Most key features are represented, with inaccuracies.		Identifies general components of a concept and develops a partially accurate visual and/or model to represent some key features.		Identifies specific components of a concept and develops an accurate visual and/or model to represent most key features.		Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the relationship of the components to the whole.		Identifies significant components of a concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationship of the components to the whole and makes visible the relationships among components.		Identifies significant components of a complex concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationships of the components to the whole and the relationships among components. Model allows for manipulation and/or testing of a proposed idea, process, or system.		Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts. Visuals or models highlight the relationships of the components to the whole and the relationships among the components. Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.
	Interpreting Data/Info	No evidence of interpretation. May describe or summarize empirical data or information from sources with some inaccuracies.		Describes or summarizes empirical data or information from sources.		Provides some partial or general analysis of data/information. May contain errors.		Provides a reasonable interpretation of data/information. May contain minor errors.		Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.		Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose.		Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. Recognizes gaps or outliers in the data/information.		Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and determines which strategy/concept is best for the purpose of the analysis. Considers the context from which the data/information arose. Explains gaps or outliers in the data/information.
	Making Connections & Inferences	No evidence of inference or making connections.		Makes surface-level inferences that are only generally based on evidence or are too broad, with minimal connection between a specific example and the larger idea.		Makes inferences that are based on evidence but may be partially formed with gaps in explaining the connection of a specific example to the larger idea.		Makes relevant inferences based on evidence and attempts to identify the larger significance of the inference. Connections between a specific example and the larger idea are clear and appropriate.		Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference. Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.		Makes clear, relevant, thoughtful inferences and explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Connections to the larger idea are clearly made through multiple examples.		Makes clear, highly relevant and thoughtful inferences and thoroughly explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including attempts at non- or counter-examples.		Makes clear, highly relevant, insightful inferences and thoroughly explains their larger significance with sophisticated insight or originality of interpretation. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Critiquing the Reasoning of Others	No evidence of evaluation. May summarize or restate argument/explanation.		Traces the general arc of an argument or explanation. Begins to evaluate the argument or explanation by making general quality judgments (e.g., "strong" or "weak").		Traces the argument or explanation and identifies specific claims. Evaluates the strength of the overall argument/explanation and some specific claims. Distinguishes claims that are supported by reasons and evidence from claims that are not.		Traces and evaluates the argument/explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.		Delineates and evaluates the argument/explanation and specific claims, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies some false statements and fallacious reasoning (logical fallacies).		Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and considers alternate claims or evidence that would improve the logic of the argument/explanation.		Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient. Identifies false statements and fallacious reasoning and thoroughly explains alternate claims or evidence to improve the logic of the argument/explanation.		All of Level 7 PLUS Identifies and evaluates the appropriateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s).
	Justifying / Constructing an Explanation	No evidence of justifying or explaining.		Provides mostly description of steps, procedures, or phenomena. Explanation or justification is missing or very limited.		Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for those steps, procedures, or phenomena.		Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.		Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena in support of an overall solution strategy / procedure or a holistic explanation of the phenomenon. Develops explanation/justification with relevant detail/examples.		Applies a specific premise (such as a disciplinary principle, axiom, or theory) to explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through relevant detail and examples. Acknowledges limitations, tradeoffs, and/or alternate explanations /approaches.		Applies one or more specific premises (such as disciplinary principles, axioms, or theories) to insightfully explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through detail and examples. Responds to limitations, tradeoffs, and/or alternate explanations/approaches.		Uses a variety of logical strategies and relevant, sufficient detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/or alternate explanations/approaches.
Composing/Writing	**Argumentative Claim**	Claim is unclear or missing.		Main claim is generally introduced; subclaims are limited, unrelated, or unclear.		Main claim is clearly introduced; subclaims are relevant to main claim.		Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.		Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims & subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims.		Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing. The significance of the claims is clearly established.		Claims and subclaims are clear, precise, and consistent throughout the writing with some nuance; the sequencing of the claims and subclaims creates a coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clearly established and developed.		Claims and subclaims are clear, precise, and nuanced throughout the writing; the sequencing of the claims and subclaims creates a complex and coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clear and persuasive.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Informational/Explanatory Thesis	Topic or main idea of writing or speaking is unclear.		Topic of writing or speaking is clear; main idea/thesis is present but somewhat unclear; supporting ideas are limited, unrelated, or unclear.		Main idea/thesis is clear; supporting ideas are relevant to main idea.		Main idea/thesis is clear and focused; supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.		Main idea/thesis is clear, focused, and consistent throughout the writing; supporting ideas are relevant, organized in a way that makes relationships among ideas clear and that supports the reader's understanding.		Main idea/thesis is clear and complex; relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.		Main idea/thesis is complex, focused, and consistent; highly relevant supporting ideas are tightly connected to the main idea and with each other to create a complex and coherent structure that builds the reader's understanding throughout the writing.		Main idea/thesis is complex, precise, and consistent; significant, highly relevant supporting ideas build on the main idea and on one another in an elegant progression to create a complex and coherent structure that builds the reader's understanding throughout the writing.
	Narrative	Orientation, storyline, and/or organization of experiences, events, and/or steps is unclear or missing.		Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established; experience/event/step sequence may not be logical or unfolds awkwardly; conclusion may be missing.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue; conclusion may be weak.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/events/steps.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps.		All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.		All of Level 6, plus: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.		All of Level 7, plus: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.
	Counterclaims	Counterclaims are not acknowledged.		Implicitly acknowledges counterclaims.		Explicitly acknowledges counterclaims.		Explicitly acknowledges counterclaims and clearly distinguishes them from claims.		Develops counterclaims with some evidence or detail and points out their limitations.		Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.		Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.		Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Selection of Evidence	No evidence or evidence is completely unrelated to statements.		Selects evidence that minimally supports claims because it is limited or weakly related.		Selects some relevant evidence that supports main claim(s). Evidence for subclaims is still limited or weakly related.		Selects a variety of relevant evidence that generally supports both main claim(s) and subclaims.		Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.		Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.		Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims		Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim(s) and subclaims.
	Explanation of Evidence	No evidence of analysis/explanation of selected evidence.		Explanation of how selected evidence supports claims or statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.		Provides mostly relevant analysis that partially explains how selected evidence supports claims or statements; may still contain some repeating, rewording, and/or summarizing of evidence.		Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.		Provides clear analysis that accurately explains how the selected evidence supports claims or statements.		Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.		Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis addresses weakness(es) or gaps the evidence.		Provides insightful, compelling analysis that thoroughly, accurately, and concisely explains how the evidence supports claims or statements; where applicable, analysis clearly addresses weakness(es) or gaps in the evidence; analysis is elegant in its precision and/or sophistication and originality.
	Integration of Evidence	No evidence of integrating evidence from sources		Evidence from sources is presented in an unclear or inaccurate way.		Evidence from sources is presented objectively and accurately. Little attention is given to the placement of evidence within the text.		Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis.		Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements.		Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.		Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.		Evidence is presented objectively and accurately and integrated seamlessly and strategically into the text in a variety of ways that support the argument, explanation, or analysis and develop a consistent and sophisticated tone appropriate to the purpose.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Organization (Transitions, Cohesion, Structure)	Individual paragraphs are not organized around one idea. Connections between paragraphs or sections are not evident.		Individual paragraphs are organized around one clear idea or claim; connections between paragraphs or sections are sometimes vague.		Paragraphs or sections are connected around a main idea but do not clearly build on one another. Transition words/phrases are present but are often formulaic.		Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.		Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.		Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion.		Sequencing of paragraphs and/or sections creates a coherent whole that deepens understanding of the content and builds toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location.		Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and clearly guides the reader toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location. Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing.
	Introduction and Conclusion	Introduction and/or conclusion are not present		Introduction may include some general background or context information about the topic but does not address main idea(s) or claim(s); conclusion is present but does not summarize, restate, or support the main idea(s) or claim(s).		Introduction includes some background or context information about the topic and generally introduces main idea(s) or claim(s); conclusion restates main idea(s).		Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea(s) or claim(s).		Introduction includes relevant background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing. Conclusion summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s).		Introduction includes relevant and sufficient background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; introduction is engaging. Conclusion summarizes, pulls ideas together, and highlights important points of the content presented; when appropriate, conclusion considers some implication(s) of the content presented.		Introduction clearly contextualizes the topic, and clearly establishes the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, and/or extends ideas as appropriate; when appropriate, conclusion addresses implications or significance of the content presented.		Introduction clearly and concisely contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and outlines the structure of the content that follows; introduction is engaging and inviting. Conclusion strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate; when appropriate, conclusion clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented.
Speaking/Listening	**Discussion / Contribution**	Does not participate in discussions. No evidence of asking questions that elaborate or contribute to conversation.		Mainly restates general points of discussion. Does not connect to the ideas of others. Questions and responses are generally fact-based with minimal use of high-level questioning strategies or higher order thinking.		Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking.		Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.		Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes, probing reasoning and evidence and/or promoting divergent and creative perspectives.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Preparation	No evidence of preparation for discussions.		Prepares general notes for discussion. Notes do not include specific connections to key talking points.		Prepares general notes with some specific connections to highlight key talking points.		Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion.		Comes to discussions having read & researched material for teacher-provided questions; explicitly draws on texts & research to stimulate a thoughtful, well-reasoned exchange of ideas.		Come to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.		Come to discussions with self-generated questions from studying, research, and/or inquiry. Attempts to move discussion along by using those questions at appropriate moments.		Comes to discussions with self-generated, sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).
	Norms / Active Listening	Does not adhere to established norms for collegial discussions.		Inconsistently adheres to established norms for collegial discussions.		Generally adheres to established norms for collegial discussions. Follows specific goals & deadlines. Enacts individual roles with help as needed.		Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.		Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals & deadlines. Attempts to establish individual roles within the group as needed.		Adheres to teacher- and group-enforced collegial discussion norms. Effectively facilitates progress toward specific goals & deadlines. Establishes appropriate individual roles within the group as needed.		Adheres to and helps enforce collegial discussion norms. Sets clear goals & deadline and facilitates conversation and interaction to meet them. Manages individual roles within the group as needed.		Applies collegial discussion norms to promote civil, democratic discussions & decision-making. Sets clear and detailed goals & deadlines and effectively facilitates conversation/interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)	Does not use formal language.		Begins to use a formal style but includes a significant amount of informal language. Sentence structure frequently obscures meaning.		Uses a formal style most of the time but may include some informal language. Sentence structure is basic and repetitive or uneven and sometimes confusing.		Consistently uses a formal style with some academic or specialized language. Sentence structure is functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.		Consistently uses a formal style with consistently appropriate academic or specialized language. Sentence patterns are somewhat varied, with strong control over basic sentence structures and variable control over more complex structures.		Consistently uses a formal style and academic/specialized language when most appropriate but also varies style and language effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and effective.		Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.		Style, language, tone, and voice build ethos and high reader engagement. The style, language, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose. Sentence structures are varied, used strategically to enhance meaning, and are often powerful or beautiful.
	Oral Presentation	No evidence of using appropriate eye contact, adequate volume, or clear pronunciation		Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.		Attempts to control eye contact, volume, pronunciation, and/or body posture to enhance presentation but may lapse into distracting behaviors at times (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture--e.g., overly stiff, too much gesticulation).		Uses mostly appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).		Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).		Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.		Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.		Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. Demonstrates a particularly engaging voice or style of presentation.

Domain	Dimension	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Multimedia in Written Production	No evidence of integrating technology into writing products.		Uses technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others.		Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others.		Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.		Uses technology, including the internet, to effectively and efficiently produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas effectively.		Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses carefully selected technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.
	Multimedia in Oral Presentation	No evidence of integrating technology into presentations.		Multimedia components & visual displays in presentation are limited, detract from presentation, and/or do not clarify information and ideas.		Some multimedia components (graphics, images, music, sound) and visual displays help clarifyor illustrate information and ideas.		Most multimedia components and visual displays clarify or illustrate information and ideas.		Most multimedia components and visual displays clarify or illustrate information and ideas and strengthen arguments, explanations, and/or narratives by highlighting significant points.		All multimedia components and visual displays are purposeful and effective (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and add interest to the presentation.		Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives.		Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives. Integration of multimedia into presentation is seamless, engaging, and sophisticated.
	Conventions	No evidence of using the conventions of the discipline.		Uses the conventions of the discipline with major errors that severely impede understanding.		Uses the conventions of the discipline with a cumulative pattern of minor errors that impede understanding.		Uses the conventions of the discipline with some minor errors that occasionally impede understanding.		Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.		Uses the conventions of the discipline appropriately with almost no noticeable errors.		Applies the conventions of the discipline consistently to support clear expression of ideas and information. Errors are so few and so minor that the reader would be unlikely to notice them unless specifically looking for them.		Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.
	Precision	No evidence of precision.		Express ideas in very broad or general terms. Does not define terms, symbols, etc.		Mostly expresses ideas with adequate specificity for the given purpose. Defines some terms, symbols, etc.		Consistently expresses ideas with adequate specificity for the given purpose. Defines most terms, symbols, etc.		Consistently expresses ideas with clarity and specificity. Consistently defines terms, symbols, etc.		Consistently expresses ideas with clarity and specific, highly relevant detail. Consistently defines terms, symbols, etc.		Expresses ideas with clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc.		Expresses ideas and information with near-perfect clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. Expression is refined and sophisticated.

Related	This adjective is used in situations to indicate there is some kind of connection between things. It implies a weaker connection than "relevant."
Relevant	A stronger, more distinctive adjective, “relevant” is applied to highlight important or pertinent information, connections, etc.
Credible	Students should use the origin, authority, structure, context, and corroborative value of sources to evaluate their credibility and guide the selection of sources for a given purpose. (See C3 Framework for Social Studies, D3.1-2) Additionally, they should critique the usefulness of sources for a specific inquiry based on the sources' authorship, date, place of origin, intended audience, and purpose. (See C3 Framework for Social Studies, D2.11). If sources used are not credible, they are not truly relevant or appropriate for answering a research question. Therefore, levels 4-8 all demand that information from the selected sources be credible. There may be exceptions at higher levels of study where students explicitly identify non-credible sources and examine them for specific purposes.
Sufficient	We use a legalistic definition, which identifies sufficient evidence as adequate to support the verdict of the jury or a finding of fact by the court (or, in our context, to support a student's claim or interpretation). Evidence is sufficient when it satisfies an unprejudiced mind. In other words, sufficient evidence is adequate--it does not leave you wanting more. The word sufficient does not mean conclusive--conclusive evidence is evidence that serves to establish a fact or the absolute truth of something.
Topic	A general concept or subject addressed by a text, such as "friendship" or "dolphins."
Theme/Central Idea	A statement about a topic, expressed or implied by a text, such as "hardship can make or break a friendship" or "dolphins are regarded as one of Earth's most intelligent species."
Specific Effects	"Specific effects" typically refers to effects on the audience that support the author's purpose, such as invoking the reader's sympathy in order to persuade them or gain their support. In literature, it may refer to narrative effects such as suspense, irony, or humor.
Point of View	"Point of view" refers to the opinion, attitude, or judgment an author has about a subject.
Evidence	Evidence may include relevant facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS.ELA-LITERACY.W.2.b)
Precise	In general, "precise" is treated in this rubric as indicating a higher level specificity than "focused."
Unclear	Not easy to see, hear, or understand. Not definite; ambiguous.
Clear	Easy to perceive, understand, or interpret. Not causing or allowing doubt.
Orientation	In a narrative, establishing a problem, situation, or observation and its significance; also establishing a narrator or perspective/point of view.

Curriculum and Assessment Plan

"Professional teaching is inherently collective, something to be developed with colleagues who are partners in learning and problem solving."

(Darling-Hammond, 2006)

Assessment drives instruction. If we all agree to a common destination, then we are able to collectively build a program that allows us to get our students where we want them to go.

In our case, our destination is our mission statement:
To prepare a diverse student body for success in college and to be thoughtful, contributing members of society.

To move students towards our mission, to clarify our collective goals, and to professionalize our practice by adopting common language, standards, and assessments, we have focused on coming together to decide our destination and build a common assessment plan. When thinking about assessment in the context of our mission, it's helpful to have a common taxonomy.

One such taxonomy is to the left. Based largely on the work of the Education Policy Improvement Center (EPIC) and ConnectEd, these four domains offer a way to look at college and career readiness:
§ Content
§ Cognitive Skill
§ Habits of Success (Non-Cognitive Skills)
§ Exhibitions (Real World Experiences)

Each of these domains is important. Each needs to be assessed. However, each requires a different method of assessment.

1.

> ***"Intellectual activity anywhere is the same, whether at the frontier of knowledge or in a third grade classroom…The difference is in degree, not kind."***
>
> ***- Jerome Bruner***

Content, for example: you either know it or you don't. How many sides does an octagon have? Which line marks a transition in Neruda's "We are many"? What are the stages of photosynthesis? Is *comer* a regular or irregular verb? Whose assassination precipitated the

first World War? What question types will you receive on the SAT? What is compound interest?

2. Cognitive skills, conversely, require spiraling because they are developed on a continuum. As Jerome Bruner notes, thinking skills are what we do with information, and those skills take time, practice, and repetition to hone. If "education is what is left after all that has been learnt is forgotten," then cognitive skills are the intellectual remnants of education. Even when content is gone, our ability to pose problems, research them, interpret information, and communicate our understandings—all while attending to precision and accuracy—remains.

3.

CASEL, 2013

Habits of Success are commonly referred to as the "non-cognitive skills" or "psychological factors" in learning. They include self-awareness, self-management, social awareness, relationship management, and decision making skills. While something as simple as a checklist can be used to measure content knowledge, and a developmental continuum is required for the assessment of cognitive skills, habits of success are more difficult to assess systematically. This is because *habits of success suggest an approach rather than an assessment*. Finding time, space, and structures for students to be reflective is important for building self-awareness—far more important than assessing a student's self awareness on a rubric. In this arena, a rubric is valuable for offering common language and a tool for discussing progress, but it is the thinking, the conversation, and the common approach that is even more important, since the evidence of adopting habits of success is, well, success.

4. Expeditions are real-world experiences that are badged based on a student's investment in the experience itself. The idea is to practice cognitive skills and habits of success in rich, varied ways.

	What inspires us?	**What contribution do I want to make to the world?**	**What is my right fit college?**	**What do I want to do as an adult?**	**How can I live a healthy and productive life?**
	Cultural Appreciation	Community Contributions	College Knowledge	Career Preparation	Health and Wellness
High school ready *Expose*	*Example* Discover a whole range of cultural art forms (dance, music, cuisine, poetry, etc.)	*Example* Participate in a service project related to your interests and strengths	*Example* Tour colleges	*Example* Shadow in at least three different jobs	*Example* Be on a sports team
College ready	Conduct a cultural	Lead a community	Spend at least one night away	Intern for at least one	Set a physical attainment goal

Explore	exploration: "What Inspires this Culture?"	service project based on some demonstrated civic need (and linked to your passions)	from home at a university	quarter in a field of interest to you	in an activity of great interest to you
Early College *Pursue*	Design a sociological exploration with field study	Design and execute a community service project	Spend at least 3 nights at university you're interested in attending	Extended Internship in a field of interest	Show advancement in a physical activity about which you are passionate

The remainder of this document provides an in-depth look at how we can collaboratively build and continually refine a curriculum and assessment system that meets the needs of our students. We have this opportunity to create a research-based curriculum and assessment plan that is more responsive to the needs of our students, provides more tools—to teachers, families, and, most importantly, to students—to guide learning, places relevant learning data in the hands of everyone who can take action based on that information, and offers opportunities for professional development experiences that honor the unique children and communities we serve while working collectively towards shared goals.

