

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at High Tech High

Professional Services Division

April 2015

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at High Tech High. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution of **Accreditation with Stipulations**.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation			X
3) Resources		X	
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Single Subject, with Internship	19	19		
Education Specialist: MM, with Internship	22	22		
General Education (MS/SS) Induction	6	6		
Education Specialist Clear Induction	7	7		

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 Self-Study Report
- 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
Accreditation Team Report**

Institution: High Tech High

Dates of Visit: March 2-4, 2015

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it 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 status of the institution was based upon the following:

Common Standards

The entire team reviewed the nine Common Standards to determine if the standards were met, met with concerns, or not met. The team found that Common Standard 1: Educational Leadership; Common Standard 4: Faculty and Instructional Personnel; Common Standard 5: Admission; Common Standard 6: Advice and Assistance; Common Standard 7: Field Experience and Clinical Practice; Common Standard 8: District-Employed Supervisors and Common Standard 9: Assessment of Candidate Competence, are **Met**. Common Standard 3: Resources; is **Met with Concerns** and Common Standard 2: Unit and Program Assessment and Evaluation; is **Not Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for High Tech High. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all standards are **Met** in all programs.

Overall Recommendation

The team completed a thorough review of program documents and program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and advisory board members. Due to the findings that one of the Common Standards is **Met with Concerns**, and one is **Not Met** the team unanimously recommends a decision of **Accreditation with Stipulations** for High Tech High.

Recommended Stipulations

That within one year, the institution must provide a clear description and supporting documentation to address all Commons Standards found Not Met or Met with Concerns. The institution must include the following information:

- 1) A clear description and supporting documentation to demonstrate the implementation of a formal systematic unit assessment system.
- 2) Evidence that demonstrates the appropriate utilization of resources for assessment management.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Multiple Subject
Multiple Subject Intern

Advanced/Service Credentials

General Education (MS/SS) Induction

Single Subject
Single Subject Intern

Education Specialist Credentials
Mild/Moderate Disabilities Intern

Education Specialist Clear Induction

Staff recommends that:

- The institution's response to the preconditions be accepted.
- High Tech High be permitted to propose new credential programs for approval by the Committee on Accreditation.
- High Tech High continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Lead:	Barbara Howard Riverside County Office of Education
Common Standards Cluster:	Gary Gramenz Fresno Pacific University
Programs Cluster:	Carolyn Bishop Biola University Ann McKellar Concordia University
Staff to the Visit	Katie Croy Consultant

Documents Reviewed

Common Standards Report	Schedule of Classes
Course Syllabi	Advisement Documents
Candidate Files	HTH Websites
Program Handbooks	Faculty Vitae
Survey Data	Annual Report
Program Assessment Prel. Finding	Budget Plan
Program Assessment Summaries	TPA Data
Biennial Reports and CTC Feedback	Meeting Agendas and Minutes
Field Experience Forms	

Interviews Conducted

	TOTAL
Candidates/Interns	41
Completers	34
Employers	19
Institutional Administration	7
Program Coordinators	4
Faculty	4
Adjunct Faculty	18
CalTPA Coordinator	6
Advisors	6
Field Supervisors – Program	16
Field Supervisors - District	55
Credential Analysts and Staff	5
Advisory Board Members	12
Other—Learning Seminar Leaders	19
TOTAL	246

Note: In some cases, individuals may have been interviewed more than once (e.g., faculty) if they serve in multiple roles.

Background information

High Tech High (HTH) was originally conceived by a group of about 40 civic and high tech industry leaders in San Diego, assembled by the Economic Development Corporation and the Business Roundtable, who met regularly from 1996 - 1998 to discuss the challenge of finding qualified individuals for the high-tech work force. In particular, members were concerned about the “digital divide” that resulted in low numbers of women and ethnic minority groups entering the fields of math, science, and engineering. There are currently 12 schools serving 5,000 students and more than 500 employees within San Diego County. High Tech High began sponsoring teacher preparation programs in 2004.

Education Unit

High Tech High is authorized to sponsor intern programs for the preliminary multiple, single, and education specialist. As a District Intern program it is not authorized to provide traditional student teaching based programs. In addition to the three preliminary credential programs, High Tech High also sponsors both General Education and Education Specialist Induction programs.

High Tech High Credential programs provide candidates the opportunity to gain a California preliminary teaching credential or professional clear credential in a project-based learning,

charter school environment. The mission of the HTH Credential Program is *to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for post-secondary education, and creates a sense of community engagement and responsibility.* The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning.

