

Report of the Provisional Site Visit Accreditation Team to High Tech High Graduate School of Education

Professional Services Division

June 2021

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **High Tech High Graduate School of Education**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	5	1	0
Preliminary Single Subject	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Initial Institutional Approval Provisional Site Visit Team Report**

Institution: High Tech High Graduate School of Education

Dates of Visit: May 17-19, 2021

Accreditation Team Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation recommendation of **Accreditation with Stipulations** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards have been found to be Met with the exception of Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs) which was found to be Met with Concerns.

Common Standards

All Common Standards have been determined to be met.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential programs were met and that all Common Standards were met, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulation:

1. That within 6 months the institution provide evidence that it is preparing Preliminary Multiple Subject candidates to teach Health and Physical Education.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- High Tech High Graduate School of Education be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- In granting High Tech High Graduate School of Education full approval, the institution will be assigned to an accreditation cohort and will participate in all accreditation activities in accordance with the timelines of their assigned cohort, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple and Single Subject

Accreditation Team

Team Lead:

Jill Hamilton-Bunch
Point Loma Nazarene University

Programs Reviewer:

Amy Gimino
California Polytechnic University, Pomona

Common Standards:

Lori Curci-Reed
California State University, Long Beach

Staff to the Visit:

Poonam Bedi
Commission on Teacher Credentialing

Erin Sullivan
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	16
Employers	10
Institutional Administration	7
Program Coordinators	2
Faculty	10
TPA Coordinators	3
Cooperating Teachers	9
Field Supervisors – Program	8
Field Supervisors – District	3
Credential Analysts and Staff	2
Advisory Board Members	5
TOTAL	90

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

High Tech High Graduate School of Education (High Tech High GSE) is embedded within the High Tech High K-12 public charter school organization which opened in 2000 and has expanded to include 16 schools that serve over 6,000 students across four campuses in San Diego. The Graduate School of Education was launched in 2006 with the intent to serve as an institution of higher education focused on anti-racist and equity-based practices.

High Tech High GSE originally started its operations with only five to six staff and currently employs roughly 60. High Tech High GSE includes the Center for Research on Equity and Innovation, professional learning workshops, Master's in Educational Leadership program, the New School Creation Fellowship, and the San Diego Teacher Residency (SDTR) program. Launched in August of 2018, the San Diego Teacher Residency prepares aspiring teachers to educate for justice and deeper learning. High Tech High GSE believes that all children deserve a space where they can bring their full selves and develop as curious, critical, and creative human beings. Public school classrooms have enormous potential to become such spaces — and SDTR believes it is part of the movement to make that transformation happen, one new teacher at a time.

Education Unit

High Tech High GSE's SDTR is a two-year program in which candidates earn a Preliminary Single Subject or Preliminary Multiple Subject Teaching Credential their first year and their Master's in Teaching and Learning in the second. This program received approval to operate in May 2018 by the Committee on Accreditation as part of Stage IV of the Initial Institutional Approval process. Academic year 2018-19 was this program's first year of operation and 10 candidates were enrolled. In 2019-20, 20 candidates enrolled and this year, 2020-21, there are currently 18 candidates in the program. If the demographics of the incoming cohort are included, over 60% of the SDTR's residents identify as people of color. Next year's cohort is projected to be 38 candidates. Candidates – referred to as residents – accumulate over 900 hours of clinical practice experience in their first year. Residents earn an \$8,000 stipend (previously \$5,000) their first year.

The SDTR is overseen by a director who works closely with the Student Affairs and Registrar Director. Through fall 2019, both programs were overseen by a single program coordinator. A Multiple Subject Program Coordinator position was filled early in 2020 and the credential analyst position is expected to be filled with a full-time staff member in the near future.