Overview:

	Content	**Cognitive Skills**	**Habits of Success**	**Expeditions**
Assessments	Content assessments	Performance tasks	Continuous, led by mentors and grade-level teams	Performance Tasks and Exhibitions
Assessment Instruments	Guides	Cognitive Skills Rubric (continuum), which is contextualized to each performance task with "Look-Fors"	Habits of Success Continuum	Badges
Assessment Platform	PLP	PLP	Personalized Learning Plan	PLP

Learning resources	PLP playlists	Learning modules	Orientation, Community Activities, Self-Directed Learning Cycle, Habits of Success Continuum, Summit Reads	Varied, depending on the course
Dedicated Time	Personalized Learning Time	Project Time	Community, Summit Reads	7-8 weeks per year of immersive Expeditions

Content Assessments

Content assessments are one component of Summit's assessment program, which aims to define college readiness for our students, faculty, and families.

Courses are organized around content and cognitive skill development. Together, these are the factors that focus the scope of the course as well as the course's degree of difficulty.

The content that makes its way into our assessments comes from a variety of sources:

ELA	Social Studies	World Language	Science	Math
§ Common Core Literacy Standards § California Standards § Advanced Placement materials § NWEA MAP / Descartes § ACT college ready standards	§ California Standards § National Historical Thinking Standards (UCLA) § AP materials § ACT college ready standards	§ ACTFL § California Standards § AP materials	§ Next Generation Science Standards § California Standards § AP materials § ACT college ready standards	§ Common Core Mathematics Standards § NWEA MAP / Descartes § California Standards § AP materials § ACT college ready standards

College Knowledge	Financial Literacy	[redacted]	
§ College Knowledge (Conley)	§ Jump$tart Financial Literacy K-12 Standards		

From these sources, teams worked together to distill the various standards and frameworks into instructional models that articulate the most logical and effective progressions of content development. The resulting **content guides** are living documents that express the core content of each Summit course.

Science Guide 1

Content guides are comprised of **focus areas**. These focus areas are concepts, knowledge, and discrete skills that can be learned, practiced, and assessed independently. Individual focus areas are akin to individual exercises: they are the curls, layup drills, and openings of the Summit curriculum. Simply doing curls will not lead to physical health. Layup drills alone will not make anyone a great basketball player. Perfecting a queen's gambit will not win chess tournaments. However, these foundational practices, when placed in the authentic context of a project, are the building blocks to excellent performance.

Example Focus Areas by Course:

English 9	Economics	Spanish I	Chemistry	Algebra I
Imagery	The Invisible Hand	Regular –ar conjugations	Stoichiometry	Quadratic Functions

If we are to take the advice of Grant Wiggins and "assess what [we] value and value what [we] assess," then we need to assess students' basic understandings of each focus area, and we need our assessments to be valid and efficient.

Content assessments, which are not the final assessments of core content, but do offer students the immediate feedback they need to target their practice and rapidly improve their performance, are delivered on-demand through Summit's Personalized Learning Platform.

Here's a snapshot of how this works, from the student's perspective:

1. Student sets a learning goal, independently or with her mentor
2. Student creates a learning plan, with timeline, to help her meet her learning goals
3. Student begins work on a project that helps her meet her learning goal
4. Student sees the focus areas that are relevant to the completion of that project

5. Student works through her learning plan, showing her understanding of important content through content assessments, which provide immediate feedback on discrete knowledge, skills, and concepts that are central to her understanding

Our job, when creating content assessments, is to ensure that they are valid measures of a student's knowledge in a specific focus area.

1. The first step to creating valid content assessments is to create clear, concise **learning objectives** for the focus area. Bloom's Taxonomy is greatly helpful when creating learning objectives. See below example:

Title of Focus Area: Imagery

Note: There should be no more than five (5) objectives for any one focus area.

Objectives:

i. Be able to define the terms:

1. Imagery
2. visual imagery
3. auditory imagery
4. olfactory imagery
5. tactile imagery
6. gustatory imagery

ii. Identify imagery in writing
iii. Identify the type of imagery in writing
iv. Identify the effect(s) of imagery in a piece of writing

2. As you can see from the above example, the first objective in a playlist typically focuses on the discipline-specific terms necessary for proficiency on the focus area:

o "By the time you finish this playlist, you should be able to define and give an example of the following terms:"

3. The remainder of the objectives (no more than 4) target the application of skills or knowledge:

o "By the time you finish this playlist, you should be able to:"

4. Label skills in a logical progression (typically, least complex to most complex—Bloom's Taxonomy is a good resource for doing this)

5.

Bloom's Taxonomy

After creating 1-5 learning objectives for a focus area, it is essential that each objective is assessed in the content assessment, which is housed in the PLP. In order to facilitate the valid assessment of each learning objective in a focus area, here are some guidelines for building content assessments:

a. Each objective is assessed *at least* two times on each content assessment.

i. <u>Rationale</u>: There is no magic number here; some objectives will require more assessment than others to be trustworthy. Certainly, you are welcome to add additional questions around some objectives. However, two assessments per objective, as a

rule of thumb, is a minimum in order to minimize the reward of flukes and guesses in our assessment program.

b. Content assessments include exactly 10 questions.

i.

Note: The PLP creates assessment items like this:

§ You create a "bucket" of assessment items by objective
o Ex: Imagery - Defining
§ You create a 10 question Content Assessment
o Ex: Imagery
§ You indicate how many questions in the Content Assessment link to a particular "bucket" (objective)
o Ex: 2

See diagram to right

<u>Rationale</u>: As we strive to balance the ideal with the real, we are faced with challenges around how students spend their time. Graduation must be possible. Assessments should motivate learning. There needs to be some standardization when creating an assessment plan. Also, content assessments must be put in their place: key content is to be applied in performance tasks, so these discrete assessments are meant to buttress students' success on the performance tasks. Thus, we should not create unwieldy or unnecessarily complex content assessments.

After building a content assessment, try to take it a few times. Make sure that it is, in fact, measuring what you want it to measure. Revise accordingly.

It may be helpful at this point to discuss what is being claimed when a student passes a content assessment.

· If you pass a content assessment with at least an 80%, the claim being made is that you are, at this point in time, competent in the focus area being assessed. That is, you are competent at the objectives defined for that focus area.

Why does this matter?

· It matters because the way that a student passes a course is by demonstrating competence on both content (via content assessments) and cognitive skills (via performance tasks).

Quadratic Functions	*Interpretation at Level 3*	*Algebra I*
Imagery	*Contextualization at Level 2*	*English 8*

<u>Key Features of Content Assessments are:</u>

i. **Assess all learning objectives of a focus area (at least 2 questions per objective).**
ii. **10 questions total; competence is defined as 8 or more questions answered correctly.**
iii. **Built in the PLP to provide immediate feedback for students, teachers, and parents.**

Playlists

Playlists support students' work towards mastery of content, leading to college readiness. Every focus area has a playlist to help students learn the necessary content. Every focus area also has a content assessment, which is how students show their understandings of the content.

Playlists are organized to promote clarity and engagement. They also mirror research-based theories of learning, in which students have frequent, focused checks for understanding that will provide them with instantaneous learning feedback.

All playlists are built into Summit's Personalized Learning Platform. At their basest levels, playlists operate like super textbooks, with focused formative assessments and frequent opportunities for feedback. If a resource can be accessed online, it can be placed into a playlist.

Websites, videos, embedded formative assessments, handouts: these are all learning resources that can be made available on the PLP and shared with everyone across SPS, across our network of schools, and around the world.

When creating playlists, here are a few maxims to keep in mind:

1. Quality, not quantity

The most alluring thing about building a playlist is to dump resources into it. Although making a long, resource-rich playlist provides the creator with a feeling of accomplishment, that same playlist often leads students to confusion (because of sheer quantity) and wasted time (because of variable quality). There is no "right" number of resources to place in a playlist, but certainly fewer high-quality resources are preferable to more repetitive, or variable quality resources.

2. Common language

One advantage of textbooks is that they will use the exact same language again and again throughout the text. Some books use the word *claim*; some, *topic sentence*; others, *point*. They don't jump back and forth from one term to another. When creating a playlist, try your best to use common language and, when a high-quality resource uses different language than your standard, be sure to indicate the change in the resource description.

3. Everything is objective-focused

Most importantly, every resource in a playlist should be organized into subtopics that mirror the focus area's objectives. This way, the content assessment, playlist organization, and resources are all focused on the same thing: helping the student show mastery of focus area objectives.

4. Interactive trumps static

In San Jose surveys about playlists, over twice as many students reported that they learned more from interactive formative assessments than from static assessments. Formative assessments, interactive by their very nature, were named, by far, the #1 most helpful type of resource in a playlist. The more interactive a resource, the better for student learning and engagement.

How to create a great playlist in the PLP:

1. Ensure that your playlist is titled the exact name of the focus area and content assessment.

"Quadratic Equations"

2.

Note: Before you even begin to make the playlist, be sure of two things:

1. You (or someone else) have already created the content assessment(s)

2. You have studied the content assessment

Allow random order when you make the playlist

3. At the top of the playlist description, state the exact objectives (no more than 5) for the focus area and the content assessment.

4. State the course(s) in which this playlist is included

"Algebra I"

5. State the performance tasks to which this playlist is directly tied (if any)

"Event Planning"

6. Use logically-grouped **subheadings**

o The first subheading is typically titled "Introductory Materials"

o Each additional subheading is typically titled by a separate playlist objective

7. **Learning resources** all help students succeed on the content assessment

o Ideally, include a mix of resource types.

o Align resources with common language (see terms listed at the top of each playlist)

o Label resource types, eg:

§ "Sample Assessment:" (should always be the first resource in the playlist)

§ "Video:"

§ "Practice:"

§ "Website:"

§ "Game:"

§ "Tool:"

o All resources must be linked to the content assessment and learning objectives

§ Within each resource, state the term(s) and skill(s) (in the same language as they are stated in the playlist heading)

§ If including practice, get an answer key (or sample correct answers) into the playlist in a logical progression

o Student survey results from the math program in San Jose (2013) indicate that these are the resources that students learned from best (self reported):

§ #1 – practice problems (40%)

· 27% prefer interactive, online practice problems

· 13% prefer static, pen-and-paper practice problems

§ #2 – videos (20%)

§ #3 – textbook resources (13%)

8. Formative assessments should be built into the playlist as often as possible, as checks for understanding

o Include a comprehensive sample content assessment that mirrors the actual content assessment as the first resource in a playlist.

§ This sample content assessment may either be built in the PLP or it may be a static resource (such as a PDF).

§ If the sample assessment is a static resource, include an answer key

· Ideally, this answer key states precisely which questions are related to each objective/skill in the playlist, so that students can target their learning

§ These sample assessments are 10 questions

o Formative assessments, built into the PLP, come at the end of every possible subheading.

§ One to five questions is typically plenty.

§ These do not count towards a grade but do offer the student immediate feedback on the subheading content, so additional study can be focused.

9. The **content assessment** is the last item on the playlist. A student clicks on the assessment and a teacher is alerted to push the assessment to the student. (Note: Content assessments are now built into Summit's Personalized Learning Platform).

Key Features of Playlists are:

i. Provide the highest-quality resources to help students reach all objectives in a focus area.

ii. Organization is clear, concise, and user-friendly.

iii. Built in the PLP so that multiple formative assessments provide quick checks for understanding.

Example of a Playlist:

This title is the same as the title of the focus area and the content assessment

Notice the range of resources in the playlist, and how they're labeled. There are interactive and

static assessments, clearly marked videos and online exercises, and introductions from "handouts" and textbooks, all organized into a clear progression.

Subsequent subheadings are typically named after individual objectives

These two diagnostic assessments (samples) are the first resources with which a student interacts on this playlist

This subheading captures a typical introduction to a topic

There are five objectives for this playlist. One is about terms and four are about problem solving and application

Projects

Projects drive to the heart of student learning. They are the assessments that frame our curriculum and define our courses, merging cognitive skill development with the most important content knowledge that students need to be prepared for college.

The below diagram will explain what a project is, and the following pages will describe the essential elements of a learning module and a performance task.

PT + LM = Project

Performance Tasks

Performance tasks are one component of Summit's assessment program, which aims to define college readiness for our students, faculty, and families**. Performance tasks are assessed on SPS's continuum of cognitive skills**.

Courses are organized around content and cognitive skill development. Together, these are the factors that focus the scope of the course as well as the course's degree of difficulty.

The cognitive skills that form the backbone of performance tasks are derived from a variety of sources. Below are some of the primary sources used to develop our cognitive skills continuum, which is a living document created with support from the Stanford Center for Assessment, Learning, and Equity (SCALE), the same group that creates Performance Tasks for the Smarter Balanced Assessment Consortium.

Common Core Mathematics Practice Standards	Common Core Literacy Standards	National Academy of Sciences / Next Gen Science Standards	National Center for History in Schools Historical Thinking Standards	Assessment and Teaching of 21st Century Skills Taxonomy
ETS Personal Potential Collegiate Index	EPIC's Key Cognitive Strategies	CRESTT Measure of Workforce Readiness	ConnectED's College and Career Ready Framework	AAC&U College Learning for the New Global Century

EPIC's Key Cognitive Strategies

Like much of our work, our cognitive skills continuum is a document that drives us in the right direction—towards the best research about assessment—without claiming to be perfect. Simply put, were there a beautiful, clean, and comprehensive cognitive skill continuum that existed in the world, we would take it. There is not. However, the lack of a perfect tool does not diminish the power of moving together towards a unified vision of teaching and learning. Much of our continued work to develop the cognitive skills rubric will be led by the Cognitive Skills Specialist.

Performance tasks themselves are the final products of project-based learning. Amazing as it is, performance task types almost exclusively fit into the below types of communication and types of products. Perhaps unsurprisingly, these performance task types mirror the Common Core's framework:

Type of communication	Type of product
· **Argument** · **Exposition** · **Narration**	· Written · Oral · Multimedia

Of course, different disciplines suggest specific performance task types. Here are two examples:

Discipline	Type of communication	Type of product	Product	Performance Task
Science – Bio	Exposition	Written	Lab Report	Lab Report - Cellular Respiration
ELA and Social Studies	Argument	Spoken	Persuasive Speech	Persuasive Speech on a current social issue with roots in historical inequity

The performance task itself is a combination of **cognitive skills**—research, interpretation, and expository writing—as well as **content knowledge**—L.04.07 Photosynthesis and Cellular Respiration.

Performance tasks are linked to relevant cognitive skills *and* to the power standards of a course.

Performance tasks are authentic, valid measures of student achievement that are assessed on the cognitive skills rubric and housed in Summit's PLP.

Backwards design (Wiggins & McTighe) employed in conjunction with the Buck Institute's Project-Based Learning framework is a good method for creating high-quality, engaging performance tasks.

By using this framework, performance tasks will be the "main course" – the drivers of student learning throughout core time, where students learn the material while completing the project – rather than "dessert," or the unit test that is plopped at the end of a period of learning. For an overview of the Buck Institute's essential elements, see this article.

Buck Institute's Essential Elements

For step-by-step guidance creating project-based performance tasks, refer to the PBL 101 Guidebook. Be sure to examine this project design rubric (included in the Guidebook and loaded into the PLP), which will help guide your work in creating performance tasks.

To help facilitate the creation of high-quality performance tasks, a tremendous amount of time has been spent determining power standards for every course and the appropriate cognitive skill levels on the cognitive skills rubric to help scaffold student learning towards the goal of college readiness. Performance tasks are suggested for courses in most disciplines (ELA, Science, and Math) as a foundation for our collective work. These are not the end-all-be-all of performance tasks—indeed, our goal is to get an assessment plan that we are happy to begin with as an MVP for our first year adopting a common assessment plan, not as some codified list of Summit Assessments that will be set in stone. It is our job to continually reflect upon and collaborate to improve our assessments and instruction, and to accelerate the student learning that results. **One of our first steps is to agree on a common performance task sequence for every course and every grade level.**

Sample Grade 9 Project plan:

	August	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**
Spa	*Pre-*	1		**2**		3		4		5	

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<tr><td>Math</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr>
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Purple monoliths represent approximately 7-8 weeks of expeditions.

Obviously, the above is a simple sample visualization of a 9th grader's year. The idea is, though, that students would work through projects throughout the year in project time. As many of these projects as authentically possible will be interdisciplinary. By finishing each subject—Spanish I, World History I, English 9, Biology, and Algebra I—**each student must demonstrate competence on the appropriate cognitive skills as well as on the required content in the course**. As a way of thinking of the role that performance tasks play in the curriculum, here is an example to help reveal how the pieces work together:

9th Grade Course X

Cognitive Skill Beta

Cognitive Skill Gamma

Cognitive Skill Zeta

Cognitive Skill Iota

Cognitive Skill Mu

Cognitive Skill Delta

Cognitive Skill Epsilon

As you can see, the most important course content is embedded in the performance tasks. Content knowledge is assessed in content assessments. Cognitive skill development is assessed in performance tasks, but content is integrated into the tasks so that content is applied authentically and deeply understood.

Grading:
Our students will be improving in their abilities throughout the year, and we want their grades to reflect and celebrate how much they know and can do at the end of the year. A student's grade on cognitive skills in projects is determined by how/she performed on cognitive skills across all projects. Cognitive skills scores make up 70% of a course's grade.

- The overall grade is based on the weighted average of all cognitive skills being measured in a course. For example, if a specific cognitive skill is assessed 4 times in different projects, then it will count in a student's grade 4 times.
- Only the best grade for each cognitive skill in a course will be counted towards the overall grade. Thus, if a student had a low score in Oral Presentations early in the year, that score won't count if she scored higher in a later project for that course.
- If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
- Students must complete every project to pass a class.

A student can change an Incomplete into a letter grade by completing any overdue projects and improving his/her cognitive skill scores.

Cognitive Skills Rubric
Summit's cognitive skills rubric helps our students learn the powerful and enduring skills our students need for success in college, career and life. Because these are life-long skills, they cut across subjects, courses, and grade levels. You can track a student's progression on these skills throughout their entire tenure at Summit. The cognitive skills rubric was developed in partnership with Stanford University and aligned with state standards.

Students will have score between 1 - 8 on their cognitive skills where 8 is pre-professional. The score is translated to a percentage grade based on their grade level. See the table below to see what cognitive skill score matches to a 70%, 85%, and 100% grade at different grade levels.

Grade Level	70% (grade)	85% (grade)	100% (grade)
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

The ongoing conversation around our students' cognitive skill development and the opportunities for us to enhance our practice as a result is an important product of this shift in focus.

Learning Modules

For students to have the tools they need to move towards self-directed learning, and for teachers to be able to serve as active facilitators of learning rather than disciples of the lesson plan, we must thoughtfully break down projects in ways that drive inquiry, collaboration, and engagement. Learning Modules, which are written for every performance task and housed in the PLP, are such tools.

If the performance task is the main course, the learning module is comprised of all the bites it takes to complete the meal. Every step in a learning module is a product contributing to the completion of the Performance Task.

Typically, these steps break down into two categories:

1. **Checkpoints**: Parts of a whole / Steps in a process (eg, (a) constraints of the problem, (b) graphing the constraints,) that benefit from revision before a student moves on
2. **Drafts**: The performance task product in draft form (eg, the initial draft of a written piece), that benefits from focused feedback before being submitted in final form

Notice how both of the above categories represent *pivotal moments* in a student's creative process. If a student barrels ahead in conducting an experiment without first having conducted background research, developed a hypothesis, and considered the best method for testing that hypothesis, then the student's work will likely be for naught. The best case is that the student's results are grossly inaccurate, she learns the importance of attending to the process of scientific inquiry, she goes on to demonstrate understanding through revision or in later projects, and the mistake serves as a cautionary tale that the student never repeats.

Learning modules thus define the learning path a student may take when completing a project in order to create a quality final product, thereby demonstrating cognitive achievement.