There are approximately 180 educators enrolled in HTH’s five credential programs. More than 125 of whom are enrolled in induction. In addition to candidates (preliminary, induction) at its 12 HTH campuses, there are 25 local charter school partners. There is also one distant charter school partner (Los Angeles). These candidates participate through a combination of attending events at HTH, on-site professional development delivered by HTH staff, and Learning Seminars via teleconferencing. There are 19 faculty; 3 are full time and 16 are part time. Faculty and professional developers are primarily employed HTH teachers and administrators.

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13)	Number of Candidates Enrolled or Admitted (13-14)	Agency or Association Reviewing Programs
Multiple Subject Intern	Initial	3	8	CTC
Single Subject Intern	Initial	18	35	CTC
Education Specialist: Mild/Moderate	Initial	5	12	CTC
General Education Induction	Advanced	61	53	CTC
Special Education Induction	Advanced		13	CTC

The Visit

The visit was conducted at the High Tech High offices in San Diego, CA from Monday, March 2nd through Wednesday, March 4th. The review team consisted of four members—a team lead, a common standards reviewer, and two program standards reviewers and one state consultant.

There were no unusual circumstances during the visit.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Strong visionary leadership for an equitable and inclusive learning environment is provided for credential candidates and faculty and is clearly evidenced in interviews with administration, program leadership, faculty and candidates. The HTH credential programs are an articulated alternative teacher development series is designed to certify K-12 teachers in a fully job-embedded, innovative, project based learning environment. Credential candidates who enter the programs earn full-time or part-time salaries and benefits as Intern teachers in K-12 classrooms while pursuing preliminary and clear credentials.

HTH's five teacher credential programs have been purposefully designed for candidates to experience a 21st century context for teaching and learning. The program develops teachers who understand the integration of technical and academic studies by providing directed, on-the-job learning. The foundation for HTH Credential programs aligns with the mission statement:

"The mission of the High Tech High Charter School Teacher Credentialing Program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for post-secondary education, and creates a sense of community engagement and responsibility."

Interviews with district and program leadership and review of program documents, including the district organization chart, clearly evidence that program leadership is well-positioned within the institution and maintains the authority needed to represent the interests of the program. Interviews with leadership indicate a strong commitment to teacher development. The institution-wide culture is clearly one of all adults as learners. Interviews provided further evidence that stakeholder groups are fully informed of program rationale, design, and implementation. Program leaders and school administrators work in concert to promote participating teacher success. Evidence from school Directors (Principals) revealed a culture of rich feedback for candidates that compliments and aligns with the program's support of the candidates. Evidence of regular program communication between school sites and program leadership is strong.

To guide and assure the ongoing quality of the credential programs, HTH created a Credential Program Advisory Council, made up of educators from local districts, local Universities, the San Diego County Office of Education, partner schools that participate in the programs, Intern

course instructors, and mentors who have been involved with teacher credentialing programs. The HTH Education Specialist Credential Programs include a partnership between HTH and the Desert Mountain Special Education Local Plan Area (DMSELPA). DMSELPA provides faculty to support the District Intern program and partners with HTH to offer credentialing services to its regional districts. Interviews with the advisory members evidence ongoing collaboration that informs program direction.

HTH's program leadership maintains a comprehensive credential recommendation process. Interviews verified that completion requirements are clear to participants and that program leadership thoughtfully and thoroughly assesses candidate completion. All candidates who successfully complete program requirements are recommended to the Commission on Teacher Credentialing (CTC) for their preliminary or clear credential.

Standard 2: Unit and Program Assessment and Evaluation

Not Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

High Tech High's teacher preparation programs operate in an environment with abundant informal qualitative data. Evaluation information regarding the program's strengths, weaknesses, and needed improvements are collected in a variety of ways throughout the year. However, an ongoing Unit-Wide system that analyzes, and utilizes data on candidate and program completion performance and unit operations is not in place. A wide range of data is collected across the unit and in many facets of the various programs. However, multiple interviews and a review of pertinent documents indicate that a systematic approach to analyzing and utilizing data for ongoing program and unit evaluation and improvement is not supported by evidence.

Data collection includes the following:

- Interns and Induction candidates complete an overall program evaluation four times during their tenure; at mid-year and at the end of the year for two years.
- Interns complete course evaluations at the conclusion of each course.
- Interns and Induction candidates evaluate all Learning Seminars.
- Mentors of candidates in both the Intern and Induction programs complete weekly online surveys to report the focus of their conversations and the resources offered to the new teachers.
- Interns and mentors of interns, track a minimum of 144 hours of support with 45 hours of the 144 focused on English learner instructional strategies and issues of equity.

