

Initial Program Approval for New Program Sponsors

May 2018

Overview

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. High Tech High Graduate School of Education (HTH GSE) has received provisional approval by the Commission as a new program sponsor in California. (See [item 4A – February 2018 Commission meeting](#)) and now seeks approval from the Committee on Accreditation to offer a Preliminary Multiple Subject/Single Subject (English, Mathematics, Social Science/History, Science) Credential program.

Staff Recommendation

Staff recommends that the Committee on Accreditation grant initial accreditation for High Tech High Graduate School of Education's Preliminary Multiple Subject/Single Subject (English, Mathematics, Social Science/History, Science) Credential program.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.



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

High Tech High Graduate School of Education

High Tech High Graduate School of Education completed the first three stages of the Initial Institutional Approval process as follows:

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| Stage I: Prerequisites 1 and 2 | August 2016 - Attended Accreditation 101 |
| Stage II: Eligibility Requirements | April 2017 - Approved by the Commission |
| Stage III: Preconditions and Common Standards | February 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period |

High Tech High Graduate School of Education's (HTH GSE) responses to the Preliminary Multiple Subject and Single Subject (English, Mathematics, Social Science/History, Science) Credential program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided HTH GSE with a Report of Findings and HTH GSE revised and resubmitted the responses. Following the revisions the reviewers determined HTH GSE's responses to be in alignment with the requirements of the Preliminary Multiple Subject/Single Subject Credential Standards. Below is a summary of HTH GSE's proposed Preliminary Multiple Subject/Single Subject (English, Mathematics, Social Science/History, Science) Credential program. The reviewers' Report of Findings is provided in [Appendix A](#) of this report and the complete submission of responses is included in [Attachment A1](#) of this item.

High Tech High Graduate School of Education's Preliminary Multiple Subject/Single Subject Credential (English, Mathematics, Social Science/History, Science)

Program Design

HTH GSE's Preliminary Multiple Subject and Single Subject (English, Mathematics, Social Science/History, Science) Credential program is grounded in research-based theory that reflects a belief that students learn by doing, learn through social interactions and are best activated by sources of intrinsic motivation. The program is designed with a constructivist, experiential approach where candidates will not only be observing, but also doing, and will play an important role in the classroom from the very beginning.

The proposed program will be a two-year program that offers candidates the opportunity to earn their Preliminary Single Subject (English, Mathematics, Social Science/History, Science) or Multiple Subjects Teaching Credential in the first year and an M.Ed. in Teaching and Learning in the second year. Candidates in the HTH GSE Preliminary credential program will have the opportunity to complete their student teaching experience in one of 13 High Tech High schools while also completing 100 hours of their clinical fieldwork in partner districts and charter school sites. HTH GSE courses will be taught by practitioners and research faculty.

The first year of the MS/SS credential program will be full-time during which candidates will take coursework, complete the edTPAs and student teach. After having obtained the preliminary credential at the end of the first year, candidates will complete second year coursework that leads to the Masters in Education. Candidates not able to secure employment will be able continue in the program as full-time students with an embedded clinical placement in one of the 13 HTH schools and will co teach with a teacher

who has 3 or more years of experience. At the conclusion of the second year, successful candidates will earn their M.Ed. in Teaching and Learning to complement the Preliminary Teaching credential earned in the first year of the program.

Course of Study

Candidates will begin the program in the summer by taking an online English Language Development course and a seven day intensive new teacher course where they will work alongside new teachers and explore how to create a positive and equitable classroom culture. Cooperating teachers will support candidates in designing the first week of school and in designing a project to be implemented in the fall. Following the completion of the summer work, candidates will take eight days of back-to-school professional development offered by their school site while continuing to work with their cooperation teachers.

During each of three terms in the first year (fall, winter, spring), candidates will take two 6-week courses and one 12-week course. Candidates will learn, in sequence: 1) general foundational pedagogical methods and classroom management techniques; 2) TPE-aligned subject-specific pedagogical methods, and 3) interdisciplinary teaching. The curriculum for each course will be focused on integrating theory and practice and will include both formative performance assessments and a final summative signature assignment.