The above graphic represents how students use learning modules as a path towards achieving learning goals set out by our shared assessment plan. Some things to keep in mind when designing learning modules include:

Learning modules are designed for students to use. Teachers are pivotal in supporting student learning throughout projects, but learning modules are not written as lesson plans. Rather, they are developed as a series of steps leading to student success on a performance task.

> *Feedback tells people what is; goals tell them what is desirable. Feedback involves information; goals involve evaluation. Goals inform individuals as to what type or level of performance is to be attained so that they can direct and evaluate their actions and efforts accordingly. Feedback allows them to set reasonable goals and to track their performance in relating to their goals, so that adjustments in effort, direction, and even strategy can be made as needed. Goals and feedback can be considered a paradigm case of the joint effect of motivation and cognition controlling action.*
> *–Locke and Latham, 1990*

Learning modules, like playlists, include multiple forms of formative assessment and multiple opportunities for feedback from peers and teacher(s). If there is one undeniable truth about learning, it is that multiple timely opportunities for focused feedback are essential. If we already know and can explain where the learner is going, then formative assessments help us—students and teachers—understand where the student is *now*. In understanding where the student is, we can provide the necessary feedback to help students accelerate their learning so that they achieve their goals—they get where they're going—more quickly, and with greater self-direction.

Examples of formative assessment at work in learning modules includes:

- Write your thesis
- Submit your research proposal
- Outline your presentation
- Complete a draft of your lab report
- Formulate the problem with the given data set
- Annotate the poem
- Provide relevant research from valid sources both for and against the Dream Act

Note that all of these products:

1. Are essential pieces of a larger performance task (main course, not dessert),
2. Are cognitively demanding,
3. Can receive feedback from peers, experts, teachers, or via self-assessment,
4. Provide evidence of understanding that helps both student and teacher make data-driven decisions about the next steps for the student's learning.

What's the difference between a Learning Module and a Playlist?

Playlist	***Learning Module***

· Supports learning of content in the course's guide (assessed via PLP content assessment)	· Supports student success on a performance task (assessed via "Look-Fors" towards the cognitive skills rubric)
· Organized around "micro-standards" / objectives	· Organized around the steps in a learning process
· Built in the PLP	· Built in the PLP
· Kicks out to many resources (such as the Stanford History Education Group, the Khan Academy, CK-12 Flexbooks, Avenue Language Learning, etc.)	· Most of the resources are built internally – these are steps in the learning process, which include playlists are important moments

Show Evidence (previous tool before projects were built directly into the PLP)
As essential as learning modules are, they are one of the more challenging aspects of our shared curriculum and assessment plan to build at the moment. While Show Evidence is working out some kinks, the construction of learning modules continues to be clunky. This clunkiness won't last forever, and it is more of a barrier to understanding the program than to putting quality work into the program.
Here are some of the primary issues with Show Evidence at the moment.

Problem	Why this stinks	How we can get around it
If you want a student to submit *anything*, then you have to create a "performance task."	We're using the term *performance task* to designate the assessment of a project (such as "the persuasive speech"). Show Evidence is using the term *performance task* to mean any assessment in their system (such as "topic selection and rationale" or "speech outline").	At the moment, be clear about how you're using the term. We're working with SE to make this change—the hope is that they start delineating between "Performance Tasks" and "Formative Assessments."
It takes many (sometimes unintuitive) steps to create learning modules and performance tasks.	It takes time and can be frustrating.	Please assume that the problem is Show Evidence, and not you. With that assumption, get in touch with Howard, Jon, Lily, Kieran, Lizzie, Jesse, Zack, Adam, most Orange Team members, or anyone else

		with Show Evidence experience when you run into a roadblock.
The cognitive skills rubric is not yet in any shape to be a tool linked to grades.	While we have common language and common goals derived from the cognitive skills rubric, it would be so nice to be able to use the rubric as an assessment tool. This is not currently possible.	The categories and topics on the rubric are strong and developed from valid sources such as the Common Core, EPIC's key cognitive skills framework, and 21st Century Skills, even if the gradations of descriptors are not yet ready for prime-time. Kyle Moyer is working on developing the rubric, and outside partners are being consulted, as well. "Look-Fors" bridge the gap between the big, abstract cognitive skills rubric and the performance tasks. Treat these as the rubric.

Sample Learning Module:

Home page of the Learning module
Notice the title (same as Performance Task) and the illustrative photograph.

Here is the close-up view of one of the sections in the learning module:

6. Addt'l
Page

4. Grouping

3. Duration

2. Description

1. Title

7. Work
Submission

5. Picture

Notice that each section of the learning module (LM) includes a few elements:

1. A title
2. A description
3. The duration of time this section of the LM should take
4. The recommended (or required) grouping for this section
5. A picture
6. Additional section pages
7. Work submission (if desired)

Pointers:

Integrating Playlists: When building a LM, you will want students to complete particular playlists at logical points in their learning. The best place to do so is, at the moment, at the bottom of the section descriptions. Thus, in the example on the previous page, the LM author would link to important playlists at the bottom of the description. Based on the information in the description, those links would look like this:

Complete these playlists, and pass these content assessments, to help you complete the first draft of your historical narrative:

1. (ELA) Imagery II
2. (ELA) Dialogue II
3. (ELA) Diction I
4. (ELA) Theme II
5. (SS) Psychological Impact: Disillusionment
6. (SS) Key Battles and Events, Pacific Theater
7. (SS) Key Battles and Events, Europe/N. Africa

Each of the above would link out to a playlist, so students can integrate their learning of key content into their work to develop their historical narratives.

More is More: In LMs, the steps in developing a quality work product (be it a written piece, a multimedia presentation, or a spoken argument), should be clearly defined, step-by-step, for students. If you are trying to decide whether or not to have students brainstorm a topic, for example, then think about this: "will this step help students develop a better work product?" And, "if I included this step in the LM, would it be useful for me (or others) to provide feedback to at least some students?" If the answer to either of these questions is *yes*, then include the step. Including a step does not mean that you can't tell some students that the step can be skipped, and it doesn't mean that you (or anyone else) is compelled to give feedback. However, you have the opportunity to do so only if the step is included.

Scoring Guides: Scoring Guides are assessment tools. You can place them into Show Evidence through what is currently a relatively painstaking process, so all of the big performance tasks (the ones that are the culminating assessments for every project) should be linked to the cognitive skills rubric. This will happen later, however, after we've had the opportunity to work out some of the kinks in Show Evidence. However, it will be important to know the following:

You can include smaller rubrics and checklists that you may use to provide targeted feedback to a student on a piece of process writing, such as:

- ☐ **Evidence** is incorporated smoothly into the writing and does not stand alone
- ☐ **Evidence** is concrete (summary, quotation, or paraphrase)
- ☐ **Evidence** is as short as possible (no extra words/summary included)
- ☐ **Evidence** is "correctly cited" (24).
- ☐ **Evidence** is exceedingly well chosen

You may also include rubrics, such as this row from the cognitive skills rubric:

Summit Public Schools Cognitive Skills Rubric Sample Descriptors								
Deconstruc-tion of Information and Pattern Analysis	No evidence of information deconstruction or pattern identification	Attempts to identify relevant information within a source; Unable to identify pat	Identifies some relevant information within a source, groups information but no	Identifies all relevant information within a source; Information is grouped into usable	Identifies all relevant information within various types of familiar sources; inform a	Identifies relevant information within a wide range of sources, mostly familiar	Identifies relevant information within a wide range of sources, mostly familiar	Identifies relevant information within a wide range of sources, both familiar and unfamiliar; groups information/data into usea

		terns because information is not broken down into useful pieces	patterns identified	pieces and pattern identification is attempted	tion is grouped into useable pieces and patterns are identified	but some unfamiliar; information is grouped into useable pieces. Patterns are identified	but some unfamiliar; information is grouped into useable pieces and all possible patterns are identified; some ins	ble pieces and looks for patterns and relationships as the basis for developing ideas and insights relevant to the problem and its solution

							ights made, relevant to the problem	

The full cognitive skills rubric is embedded in the PLP. It is not necessary to have all of the language perfect before you build projects, since the categories and topics of the rubric will remain the same; the language within will change to be most developmentally appropriate.

Key Features of Learning Modules Are:

1. They include a logical progression of steps leading to the completion of a Performance Task.
2. They are built into the PLP.
3. The primary audience for Learning Modules is students.
4. They are feedback-rich, with opportunities for teacher-student, student-student, and student-self interaction with the work products.
5. They are linked to the cognitive skills rubric, but assessed using "Look-Fors."

The following pages include important documents, including:
1. The Buck Institute of Education's "Project Design Rubric," which we will be using to assess each others' projects.
2. "Main Course, Not Dessert" article about project-based learning
3. "PBL Essential Elements Checklist" to help you review your own project
4. "8 Essentials for Project-Based Learning" from the Buck Institute

Grading System

Is: *Grades are based completely on what students can demonstrate they have learned - traditional categories such as "participation" or "homework" are not represented in the grade. Grades are based on demonstration of proficiency on Content Assessments and demonstration of cognitive skills on Performance Tasks. There is a clear minimum bar for passing a course.*

Looks:

- Incentivizes learning and growth
- A clear and achievable bar for passing any course
- Truly represents college readiness

Feels & Sounds:

- Motivating
- Fair
- Ethical
- Rigorous
- Focused on learning
- Encourages growth / revision and redemption
- Promotes self-directed learning

Students are engaged

Before

- Understand the minimum bar for passing
- Understand how to do more than pass
- Understand exactly what is needed to be on trajectory to meet long term goals

During

- Urgency around learning in order to complete CAs and PTs
- Self-Directed in how to improve grade
- Learn from failure
- Reflective about Habits of Success

After

- Can describe how grades represent learning

Students will learn

- Immediate effects of behaviors on grade
- Habits of Success (SDL)

Assumptions

- A C- grade defines our minimum standard of college readiness to graduate
- The revision and redemption policy will make it clear to students and families what is needed to improve a grade

Logistics

Minimum Bar: To pass a course with a 70% (C-), a student must accomplish all three of the following. A student who does not accomplish all three CANNOT pass a course.

· 80% or higher on all "Power" Content Assessments (CAs) assigned to the course. Power CAs are determined by each department and defined as the "need to know" content in a course.
· Average of 70% on all Performance Tasks in the course. (A department determines the weighting of projects in the course.)
· Complete all Performance Tasks in the course. "Complete" is defined as "of a quality indicating the student authentically attempted to complete the entire project"

Grade Calculation Beyond 70%

· To get above a 70%, students can do the following:
o Complete all Additional CAs with an 80% or higher (worth 9 percentage points)
o Get higher than a 70% average on Performance Tasks (getting a 100% average on projects is worth 21 percentage points)
· Rationale:
o True excellence (A or A+) requires a combination of high performance on Performance Tasks and Content Assessments.
o Excelling on Content Assessments gives a C+, excelling on projects only gives an A- which seems in line with our philosophy on grading
o This is the most logistical grade breakdown for this philosophy

Project Grading Methodology

· Each project will have a list of "Power" Cog Skill Domains.
o Teachers will focus assessment on Power Cog Skills
o Only the Power Cog Skills are included in the grade calculation.
o Teachers are encouraged to provide feedback when there is evidence of other domains
· Departments determine how Cog Skills are weighted within a project.
· Cog Skill scores are averaged (using weightings) into an "overall" score
o The overall score will equate to a grade
§ This will be different for each grade level (since the Cog Skills rubric goes across grade levels)
o The chart below gives an idea of the grade that equates to an overall score at each grade level

- Note that scoring lower than the 50% cut gives the student a 0% as their grade. Scoring exactly the 50% cut gives the student a 50%
  - The 50% cut represents the lowest overall score for which the student receives a non 0% grade.
- The C- mark represents the overall score a student needs to get to get a 70%.
- The A+ mark represents the overall score a student needs to get a 100%. (Scoring higher than the A+ mark is still worth 100%)

- *Between each cut point, the student's overall score will be scored based on a linear equation connecting the two cut points.*

Grade Level	50% Cog skill performance	C- Cog Skill Performance	A+ Cog Skill performance
6	2.33	3	4
7	2.67	3.5	4.5
8	3.33	4	5
9	3.67	4.5	5.5
10	4.33	5	6
11	4.67	5.5	6.5
12	5.33	6	7

Note: Grades will not be given mid-year, except for students that transfer out.

· A progress report will be generated and given to students.

· This is for technical reasons and research on college admissions policies have confirmed that there are no negative consequences.

Metrics / Data / Targets

Time of Day	**METRIC/ Data Point**	**Frequency of reporting**
Expeditions	VPA specific pass / no pass	based on expedition schedule
Expeditions	Distribution of expedition grades	Weekly, during each expedition cycle
PLT Time	Distribution of # of focus areas passed (Power + Add'l) by course	daily
PLT Time	CAs remaining that need to be passed, by student, by course	daily
PLT Time	pre assessment data (Spanish)	one-time
PLT Time	# of students on track to pass "Power CAs" needed for each course	daily
PLT Time	Distribution of student "on track" status	weekly
Project Time	# of students completing each project, by course	at project due dates
Project Time	# of students passing each project	at completion of project grading

Project Time	Cog skill domain scores by student and course and project	at completion of project grading
Project Time	*intermediate measures of progress*	TBD
Project Time	Distribution of scores on projects by course	at completion of project grading

Video/Photo/Publicity Authorization and Release

Name of Pupil: _____

Summit Public Schools ("SPS") requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program, including interviews or productions made to promote SPS. Your authorization will enable SPS to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

By signing below,

A. I fully authorize and grant SPS and its authorized representatives, including third parties, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats (known as "Recordings") for the purposes stated or related to the above.
B. I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.
C. I understand and agree that SPS and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.
D. I understand and agree that SPS and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above, without restriction as to changes or alterations, for advertising, promotion, exhibition, or other lawful purposes.
E. I waive any right to inspect or approve any produced or any finished products incorporating or using the Recording of the pupil.
F. I release and hold harmless SPS and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Signature of Parent/Guardian: _____Date: _____

Travel Consent

By signing below, I hereby acknowledge my understanding that off-campus travel, including in some cases, overnight stays, is an important part of the educational program the School, and that such travel may be by one or more of contract school van, or private vehicle driven by an employee of the school or a parent. I hereby authorize my child to participate in such trips during the current school year, and release and forever discharge Summit Public Schools and its trustees, employees, agents, heirs, successors and assigns, either jointly or severally, from all claims, damages, obligations, actions, causes of action, or suits which may accrue to me or my child, resulting from bodily injury or damage arising out of any such travel.

Signature of Parent/Guardian: _____Date: _____

Summit Public School: Tahoma

Charter Renewal
Submitted to the Santa Clara County Office of Education
October 8, 2015

For the term July 1, 2016 through June 30, 2021

October 8, 2015

Via Hand Delivery

Board of Education
Santa Clara County Office of Education
1290 Ridder Park Dr.
San Jose, CA 95131

RE: Application for Charter Renewal for Summit Public School: Tahoma

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: Tahoma, I hereby submit a formal application to the Santa Clara County Board of Education ("County Board") for renewal of the SPS: Tahoma charter. We look forward to working with the County Board and County staff during the charter renewal process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Diane Tavenner
Lead Petitioner, Summit Public School: Tahoma
455 5th Avenue
Redwood City, CA 94063
650-556-1110

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O. Conflict of Interest Code
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U. Restorative Practices
V. Suspension & Expulsion Policies
W. Budget, Cash Flow, & Budget Narrative
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Y. Summary of SPS Insurance Coverage
Z. Anticipated Facility Requirements
AA. Student & Parent Handbook
BB. Founding Group
CC. Student Recruitment Plan
DD. High Quality Faculty
EE. Site Safety Plan & Summit IILP
FF. Attendance Procedures

MATRIX OF UPDATES

For your convenience, a matrix of the updates to this charter is provided below. A version of the charter with changes specifically identified has also been supplied electronically.

Formatting/ Organization	● Updated Element Headers to align with updated Education Code ● Removed reference to state Model Application which is no longer in use
Authorizer	● Updated to refer to the Santa Clara County Office of Education as the authorizer
Introduction	● Updated to include progress of organization ● Added information related to charter renewal and performance to-date of the school
Leadership Team	● Updated to reflect changes in staffing and leadership team
Element A	● Added further description of educational philosophy ● Updated instructional times ● Updated teaching methods to reflect learnings about differentiated instruction, workshop model, socratic seminars ● Updated to address Common Core adoption ● Updated graduation requirements to address learnings in appropriate graduation requirements. No change adversely impacts U/C eligibility ● Added information about LCAP ● Additional detail added to clarify supports for special populations ● Updated Intersessions description to reflect current Expeditions model
Element B	● Updated to provide additional clarity on alignment between ESLRs and Common Core ● Added table of outcomes that align with the eight state priorities
Element C	● Updated list of assessment tools to align with new state assessments and priorities and converted to table reflecting frequency of assessment and topics assessed
Element D	● Updated to reflect current board members ● Updated to reflect commitment to parent and public participation ● Added information to responsibilities of CEO and Executive Director ● Added clarifying information to parent participation opportunities
Element E	● Added clarification on CLAD and special education credentials ● Updated information about professional development to reflect advancements in how PD is provided
Element F	● Updated to reflect adoption of health and safety policies

Element H	● Updated and clarified to reflect improving processes for admissions, ensuring that the process is transparent, timely, and smooth and aligned with requirements of law
Element I	● Updated to reflect the organization's success in audits
Element J	● Updated to reflect Summit's commitment to restorative practices
Element K	● Updated to reflect shift in certain responsibilities to professional Human Resources team

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

~ California Education Code Section 47601(a)-(g)

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this application for a charter for the renewal of the California public charter school **Summit Public School: Tahoma** ("SPS: Tahoma") located within the boundaries of the East Side Union High School District ("District") is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the charter, SPS: Tahoma will follow any and all other federal, state, and local laws and regulations that apply to SPS: Tahoma including but not limited to:

- SPS: Tahoma shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- SPS: Tahoma employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: Tahoma and shall be deemed the exclusive public school employer of the employees of SPS: Tahoma for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]

- SPS: Tahoma shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- SPS: Tahoma shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- SPS: Tahoma shall admit all students who wish to attend SPS: Tahoma, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process with preferences as required by Education Code Section 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to SPS: Tahoma shall not be determined according to the place of residence of the student or his or her parents within the State. In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- SPS: Tahoma shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- SPS: Tahoma shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- SPS: Tahoma shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- SPS: Tahoma shall ensure that teachers in SPS: Tahoma hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- SPS: Tahoma shall at all times maintain all necessary and appropriate insurance coverage.

- SPS: Tahoma shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves SPS: Tahoma without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]

- SPS: Tahoma shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- SPS: Tahoma shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- SPS: Tahoma shall comply with any jurisdictional limitations to location of its facility. [Ref. California Education Code Section 47605 and 47605.1]

- SPS: Tahoma shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 48000 and 47612]

- SPS: Tahoma shall comply with all applicable portions of the No Child Left Behind Act.

- SPS: Tahoma shall comply with the Public Records Act.

- SPS: Tahoma shall comply with the Family Educational Rights and Privacy Act.

- SPS: Tahoma shall comply with the Ralph M. Brown Act.

- SPS: Tahoma shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

- Should the charter renewal be granted, SPS: Tahoma will provide written notice of the approval and a copy of the charter to the appropriate agencies, which may include the California Department of Education and the State Board of Education.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the renewal of SPS: Tahoma to be located in the boundaries of the District is true to the

best of my knowledge and belief; I further understand that if awarded a charter, the school will comply with all assurances listed above.

_____ _____

Diane Tavenner
CEO, Summit Public Schools
Petitioner for Summit Public School: Tahoma

Date

INTRODUCTION

The East Side Union High School District (ESUHSD) is one of the largest 9-12 districts in the state. Serving over 24,000 students in 18 high schools over 180 square miles, the district's mission is to provide a safe and effective learning environment; to provide support for all students and families; to strive for continuous improvement; and to implement clear measurements of success.

