4G

Action

Educator Preparation Committee

Appeal of the Accreditation Decision by Summit Preparatory Charter High School

AGENDA INSERT II

Executive Summary: Executive Summary: This agenda item is an appeal made by Summit Preparatory Charter High School as to an accreditation decision made by the Committee on Accreditation. By statute, the Commission has the responsibility to hear and resolve any appeals of a Committee decision.

Recommended Action: Recommended Action: That the Commission review the appeal from Summit Preparatory Charter High School and either uphold or set aside the Committee on Accreditation's decision.

Presenter: Teri Clark, Director, Professional Services Division

Strategic Plan Goal:

II. Program Quality and Accountability

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

Appeal of the Accreditation Decision by Summit Preparatory Charter High School

This insert provides information from Summit that is not part of the administrative record on appeal. Summit is presenting this information in the interest of reaching a compromise with the Commission.

For purposes of guiding discussion of Summit Preparatory Charter High School's ("Summit") ability to operate a residency program, Summit submits the following overview of the residency program's curriculum, candidate coursework experience, and faculty qualifications, as well as a point-by-point consideration of the program components of Summit's residency program, as compared to program components of a university pre-service program:

Curriculum

The coursework, including course outcomes, syllabi, and major assessments, was designed in partnership with Stanford University's Stanford Center for Assessment, Learning and Equity ("SCALE"), and is aligned to the Teacher Performance Expectations, the CTC Program Standards, and the edTPA. In addition, a team from SCALE built playlists (the equivalent to a reader, comprised of foundational theories, authors and texts) aligned to the core content for each course.

The coursework sequence was adjusted for the 2018-19 school year (see attached overview) in response to feedback from candidates and program faculty during the 2017-18 school year. The revised coursework map also aligns to the coursework expectations of our current partners, Alder Graduate School of Education and University of the Pacific, allowing us to provide an aligned experience for candidates whether they are earning a credential through Summit or a credential and Master's Degree through Alder Graduate School of Education and University of the Pacific. Through collaboration with Alder Graduate School of Education and University of the Pacific this year we have designed common assessments, adopted assignments and readings, and shared curricular resources across both programs.

Candidate Coursework Experience

Candidates meet as a full cohort for their in-person learning experiences for five weeks over the summer and for one full day each week throughout the school year. These learning experiences are facilitated by the program faculty and are an opportunity for candidates to work collaboratively on projects, learn and practice new skills, receive feedback from peers and instructors, and build community across the cohort. These experiences are personalized based on data and candidate needs, so on any given Friday one could expect to see the full cohort engaging in the launch of the next major assessment, small group discussions of theory and readings, modeling and intentional practice of skills utilized in the project (such as analyzing a video of yourself teaching, analyzing student work, or drafting research questions), independent or pair work on assignments, workshops, and 1:1 check-ins with program supervisors / program faculty.

Faculty Qualifications

The program faculty are led by Pamela Lamcke, Senior Director. Pam holds a Master's Degree in Education and a teaching credential from the Stanford Teacher Education Program, and a

Master's Degree in Education and an Administrative Credential from the Principal Leadership Institute at UC Berkeley. Pam has six years of experience as a school leader, as well as five years of experience as an instructional and program leader in educator preparation.

The program faculty, or Mentors, play a dual role of course instructor and candidate supervisor. As course instructors, faculty facilitate the candidate learning experience on Fridays, working from the syllabi, major assessments, resources and playlists designed by SCALE. For the 2018-19 school year, faculty also collaborated directly with the course instructors for Alder Graduate School of Education and University of the Pacific to design courses, adjust assessments, and share readings and resources.

Faculty are selected based upon:

- Master's degree and teaching credential
- Demonstrated content expertise
- Recent experience in settings where curriculum aligns with California's adopted content standards and the student population is reflective of the state's diversity
- Experience in various roles within education
- Strong background in education theory and pedagogy
- Experience with backwards planning and curriculum creation
- Experience coaching and/or mentoring new teachers
- Alignment with Summit's values and vision for teacher credentialing
- Firm understanding of adult learning principles

Program faculty receive extensive professional development and support, including onboarding and training when entering the role, monthly full days of professional development, weekly team collaboration, and weekly individual coaching from the Senior Director.

All of the current Mentors were hired by Alder Graduate School of Education or University of the Pacific as adjunct instructors during the 2018-19 school year.