The education unit has at its core three areas of strength: coherent and critical through lines; distinctive clinical contexts; and responsiveness to candidates. Critical through lines embraced by the program include a yearlong antibias/antiracist focus which includes explorations of self and society, and support for culturally responsive pedagogy, critical pedagogy, social-emotional learning, and restorative practices (Justice); and, content on designing and facilitating constructivist, student-centered, high-cognitive-demand learning sequences which engage all students in authentic work (Deeper Learning). As part of its focus on distinctive clinical contexts, the programs have been created to offer candidates diversity by design (all 16 High

Tech High schools are socioeconomically and racially integrated, on a full inclusion and untracked model) and project-based learning (all 16 High Tech High schools engage students in extended inquiries which develop skills, knowledge, and conceptual understandings along the path to authentic work undertaken collaboratively and exhibited to real audiences). Finally, as part of its focus on responsiveness to candidates, High Tech High GSE has what it calls “many hats, many touches” in which, by design, staff often have multiple and frequent “touches” with candidates, allowing for rapid adaptation of program design to meet candidate needs.

As part of its planning for the future, High Tech High GSE will strengthen additional program through lines by the addition of *inclusion* in which candidates will be able to more deeply connect existing through lines of *justice* and *deeper learning* to the practices of supporting neurodiverse and emerging bilingual students. Over the next three years, High Tech High GSE will expand its range of clinical contexts by developing robust partnerships with mission-aligned partner schools in San Diego County so that half of all clinical placements happen beyond the High Tech High K-12 public charter school organization. Additionally, more robust data and tracking systems will be implemented as High Tech High GSE continues to develop and build out Airtable as a central database for tracking candidate information, tracking response to intervention (RTI)-style supports, and analyzing disaggregated CalTPA data.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Program Completers (2019-20)	Number of Candidates Enrolled (2020-21)
Preliminary Multiple Subject	3	8	9
Preliminary Single Subject	5	9	9

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. The team makes decisions on all Common and applicable program standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case Preliminary Multiple and Single Subject credential programs, have only operated for, for the three year provisional period in accordance with the Commission action.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple Subject and Single Subject Credential Program

Program Design

The High Tech High Graduate School of Education's Preliminary Multiple Subject and Single Subject Credential program is a one-year residency program with the option for candidates to complete a Master of Education in Teaching and Learning after completing their preliminary credential and serving as a teacher of record. The program provides financial support, including a living stipend and financial aid, to attract and support candidates from underrepresented backgrounds. More than 50% of candidates from the first two years of the program and incoming candidates identify as people of color.

The program is grounded in a clearly articulated, research-based theory of teaching and learning and aims to support teachers in reimagining schools with a focus on equity, deeper learning, and reflective practice. Teachers across the High Tech High network are supported in deploying culturally sustaining pedagogy in the context of full-inclusion classrooms. Professional development opportunities within the High Tech High network have included problem-based learning, cognitive coaching and cognitively guided instruction, positive discipline and restorative practices, and other content-focused supports (e.g., Reading and Writing Workshop, YouCubed mathematics, and Ambitious Science teaching).

The program is committed to “developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students.” The structure and content of courses and program learning outcomes reflect this vision and core beliefs that students learn by doing and learn through social interactions, and that learning is best activated by sources of intrinsic motivation. As noted by one practitioner faculty, High Tech High GSE prepares candidates to “have heart-centered connections to schools.”

The program design also includes a coherent candidate assessment system to provide formative and summative feedback to candidates regarding their progress towards mastery of the California Teaching Performance Expectations (TPEs), achieving program learning outcomes, and earning a credential. Candidates complete a digital portfolio that captures their journey and provides evidence of their equity orientation, design for deeper learning, and reflective practice. Candidates orally defend their digital portfolio with their Support Team (cooperating teachers [CTs], supervisor, and discipline-specific program manager) and expert guest(s) from the field, and collaboratively develop their Individualized Development Plan (IDP) based on CalTPA scores and progress on the TPEs and program learning outcomes.

The Program Director and Multiple Subject Program Manager oversee the program and are supported by High Tech High GSE's president, dean, board of directors, and curriculum subcommittee. The program director has direct lines of communication with leadership and stakeholders, who consistently reported receiving regular updates and prompt responses to inquiries. The program director regularly meets with program faculty, supervisors and cooperating teachers (CTs) to oversee the program, highlight celebrations, surface areas of need/growth, and to plan next steps. The program director also meets with practitioner faculty to profile the assets and needs of the incoming student cohort and to plan and debrief their courses.