In 2009, students, parents and community members from East Side approached Summit Public Schools to discuss the possibility of opening a Summit Model School in the area. Members of Summit Public Schools founded Summit Preparatory Charter High School ("SPCHS") and Everest Public High School ("EPHS") in Redwood City, CA. These nationally acclaimed schools focus on preparing a heterogeneous student population for success in four year college and to be contributing members of society. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small size to ensure that every student is known well. The East Side students, parents and community members believe that a Summit Model School would provide a complementary alternative to their current high school options.

Summit Public Schools admires and honors the work of the ESUSD, and seeks to contribute and collaborate to achieve the District's admirable mission by bringing the Summit Model to East Side. After extensive conversations with the parents and community members, assessment of the local demand and analysis of the collaborative relationship between our existing schools, Summit Public Schools proposed opening Summit Public School: Tahoma, a replication of the highly successful Summit Preparatory Charter High School and Everest Public High School serving 9-12 grades. With the support and encouragement of hundreds of East Side parents, Summit Public Schools submitted a charter petition, which the Santa Clara County Office of Education approved in 2010.

This May, Summit Public School: Tahoma's first class of students graduated from high school. We are proud of what this very diverse founding class accomplished: in this class, every single student (100%) graduated eligible to attend any 4-year college or university. Moreover, every single (100%) Summit Tahoma graduate received acceptance to a 4-year college or university.

In partnership with the Santa Clara County Office of Education, we are eager and excited to continue to contribute to the Santa Clara County Office of Education's admirable goal of improving student equity and reducing access discrepancies to high quality education.

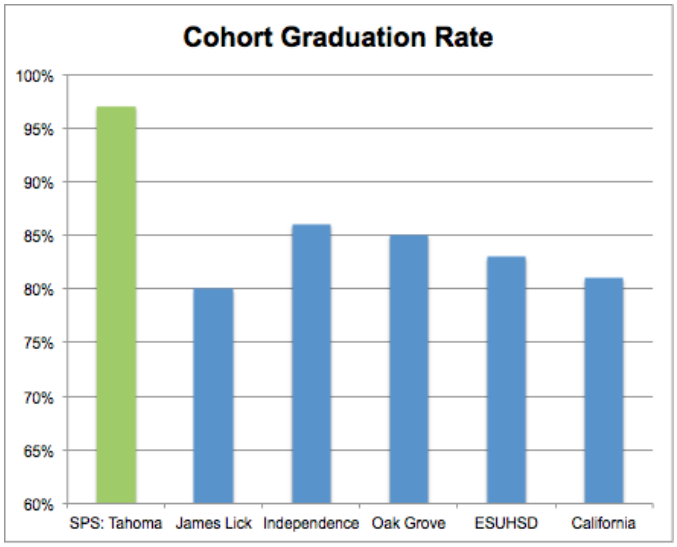
Charter Renewal

In accordance with Education Code Section 47607(a)(3)(A), the Santa Clara County Office of Education ("County" or "SCCOE") shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b) which states that the academic performance of the charter school should be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

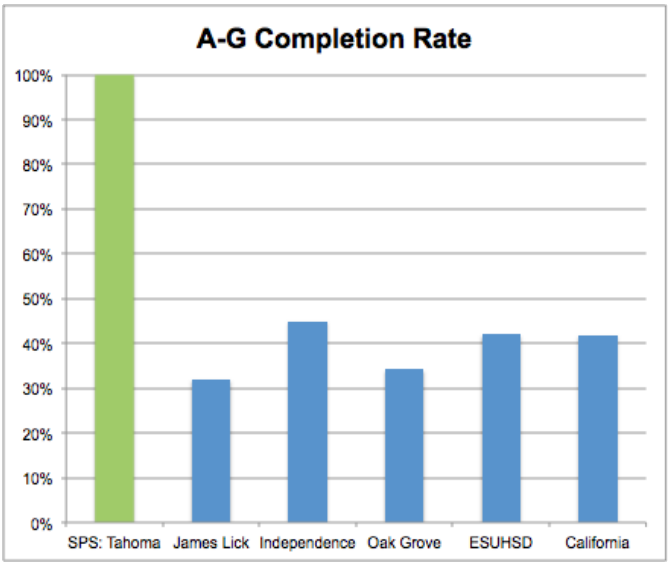
SPS: Tahoma submits that it has achieved this standard as evidenced by the following metrics which include outcomes at SPS: Tahoma; three schools that SPS: Tahoma students would have otherwise attended; ESUHSD averages; and California averages.

In 2014-15, SPS: Tahoma achieved a 97% cohort graduation rate. While 2014-15 data for other schools is not publicly available, this significantly exceeds the prior year state average and neighboring schools.



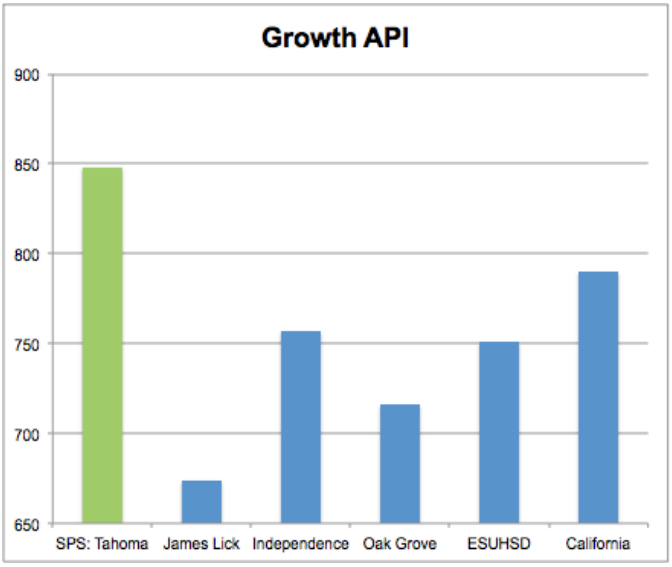
Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Internal data for graduation rate sometimes differs from published data in DataQuest due to our inability to match transfers to enrollment at other sites. Data for all others was retrieved from the California Department Education (2013-14).

At SPS: Tahoma, 100% of graduates exceeded 4-year college entrance requirements, having completed a rigorous A-G course load.



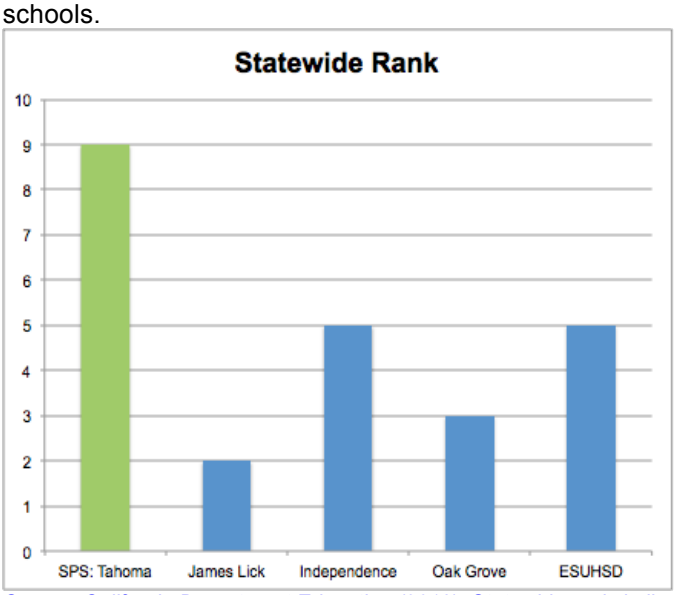
Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

SPS: Tahoma achieved a growth API of 848, which exceeded the state average and the scores at neighboring schools.



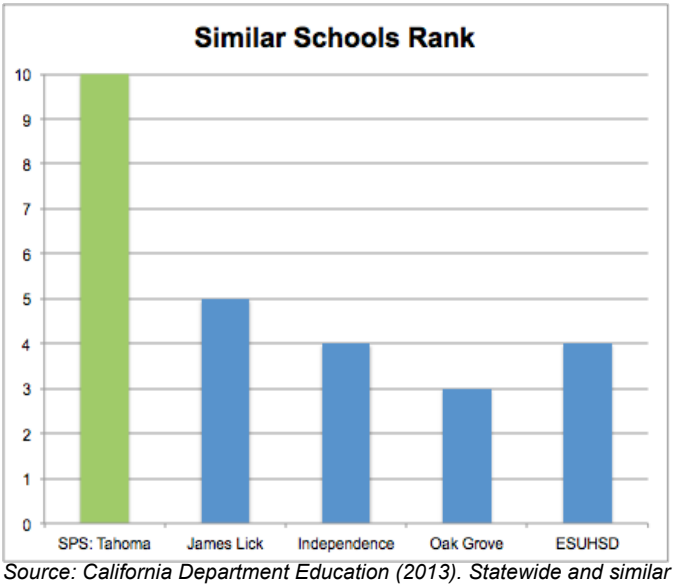
Source: California Department Education (2013)

SPS: Tahoma had a statewide rank of 9, exceeding that of neighboring schools.



Source: California Department Education (2013). Statewide and similar schools ranks are assigned at the school level. The ESUHSD score is the average of the district's 11 traditional high schools.

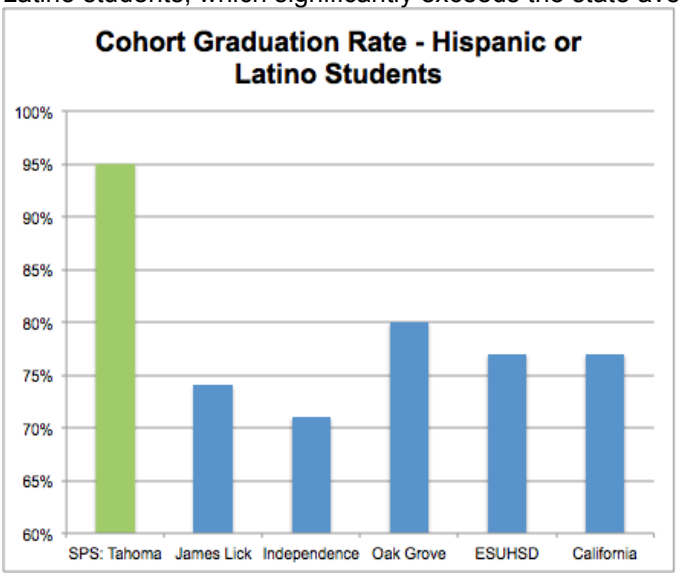
SPS: Tahoma had a similar schools rank of 10, exceeding that of neighboring schools.



Source: California Department Education (2013). Statewide and similar schools ranks are assigned at the school level. The ESUHSD score is the average of the district's 11 traditional high schools.

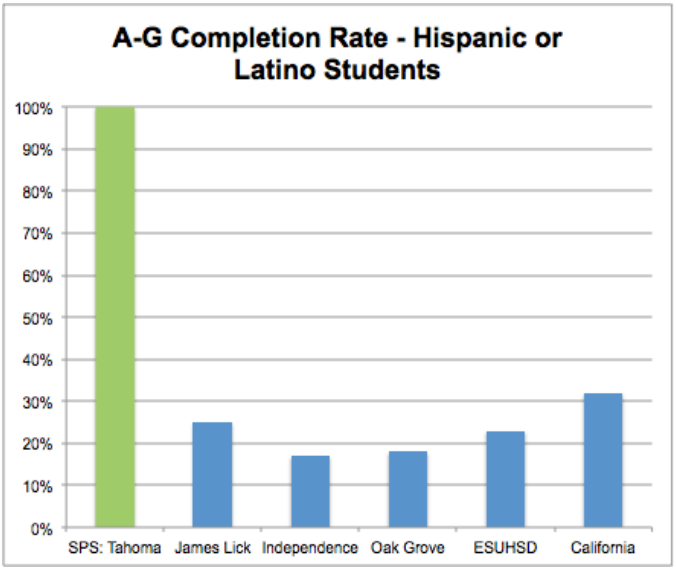
SPS: Tahoma looks forward to continuing to work with ESUHSD and SCCOE to ensure that all subgroups are served well. SPS: Tahoma is proud of the progress the school has made with traditionally underserved subgroups, such as Hispanic and Latino students, the largest subgroup at SPS: Tahoma.

In the 2014-15 school year, SPS: Tahoma achieved a cohort graduation rate of 95% for Hispanic or Latino students, which significantly exceeds the state average of 77%, as well as neighboring schools.



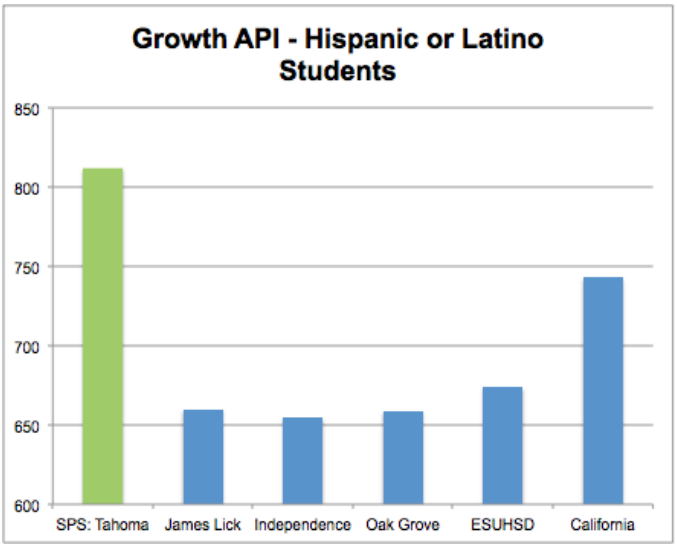
Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

100% of Hispanic or Latino graduates at SPS: Tahoma exceeded 4-year college entrance requirements, having completed a rigorous A-G course load. This is triple the state average for Hispanic or Latino students.



Source: Data for SPS: Tahoma is provided by Summit Public Schools (2014-15). Data for all others was retrieved from the California Department Education (2013-14).

SPS: Tahoma achieved a Growth API for Hispanic or Latino students of 812, which exceeded the state average as well as neighboring schools.



Source: California Department Education (2013)

Additional Accomplishments:

- 100% of SPS: Tahoma's graduating senior class was accepted to at least one four-year college or university.
- SPS: Tahoma has maintained a high average daily attendance rate. This was 97% during the 2014-15 school year.
- 49% of SPS: Tahoma graduates have passed (3 or better) at least one AP exam, which is significantly higher than the statewide average of 27%.

As part of Summit Public Schools' Expeditions Program, all students engage in 8 weeks per year of intensive, relevant and meaningful electives or experiences in the arts, STEM, future planning, wellbeing, and leadership and society. Each year, about 25 SPS: Tahoma students complete an 8-week internship in fields including healthcare, education, fashion, and software engineering. For example, last year, three students had an internship at Facebook where they were in charge of and developed their own application for phones and computers. The app was designed to allow students to connect with each other on studying and learning different school concepts that they found challenging.

LEADERSHIP TEAM

The leadership team of Summit Public School: Tahoma ("SPS: Tahoma") is comprised of community leaders, educators and several founders of both SPCHS and EPHS. The group was brought together by their commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the East Side of San Jose. Summit Public School: Tahoma is also supported by a robust back office with expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, governance, and more.

Chief Executive Officer, Summit Public Schools: Diane Tavenner

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Education and Experience: Diane is Founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates nine schools serving 2,000 students. Employing a model that leverages technology, world-class teaching and a rigorous, college, career and life prep curriculum, Summit's graduates are completing four-year college degrees at twice the national average. She founded Summit's flagship school, Summit Preparatory Charter High School, in 2003, quickly earning the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane also serves as the Board Chair of the California Charter Schools Association (CCSA) Board of Directors and is a member of the Spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, she spent ten years as a public school teacher, administrator and leader in traditional urban and suburban public schools throughout California. She holds a B.A. in Psychology and Sociology from the University of Southern California, a MA in Administration and Policy Analysis from Stanford University.

Chief Financial Officer, Summit Public Schools: Isabelle Parker

Expertise: Finance, facilities, business management, organization and administration

Education and Experience: Isabelle joined Summit Prep in 2006 as its Chief Financial Officer and subsequently served on the founding team for the CMO, Everest Public High School and Summit Tahoma, Summit Tahoma, Summit Denali, Summit Shasta, and Summit K2. She brings public and private sector business and management experience combined with school operations knowledge to her position. Prior to Summit, Isabelle worked for EdTec, a back office service provider to California charter schools and the Riekes Center for Human Enhancement, a youth mentoring organization. She is a coach for Woodside Vaulters, a female youth equestrian / gymnastics team and serves as the Education Chair of the US Equestrian Federation Vaulting High Performance Committee. Isabelle holds an MBA from Kellogg School of Management at Northwestern University and a BA in Economics and Psychology from Claremont McKenna College.

Chief of Schools, Summit Public Schools: Andrew Goldin

Expertise: Curriculum, instruction, business management, administration

Education and Experience: Andrew joined Summit in 2015 as the Chief of Schools. Prior to Summit, Andrew was a principal and then manager of principals at YES Prep Public Schools, a charter organization in Houston, Texas. He started his teaching career with the New York City Department of

Education as a middle school Science teacher in the Bronx, NY. Andrew holds a BA in Linguistics from the University of Pennsylvania, a MSEd in Elementary Education from the Bank Street College of Education and an MBA from the Harvard Business School.

Chief Academic Officer, Summit Public Schools: Adam Carter

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Adam joined Summit Prep in 2003 as its founding English teacher. After two years, he spent the next six years living and working in Indonesia and Argentina, where he taught a variety of courses, including AP and IB, served on school-wide governance committees, and served as head of several departments. Adam also founded and directed the Innovative Schools Program through Yayasan Emmanuel, an NGO working in the greater Jakarta area that serves thousands of West Javan students and hundreds of teachers, and continues to grow. Adam returned to Summit in 2011 to lead the organization's Academic and Professional Development teams. Prior to Summit, Adam was a high school English teacher in Mountain View, where he won the California Association for Advancement in Education's Outstanding New Teacher Award.

Executive Director, Summit Public School: Tahoma, Nicholas Kim

Expertise: Instruction, systems, student motivation, management, administration

Education and Experience: Nicholas' formal education including attending public schools in southern California and obtaining an undergraduate degree in History and Education at UCLA. While at UCLA, Nicholas' coursework as an Education minor put him right into the field - working in after school programs and engaging deeply with the inequities of the American public education system. After UCLA, Nicholas worked at a small school in South-Central Los Angeles teaching Pre-Algebra and Algebra to 7th graders. The culmination of those experiences led to a Master's degree at Stanford University and five years of teaching high school History courses. After teaching for six years, Nicholas moved into the role of Executive Director of Summit Tahoma and has just started his third year in the position. In his 8 years working in public education, Nicholas developed a passion for engaging with students beyond their traditional classroom walls and pushing them to be their best.

Assistant Director, Summit Public School: Tahoma,Jonathan Stewart

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Jonathan joined the Summit Team in 2015 as the Assistant Director for Summit Tahoma. Previously, he worked for PUC Schools in Los Angeles as the Director of Teacher Development, leading a partnership grant from the Bill and Melinda Gates Foundation. He was also a principal for PUC Nueva Esperanza Charter Academy. He was a teacher trainer in the Peace Corps in Namibia and has been an instructional coach in Oakland Unified and LAUSD. As a teacher, he received an award for Exemplary Work in the Education of Highly Able Students from Johns Hopkins University. Jonathan holds a B.A. in American Studies with a concentration in Education Policy and an M.A. in Education Leadership from U.C. Berkeley.