Fieldwork and Supervision

The GSE MS/SS credential program will be based on an immersion residency model where candidates will be fully integrated into their school four days a week, 6 hours a day for the year. Candidates will be expected to join faculty meetings, support lunch supervision and take on additional responsibilities to better understand the role of the teacher in the school community. Candidates will be partnered with a cooperating teacher at their fieldwork site in a matching content area who will support the candidate on a daily basis. Candidates will observe their cooperating teachers and participate in co-teaching experiences. Each month teaching expectations will increase as candidates take more responsibility for co-teaching or serving as a lead teacher. Over the course of the program, participating teachers will serve as lead teacher for a total of 54 days and acquire over 600+ hours of student teaching experience.

The cooperating teacher and candidate will meet for a minimum of five hours per week to support co-planning, coaching, feedback and reflection. In addition to participating in school faculty meeting, candidates will join collaborative meetings scheduled with inclusion specialists, grade-level/teaching team partners, etc., which will focus on curriculum planning and/or student support. Observations will occur each month and courses will include assignments which require candidates to reflect on their classroom observations.

Cooperating teachers and fieldwork supervisors will receive a ten-hour orientation prior to the start of the academic year as well as on-going support and training throughout the year. They will receive information about the gradual release model and its alignment to candidates' theoretical and pedagogical coursework as well as best practices for classroom observations and coaching. Training will cover topics such as program design, expectations for candidates, expectations for cooperating teachers and fieldwork supervisors.

Determining Candidate Competence

The program design includes a candidate assessment system that will provide formative information to candidates regarding their progress towards the credential. The Program Director will take the lead on ensuring that candidates receive feedback in a timely manner and will follow up in cases where candidates are not making adequate progress toward the credential. Candidate progress will also be monitored by the credential analyst who will meet with incoming candidates to verify if they have met program prerequisites (i.e. basic skills test, subject matter proficiency etc.).

Candidates will be required to

- pass the edTPA and will not receive credit for clinical practice until they have passed the edTPA.
- pass the RICA no later than May 1st of their program year.

Assessing candidates in their progress towards meeting credential requirements will be provided by:

- faculty who will assess course completion.
- fieldwork supervisors who will assess candidates' progress towards mastery of the TPEs by completing observations - 4 per quarter, 12 per academic year.
- cooperating teachers who will complete candidate evaluations at the end of each term.

Additionally, program faculty, fieldwork supervisors and cooperating teachers will support candidates towards meeting credential requirements as follows:

- faculty will support candidates in meeting course requirements by providing timely feedback on weekly assignments and course signature assignment.
- fieldwork supervisors will observe candidates at least 4 times per quarter
- cooperating teachers will model effective teaching practice and will support co-planning instruction at least 2 hours per week; will co-teach, observe and provide feedback on teaching practice at least 3 times per term; and coach candidates.

Appendix A
Report of Findings
Commission on Teacher Credentialing Feedback
Initial Program Review

Preliminary Multiple Subject and Single Subject Credential Program Standards 2015

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| Institution | High Tech High Graduate School of Education |
| Date of initial review | January 2018 |
| Subsequent dates of review | April 2018 |
| Date Program Standards Aligned | April 30, 2018 |

General Comments: In general, several standards, though they had thorough responses, had entire portions of the standard that were not addressed.