Stakeholder input is gathered through surveys and conversations, and program modifications are made throughout the year. Candidates and faculty reported candidates provide feedback at the end of each class session, which is used to guide subsequent planning and support. As summarized by one faculty member, "We offer a boutique-type program that allows us to address what is needed most by candidates at the moment with the most flexibility." CTs reported they appreciated being able to meet and provide feedback on candidates before matches are finalized. CTs and supervisors reported being a part of a "family of support." Each attend monthly meetings, or "huddles", with the program director where they share dilemmas from their work with candidates and collaborate to support colleagues. Candidates complete formal bimonthly surveys and CTs complete surveys at the end of each term to rate and describe the quality of support; this feedback is used by the leadership team for strategic planning. Each spring, students and program faculty convene for an annual Design Retreat to examine a range of indicators using data protocols (e.g., surveys, student work, CT feedback, CalTPA results) to look for patterns, explore possible reasons for these patterns, and identify program "bright spots" and areas for growth. Documents and interviews confirm the Leadership Team uses these results for strategic planning purposes. Program modifications in the last year included: reducing redundancy in course assignments; infusing more math methods into the learning and assessment course; better aligning course language with TPA language; making connections between formative course assignments (e.g., empathy interviews) and TPA requirements more explicit; providing candidates with "how to implement" strategies for both in-person and online environments; adjusting the timing of milestones; and,

better tracking touchpoints and progress, providing additional candidate supports (e.g. CBEST, CSET, RICA, TPA).

Course of Study (Curriculum and Field Experience)

During the eleven-month preservice year, candidates participate in an immersive residency experience, completing 900+ hours of student teaching alongside coursework which supports them to develop mastery of the California Teaching Performance Expectations (TPEs) and Program Learning Outcomes (PLOs). Candidates who have met the requirements, as confirmed by the Program Director, are recommended for their preliminary credential upon completion of the program.

Coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on the Teaching Performance Expectation (TPE), culminating in a digital portfolio (DP). In August, candidates complete an immersion course, program orientation, and kick-off session with their CT and supervisor. In the fall, candidates complete three “common trunk” foundations courses on classroom culture, student-centered pedagogy, and single subject or multiple subject teaching methods. During the winter, candidates complete coursework in English language development, inclusive classrooms, and instruction and assessment. A subsequent course prepares candidates to incorporate reading and literacy alongside their single subject content area or four core multiple subject disciplines (language arts, math, social studies, and science). The course also supports candidates in completing Cycle 1 of the CalTPA. In the spring, candidates take a design for deeper learning course to “intentionally” design and facilitate project-based learning, including integration of visual and/or performing arts. During this course, they develop a prototype first to understand the necessary steps for students, backward plan the product, put it into practice, gather and reflect on evidence, and present and celebrate their learnings through their DP. Candidates also complete Cycle 2 of the CalTPA this term (spring). Course syllabi and artifacts and interviews convey that candidates are well prepared to teach in all content areas, except physical education and health for multiple subject candidates.

Aligned with the program mission, candidates complete a full-year seminar focused on educational equity. The seminar begins with explorations of self and moves into explorations of the historically oppressive patterns enacted in schools, in classrooms, and in society, and culminates with deep dives into the “what” and “how” of antiracist/antibias pedagogies, including culturally responsive and critical pedagogy. Candidates continue this work in their 6-week inclusive classrooms and in ELD courses, and learn how to support neurodiversity and bilingual students within the disciplines in their instruction and assessment course.

Candidates complete 300+ hours of fieldwork and clinical practice during their residency each term. Course readings are selected to help students understand the theoretical and research-based warrants for specific traditions and practices (the “why”), while in-class activities and weekly *Put It to Practice* assignments are designed to support application (the “what” and “how”). Candidates participate in frequent “rehearsals for learning” and regularly unpack

artifacts from their classrooms, including videos of instruction and student work with their peers in light of course learning goals. Candidates consistently reported they felt well prepared and supported to teach and appreciated the “I do, we do, you do” approach used by their instructors.