Summit Public Schools Board Chairman: Robert J. Oster

Expertise: Finance, business management, organization, governance and administration

Education and Experience: A private venture investor since 1987, Mr. Oster has worked with both institutional and other private investors in all phases of venture investing. Prior to venture investing, he worked as a professional economist and in several high-level finance positions, the last being Vice President of Finance and Administration for Oracle Corporation, where he spearheaded Oracle's initial public offering. In addition to chairing the SPS Board, Mr. Oster is Vice-Chairman of the Board and Chairman of the Nominating Committee of the Board of Overseers of the Hoover Institution of Stanford University. He received his BA in economics with honors from Occidental College and an MA and PhD in economics from the University of California at Berkeley.

Summit Public Schools Board Member: Steven Humphreys

Expertise: Finance, business management, organization, governance and administration

Education and Experience: Mr. Humphreys has served as CEO or President of four high technology companies, some of which he grew from early-stage. Most recently he served as CEO of Kleer Semiconductor Corporation, growing its revenues more than 10 times in 18 months. He began his career at General Electric Company where he worked in a variety of manufacturing and information technology positions. In addition to serving on the board of Summit Public Schools, he is a trustee of the Portola Valley School District, Chairman of the Board of Organ-I AB and Organ-I, Inc., and a member of the Board of Directors of Identive Group, a publicly traded information security company. Mr. Humphreys received a BS from Yale University and an MS and MBA from Stanford University.

Summit Public Schools Board Member: Blake Warner

Expertise: Finance, business management, organization, governance, administration

Education and Experience: Mr. Warner is a Founder and Managing Partner of Silicon Valley Partners LLC, a firm that provides strategic merger and acquisition advisory services focused on the growth sectors of the digital economy. Prior to this, he spent ten years at Thomas Weisel Partners LLC, where he provided investment banking services for the software, media, and communications sectors. In addition to serving on the SPS Board, he is currently the Chairman of the Governance Council of Everest Public High School, providing oversight as well as helping set strategic goals and operational objectives. Mr. Warner received his BA from the University of California, Santa Barbara, and his MBA from the University of Southern California.

Summit Public Schools Board Member: Robert O'Donnell

Expertise: Finance, business management, organization, administration

Education and Experience: Mr. O'Donnell recently retired from Capital Research and Management Company where he was a Senior Vice President and Director. He served as an equity portfolio manager for this large mutual fund advisory firm. Mr. O'Donnell also serves as a Director of the Sequoia Hospital Foundation and is a member of the Gift Planning Committee of the San Francisco Symphony. Mr. O'Donnell is on the faculty of the Haas School of Business at Berkeley where he is a visiting lecturer. He is a recipient of the Chancellor's Award for outstanding service to UC Berkeley. Mr. O'Donnell received his bachelor's degree summa cum laude from the University of California, Berkeley where he also earned an MBA.

Summit Public Schools Board Member: Meg Whitman

Expertise: Finance, business management, organization, governance, administration

Education and Experience: Ms. Whitman is one of the most highly regarded businesswomen in the United States; she has also been involved in state and national politics, most recently having run for the office of Governor of California. From 1998-2008, she served as CEO of eBay, growing the iconic Silicon Valley company from $4 million to $8 billion in revenues. Before eBay, she worked as a high level executive at several other well-known companies including Stride Rite, Hasbro, and the Walt Disney Company. She was inducted into the U.S. Business Hall of Fame in 2008 and more than once was named one of the
"Top Five Most Powerful Women in Business" by Fortune Magazine. Ms. Whitman is currently the President and CEO of Hewlett-Packard, and a member of the Boards of Directors of Procter & Gamble, Teach for America, SIEPR and Zipcar. She received her BA from Princeton University and her MBA from Harvard Business School.

Summit Public Schools Board Member: Andy Thompson

Expertise: Finances, business management, organization, governance, administration

Education and Experience: Mr. Thompson is President, Chief Executive Officer and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley bio-medical startups, formerly serving as President, Chief Executive Officer and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor he contributed to several successful healthcare companies including Cell Genesys, Cytotherapeutics, Northstar Neuroscience and QRx Pharmaceuticals. He holds an M.A. in engineering from Cambridge University and was a United Kingdom National Engineering Scholar from 1982 to 1985. He also holds an M.A. in education and an M.B.A. from Stanford University. Mr. Thompson was a founding board member and Foundation President of Summit Preparatory Charter High School.

Summary of Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Taven ner	X	X	X		X		X	X	X
Parker				X	X	X	X		X
Goldin	X	X				X			X
Carter	X	X	X						X
Kim		X					X		X
Stewa rt	X	X	X						X

Oster				X		X	X	X	X
Humphreys				X		X	X	X	X
Warner				X		X	X	X	X
O'Donnell				X		X	X	X	X
Whitman				X		X	X	X	X
Thompson				X		X	X	X	X

History of Success

SPS: Tahoma's educational program is aligned to the successful program of 8 other Summit Public Schools, all with the same mission. These schools are currently enrolling 2,400 students from grades 6 through 12. Twelve years ago, Summit's first school, Summit Preparatory Charter High School, opened in Redwood City, California. Since then, the network has been providing an innovative, personalized education to all of its students and successfully adapting its program to meet the needs of each of the three new communities it has entered. Its accomplishments include:

- 100% of Summit graduates are eligible to apply to a four-year college.
- 99% of Summit graduates are accepted to at least one four-year college.
- Summit graduates on track to complete college within six years at double the national average.
- This past school year alone, our students were accepted into 1,030 colleges and universities across 38 states.
- As our students graduate college, they're coming back to Summit! We now have Summit teachers and faculty who were Summit students.
- Summit schools attract a world class teaching faculty coming from the nation's top teacher education programs, including Stanford, Harvard, Columbia, and UC Berkeley.
- Summit schools consistently rank amongst the best in the state of California and the nation, with our two flagship schools, Summit Prep and Everest, are named among US News & World Report's Best High Schools of 2015. They rank in the top 20 of all California high schools. These two Summit schools were also ranked among America's Most Challenging High Schools in 2015 by the Washington Post.

Summit schools have accomplished these successes with a student population that is incredibly diverse in terms of race, ethnicity, socioeconomic status, English Learner status, Special Education status, and incoming level of academic preparation, because we believe education is best delivered in that environment. Summit has been successfully serving a diverse student population--and particularly "at-risk" students--in multiple, different communities across the San Francisco Bay Area, including East San Jose.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

- California Education Code Section 47605(b)(5)(A)(i)

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

- California Education Code Section 47605(b)(5)(A)(ii)

"If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements."

- California Education Code Section 47605(b)(5)(A)(iii)

Mission Statement

SPS: Tahoma's mission is to prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: Tahoma seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for high schools endeavoring to prepare all students for post secondary academic pursuits.

Educational Philosophy

Our chief concern and primary driving question is "What's best for students?" This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

1. We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level and we are committed to ensuring that students are not only accepted into a four-year college, but truly prepared for success in college, career and life.

2. We hire high-performing teachers. We engage them as leaders and provide extensive professional development every year.
3. We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
4. We believe change is a good thing. We embody a culture of innovation to drive continued success.
5. We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world, and deepens both academic and social learning.

Students to be Served

SPS: Tahoma seeks to continue to serve a heterogeneous group of approximately 100 students per grade in grades 9 through 12 with a total school enrollment of 405 students. Due to the facilities move in 2015, we expect to reach full capacity in 2019-20.

Grade	2016-17	2017-18	2018-19	2019-20	2020-21
9	105	105	105	105	105
10	95	101	101	101	101
11	50	92	100	100	100
12	50	48	90	99	99
Total	**300**	**346**	**396**	**405**	**405**

This is enrollment plan is subject to change at the discretion of the Summit Public Schools Board.

The students' primary interest should be preparing for acceptance to and success in college. The students' backgrounds should represent the heterogeneity found in the population of the East Side Union High School District ("District"), which draws its students from The East Side community with a population of over 434,000 that is rich in racial and cultural diversity. The demographic breakdown of the District's student population is as follows, and further details regarding the District can be found in Appendix A (Source: Dataquest 2014-15).

Hispanic or Latino of Any Race	52%
American Indian or Alaska Native, Not Hispanic	0%
Asian, Not Hispanic	29%
Pacific Islander, Not Hispanic	1%
Filipino, Not Hispanic	7%
African American, Not Hispanic	3%

White, not Hispanic	6%
Two or More Races, Not Hispanic	2%
Not Reported	0%

What it Means to be an Educated Person in the 21st Century

The 21st century educated person is one that thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will arise continually from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating an environmentally stable economy in the United States and addressing the complex issues of the global economy will be two, among a myriad of, problems facing the next generation of leaders. Students at SPS: Tahoma will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students possess a deeper understanding of other countries, their cultures, and their economies. New ways of engaging in international cooperation and competition will be a mandatory skill for students in the 21st century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past.

In educating students for work and citizenship in the 21st century, SPS: Tahoma will foster the following habits of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. SPS: Tahoma will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. SPS: Tahoma's educational program will create the conditions under which its students will become self-motivated, competent, and life-long learners.

How Learning Best Occurs

SPS: Tahoma's believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools and other respected educational research, SPS: Tahoma believes that learning best occurs in a school that successfully implements the following features:

- Common Focus
- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Authentic Curriculum
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections

- Democratic Decision-making

For more discussion on teaching methods, please see “pedagogy” below.

Program Design

SPS: Tahoma is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix B – Proposed Bell Schedule and Appendix C –School Calendar). Core instruction will take place between 9:00 AM and 4:00 PM. Additional support and learning opportunities will happen before before 9:00AM and between 4:00 PM and 6:00 PM and on weekends. The school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by SPS: Tahoma instructors, students will have the opportunity to engage in community college courses, distance learning on-line, community organization classes, and internships.

The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. SPS: Tahoma will provide these opportunities to its students and faculty through its small size (~405 students) and low student to teacher ratio. In addition, SPS: Tahoma will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program will be **untracked and college preparatory**. Graduates from SPS: Tahoma will exceed all academic entrance requirements for UC college admissions. SPS: Tahoma is a cohort model, which means that all students of the same grade level will take the same course in English, history, math and science each year. SPS: Tahoma’s target student population is extremely heterogeneous, thus the school will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The environment will be personalized via an **advisory program**. Each student will have one faculty member serve as his/her mentor for four years. The mentor will meet daily for ten minutes with the advisees and lead a weekly ninety minute Connections course that will support both a healthy, balanced, and productive high school experience while ensuring a successful transition to college. In addition, it will develop academic literacy skills.

The program will foster **self-discovery and goal setting**. SPS: Tahoma students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student will have a **Personalized Learning Plan (“PLP”)**. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with his or her parents, will develop a Personalized Learning Plan that reflects the student’s learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential,

pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21st century workplace. Templates for the PLPs are included in Appendix E.

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: Tahoma's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices. Specific life skills to be addressed in this program include: respect, responsibility, organization, cooperation, perseverance, friendship, integrity, initiative, flexibility, sense of humor, effort, common sense, problem solving, patience, curiosity, caring, time management, public speaking, financial literacy, resiliency and stress management, personal empowerment, leadership, communication, and self-confidence.

The faculty will consist of **highly performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications and be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: Tahoma. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, SPS: Tahoma will ensure collaborative planning time for teachers to design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

There will be an emphasis on **culture and professional development**. The culture of the school will be that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff will work with a professional mentor or coach to develop annual goals and to set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

Pedagogy (Teaching Methods)

SPS: Tahoma recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: Tahoma will employ a range of pedagogical strategies that are considered "best practices" in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

Differentiated Instruction: Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers will be trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests. SPS: Tahoma will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. SPS: Tahoma's skill- and project- based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students will also be provided with multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers will utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

***Interdisciplinary Curriculum*:** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

Project-based instruction: Projects will link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the "world beyond the classroom. Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

Workshop Model: Teachers at Summit use the workshop model to introduce new concepts, and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing, as the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. SPS: Tahoma teachers will utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success. These seminars will often be used as the structure during community time.

Complex Instruction: Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and

specific instructional strategies including the treatment of status problems to equalize group interactions.

A narrative description of the average daily experience of various SPS: Tahoma students is included in Appendix D – Narrative Description of a Typical Day for a Student.

Curriculum

The curriculum at SPS: Tahoma will offer a foundation of academic content knowledge in six core content areas, and poise students to enter a college or university with the academic literacy and higher-order thinking skills required for post secondary education. The curriculum will be aligned with the California State Standards as well as the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and Mathematics. All core courses will be approved by the University of California to meet the a-g requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population.

Upon completion of SPS: Tahoma's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year and upon new student enrollment and posted on the school website. A sample handbook is contained in Appendix AA.

Core Academic Coursework: Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: Tahoma's core course requirements will exceed those of the University of California subject requirements.

Advanced Placement Exams: Students will be expected to prepare for and pass at least one AP exam. Preparation will include course work as well as some teacher directed independent study.

Technology: Students will develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.

Approved Courses: All courses offered at SPS: Tahoma in the six core subject areas will be approved to meet the school's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: Tahoma and taught by an accredited institution. Approval for such courses must be obtained from the Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to

determine how the curriculum can best meet the needs of the student population and align with the mission of the school. SPS: Tahoma intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at SPCHS and EPHS and approved by the UC system. Sample course descriptions from each subject area are contained in Appendix E.

a - Social Science
- World History and Geography I
- World History and Geography II
- US History AP & Government and Politics AP I
- US History AP & Government and Politics AP II

b – English
- Literature and Personal Choice
- The Individual and Society
- English Language and Composition AP
- English Literature and Composition AP

c – Mathematics
- Geometry
- Advanced Algebra
- Trigonometry / Pre-Calculus
- Statistics AP
- Calculus AP

d – Laboratory Science
- Physics
- Chemistry
- Biology
- Environmental Science AP

e – Language other than English
- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- Spanish Language AP
- Spanish Literature AP

f – Visual and Performing Arts
- Musical Theater I, II, III
- Art Survey I, II, III
- Instrumental Music
- Photography
- Film-making

Graduation Requirements: To be eligible for graduation from SPS: Tahoma, students must meet the following requirements:

- Complete the following number of approved year-long courses with a C- grade or better:
  - 4 History / Social Science
  - 4 English
  - 4 Mathematics
  - 4 Laboratory Science
  - 2 Language other than English
  - 1 Visual and Performing Art

- Received credit for the following number of year-long courses or equivalent experiences:
    - 3 Elective

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the courses that are UC/CSU entrance requirements (a-g) for college admission, by demonstrating mastery in the skills and standards referenced in Appendix E.
- Apply to and be accepted for admission to at least one four year college or university

Graduation requirements may need to be modified over time. Such changes may be made on approval of the Summit Public Schools Board of Directors.

The Executive Director will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is UC-eligible if the full Summit graduation requirements cannot be completed.

Common Core Alignment

Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life, and embraces the Common Core's alignment to college and career expectations. Like the Common Core, Summit Public Schools emphasize cognitive skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

As a result, SPS has been a leader in the work of transitioning to the new standards and assessments, partnering with top educators and institutions from across the country to develop curricula and rubrics that align with the new standards and best equip students to be prepared for college. Every SPS teacher is trained on the implementation of Common Core using best practices and many are now training other teachers on the use of these resources.

Materials

As outlined above, SPS has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. A list of these partners appears in Appendix F. Recent course materials lists can be found in Appendix E, by course subject. Materials used may change year to year as they are updated regularly by Summit faculty based on efficacy and relevance.

Annual Goals and Actions in the State Priorities

SPS: Tahoma will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B for the schoolwide goals for relevant sub-groups and corresponding assessments. The Charter School will

continue to produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Special Populations

Summit Public Schools offer a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. The very design of Summit Public Schools allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they becomes frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Academically Low Achieving Students

Overview

The faculty of SPS: Tahoma will use regularly administered assessments, such as NWEA MAP, SBAC, CELDT and other externally and internally developed assessments, to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Summit's goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment. Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. SPS: Tahoma teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. The student, his/her parent and mentor determine what additional supports are needed and should be accessed through the Personalized Learning Plan. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus, ensuring that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student's learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at SPS: Tahoma. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a plan is created to best support the student. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously

learned concepts or material, and one-on-one and small group sessions with the teacher during the intersession. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which SPS: Tahoma will use to accelerate the growth of its academically low achieving/at risk students. These services are available to all SPS: Tahoma students. Appendix G summarizes a comprehensive list of supports and services and related faculty expectations and supports in *A Summary of Typical Support Systems*. Appendix D includes a narrative description of a typical daily experience for an academically low achieving / at risk student.

Faculty Office Hours

For six hours each week, the student's classroom teachers hold office hours between 3:15 and 5:15 pm. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Low-achieving and at-risk students are encouraged - and often commit via their Personalized Learning Plan - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

Tutoring

On a daily basis, SPS students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during time designated for working on their Personalized Learning Plans, or during Faculty Office Hours. Tutors provide support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

Expeditions

The Expeditions program partners with all Summit Public Schools to create environments that build student character and promote deep engagement in learning. Meeting with students for a total of 7-8 weeks spread evenly throughout the school year, Expeditions will be the glue that helps hold together various content classes by requiring students to apply their knowledge, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in arts, performances, and hands on activities. At the same time, academically low-achieving and at-risk students may take advantage of this time to work individually and in small groups with their course teachers to revisit course concepts and revise material that they were not able to master to standards during the regular semester.

Through our program modules, students gain skills—literacy, numeracy, problem solving, critical thinking, collaboration, creativity, persistence towards excellence, leadership, and active citizenship—to be successful in college and lifelong contributing members of society. With teaching character at the heart of everything we do, students will develop cognitive and non-cognitive skills while learning the content in areas such as Community Leadership, College & Career, Health & Wellbeing, Enrichment & Passion, Cultural Awareness & the Arts, and Community Leadership. Additional information can be found in Appendix J.

Independent Learning

During the regular semester, students have one daily period in which they complete their homework with the support of student study groups and an adult faculty member. During this time, students may also

access adaptive supports to support development in literacy and numeracy, through tools such as Khan Academy and Reading Plus.

Faculty Discussions / Interventions / Individual Plans

During bi-weekly faculty meetings, all grade level teachers meet and discuss individual low-achieving and at-risk students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

All grade level teachers meet with at-risk students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers. The student's mentor monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the student's Personalized Learning Plan progress, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth. Appendix H includes a template used during the Intervention meetings.

Academically High-Achieving Students

At SPS: Tahoma academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of his/her courses.

Four of the core content areas offer at least one, if not two, Advanced Placement (AP) Courses. The differentiated curriculum regularly provides high achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Finally, SPS: Tahoma's structure encourages high achieving students to concurrently enroll in community college courses for more advanced study. A narrative description of a typical daily experience for an Academically High-Achieving Student is included in Appendix D.

English Learners

Overview

SPS: Tahoma will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. SPS: Tahoma will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

SPS: Tahoma will administer the home language survey upon a student's initial enrollment into SPS: Tahoma (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment[1] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

SPS: Tahoma will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Faculty Input

Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These insights can be used to inform identification of students who require an EL designation and appropriate support.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Strategies for English Language Learner Instruction and Intervention

The school will serve EL students at the school site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular class - where they will be able to access the same core curriculum as other students in their grade level - and receives supplementary instruction in order to learn English. Appendix D includes a narrative description of a typical daily experience for an EL student, and Appendix I details strategies that may be used for EL instruction and intervention, specific materials and texts that may be used in support of these strategies, how the program will be monitored for effectiveness and how student progress will be monitored, EL professional development for teachers, and the role of the EL Coordinator.

Serving Students with Disabilities

Overview

The following provisions summarize the manner in which the Charter School will serve its students with disabilities:

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- SPS: Tahoma has been deemed an LEA and a member of a Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). SPS: Tahoma shall seek the District and County's support in the provision of data or information in SPS: Tahoma's pursuit of or continuation of membership in a SELPA as an LEA. When the school is an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEIA and the costs thereof.
- If the Charter School does not have membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the authorizer that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the SCCOE to ensure full compliance with the IDEIA as further described below.