University Pre-Service Program Components *Traditional student teaching model*	Summit Pre-Service Program Components *Residency model*
1. Coursework designed by education and psychology PhDs and continuously improved through practice and reflection 2. Coursework delivered by expert professors, teaching assistants, and other employees of the institute of higher education ("IHE"), many of whom have advanced degrees and experience as practitioners 3. Teacher candidate work assessed by professors and/or TAs 4. Teacher candidates bridge the gap between theory and practice with the support of a supervisor, employed by the IHE 5. Teacher candidates are supported in learning to teach by being paired with a vetted cooperating teacher, who models best practices, supports the teacher candidate day-to-day, and supports a gradual release of responsibility 6. IHE recommends teachers for preliminary credential, following all Ed Code and all CTC guidelines and procedures	1. (Same) Coursework designed by education and psychology PhDs and continuously improved through practice and reflection 2. (Same concept, different language) Coursework delivered by expert Summit program faculty, all of whom have advanced degrees and experience as practitioners within and beyond Summit 3. (Same concept, different language) Teacher candidate work assessed by Summit program faculty 4. (Same concept, different language) Teacher candidates bridge the gap between theory and practice with the support of a mentor, employed by Summit 5. (Same) Teacher candidates are supported in learning to teach by being paired with a vetted cooperating teacher, who models best practices, supports the teacher candidate day-to-day, and supports a gradual release of responsibility 6. (Same) Summit recommends teachers for preliminary credential, following all Ed Code and all CTC guidelines and procedures

7. IHE recruits prospective teacher candidates 8. Teacher candidates pay IHE for participation in the program 9. Teacher candidates pay for the program by accruing debt or managing their own financial aid 10. Teacher candidates apply for roles after the program, but the teacher certification program does not hold itself accountable for candidates taking teaching roles upon program completion 11. IHEs are accredited by WASC or another valid accreditor 12. Educator prep programs are accredited by the CTC	7. (Same) Summit recruits prospective teacher candidates 8. (Same, although this program will be revenue negative for a few years and will at best be revenue neutral) Teacher candidates pay Summit for participation in the program. 9. (Different) Summit pays all teacher candidates a living stipend to offset both the cost of the program and most (if not all) living expenses 10. (Different) Summit fast-tracks all teacher candidates through an early and expedited hiring process so that as many candidates as possible (historically, over 80%) have job offers at SPS by March. Partner schools, of which there are 400 nationally, also gain priority hiring of our candidates. This holds Summit accountable to producing high quality teachers since the teacher candidates are the primary pipeline for Summit hiring. 11. Summit schools are accredited by WASC 12. (Same) Summit programs are subject to the exact same accreditation processes as IHEs

Summit Learning Teacher Residency - Course & Project Descriptions

Summer & Fall

Course and Description	Major Assignments	Key Content	Aligned TPEs
Transformative Teaching and Learning This is an introductory course that explores the complex relationships within and among local, state, and national levels of public instruction. The course introduces historical, legal, and social issues that affect diverse educational settings. Topics include key movements and legal cases of prominence in American education; demographic information about learners and schools in California; home, family and school partnerships; and professional stages in teaching careers (e.g., subject matter preparation, teacher education, initial licensure, induction programs, and professional development). The course also includes an introduction to “reflective practice”; an overview of stages in human development; prominent learning and motivation theories.	**Personal Narrative** In this project, you will consider you are as a person and an educator, culminating in a written personal narrative / educational philosophy. Prior to writing your narrative, you will engage in a series of reflective activities with your colleagues and mentor that will provide a space to start to do this identity work. Because we bring who we are into our classrooms, it is important to engage in this self-work before learning deeply about who our students are and what they bring into our classrooms. **Community Mapping** Community Mapping is one way to develop the disposition and skills to know students and their families/community. It is a process that promotes increased understanding between school and community, engaging teachers in more systematic information gathering and integration of the community in teaching and learning. In this project, you will map out the community of your school focusing on the essential questions provided above. You will produce a community mapping report with connections to theory and a holistic reflection.	Historical Context and Inequities of Schooling Being a Culturally Responsive Educator Family and Community Engagement	TPE 1.1 TPE 2.1, 2.2, 2.3, 2.4, 2.5 TPE 4.1, 4.4, 4.7 TPE 6.2, 6.4, 6.7