Residencies provide a rich context for personalized, hands-on learning and integration of theory and practice. Candidates also complete up to 100 hours of observations of mission-aligned, job-alike classrooms beyond the High Tech High school network (usually in January) so they can observe a range of other schools, be exposed to new pedagogies, and build relationships with potential future employers. As confirmed through documents and interviews, CTs are collaboratively vetted by principals and the program director to ensure they have the appropriate credential, years of experience, recommendations and their teaching aligns with program goals. Before finalizing placements, candidates are invited to connect with their potential CT(s) and both parties are invited to let the program know if the match feels like a promising and productive one. Single Subject credential candidates are matched with one CT in their subject area; while Multiple Subject credential candidates are given two sequential placements with qualified CTs, to reflect different age ranges. Likewise, all candidates are matched with High Tech High GSE supervisors with appropriate credentials and expertise in their content area. Multiple Subject credential candidates placed in middle schools work in both blended math/science and blended social science/English classrooms that enable them to cover all subject areas across two sequential placements. Candidates consistently reported their CTs and supervisors and program faculty were high supportive. As one practitioner faculty summarized, they work together to “coach up” new teachers.

Documents and interviews demonstrate CTs and supervisors are knowledgeable about the program, expectations, curriculum and assessment, including the CalTPA. CTs participate in five mandatory retreat days per year, including an August kick-off orientation with supervisors, where they learn about their role, candidate expectations across the arc of the program, and acceptable practices for supporting candidates with the CalTPA. High Tech High GSE supervisors meet monthly with the program director to communicate, connect, and best support candidates’ areas of need through coaching and coursework. CTs and supervisors consistently reported feeling highly supported and appreciated the common video observations and debrief sessions and the regular sharing and unpacking of dilemmas from their work with candidates that occurred during these meetings.

Candidates reported they receive clear information and guidance from the program and appreciate the “high touch” support. They attend an orientation in the summer, are provided access to a website, handbook and shared drives and meet one-on-one with the program director in the fall and spring for continued advising and feedback.

Assessment of Candidates

Course assessments focused on connecting theory to practice and preparing candidates to design and implement high-cognitive demand and culturally responsive instruction which

staff, and in-service educators are well qualified and committed to the mission and vision of the High Tech High GSE. A highly dedicated and visionary advisory board provides input to the school and unit. The unit adheres to thoughtful and well-designed processes that provide for the success of their students through advising and mentoring. The unit has a thorough and thoughtful assessment system that ensures continuous improvement and provides for systematic and systemic reflection based on data. Interviews and direct evidence provided affirm the success of credential completers in both the course of study and in the field. A strong focus on and commitment to producing students who make a positive impact in the education is evident, and this has fostered a strong impact on the students’ learning, their teaching, and the wider educational community.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and	Consistently

clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The High Tech High Graduate School of Education leadership and faculty have designed programs based on sound research and educational theory. The High Tech High GSE supports candidates in a supportive, purposeful, and collegial community. The institution has a functional and effective board of directors composed of representatives of the larger community. The president’s office provides leadership and financial resources for professional development and leadership, as well as funding for effective staffing for the High Tech High GSE. Staffing includes full-time faculty and staff, as well as qualified practitioner faculty. Faculty engage in effective teaching, supervision, research, professional presentations, and professional development. The High Tech High GSE provides an embedded model of instruction that works alongside intentionally designed and enacted experiences in the field. Each recommendation for a credential is organized, analyzed, and reviewed appropriately.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently

Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently
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Finding on Common Standard 2: Met

Summary of information applicable to the standard

Interviews with program leadership, staff, faculty, and students show the High Tech High GSE teacher residency model are committed to working with diverse and highly qualified educators through a humanistic approach. They recognize the importance of multiple “touch points” throughout the recruitment, support, and retention of teacher candidates. The value of recruiting, admitting, and guiding the diverse group of candidates was expressed by program leadership and staff, and is evidenced by key activities and measurable outcomes as shown in both documentation and interviews. Recruitment and outreach are focused on connections built within the community and organization leaders to highlight equity, social justice, and anti-racist curriculum while targeting content. Personal connections are prioritized, making it possible for multiple staff members to take part in a team approach modeling a strong connection to assets-driven focus of support.