Section 504 of the Rehabilitation Act

SPS: Tahoma recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPS: Tahoma. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Attached as Appendix L, please find the SPS: Tahoma 504 policy, Administrative Procedures and Parent Rights Form.

Services for Students under the IDEIA

SPS: Tahoma intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: Tahoma holds SELPA membership as an LEA. Should that change, SPS: Tahoma shall become, by default, a public school of the authorizer, SCCOE, for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: Tahoma operates as a public school of the SCCOE for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

Services for Students under the IDEIA if the School is a public school of the SCCOE

The following provisions are meant to summarize SPS: Tahoma Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: Tahoma and the ***SCCOE if at any point SPS: Tahoma exists as a public school of the authorizer for special education purposes*** *pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between an authorizer and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the county. The language that follows is not meant to unilaterally bind the SCCOE, or to preclude alternative arrangements between the SCCOE and SPS: Tahoma as agreed upon in a Memorandum of Understanding ("MOU").*

As a public school of the SCCOE, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SPS: Tahoma seeks services from the County for special education students enrolled in SPS: Tahoma in the same manner as is provided to students in other County schools. SPS: Tahoma will follow the County and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. SPS: Tahoma will comply with County protocol as to the delineation of duties between the County central office and the local school site in providing special education instruction and related services to identified pupils. SPS: Tahoma will request an annual meeting between SPS: Tahoma and the County to review special education policies, procedures, protocols, and forms of the County and the SELPA and County protocol, to ensure that SPS: Tahoma and the County have an ongoing mutual understanding of County protocol and will facilitate ongoing compliance.

SPS: Tahoma acknowledges the importance of cooperating with the County so that the County can provide special education services to Charter School students. SPS: Tahoma agrees to promptly respond to all County inquiries, to comply with reasonable County directives, and to allow the County access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law. SPS: Tahoma believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the County and its school sites.

Staffing

All special education services at SPS: Tahoma will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory County in-service training relating to special education.

It is SPS: Tahoma's understanding that the County will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the County directs SPS: Tahoma that current County practice is for the individual school sites to hire site special education staff or the County and SPS: Tahoma agree that SPS: Tahoma must hire on-site special education staff. In that instance, SPS: Tahoma shall ensure that all special education staff hired by SPS: Tahoma is qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by SPS: Tahoma (with the agreement of the County) and may require pre-approval by the County of all hires to ensure consistency with County and SELPA policies. The County shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow County policies as they apply to all County schools for responding to implementation of special education services. The Charter School will adopt and implement County policies relating to notification of the County for all special education issues and referrals.

SPS: Tahoma shall promptly notify the County of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

SPS: Tahoma shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure County pre-approval prior to imposing a suspension or expulsion. SPS: Tahoma shall assist in the coordination of any communications and immediately act according to County and SELPA policies relating to disciplining special education students.

Identification and Referral

SPS: Tahoma shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. SPS: Tahoma will implement County and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by SPS: Tahoma for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable

that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the County within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. the Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

It is SPS: Tahoma's understanding that the County shall provide SPS: Tahoma with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SPS: Tahoma is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SPS: Tahoma from a County school. The County shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

The Charter School will follow County child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The County will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the County's general practice and procedure and applicable law. SPS: Tahoma shall work in collaboration with the County to obtain parent/guardian consent to assess Charter School students. SPS: Tahoma shall not conduct special education assessments unless directed by the County.

IEP Meetings

In accordance with the role of the County and the County school sites, the County shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: Tahoma shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the County and Charter School: the Executive Director and/or

SPS: Tahoma designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher (if Charter School employee as opposed to County employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: Tahoma and/or about the student. It is SPS: Tahoma's understanding that the County shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

SPS: Tahoma understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the County, pursuant to the County's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the County and of the SELPA and State and Federal law.

IEP Implementation

Pursuant to County policy and how the County operates special education at all other public schools in the County; the County shall be responsible for all school site implementation of the IEP. SPS: Tahoma shall assist the County in implementing IEPs, pursuant to County and SELPA policies in the same manner as any other school of the County. The County and Charter School will need to be jointly involved in all aspects of the special education program, with the County holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: Tahoma shall provide the County and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: Tahoma's non-special education students, whichever is more. SPS: Tahoma shall also provide all home-school coordination and information exchange unless directed otherwise by the County. SPS: Tahoma shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the County. SPS: Tahoma shall comply with any directive of the County as relates to the coordination of SPS: Tahoma and County for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the County of relevant circumstances and communications immediately and act according to County administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the County and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area

of the County within the same academic year, the County and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the County agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the County and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the County conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the County, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The County shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: Tahoma shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. SPS: Tahoma shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to SPS: Tahoma and no student shall be denied admission nor counseled out of SPS: Tahoma due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SPS: Tahoma shall follow County policies as they apply to all County schools for responding to parental concerns or complaints related to special education services. SPS: Tahoma shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the County unless otherwise directed by the County. SPS: Tahoma shall immediately notify the County of any concerns raised by parents. In addition, the Charter School and the County shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The County's designated representative, in consultation with SPS: Tahoma's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. SPS: Tahoma shall allow the County access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

SPS: Tahoma and the County shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The County, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SPS: Tahoma shall comply with the County's decision.

SPS: Tahoma and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The County may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the County determines such action is legally necessary or advisable. SPS: Tahoma agrees to cooperate fully with the County in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the County and SPS: Tahoma shall work together to defend the case. In the event that the County determines that legal representation is needed, SPS: Tahoma agrees that it shall be jointly represented by legal counsel of the County's choosing.

SPS: Tahoma understands that the County shall have sole discretion to settle any matter in mediation or due process. The County shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is SPS: Tahoma's understanding that the County shall represent SPS: Tahoma at all SELPA meetings and report to SPS: Tahoma of SELPA activities in the same manner as is reported to all schools within the County.

Funding

SPS: Tahoma understands that it will enter into a MOU with the County regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the County and SPS: Tahoma. SPS: Tahoma anticipates, ***without binding the County to these terms*** that based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the County

The County shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the County for Non-Public Placements

The Parties acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at SPS: Tahoma's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at County expense, the County shall be entitled to receive from SPS: Tahoma the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: Tahoma site.

Contribution to Encroachment

SPS: Tahoma shall contribute its fair share to offset special education's encroachment upon the County's general fund. Accordingly, SPS: Tahoma shall pay to the County a pro-rata share of the County's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the County shall invoice SPS: Tahoma for SPS: Tahoma's pro-rata share of the County-wide Encroachment for that year as calculated by the total unfunded special education costs of the County (including those costs

attributable to Charter School) divided by the total number of County ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: Tahoma ADA shall include all Charter School students, regardless of home district.

Special Education Strategies

SPS: Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

Graduation and Competency

The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.

Services for Students under the IDEIA when the School is an LEA and Member of SELPA

SPS: Tahoma is a member of the El Dorado County Charter SELPA. SPS: Tahoma reserves the right to seek membership in another SELPA. The following language applies while SPS: Tahoma is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the authorizer recited above with respect to identifying, assessing, and serving special education students will default to SPS: Tahoma. SPS: Tahoma shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: Tahoma shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: Tahoma shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the

same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Special Education Strategies

SPS: Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in

the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an “inclusion” model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student’s IEP.

Graduation and Competency

The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School’s regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program." Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

- California Education Code Section 47605(b)(5)(B)

Measurable Student Outcomes

The School's outcomes are designed to align with the school's mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, and the California State Standards for courses offered at SPS: Tahoma, and the applicable state priorities described in subdivision (d) of section 52060.

Upon graduation from the School, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

Graduates will be able to meet the Expected School-wide Learning Results (ESLRs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the (ESLRs) listed above by earning a passing grade in each of the course required for graduation. A list of the courses required for graduation is contained in Element A and course descriptions created by Summit Public Schools teachers can be found in Appendix E. The required courses and curriculum are aligned to the Common Core State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations

Charter School Outcomes that Align With the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control and Accountability Plan ("LCAP")

The Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."

CHARTER SCHOOL GOALS, ACTIONS, STUDENT OUTCOMES, AND METHODS OF MEASUREMENT IN THE STATE PRIORITIES	
STATE PRIORITY #1— BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain Summit Public Schools' current high standards of hiring and ensure that all courses are taught by credentialed, highly qualified teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL	Summit Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Summit Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and

	coaching from other teachers.
MEASURABLE OUTCOME	100% of core academic classes taught by fully credentialed, appropriately assigned teachers
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card; internal audits of teacher assignments
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards ("CCSS") aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Summit Public Schools and Charter School faculty
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	Charter School passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.

ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects.
METHODS OF MEASUREMENT	Annual review of projects and content by Summit Public Schools Academics Team and Charter School faculty; student performance on Personalized Learning Plan; CAASP
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners ("EL"), will gain academic content knowledge through implementation of the Common Core State Standards and the Summit Public Schools content guides.
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students' performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASP assessments (goal TBD - since baseline data was just released the school team is in the goal-setting process)
METHODS OF MEASUREMENT	CAASPP math and English assessments; Personalized Learning Plan progress
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the CELDT each year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
STATE PRIORITY #3— PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how	

the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL	• The Charter School will hold Teaching & Learning Tours, open to all parents and held at a time when most parents are likely to be able to attend, monthly to provide parent education and opportunities for feedback on site decisions • The Charter School Parent Organization will include project teams that participate in gathering parent input and spearheading Charter School initiatives. • The Charter School will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.
MEASURABLE OUTCOME	• Parents responding positively to "I am satisfied with my level of influence on school decisions" on parent survey: 65% • Parents responding positively to "My student's school seeks feedback from me" on parent survey: 80% • Parents responding positively to "My student's school uses my feedback when making decisions" on parent survey: 60%
METHODS OF MEASUREMENT	Parent survey, attendance at Teaching & Learning Tours, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL	• Parents will be invited to attend annual Personalized Learning Plan meetings with their student and their student's faculty mentor. • There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach. • The Charter School will hold at least three parent events each semester and provide Spanish interpretation. • Faculty mentors will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME	All families attend PLP meetings during the school year.
METHODS OF	Faculty mentor reporting, volunteer log, parent event sign-in sheet or

MEASUREMENT	informal head count
STATE PRIORITY #4— STUDENT ACHIEVEMENT Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress (CAASPP) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness	
SUBPRIORITY A – CAASP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL	TBD when baseline data has been reported on CAASPP.
MEASURABLE OUTCOME	Charter School's performance on API or whatever might take its place following the implementation of new state assessments will exceed California average
METHODS OF	API or other state report card

MEASUREMENT	
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirements due to an IEP
ACTIONS TO ACHIEVE GOAL	• The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. • Course sequence and graduation requirements will align with or exceed the UC/CSU requirements.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU A-G Course Requirements. excepting students with modified graduation requirements due to an IEP.
METHODS OF MEASUREMENT	Graduation rates, Transcripts, Personalized Learning Plan.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT (and ELPAC, when implemented)
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	The Charter School will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English. The Charter School will: • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.

	• Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least two years.
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 3 years on average.
METHODS OF MEASUREMENT	School reclassification rates
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL	AP institute training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.
MEASURABLE OUTCOME	40% of students will pass at least one AP exam before graduation.
METHODS OF MEASUREMENT	AP exam pass rates.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	• Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes. • Offer targeted practice and instruction for students who do not pass the EAP in junior year. • Graduation requirements align with or exceed UC/CSU entrance requirements.
MEASURABLE OUTCOME	Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys.
STATE PRIORITY #5— STUDENT ENGAGEMENT	

Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual attendance reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 9% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).
METHODS OF MEASUREMENT	CALPADS, Charter School attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Not applicable
ACTIONS TO ACHIEVE	Not applicable

GOAL	
MEASURABLE OUTCOME	Not applicable
METHODS OF MEASUREMENT	Not applicable
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 5% dropout rate.
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average.
METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
STATE PRIORITY #6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates	

B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain low annual expulsion rates.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students are expelled.
METHODS OF MEASUREMENT	Expulsion rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices.
MEASURABLE OUTCOME	• 100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually.

	• 85% of parents respond positively to "I feel my child is physically safe at school" on parent survey. • 83% of parents respond positively to "I feel my child is emotionally safe at school" on parent survey. • Scores on student survey questions related to school culture average 3.3 (out of 5) or higher.
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs
STATE PRIORITY #7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. "Broad course of study" includes the following, as applicable: • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT	Transcripts
STATE PRIORITY #8—OTHER STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.

METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, NWEA MAP
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will demonstrate college-readiness on the cognitive skills rubric for social science projects.
METHODS OF MEASUREMENT	CAASPP, Cumulative final projects
SUBPRIORITY E – EXPEDITIONS (INCLUDING VISUAL AND PERFORMING ARTS)	

GOAL TO ACHIEVE SUBPRIORITY	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL	Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their Personalized Learning Plan meetings at the beginning of the academic year.
MEASURABLE OUTCOME	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT	Transcripts and student records
SUBPRIORITY F – HABITS OF SUCCESS	
GOAL TO ACHIEVE SUBPRIORITY	100% of students make measurable progress toward self-directed learning goals on annual Personalized Learning Plan.
ACTIONS TO ACHIEVE GOAL	Mentors will meet with their students multiple times per month to monitor progress toward goals and make resources available for supporting students to meet their goals.
MEASURABLE OUTCOME	100% of students make progress toward self-directed learning goals on annual Personalized Learning Plan.
METHODS OF MEASUREMENT	Personalized Learning Plan goals
SUBPRIORITY G – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, Expeditions and after school
MEASURABLE OUTCOME	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics
SUBPRIORITY H – FOREIGN LANGUAGE, OTHER SUBJECTS	
GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Students complete Spanish 2 or higher.
MEASURABLE	Students develop proficiency in foreign language, including speaking and

OUTCOME	listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	ACTFL, AAAPL, AP exams, Teacher-developed rubrics

Assurance of School-wide Academic Progress

SPS: Tahoma is based upon the school models of Summit Preparatory Charter High School, Everest Public High School, and the other schools operated by Summit Public Schools. These schools have consistently performed highly on the Academic Performance Index ("API") Additionally, SPCHS regularly ranks on the US News & World Report Best High Schools in America list, most recently as the #16 public school in California and #103 nationally, as well as #25 on the Top Charter Schools List. Each Summit School had a base API score of over 800 in the most recent report. Therefore, the SPS: Tahoma founders believe that the SPS: Tahoma performance on the API or whatever might take its place following the implementation of new state assessments, both schoolwide and for all numerically significant pupil subgroups, will be comparable to that of other Summit Public Schools, an overview of which is included in Appendix M.

SPS: Tahoma shall pursue continuous growth on the API or whatever might take its place following the implementation of new state assessments and if applicable, its growth targets, both schoolwide and for all numerically significant pupil subgroups.

Common Core Alignment

As detailed in *Element A*, the Common Core State Standards align closely with Summit Public School's framework for college readiness and Summit has been a leader in the work of transitioning to the new standards. Many of Summit's partners in this work are detailed in Appendix F, and Summit's Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in Appendix E.

ELEMENT C: METHODS OF MEASUREMENT

"The method by which pupil progress in meeting those pupil outcomes is measured."
-- California Education Code Section 47605(b)(5)(C)

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on Summit Public Schools' assessment plan can be found in Appendix E.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually	English, Math
California State Standards Exams	Annually	Science
California High School Exit Exam	Annually	English, Math
California English Language Development Test	Annually	English Language Development
9th Grade Test of Physical Fitness	Annually	Physical Fitness
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
NWEA MAP	2-3 times per year	English, Math
ACTFL / AAPPL	Annually	Spanish
ACT ASPIRE	Annually	English, Math, Science, College Readiness
PSAT	Annually	English, Math, College Readiness
ACT	Annually	English, Math, Science, College Readiness
SAT I	Annually	English, Math
SAT II	Annually	English, Math, History, Science, Spanish, College Readiness

Progress in coursework	Each semester	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: • Experiment design • Problems of the Week • Research Projects • Revision Process • Complex Instruction Activity • Socratic Seminar • Classroom Discussion • Structured Academic Controversy • Peer Assessment • Persuasive Speech • Essay • Lab Report	Ongoing	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The primary tool to be used for capturing student data is PowerSchool, a database designed specifically for school use. In addition, the school will utilize the Naviance data base system to capture all college data and Zoom Data system to analyze classroom achievement. The three systems combined have the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.
- All results from assessments given at school are input by faculty members.
- All information pertaining to student goals is input by mentors or RSP teachers.
- Seniors, mentors and parents enter all college data into the Naviance system.

Analysis

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.
- The school faculty will analyze data from all of the tools listed for individual students, as well as school-wide, an ongoing basis each semester.
- The Board will review the data and the faculty's analysis of it at least two times per year.

Reporting

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based PowerSchool platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.

Continuous Improvement

SPS: Tahoma is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote substantial amounts of time during each semester as well as substantial amounts of time during the 7-8 weeks while their students are participating in Expeditions to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during the intersession periods. Additionally, the school will complete extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

County Visitation/Inspection

SPS: Tahoma will comply with a County requested visitation process to enable the County to gather information needed to validate the school's performance and compliance with the terms of this charter. SPS: Tahoma agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

ELEMENT D: GOVERNANCE STRUCTURE

"The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement."

-California Education Code Section 47605(b)(5)(D)

Legal Status

Summit Public Schools[2] has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School's Amended Articles of Incorporation state:

> *The specific purposes of this Corporation are as follows: (1) to train, consult and advise California public school teachers and administrators, and to provide support and administrative services to California public schools; and (2) to manage, operate, guide, direct and promote one or more California public charter schools.*

Pursuant to the second stated legal purpose of Summit Public Schools, SPS: Tahoma will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: Tahoma shall be governed pursuant to the corporate bylaws adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools Articles of Incorporation and approved by-laws are included in Appendix N.

SPS: Tahoma shall operate autonomously from its authorizer, the Santa Clara County Office of Education, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the Santa Clara County Office of Education, shall not be liable for the debts and obligations of Summit Public Schools or SPS: Tahoma, operated as a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the school, as long as the Santa Clara County Office of Education has complied with all oversight responsibilities required by law.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their

[2] The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: Tahoma.

The Board consists of at least four members and should not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer who will serve on the board the entire time he/she is employed. Terms will be staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. New board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

Board members' terms will expire according to the Board of Directors with Term Expiration Dates chart, included below. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Summit Public Schools Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Robert Oster	Chairman; Real Estate Committee	2017
Steven Humphreys	Community Outreach Committee	2016
Robert O'Donnell	Finance Committee Chairperson	2017
Blake Warner	Finance Committee	2015
Meg Whitman	Member	2015
Andrew Thompson	Member	2017
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities

The Board will meet on a regular basis. Summit Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the school's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: Tahoma employees upon recommendation of the Executive Director

- Employee discipline and dismissal upon recommendation of the Executive Director
- Approve Board Policies

The Board will comply with all federal, state and local laws that are applicable to independent public charter schools, including but not limited to the Brown Act and the Political Reform Act. Summit Public Schools has adopted a conflicts code, which is included in Appendix O. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

Summit Public Schools may initiate and carry out any program or activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School or the Governance Council any of those duties with the exception of budget approval or revision, approval of the fiscal audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing,
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Chief Executive Officer

- Fundraising
- Facilitating communication between the Board and the Executive Director
- Facilitating communication between external stakeholders and schools
- Monitoring charter school policy
- Lead training and professional development for leadership candidates

Executive Director

The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the school and will communicate directly with the Board of Directors and to County Office of Education Board of Trustees through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.