| Status | Standard |
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| <p style="color: blue;">More information needed</p> <p style="color: green;">Aligned</p> | <p>1: Program Design and Curriculum</p> <p>Questions, Comments, Additional Information Needed: What is the research basis of the program? What forms the theoretical foundations?</p> <p>How is the program differentiating the instruction of subject matter pedagogy for the Multiple Subject and Single Subject candidates? Coursework was unclear about which students were being taught subject matter in HTH 405B. It is also unclear how students are being supported for edTPA. Please provide greater detail in the syllabus about how MS students are being prepared to teach all content areas and how SS students are receiving instruction about subject matter pedagogy.</p> |
| <p style="color: blue;">More information needed</p> <p style="color: green;">Aligned</p> | <p>2: Preparing Candidates to Master the <i>Teaching Performance Expectations</i> (TPE)</p> <p>Questions, Comments, Additional Information Needed: It is not clear to readers how the program fulfills the standard: <i>The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.</i> Similar to the feedback provided on standard 1, please provide more information about how the coursework addresses the TPE's related to the candidate's specific credential, focusing on the TPE's related to subject</p> |

| Status | Standard |
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| | <p>specific pedagogy. Additionally, it was not clear in which course(s) candidates received instruction related to edTPA preparation and what that support involves.</p> <p>Not all course syllabi map the TPEs to the learning outcomes. Ed HTH 225</p> |
| <p>More Information needed</p> <p>Aligned</p> | <p>3a: Clinical Practice Organization of Clinical Practice Experiences</p> <p>Questions, Comments, Additional Information Needed: There is no description of how clinical practice is addressed across grade levels and subject specific curriculum and methods.</p> |
| <p>More information needed</p> <p>Aligned</p> | <p>3b: Criteria for School Placements</p> <p>Questions, Comments, Additional Information Needed: It is not clear how the school sites form partnerships with appropriate other educational, social, and community entities that support teaching and learning.</p> |
| <p>More information needed</p> <p>Aligned</p> | <p>3c: Criteria for the Selection of Program Supervisors</p> <p>Questions, Comments, Additional Information Needed: How will the program guarantee that the following standards are met for program supervisors? [Supervisors] should have recent professional experiences in school settings where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student population. The program ... assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.</p> |
| <p>More Information needed</p> <p>Aligned</p> | <p>3d: Criteria for the Selection of District-Employed Supervisors</p> <p>Questions, Comments, Additional Information Needed: There is some discrepancy in the response, in one instance the minimum criteria is 3 years of teaching and in another statement there is reference to selecting veteran teachers.</p> |
| <p>More information needed</p> <p>Aligned</p> | <p>4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements</p> <p>Questions, Comments, Additional Information Needed: For those candidates who are having difficulties, how does the program provide mentoring and support?</p> |

| Status | Standard |
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| <p>More information needed</p> <p>More Information Needed</p> <p>Aligned</p> | <p>5: Implementation of a Teaching Performance Assessment</p> <p>Questions, Comments, Additional Information Needed: It is not clear to readers how ... The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.</p> <p>Upon review, it is still unclear to readers how the program will ... require program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes. Please provide links to training materials, information distributed to relevant personnel, meeting minutes, online training, handbooks, or other materials that fulfill this standard.</p> |
| <p>More information needed</p> <p>Aligned</p> | <p>5a: Administration of the Teaching Performance Assessment (TPA)</p> <p>Questions, Comments, Additional Information Needed: It is not clear how the program: (5) ... 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 considerations relating to the use of candidate data. This performance data includes written documents, student work samples, candidate reflections, candidate feedback, candidate TPA results and other materials.</p> <p>How does the program (7) ... inform candidates about the [program's appeal] policy prior to the assessment? There is a description of the program's policy to allow for additional retakes of the TPA if an appeal is made, but it is unclear how the candidate is informed of this policy? The Pearson score validation service is mentioned but not the program's appeal policy.</p> |
| <p>Aligned</p> | <p>5b: Candidate Preparation and Support</p> <p>Questions, Comments, Additional Information Needed:</p> |
| <p>Aligned</p> | <p>5c: Assessor Qualifications, Training, and Scoring Reliability</p> <p>Questions, Comments, Additional Information Needed:</p> |

| Status | Standard |
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| Aligned | 6: Induction Individual Development Plan <i>Questions, Comments, Additional Information Needed:</i> |