Teaching and Assessment This course supports reflective teaching and learner-centered principles and practices in K-12 schools. The course focuses on state-adopted curriculum standards and frameworks in seven content fields, particularly on the content area of History/Social Science; approaches to classroom management; selection of curriculum materials at the state level; and evaluation. Topics include implementing appropriate teaching strategies for meeting the needs of students with special needs and culturally diverse learners; and using developmentally appropriate diagnostic, formative, and summative assessments to plan instruction. Technology is used to enhance curriculum design and student interaction with content knowledge.	**Cycle of Inquiry: Analysis of Teaching and Learning** In this project, you will begin the process of iterative cycles of inquiry, which build in length and complexity throughout your credentialing year. In this first cycle of inquiry, you will focus on developing your own lesson plans aligned to key disciplinary standards and content and analyzing your own thinking through the lens of backwards design and cognitive complexity.	Science of Learning Backwards Design Pedagogical Content Knowledge - Common Core Standards / NGSS	TPE 1.3, 1.4, 1.5 TPE 3.1, 3.2, 3.3, 3.4, 3.5 TPE 4.2, 4.3, 4.4
Technology-Enhanced Classrooms Residents will explore relevant issues in educational technology, with an emphasis on the ever evolving role of technology to prepare diverse student populations for college and beyond. Considering a range of different instructional design theories, residents will analyze the effectiveness of educational technology and consider their role and application in the classroom. Connecting inquiry to previous learning, residents will question the use of learning technologies to promote higher-level thinking and to foster equity and social justice. In addition, students will develop projects that employ a range of multimedia resources.	**PLT Plan** In this project, you will develop a teacher facing Personalized Learning Time plan to use as you set-up your PLT class at the beginning of the school year and to refer back to throughout the year. To complete the plan, you will start by articulating your philosophy of technology in the classroom. You will then describe the norms, policies, and procedures you plan to set-up in your PLT class and the theoretical underpinnings for those choices.	Introduction to Personalized Learning	TPE 2.2, 2.3, 2.6 TPE 3.6, 3.7, 3.8 TPE 4.8

Professional Growth 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.	**Clinical experience** **Co-assessments 1&2**	Professional Mindsets Professional responsibility	TPE 4.6 TPE 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
Literacy Development This course introduces methods and curriculum for disciplinary literacy for students from sixth through twelfth grade classrooms. The course focuses on theory-based effective instruction of disciplinary reading, writing, listening and speaking across the disciplines. Students learn to analyze and evaluate effective literacy skills and strategies in teaching reading, writing, listening and speaking to 6-12 students, and to apply and practice these skills and strategies in various instructional settings in various content areas. Emphasis is placed on the integration of reading and language arts throughout the curriculum.	**Cycle of Inquiry: Academic Language** This project is an opportunity for you to apply your early learnings about planning and instruction in the context of two individual activities. This is a cycle of inquiry where you will engage in a cycle of planning, instructing, and reflecting. The lens for this cycle of inquiry is disciplinary literacy focusing on your pedagogical content knowledge as well as academic language. You will consider this lens throughout each phase of the cycle.	Supporting Literacy and Language for All Disciplinary Literacy	TPE 1.3, 1.4, 1.5, 1.6 TPE 3.1, 3.3, 3.4, 3.5 TPE 4.4, 4.6, 4.7 TPE 6.1
Culture of Learning 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	**Classroom Culture Plan** In this project, you will create a Classroom Culture Plan. This plan should be used during your independent student teaching, but can also be used in your classroom next year. The Classroom Culture Plan will be submitted as a part of your	Classroom culture structures Positive behavior supports	TPE 1.3, 1.7 TPE 2.1, 2.2, 2.3, 2.5, 2.6 TPE 4.2, 4.6

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 in the classroom.	professional growth portfolio which will ask you to demonstrate your plans and skills in developing a collaborative, learning focused environment for all students. To create the plan, you will explore different elements of classroom culture and how it can be developed, impacted, and improved through a series of interactive learning experiences at your school site.	Adolescent development and motivation	TPE 6.1
Teaching English Learners	**Case Study of an English Learner** In this project, you will conduct a case study to learn deeply about one student, including their family and community. This experience will support you in beginning to understand the distinct experiences and perspectives students bring into the classroom. For this project, your case study student must be an English Learner. You will be able to reference your learnings from your case study when you engage in the English Learner Cycle of Inquiry later this fall. **Cycle of Inquiry: English Learners** This project is an opportunity for you to apply your	Language Acquisition Supporting English Learners	TPE 1.1, 1.4, 1.5, 1.6 TPE 3.1, 3.2, 3.3, 3.4, 3.5 TPE 4.1, 4.4, 4.6, 4.7 TPE 5.4, 5.6, 5.7 TPE 6.1

	learning about curriculum, instruction, and assessment over the course of two full and sequential lessons. As with previous cycles of inquiry, you will plan, instruct, assess, and reflect over the course of the two lessons. The lens for this cycle of inquiry is supporting learners with diverse needs , specifically English Learners. You will consider how to best support these learners in each phase of the cycle, and will reflect on your effectiveness in meeting their needs throughout.		
Data and Personalization This course introduces candidates to the systematic processes used by school psychologists, educators, mental health professionals and other school personnel to collect and analyze academic data and design and implement academic interventions. Students learn various methods of academic assessment including academic data collection (including curriculum based assessment and other standardized and norm referenced tests), designing academic interventions, implementing academic interventions, analyzing the outcomes of academic interventions, and writing academic support plans.	**Cycle of Inquiry: Personalization.** This project is an opportunity for you to apply your learning about curriculum, instruction, and assessment over the course of a full lesson. As with previous cycles of inquiry, you will plan, instruct, assess, and reflect - this time with one full lesson. The lens for this cycle of inquiry is using data to personalize instruction. You will consider how data is used to inform both planning personalized instructional opportunities for students and how to make decisions based on data you have collected from student work.	Assessment for Learning - Strategies Assessment for Learning - Tools Structures to support personalized learning	TPE 1.3, 1.4, 1.5, 1.6, 1.8 TPE 2.5 TPE 3.1, 3.2, 3.3, 3.4, 3.5. 3.6, 3.8 TPE 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8 TPE 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 TPE 6.1
Teaching Exceptional Learners	**Case Study of a Student with Learning Differences** In this project, you will conduct a case study to	Special Education Processes	TPE 1.4 TPE 3.2, 3.5