The process of admission into the credential program is clear, fair, and uses multiple measures of eligibility. Advisement and guided feedback are provided throughout the program through a defined team approach focused on the Teacher Performance Expectations as evidenced in course and clinical practice assignments, Gateway projects, student digital portfolios, and assessment completion. Multiple check-ins are documented and synchronized to allow for intervention as needed in a confidential and centralized manner focused on a “lens of equity” and “access to opportunity” throughout the residency experience.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience 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 and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

A review of advising documents, candidate handbooks, and program websites depicts a planned sequence of coursework and clinical experiences. Interviews with program administration, staff, candidates, and faculty confirm the program is designed to systematically coordinate coursework with a variety of residency-based fieldwork experiences that address the range of students, curriculum standards, and/or services identified in the program standards. Syllabi and the fieldwork handbook emphasize the program’s research-based themes in preparing candidates committed and able to implement practices rooted in the principles of both constructivist and humanistic paradigms, focusing on project-based outcomes, social justice, access, and opportunity. Site-based work is integrated throughout the teaching and learning experience as a residency program that exceeds clinical practice expectations. Candidates are guided by program staff, as well as certified and highly qualified site-based and program supervisors chosen for their expertise. Monthly meetings/workshops are held to guide training and feedback for all those supporting candidates.

Course assignments and initial fieldwork experiences provide candidates opportunities to learn and practice competencies with formative feedback, while Gateway projects, electronic portfolios, and transportable Individual Development Plans (IDP) synthesize long-range learning

as a demonstration of credential competencies. A review of fieldwork evaluation materials and interviews with supervisors, faculty, candidates, and alumni confirm that CTC program standards and proficiency expectations are used to verify each candidate’s ability to educate P-12 students.

Review of documentation and interviews with program personnel confirmed that the unit employs Affiliation Agreements/MOUs to standardize criteria and selection of clinical personnel, site-based supervisors, and site selection including clearly stated expectations for classroom diversity, required candidate experiences, and class settings that align with California’s adopted content standards and frameworks. Currently, the majority of clinical practice/fieldwork is completed within High Tech High network classrooms, however, program leadership and staff shared their plan to establish partnerships with other mission-aligned educational institutions to increase the diversity of opportunities for clinical practice. Program staff is highly involved in all placements for clinical practice.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The High Tech High GSE utilizes a range of data to inform decisions and ensure continuous improvement. The High Tech High GSE analyzes student performance data regularly. At the unit level, application and enrollment data, exit surveys, and candidate and alumni satisfaction, as articulated through multiple sources, are used to evaluate the effectiveness of the programs, ensure program quality across the unit, and to evaluate unit operations. At the program level, students and program faculty convene for an annual Design Retreat to examine a range of

indicators using data protocols (e.g., surveys, student work, CT feedback, CalTPA results) to look for patterns, explore possible reasons for these patterns, and identify program “bright spots” and areas for growth. Documents and interviews confirm the Leadership Team uses these results for strategic planning purposes. The High Tech High GSE board of directors plays an integral role in the assessment of program effectiveness and sustainable best practices.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The High Tech High GSE utilizes multiple, field-based measures that allow High Tech High GSE students to demonstrate their preparedness to educate and support all P-12 students in meeting California state standards. Both current students and program completers indicate that they are well prepared to begin their professional careers as educators. In interviews with candidates, completers, and employers, they consistently reported the program strengths of putting “theory to practice” and “identity and empathy” as hallmarks of the program that led to effective instruction in the field. One candidate expressed “I chose this program because I knew it would be different from the education I had growing up.”