As verified in interviews, the Program Director communicates and consults frequently with school site administrators, who also provide feedback about the program and the candidates. The Associate Director meets monthly with lead mentors to create a forum to discuss the progress of candidates and to determine support for mentors. Evidence documented monthly

meetings of the District Intern (DI) Director and staff, Intern and Learning Seminar faculty, and Lead and Mentor teachers which provide opportunities to evaluate policies and procedures and make adjustments as needed. Regular meetings between the Director and staffing administrators at each affiliated school site provide a forum for facilitating the timely resolution of any candidate concerns or performance issues. Interviews further demonstrate that the Director invites all participants in the programs, staff, faculty, candidates, partner schools, mentors and candidates to communicate any issues or needs and acts in a timely manner to address and resolve issues. However, evidence was not available to confirm an assessment and evaluation system for ongoing program and unit evaluation and improvement. The site visit team was unable to verify that program changes were informed through data analysis.

Rationale

Data is collected across the unit and in many facets of the various programs. However, a review of evidence and pertinent documents as well as information obtained through multiple interviews indicate that the unit lacks a formal and systematic approach to analyzing and utilizing data to inform institutional decisions and improvement.

Standard 3: Resources

Met with Concerns

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

HTH supports the Credential Program with funding for a Program Director, an Associate Director, a Program Manager/Lead Credential Analyst, a 50% Credential Analyst, and a 25% Lead Special Education Mentor to assist the Director with the scheduling of courses, program sessions, workshops, Learning Seminars and practicum meetings. The HTH Credential Program provides faculty for all program courses, and Learning Seminars. In addition, HTH provides stipends for all HTH mentors. Mentors support candidates at a ratio of 1 candidate per mentor, and lead mentors are established at school sites as needed. HTH provides the training facilities, maintenance, and program supplies to operate the teacher credentialing programs. To support operational costs, HTH (first fee charged to HTH Interns was fall 2014) and partner school Interns (since 2009) contribute by paying a minimal program fee. Currently HTH candidates participate in the Induction program at no cost. Partner school Induction candidates pay a fee for the Induction program.

Interviews with program leadership, program faculty, mentors, candidates and a review of program documents reveal that the resources are allocated such that candidates are well supported and experience a rich and meaningful teacher preparation program. All Intern and

Induction candidates receive support from a mentor teacher. All mentors are full time classroom teachers in alignment with HTH’s vision of providing current and fully contextualized support. Most mentors only support one candidate.

Evidence gathered from interviews with program leadership, the Biennial Report, and CTC feedback on the Biennial Report, indicate insufficient resource allocation for assessment management. Sufficient personnel to ensure a process for Unit wide data management and systematic evaluation practices, as called for in Common Standard 2, are not evidenced.

Rationale

There is insufficient evidence of adequate resource allocation to support effective assessment management.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

HTH faculty are selected for their content knowledge and experience. Interviews with administration and review of faculty vitae indicated that the majority of faculty currently teach in an HTH school have extensive classroom and coaching experience, and are selected for their expertise and fidelity to the HTH mission and vision statement. All faculty possess advanced degrees, three years of experience in innovative settings, and come highly recommended. Mentors possess a valid credential in the subject area the candidate is pursuing and have extensive working experiences with English learners and hold a CLAD or an ELA credential. Faculty and mentors report that the usual process for selection is to be invited for a specific teaching assignment because of their knowledge or expertise in a particular subject matter.

HTH faculty and mentors maintain current knowledge of their discipline through ongoing professional development, extensive collaboration with their peers, and reading current literature in the field. Interviews with mentors and candidates indicated that mentors are selected for their ability to model best practices as candidates observe their teaching practices as a part of their field experience. Mentors are trained in the coaching model based on the work of Bruce Joyce and Beverly Showers, including the learning-to-teach continuum, the developmental progression of beginning teachers, and the effectiveness of observed teaching and learning. All Mentors are aware of the TPEs and the CSTP and use these standards of

teaching performance to guide their weekly meetings and coaching conversations with new teachers. Faculty and mentors report that they believe that current professional development practices are sufficient to keep them up-to-date with the best practices in their field.

The faculty's diversity is not as representative of the regional demographics as the program leadership would like them to be. Evidence was provided of specific efforts to use recruiting strategies likely to increase the diversity of applicants. The unit is taking the "long view" on addressing this challenge by recruiting candidates to the program from institutions with higher under-representative populations. Over time, this should yield a more diverse HTH faculty. The current faculty possesses knowledge of issues related to cultural diversity and are able to serve as resources for candidates and are able to instruct candidates in these topics.