This course is designed to equip mainstream classroom teachers with the theory, principles, knowledge, and skills to effectively understand and teach English Language Learners at a variety of levels of English proficiency. Teachers will develop appropriate strategies and approaches for developing language proficiency and link their practice to both the California English Language Development Standards and the new Common Core State Standards. Objectives include appropriate assessment, planning, and implementation of sheltered content instruction.	learn deeply about one student with special needs in your class. By focusing in on one student, you will experience key elements of the special education system and how these processes impact individual students. You will then consider your role in supporting students with special needs academically and behaviorally. This project intentionally builds on the previous case study but provides a different lens for getting to know your students.	Strategies to support students with learning differences	TPE 4.1, 4.4, 4.5, 4.6 TPE 5.8 TPE 6.1, 6.4

Spring

Course and Description	Major Assignments	Key Content	Aligned TPEs
Teaching in the Content Area This course supports candidates in developing professional, reflective practices and abilities for teaching in single subject classrooms, especially in secondary schools. Candidates learn and apply current learning theories to planning, instruction, and assessment, focusing on the general knowledge, skills, and dispositions associated with managing contemporary, culturally diverse secondary classroom environments. Candidates learn about specific subject matter content and pedagogy and a variety of instructional and assessment strategies to benefit all	**Cycle of Inquiry: Pedagogical Content Knowledge** This project is an opportunity for you to apply your learning about curriculum, instruction, and assessment over the course of two full and sequential lessons. As with previous cycles of inquiry, you will plan, instruct, assess, and reflect over the course of the two lessons. The lens for this cycle of inquiry is Pedagogical Content Knowledge and how to teach within your discipline. You will learn about specific challenges and strategies for addressing these challenges through high-leverage instructional strategies in your	Pedagogical Content Knowledge (by subject area) High Leverage Instructional Strategies Backwards Design	TPE 1.3, 1.4, 1.5, 1.6, 1.8 TPE 2.5 TPE 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 TPE 4.2, 4.3, 4.4, 4.6, 4.7, 4.8

learners. The needs of all secondary school students, including English Learners, and characteristics of the school environment will be emphasized for fostering effective teaching and learning.	content area. **edTPA** **Cycle of Inquiry: Full Project** This project is an opportunity for you to apply your learning about curriculum, instruction, and assessment on a broader scale. You will independently plan and teach a full project from start to finish that is a minimum of four weeks in length. You will focus on formative and summative assessment throughout the project, adjusting your planning and instruction as needed. Finally, you will reflect throughout the project on your own practice and progress. All of this will be presented to your peers, mentor, CT, and School Leaders as a presentation of your growth over the course of this year and your readiness for full time teaching in the 2018 - 2019 academic year.		TPE 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8 TPE 6.1, 6.4
Professional Growth 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.	**Family Engagement Plan** Communicating effectively with families requires a nuanced and varied approach. This portfolio will ask you to engage with families in a variety of ways over the course of several months, as you build relationships with students, develop strategies and systems for effective communication, and take on increased responsibility for your students. The portfolio will culminate in a plan for family engagement that you will take with you into your first year of teaching. **Clinical experience**	Family and Community Engagement	TPE 1.2 TPE 2.6 TPE 4.6 TPE 5.4 TPE 6.1, 6.2, 6.3, 6.4

	Co-assessment 3 Quarterly, the candidate, master teacher, and mentor engage in a collaborative co-assessment of the candidate and his/her progress through the program up to that point. The co-assessment process includes identification of the candidate's strengths and growth areas, a collaborative assessment of the candidate in relation to the program requirements and standards, reflection, and identification of goals and next steps to continue the candidate's growth. Candidates use assignments and assessments from their other courses as evidence of their growth and application of learning within the clinical experience. **Induction transition plan** The Induction Transition Plan is the culmination of the candidate's clinical experience. In this final assessment of the program, the candidate, master teacher, and mentor meet collaboratively to discuss the progress the candidate has made over the course of the year and the support he/she will need in transitioning to a full-time teaching role and an induction program for the following school year. The plan includes a reflection on the candidate's strengths and growth areas, possible goals for induction, and next steps.		