The responsibilities of the Executive Director or his/her designee may include, but are not limited to, the following:

- Attend authorizer Administrative meetings as necessary and stay in direct contact with authorizer regarding changes, progress, etc.

- Contribute to board meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the School.
- Provide timely performance evaluations of all School employees.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend all Charter Board meetings and attend as necessary at District Board of Education meetings as the charter representative.
- Establish procedures designed to carry out Charter Board policies.

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the school. The committees will be selected by the Board of Directors.

Parent Participation & Parent Organization

As the school is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: Tahoma parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's Personalized Learning Plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, SAT prep, school finances, and organizational planning.
- Parents are invited to all charter school social functions.

SPS: Tahoma will encourage parents to form a Parent Organization which will be established to facilitate communication between all members of the organization and to bring needed human resources to help meet the goals and objectives of the school. Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. SPS: Tahoma parents have developed their own organization based on the needs of the Charter School community. The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.

SPS: Tahoma asks all parents or guardians of SPS: Tahoma students to make their best effort to contribute at least 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. No student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment, managing, and tracking of community hours are the responsibility of the SPS: Tahoma Parent Organization with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and expectations of them via the Handbook that is distributed during the mandatory orientation, enrollment period, and is also available on the school website and in the lobby of the school.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

"The qualifications to be met by individuals to be employed by the school."
- California Education Code Section 47605(b)(5)(E)

SPS: Tahoma will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees of the school will be employees of Summit Public Schools.

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening). The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: Tahoma's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of students.
- Awareness of the social, emotional and academic needs of the students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in faculty meetings.
- Focus on working closely with the school faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the School's development.

Administrators

The Executive Director and Assistant Director at SPS: Tahoma shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program.

In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

SPS: Tahoma administrators should possess a master's degree or higher in education and have demonstrated at least three years of successful teaching experience. SPS: Tahoma administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: Tahoma will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained in Appendix P.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: Tahoma will comply with Section 47605(l), which states:

> *"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."*

SPS: Tahoma will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing and have experience commensurate with the applicable job specification. SPS: Tahoma will require each teacher to have the CLAD qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education. A sample of the caliber of teachers employed by Summit Public Schools is included in Appendix DD. Additionally, core teachers, as defined by the No Child Left Behind Act ("NCLB"), shall meet the applicable definitions of the highly qualified requirements as illustrated by this chart published by the California Department of Education:

	"New" **to The Profession** **Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u>**	**"Not New"** **to The Profession** **Holds a Credential or an Intern Credential or Certificate Issued** before **July 1, 2002**
GRADE SPAN	**HIGH SCHOOL**	**HIGH SCHOOL**
REQUIREMENTS	**1) Bachelor's degree** **2) California Credential or an Intern Credential or Certificate for no more than three years** **3) Core academic subject competence must be demonstrated by :** **EXAM: Pass a subject matter examination approved by the CCTC in each subject taught** **or** **COURSEWORK:** **In each core area taught complete a:** **A) CCTC approved subject matter program, or** **B) Major, or** **C) Major equivalent, (32 semester units or the equivalent) or** **D) Graduate degree**	**1) Bachelor's degree** **2) California Credential or an Intern Credential or Certificate for no more than three years** **3) Core academic subject competence must be demonstrated by :** **EXAM: Pass a subject matter examination approved by the CCTC in each subject taught** **or** **COURSEWORK:** **In each core area taught complete a:** **A) CCTC approved subject matter program, or** **B) Major, or** **C) Major equivalent, (32 semester units or the equivalent) or** **D) Graduate degree** **or** **ADVANCED CERTIFICATION:** **National Board Certification in the core area** **or** **HOUSSE: Complete California's High Objective Uniform State Standard of Evaluation**

In addition to the specific qualifications expected of all SPS: Tahoma staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.

- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: Tahoma's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the charter school and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: Tahoma's teachers are included in Appendix P which details Sample Job Descriptions.

SPS: Tahoma may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities.

Non-Instructional

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: Tahoma as determined by the Executive Director.

Services Provided Via Contractors
SPS: Tahoma will receive service from employees of organizations with which SPS: Tahoma contracts. Additionally, SPS: Tahoma will receive financial, human resource, technology, leadership, facilities and professional development services from Summit Public Schools. SPS: Tahoma will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: Tahoma's employees.

Professional Development

Each faculty and staff member has a Personalized Learning Plan for Professionals. The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix Q. The plan asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an SPS: Tahoma educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness & management, social awareness & interpersonal, and decision-making & leadership. The plan identifies the teacher's present level of performance in each strand using a common rubric. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. Appendix R provides an example of how this time may be utilized.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."

- California Education Code Section 47605(b)(5)(F)

A healthy and safe environment is imperative to productive teaching and learning. SPS: Tahoma will maintain and implement a comprehensive set of health, safety, and risk management policies in consultation with the School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Parent and the Employee handbooks. Appendix EE contains Summit Public Schools' Illness and Injury Prevention Program Policy and SPS: Tahoma's site safety plan.

The following summarizes the health and safety policies of SPS: Tahoma:

Procedures for Background Checks

Employees and contractors at SPS: Tahoma will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Summit Public Schools shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

SPS: Tahoma will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

SPS: Tahoma will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

CPR /First Aid Training

All employees at SPS: Tahoma should be CPR/First Aid trained.

Medication in School

SPS: Tahoma will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SPS: Tahoma shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Emergency Preparedness

SPS: Tahoma shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

SPS: Tahoma shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Summit Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

SPS: Tahoma shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment

SPS: Tahoma shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

SPS: Tahoma adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

SPS: Tahoma is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to

employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix S.

Procedures

Summit Public Schools on behalf of the Charter School adopted procedures to implement the policy statements listed above.

ELEMENT G: RACIAL AND ETHNIC BALANCE

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- California Education Code Section 47605(b)(5)(G)

SPS: Tahoma will strive to recruit a student population that will be reflective of the school age population of the granting agency. SPS: Tahoma will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, family- and youth-serving organizations, religious organizations and other community organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A detailed description of the ongoing recruitment activities for each year's entering 9th grade class is included in Appendix FF.

ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

Admission requirements, if applicable.

- California Education Code Section 47605(b)(5)(H)

The Board of Directors, with the advice of the Governance Council, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: Tahoma. All students attending SPS: Tahoma must follow the application, admission, and enrollment policies of the school.

The application packet for admission to SPS: Tahoma shall include information that allows students and parents to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. A sample application packet is attached as Appendix T.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: Tahoma. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

Admission Criteria

SPS: Tahoma shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: Tahoma shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed, admission to SPS: Tahoma, except for existing students, shall be determined by public random drawing in accordance with the preferences listed in the next section.

The only admission requirement is that students wishing to attend SPS: Tahoma must follow the school's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines.[3] Application deadlines, which will normally be in the winter or spring for admission in August, shall be coordinated, when possible, with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission will be held in abeyance in order to conduct a subsequent lottery. An admission priority list will be generated from this subsequent drawing, and will be added to the end of the existing admission priority list in the order drawn. Late return of enrollment packets following notification of admission shall result in loss of admission.

There shall be no admission testing or other evaluation required of any applicant. SPS: Tahoma shall not charge an application fee nor shall it charge tuition. SPS: Tahoma will not require any monetary or other

[3] In the case of a homeless or foster youth who gains admission to SPS: Tahoma, the school will waive the enrollment procedures in accordance with applicable legal requirements, to ensure that such students gain entry without delay, upon admission.

contribution as a condition for application, admission, enrollment, or participation in any of the school's educational activities.

SPS: Tahoma shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: Tahoma exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level. The following groups shall be exempt from the public random drawing:

1. Existing students
2. Children of current Summit Public Schools employees and founders of SPS: Tahoma. This exemption may total up to 10% of enrollment. Founders of SPS: Tahoma have been identified and described in Appendix BB - Founding Group.

Preference in the public random drawing shall be provided in the following order of declining priority:

1. Siblings of currently enrolled students or graduates of SPS: Tahoma residing within the boundaries of the District
2. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: Tahoma is located[4]
3. Students residing within the boundaries of the District
4. Siblings of currently enrolled students or graduates of SPS: Tahoma residing outside the boundaries of the District
5. All other students who wish to attend the Charter School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to keep their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening prior to or during the first 15 school days of the school year. In no circumstance will an admission priority list be carried beyond the first 15 school days of the school year or into the following school semester.

Five school days into the new school year, SPS: Tahoma will notify all families that the admission priority list will be cleared after another 10 school days (15 school days into the school year). Upon receipt of such notice, families will have 10 school days to re-apply, if they are interested in enrollment for the current school year. Fifteen days into the new school year, SPS: Tahoma will hold another public random drawing, and will fill any subsequent openings during the school year based upon that list. The order of admission of students at any time during the school year shall be based solely on the order of applicants on the admission priority list. SPS: Tahoma shall maintain a list of students interested in transferring to

[4] This preference will only be utilized during fiscal years when the Charter School is eligible to, and does participate in the Charter School Facility Grant Program.

the school. When both of the following statements are true, another public random drawing will be conducted for the open spaces as described above: (1) one or more spaces becomes available and there are more applicants than spaces available **and** (2) (a) the admissions priority list has been exhausted, (b) the date is after the first 15 school days of the school year, or (c) the date is after the conclusion of the school semester.

Public random drawing rules, deadlines, and dates and times will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. Copies of the process as described in the charter will be available at the lottery and the school offices during open enrollment. Families need not be present at the drawing to participate. Families will be notified of their status using contact information provided on the application subsequent to the drawing, at which time they will also be notified of the timeline for accepting an offer of admission and completing enrollment paperwork (typically 2-4 weeks) if an offer was made.

Conditions of Enrollment

SPS: Tahoma shall have the following requirements that must be met by each student and their family before beginning classes at the School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by charter schools (as described above)

Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

ELEMENT I: FINANCIAL AUDITS

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

- California Education Code Section 47605(b)(5)(I)

An annual independent fiscal audit of the books and records of SPS: Tahoma will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and meet with the County with regard to resolution of audit exception or deficiencies to the satisfaction of the County and shall report to the Board of Directors of Summit Public Schools with recommendations. The Board of Summit Public Schools will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Any appeals of audit exceptions will be made to the Education Audit Appeals panel in accordance with applicable law.

The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

Under the management of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."
- California Education Code Section 47605(b)(5)(J)

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in Appendix U.

In cases where suspension and expulsion are necessary, SPS: Tahoma will follow a comprehensive set of suspension and expulsion policies which are attached in Appendix V. The policies will be distributed as part of SPS: Tahoma's Student/Parent Handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

ELEMENT K: COMPENSATION AND BENEFITS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."
-California Education Code Section 47605(b)(5)(K)

The financial compensation for school employees will include a base salary that is competitive with like jobs in other local public high schools.

The Human Resources Team at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: Tahoma employees.

All certificated employees of SPS: Tahoma shall participate in the State Teachers Retirement System (STRS). All non-certificated employees will participate in a 401(a) retirement plan and federal social security.

SPS: Tahoma will make all required employer contributions. SPS: Tahoma will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

Refer to the Employee Handbook in Appendix K for more information on compensation and benefits.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."

- California Education Code Section 47605(b)(5)(L)

Students who opt not to attend SPS: Tahoma may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: Tahoma shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: Tahoma, except to the extent that such a right is extended by the local education agency.

ELEMENT M: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

-California Education Code Section 47605(b)(5)(M)

All employees of SPS: Tahoma shall be considered the exclusive employees of Summit Public Schools and not any school district or the East Side Union High School District or Santa Clara County Office of Education unless otherwise mutually agreed in writing. Employees of the District or County who resign from employment to work at Summit Public Schools and who later wish to return to the District or County shall be treated the same as any other former District or County employee seeking reemployment in accordance with District or County policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on District or County employees. Sick or vacation leave or years of service credit at the East Side Union High School District, Santa Clara County Office of Education, or any school district shall not be transferred to the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the charter school that are outlined in law.

ELEMENT N: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."
- California Education Code Section 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the County, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. The Charter School understands that agreement to a dispute resolution process must be bilateral and the Charter School cannot unilaterally bind the County to a specific procedure. As such, the following represents the Charter School's proposed process for resolving disputes between the County and the Charter School. The Charter School agrees that this process may be revised as agreed upon by the County and Charter School in a mutually agreed upon MOU.

Public Comments

The staff and Board and Santa Clara County Office of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within SPS: Tahoma

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by the School. The Santa Clara County Office of Education shall not intervene in any such internal disputes without the consent of the Board of Directors of the Charter School and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Executive Director for resolution in keeping with the School's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors of the school has requested the County to intervene in the dispute.

Disputes Between SPS: Tahoma and the Santa Clara County Office of Education

The School and the County will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

- Actions That Could Lead to Revocation: Charter School Due Process
  In the event that the County determines that the School has engaged in an act that could lead to revocation of the charter, the County and the Charter School shall have a face to face meeting within 10 days of the Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the

Superintendent of the County or designee and the School's Executive Director. If after such meeting, the County Board determines that a violation has occurred which requires a cure, the County Board may act to send a formal written notification to the School outlining the alleged violation and demanding the violation be cured in accordance with Education Code Section 47607. The School shall have a reasonable amount of time after the date such formal written notice was sent to cure the violation. If the violation cannot be cured within the time period specified by the County, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion. Thereafter, if necessary, revocation of the charter may be commenced by the County Board of Education in accordance with Education Code Section 47607 or applicable law.

- Disputes not Leading to Revocation: Dispute Resolution
  In the event that SPS: Tahoma and the Santa Clara County Office of Education have disputes regarding the terms of this charter or any other issue regarding the School and the District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between SPS: Tahoma and the County, the staff and Board of the school and the County administration agree to first frame the issue in written format and refer the issue to the Superintendent of the County and the Executive Director of SPS: Tahoma. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information: (1) the name, addresses and phone numbers of designated representatives of the party; (2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute; (3) the specific sections of the charter, memorandum of understanding, law etc. that are in dispute; and (4) the specific resolution sought by the party. Within ten days from receipt of the notice of dispute the representatives from the Charter School shall meet with representatives from the County in an informal setting to try to resolve the dispute.

If the informal meeting fails to resolve the dispute the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment. If the State Mediation and Conciliations Service is not available the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the County and the Charter School. If the County and the Charter School fail to meet within the specified time line, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.

All costs of the mediation, including but not limited to, the mediators' fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by the County and the Charter School.

All timelines and procedures for mediation as described herein may be revised by mutual agreement.

This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."
- California Education Code Section 47605(b)(5)(O)

For the purposes of the Educational Employment Relations Act ("EERA"), Summit Public Schools as the California non-profit public benefit corporation operating SPS: Tahoma is deemed the exclusive public school employer of the employees of the charter school. Thus, the collective bargaining contracts of local school districts or the county office of education shall not be controlling. SPS: Tahoma recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Persons employed by the school are not considered employees of the East Side Union High School District or Santa Clara County Office of Education for any purposes whatsoever.

ELEMENT P: CLOSURE PROTOCOL

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records."
- California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the Santa Clara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the "responsibility entity" designated by the Board. SPS: Tahoma shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the "responsibility entity" designated by the Board.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

The School will ask the County to store remaining original records of Charter School students. All records of the School shall be transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed within six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the school and shall be provided to the County Office of Education, and California Department of Education promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPS: Tahoma.

SPS: Tahoma will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school, shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the authorizer or authorizer property will be promptly returned upon School closure to the authorizer. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is organized as a nonprofit public benefit corporation under California law, if Summit Public Schools will dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix W, the School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

"…provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation."
- California Education Code Section 47605(g)

SPS: Tahoma's budget is based upon Summit Public School's experience of operating successful schools across the Bay Area from 2003 through 2015. The five year budget, cash flow and assumptions can be found in Appendix W.

The budget demonstrates that when the school is fully enrolled with 405 students, the school will primarily operate its basic program on the general purpose entitlement, categorical block grant revenue and Title funding amounts with minimal need for private fundraising.

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix X) will be used to guide SPS: Tahoma's operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the independent financial auditors of Summit Public Schools. SPS: Tahoma shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

Insurance

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: Tahoma. Currently, Summit Public Schools and numerous other California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is SPS: Tahoma's intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of Summit Public Schools' coverage is included in Appendix Y, as an example of what SPS: Tahoma will expect for coverage.

Facilities

SPS: Tahoma will operate within the boundaries of East Side Union High School District. SPS: Tahoma wishes to be located on the East Side of San Jose, California. This location is ideal for the student population the school seeks to serve. A description of SPS: Tahoma's anticipated facility requirements is included in Appendix Z.

Transportation

The school does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which shall be handled in accordance with the MOU between SCCOE and SPS: Tahoma if the school operates as a public school of the authorizer for special education purposes, but solely by SPS: Tahoma in accordance with

SELPA policy and the IDEIA once SPS: Tahoma becomes an LEA and a member of the SELPA as intended by this charter.

IMPACT ON THE CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District or SCCOE.

Civil Liability

SPS: Tahoma shall be operated by a California non-profit public benefit corporation, Summit Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to the Education Code Section 47604(c), the District and SCCOE shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the SCCOE has complied with all oversight responsibilities required by law. SPS: Tahoma shall work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SCCOE-requested protocol to ensure the SCCOE shall not be liable for the operation of SPS: Tahoma.

Further, Summit Public Schools and SCCOE shall enter into a memorandum of understanding, wherein SPS: Tahoma shall indemnify SCCOE for the actions of SPS: Tahoma under this charter.

The corporate bylaws of Summit Public Schools shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

SCCOE shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: Tahoma.

The Board of Summit Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving this charter the Santa Clara County Office of Education will be fulfilling the intent of the California Legislature.

> *Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
> *(a) Improve pupil learning.*
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
> *(c) Encourage the use of different and innovative teaching methods.*
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.*
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
> *(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

SPS: Tahoma pledges to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible charter proposal requesting a five-year term through June 30, 2021. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

District: **East Side Union High School District**
County: **Santa Clara County**

Type: **High School** Total number of students: **26,760** 10-Year Enrollment Trend: **+5%**	# of District High Schools: **11**	# of Charter Schools: **11** # of Charter Schools that offer/plan to offer 9th grade: **9**

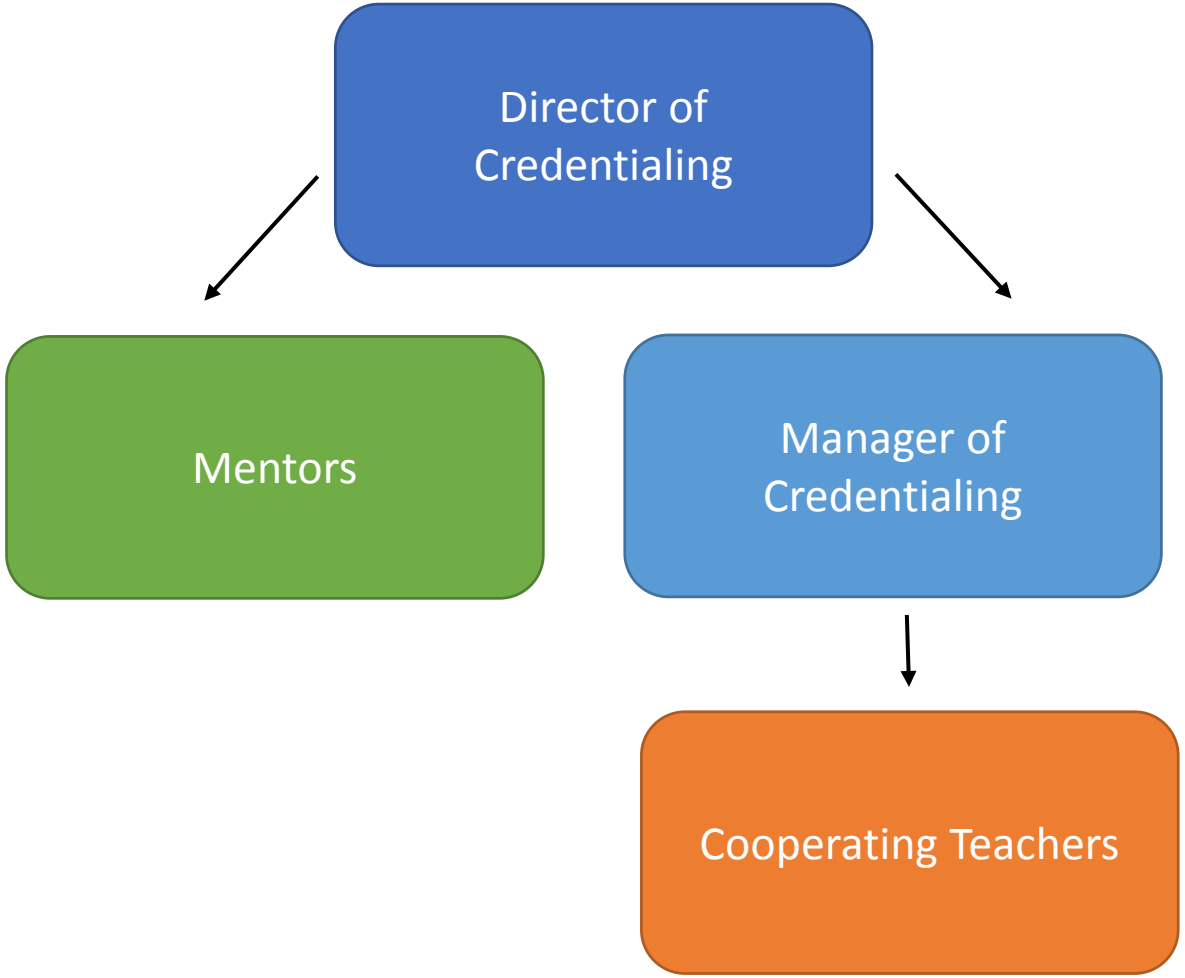
Student Demographics[1]	Academic Performance	College Readiness[2]
61% Traditionally underrepresented in college **7%** Filipino **52%** Hispanic **3%** African American **36%** Traditionally majority represented in college **29%** Asian **6%** White **50%** Qualifying for Free and Reduced Lunch (equivalent to a family of four earning $44,000 or less per year) **20%** English Learners **8%** Special Education (of 9th-12th graders)	**751** District Growth API 2013 **201** Points Gap in API performance between largest underrepresented group and largest majority represented	**For Cohort of Entering 9th Grade Students:** **8%** Dropout **83%** Graduate **35%** UC Eligible

Likely Percentage of Underserved Students
65% underserved (any student who leaves the K-12 system unqualified to attend a four year college or university)

Source: California Department of Education

[1] Based on 2014-15 enrollment
[2] Based on 2013-14 cohort outcome data

Credentialing Program Faculty



POSITION TITLE: Cooperating Teacher

POSITION OVERVIEW:

The Summit Personalized Learning Teacher Residency is a one year program during which residents are immersed in Summit classrooms while also completing credentialing coursework leading to a California Single Subject Teaching Credential. The residency program was designed in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE). Residents work alongside a cooperating teacher four days a week for the length of the school year. The residency model uses a gradual release of responsibility approach, so residents begin the school year observing the cooperating teachers and starting to co-plan and co-teach, increasing their responsibility and independence slowly over the course of the fall semester, working up to independently teaching one class section for the second semester. Residents also participate in school site professional development, including Leadership Team and Grade Level Team meetings, Course Level Team meetings, and ExPD.

Residents receive support from both a cooperating teacher and a mentor. The cooperating teacher holds the same credential that the resident is earning, and provides daily support through co-planning, co-teaching, observation, and feedback. The cooperating teacher role is an authentic way to develop and practice skills in instructional leadership and coaching, and to continue to improve teaching practice by working alongside a resident. The Manager of Credentialing provides professional development, training, and ongoing support for Cooperating Teachers over the course of the year.

WHO WE ARE:

Summit Public Schools is a leading charter management organization serving diverse communities in the Bay Area and Washington state. Our network operates nine schools serving almost 2,000 students. At Summit, we are expanding a model of schools that puts students in the driver's seat, equipping them with the powerful and enduring skills necessary for success in the 21st century workforce. We believe all students deserve schools that are designed to prepare them for the demands of our diverse, connected and ever-changing world. We are working hard to make education student-centered and engaging and **we're seeking great educators to join our growing team.**

SUMMARY OF RESPONSIBILITIES:

The Cooperating Teacher will have the following responsibilities:

- Serve as a model of a high quality, personalized learning classroom.
- Co-plan, co-teach, and co-assess alongside a resident for the length of one school year.
- Support a resident in the gradual release of responsibility within the classroom, including independent student teaching for one class section beginning in January.

- Support a resident with coursework that requires implementation within the context of the clinical placement.
- Build strong relationships with residents.
- Conduct formal and informal classroom observations and provide feedback on teacher practice.
- Lead coaching conversations to support the growth of a resident.
- Respond to the professional and emotional needs of residents.
- Maintain a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric.
- Participate in trainings, professional development, and team meetings with the Director of Credentialing.
- Participate in the 360 review and program evaluation processes to provide feedback to Summit's credentialing program.

KEY QUALITIES AND SKILLS:

- Commitment to mentoring and supporting a new teacher into the profession
- Ability to facilitate high quality, personalized learning instruction, as evidenced through classroom observations and student data
- Ability to create a high quality, classroom culture, as evidenced through classroom observations
- Content area expertise in credential subject area
- Ability to coach and mentor a new teacher
- Ability to collaborate effectively
- Open to giving and receiving honest, actionable, and timely feedback

REQUIREMENTS:

- Minimum of 3 years of full time teaching experience
- Clear California teaching credential in English, History, Mathematics, Spanish, Biology, Physics, or Chemistry

Selection Processes

Summit Personalized Learning Teacher Residency

Cooperating Teachers (District-Employed Supervisors)

REQUIREMENTS:

- Minimum of 3 years of full time teaching experience
- Clear California teaching credential in English, History, Mathematics, Spanish, Biology, Physics, or Chemistry

KEY QUALITIES AND SKILLS:

- Commitment to mentoring and supporting a new teacher into the profession
- Ability to facilitate high quality, personalized learning instruction, as evidenced through classroom observations and student data
- Ability to create a high quality, classroom culture, as evidenced through classroom observations
- Content area expertise in credential subject area
- Ability to coach and mentor a new teacher
- Ability to collaborate effectively
- Open to giving and receiving honest, actionable, and timely feedback

SELECTION PROCESS:

Step 1: Teacher indicates interest through internal hiring process survey.

Step 2: Initial screening of applicants for role requirements.

Step 3: Recommendation

- School leaders (who supervise the teacher applying for the role) complete recommendation form, rating applicants on the key qualities and skills for the role.

Step 4: Classroom Observation, Simulation, and Interview with team from credentialing program faculty.

- Classroom observation focused on high quality personalized learning instruction and classroom culture.
- Debrief of classroom observation and feedback to applicant.
- Coaching conversation simulation and role play.
- Interview

Mentors (Program Supervisors)

REQUIREMENTS:

- Minimum of 3 years of full time teaching experience
- Clear California teaching credential in English, History, Mathematics, Spanish, Biology, Physics, or Chemistry
- Master's degree in Education or a related field
- Experience coaching and/or mentoring new educators

KEY QUALITIES AND SKILLS:

- Commitment to mentoring and supporting new teachers into the profession
- Alignment with Summit's mission, vision, and values
- Strong background in education theory and pedagogy
- Firm understanding of the principles of adult learning
- Ability to facilitate high quality, personalized learning instruction
- Strong coaching and mentoring skills
- Ability to collaborate effectively
- Open to giving and receiving honest, actionable, and timely feedback
- Strong communication skills

SELECTION PROCESS:

Step 1: Written application, including short answer responses.

Step 2: Initial screening of applicants for role requirements and key qualities and skills.

Step 3: Phone Interview with Director of Credentialing, focused on alignment to key qualities and skills.

Step 4: Reference Check

Step 5: Final Interview and Simulation with team from credentialing program faculty.

- Coaching conversation simulation and role play.
- Simulation task, includes planning and facilitating a learning experience for a group of residents
- Interview

POSITION TITLE: Mentor for Summit Personalized Learning Teacher Residency

POSITION OVERVIEW:

The Summit Personalized Learning Teacher Residency is a one year program during which residents are immersed in Summit classrooms while also completing credentialing coursework leading to a California Single Subject Teaching Credential. The residency program was designed in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE). Residents work alongside a cooperating teacher four days a week for the length of the school year. The residency model uses a gradual release of responsibility approach, so residents begin the school year observing the cooperating teachers and starting to co-plan and co-teach, increasing their responsibility and independence slowly over the course of the fall semester, working up to independently teaching one class section for the second semester. Residents also participate in school site professional development, including Leadership Team and Grade Level Team meetings, Course Level Team meetings, and ExPD.

Residents receive support from both a cooperating teacher and a mentor. The Mentor plays the role of both an instructor and a coach. The Mentor facilities the weekly learning experiences for all residents, while also providing feedback on and assessing their projects. The Mentor also observes and coaches a small group of residents on a weekly basis. This dual role allows the Mentor to support the resident in making direct connections between the coursework / projects and the experiences he/she is having in the classroom. Mentors are part of the Summit Personalized Learning Teacher Residency program faculty and report directly to the Director of Credentialing. As a team, the Mentors represent a wide variety of subject areas.

WHO WE ARE:

Summit Public Schools is a leading charter management organization serving diverse communities in the Bay Area and Washington state. Our network operates nine schools serving almost 2,000 students. At Summit, we are expanding a model of schools that puts students in the driver's seat, equipping them with the powerful and enduring skills necessary for success in the 21st century workforce. We believe all students deserve schools that are designed to prepare them for the demands of our diverse, connected and ever-changing world. We are working hard to make education student-centered and engaging and **we're seeking great educators to join our growing team.**

SUMMARY OF RESPONSIBILITIES:

The Mentor will have the following responsibilities:

- Plan and facilitate coursework and learning experiences for the cohort of residents.
- Provide formative and summative feedback for residents on all coursework and assessments.

- Maintain a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric.
- Support residents in successfully meeting the program requirements, including the edTPA.
- Model high quality, personalized learning instructional practices, as needed.
- Build strong relationships with residents.
- Conduct weekly formal and informal classroom observations and provide feedback on teacher practice.
- Lead coaching conversations to support the growth of residents.
- Respond to the professional and emotional needs of residents.
- Maintain open communication and positive relationships with school leaders.
- Participate in trainings, professional development, and team meetings with the Director of Credentialing.
- Participate in the 360 review and program evaluation processes to provide feedback to Summit's credentialing program.

KEY QUALITIES AND SKILLS:

- Commitment to mentoring and supporting new teachers into the profession
- Alignment with Summit's mission, vision, and values
- Strong background in education theory and pedagogy
- Firm understanding of the principles of adult learning
- Ability to facilitate high quality, personalized learning instruction
- Strong coaching and mentoring skills
- Ability to collaborate effectively
- Open to giving and receiving honest, actionable, and timely feedback
- Strong communication skills

REQUIREMENTS:

- Minimum of 3 years of full time teaching experience
- Clear California teaching credential in English, History, Mathematics, Spanish, Biology, Physics, or Chemistry
- Master's degree in Education or a related field
- Experience coaching and/or mentoring new educators

summit public schools

SCHOOLS TEAM

David Richards
Chief Regional Officer, Bay Area

Jen Davis Wickens
Chief Regional Officer, Washington

Danielle Johnson
Director of College Admissions

Andy Lichtblau
Director of Special Education

Alycia Tumlin &Audry Welch
Lead Substitute Teachers

ACADEMICS TEAM

Adam Carter
Chief Academic Officer

Joanna Hefty
Curriculum Manager

Lily Lam
Induction Specialist

Pam Lamcke
Director of Credentialing

Charlotte Lum-Ku
Adult Learning R&D Specialist

Lilla Toal Mandsager
Adult Learning R&D Specialist

Lesley Martin
Adult Learning R&D Specialist

Kieran McMillen
Director of Professional Development

Kyle Moyer
Academic Programs Manager/ BTSA Mentor

Sarah Satinover
Director of Education Partnerships

Molly Posner
Manager of Credentialing

GROWTH TEAM

Diego Arambula
Chief Growth Officer

Kristen McCaw
Director of Growth

Norman LoPatin
Senior Director of Real Estate

Clint Sholl
Director of Growth

FINANCE TEAM

Isabelle Parker
Co-Founder and Chief Financial Officer

Alice Doliner
Accountant

Drew Grimshaw
Human Resources Lead

Ann Howland
Manager of Lunch Services

Gavin Kwong
Controller

Elizabeth Padilla
Finance Manager/Payroll Specialist

Matt Paolini
Director of Finance

Tobby Yi
Finance/Operations Manager

LEADERSHIP TEAM

Diane Tavenner
Co-Founder and CEO

Lizzie Choi
Director of Innovation

TECHNOLOGY TEAM

Bryant Wong
Chief Technology Officer

Jack Chen
Network Administrator

Philip Chui
Device Manager

Bien Reyes
Device Specialist

Doug Roske
Regional Device Manager WA

Andrew Schuck
Network Manager

DEVELOPMENT & COMMUNICATIONS

Mira Browne
Chief External Officer

Betty Chen
Director of Family Engagement

Laura Finefrock
Director of Development and Communications

Sara Ramsey
Dev/Comms Manager

INFORMATION TEAM

Jon Deane
Chief Information Officer

Zoe Downing
Information Analyst

Ankeet Shah
Manager of Data and Information Systems

Vishal Shah
Director of Information

Howard Shen
Manager of Data and Information Systems

Bhal Agashe
PLP Engineer

Harry Li
PLP Engineer

Taylor Rogalski
PLP Designer

Mike Sego
PLP Team Lead

Sam Strasser
PLP Engineer

Tony Tung
PLP Engineer

DENALI

Joe Bielecki
Executive Director

Jessica Miranda
Office Manager

EVEREST

Chris Lewine
Executive Director

Abbie Coffee
Assistant Director

Alma Hernandez
Office Manager

EXPEDITIONS

Greg Ponikvar
Executive Director

Kelly Shannon
Assistant Director

K2

Kelly Garcia
Executive Director

Nayeli Hernandez
Office Manager

OLYMPUS

Gina Wickstead
Executive Director

Laura Rodriguez
Community Engagement Manager

RAINIER

Jesse Roe
Executive Director

Kevin Bock
Assistant Director

Guadalupe Trujillo
Office Manager

SHASTA

Caitlyn Herman
Executive Director

Indelisa Muro
Office Manager

SIERRA

Malia Burns
Executive Director

SUMMIT PREP

Penelope Pak McMillen
Executive Director

Wren Maletsky
Assistant Director

Karen Zamora
Office Manager

TAHOMA

Nick Kim
Executive Director

Kristin Hannon
Assistant Director

Paty Contreras
Office Manager

Position Title: Manager of Credentialing

Position Overview:

The Summit Personalized Learning Teacher Residency is a one year program during which residents are immersed in Summit classrooms while also completing credentialing coursework leading to a California Single Subject Teaching Credential. The residency program was designed in collaboration with the Stanford Center for Assessment, Learning and Equity (SCALE).

The Manager for Credentialing plays a pivotal role in building and supporting the Summit Personalized Learning Teacher Residency to ensure a high-quality pipeline of personalized learning teachers into and through the profession. The Manager of Credentialing reports directly to the Director of Credentialing and supports the Summit Personalized Learning Teacher Residency with curriculum development, data analysis, program evaluation, and program coordination. An individual with a passion for preparing new teachers for the profession and a skillset in project management, teamwork, data analysis, and PD design will excel in this role.

Who we are:

Summit Public Schools is a leading charter management organization serving diverse communities in the San Francisco Bay Area and Washington State with currently 11 schools serving over 3,000 students. Summit's mission is to ensure that every student has the opportunity to not only attend, but succeed in, a four-year college or university. Through the Summit Basecamp Program, we have partnered with over 100 public schools in twenty-seven states and the District of Columbia, and are providing over 20,000 students a truly personalized learning experience. Summit's mission is to ensure that every student has the opportunity to not only attend, but succeed in, a four-year college or university.

Driven by our unwavering commitment to our core values, Summit works every day to ensure our students are receiving a world-class education. Summit seeks phenomenal individuals with the talents needed to transform children's lives, as well as those who are interested in working on the cutting edge of education. If you're excited by the prospect of transformative growth for yourself, as well as the students, schools, and communities we serve, Summit may be the place for you!

- 99 percent of Summit students have been accepted to one or more four-year colleges, and its graduates are completing college at double the national average
- Fast Company named Summit Public Schools a top 10 most innovative organization in education
- Our two flagship schools, Summit Prep and Everest, are named among US News & World Report's Best High Schools of 2015, and also ranked among America's Most Challenging High Schools by the Washington Post
- Summit Sierra, in Seattle, was named one of the most innovative schools in the world

Summary of Responsibilities:

The Manager of Credentialing will have the following responsibilities:

- Planning and facilitating coursework and learning experiences for the cohort of residents.
- Maintain a deep understanding of the program requirements, performance tasks, and assessment tools.
- Support residents in successfully meeting the program requirements, including the edTPA.
- Lead curriculum iteration and revisions with the mentors and external partners.
- Provide ongoing training and support for cooperating teachers.
- Coordinate and provide training to residents, mentors, and cooperating teachers on edTPA.
- Serve as a mentor for a small number of residents. The mentor role includes:
    - Providing formative and summative feedback for residents on all coursework and assessments.
    - Conducting weekly formal and informal classroom observations of residents and providing feedback on instructional practice.
    - Leading coaching conversations to support the growth of residents.
    - Model high quality, personalized learning instructional practices, as needed.
- Build strong relationships with residents.
- Respond to the professional and emotional needs of residents.
- Maintain open communication and positive relationships with school leaders.
- Support with the accreditation process and applications, including attending trainings, drafting applications and supporting documentation, and compiling data.
- Participate in trainings, professional development, and team meetings with the Director of Credentialing.
- Participate in the 360 review and program evaluation processes to provide feedback to Summit's credentialing program.

Key Qualities and Skills:

- Commitment to mission: Believes that all students are capable of being college ready and willing to go above and beyond to achieve organizational mission.
- Vision: Identifies opportunities to better align work to organizational and team visions.
- Coaching and Planning Learning Experiences: Designs learning experiences that provide learners with personalized paths for meeting rigorous learning goals, integrating a variety of instructional strategies aligned with Summit's principles around adult learning, PD and self-direction
- Data Analysis and Progress Monitoring: Strategically gathers data to diagnose current state of programs, then uses that data to monitor progress towards goals, communicate progress, and adjust strategies as needed.
- Project Management and Strategic Planning: Develops strong plans with interim milestones, manages timelines, and executes with attention to detail. Willingness to roll up sleeves to ensure effective project execution.
- Time Management: Manages multiple tasks at once and prioritizes based on importance and urgency.
- Self-directed and takes initiative.
- Collaboration, flexibility, resiliency, resourcefulness, humility, and a growth mindset.

Requirements:

- Bachelor's degree required; advanced degree preferred
- At least 2 years of experience in education in teaching, new teacher coaching, professional development, and/or program management
- Ability to travel to multiple school sites

- Meet health clearance, and pass the reference, background/criminal checks, per education code.

Salary Scale:

- Click here for the salary scale for this position.

Screening Criteria:

Please submit a resume and cover letter.