Interviews with faculty, administrators, and mentors indicated that all credential program staff, faculty, professional developers, and mentors read professional journals and books, and participate in group discussions and reflections to support their professional growth. Additional workshops, seminars, and weekly emails assist in supporting the coaching model and candidates. The director and mentors report that all mentors engage in specialized training in theory-practice relationships, collegial supervisory practices, effective communication skills, formative assessment and coaching, and reflective practice.

Faculty, administration, and candidates reported that at the end of each course, faculty are evaluated by the candidates on course content and the achievement of the learning objectives for the course. Surveys and data reviewed at the site visit supported this process. The Director reviews the evaluations, with each course instructor and professional developer and discusses areas of strength in addition to areas for improvement. If evaluations are negative, the Credential Director has further discussion with candidates and others and potentially selects a new instructor or professional provider for that course or workshop.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Interviews with the HTH program leadership and a review of program documents and websites substantiate that the unit's admission criteria and procedures are clearly defined and described in the HTH District Intern Handbook, the HTH Induction Handbook, on the HTH web site, and in the program application packet. Potential candidates who inquire about the programs are invited to attend a spring information meeting where they receive detailed information about the program. The Credential Director and staff also meet individually with candidates to explain the programs and pre-requisite requirements. All candidates are required to have employment as the teacher of record at a HTH school or MOU established partner school before they begin the program application process.

The HTH Intern Program utilizes a rigorous clearly articulated selection process for employment at HTH in order to recruit top quality teacher candidates. HTH seeks candidates for teaching assignments who exhibit subject matter proficiency and academic strength as well as key affective attributes of effective teachers. The HTH Intern Program uses multiple measures to assess academic achievement and the professional potential of candidates. In addition to CBEST and CSET passing scores, applicants must have an adequate GPA in their undergraduate work, and have attended and completed an undergraduate degree from an accredited college.

Induction candidates must possess a California Preliminary Credential and provide proof of employment. If from a partner school, they must work with the Director to put in place an MOU between HTH and their school.

The Director, Associate Director, and staff (credential analysts and business office) work closely with applicants to assist them in the completion of their application, provide information about required tests, required evaluations of teaching practice when needed, answer questions and follow-up on incomplete applications.

As described in the program summary and verified through interviews and document analysis, HTH candidates have the pre-professional experiences and personal characteristics necessary for professional growth in the program.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

The HTH credential programs offer comprehensive advice and assistance to all teacher candidates. The Director, Associate Director, Credential Analysts, course instructors, professional development providers and Mentor teachers are available to meet with candidates, site administrators and staff as needed. Advice and assistance is available from the onset of the program through information meetings, individual appointments, and ongoing email correspondences. Candidates report the advice and assistance available to them is sufficient for them to make satisfactory progress through the program.

Interviews with the HTH program leadership and a review of program documents and websites indicate that appropriate information is accessible to guide each candidate's attainment of all program requirements. The designated mentor provides ongoing advice and guidance to their assigned candidate. Candidates are aware of their academic progress through grades received at the end of each course, and must receive a "Meets Standards" or passing evaluation in every course, workshop or seminar to successfully complete the program. Candidates report that they are adequately advised throughout their program via email correspondences, contact with their mentors and supervisors, and program faculty.

Faculty, directors, and principals report that HTH provides support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Program faculty carefully monitor and evaluate the progress of all candidates from the time they begin their pre-service experience until the professional program culminates with a Presentation of Learning. Candidates are also supported through seven meetings across the year (Orientation, Mid-Year Inquiry Workshop, Colloquium, and four Learning Seminars). The mentor, classroom instructor, or principal identifies candidates who are not successful in progressing through the program. The program first seeks to support the struggling candidate. If this effort is unsuccessful, the candidate is advised out of the program. Mentors reported several examples where this process was followed.

Interviews provided evidence that candidate progress and performance is utilized to guide advisement and assistance efforts. Mentors stated that they use direct observation of candidate performance to affirm student progress and identify areas for improvement. Both informal and formal observations are conducted and findings are shared with the candidates and the director. Candidates report that they are made aware of their progress in achieving program objectives through their mentors and report that state they are making satisfactory progress throughout the program.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

The Director, faculty, and mentors report that along with their partners, the program’s design implements, and regularly evaluates a planned sequence of field-based and clinical experiences. Candidates complete clinical practice in their job assignment. Mentors provide support to candidates on a daily basis and report the focus of the support through an online weekly survey. Both informal and formal observations are conducted and findings are shared with the candidates and the director. Four formal observations are required for each candidate. The candidate is also required to conduct observations of their Mentor or other veteran teachers and to observe teaching in educational settings off campus. Both mentors and candidates report a high level of satisfaction with this process and attribute field experience, with its high level of individualized attention, as one of the many strengths of the program.

Reviews of documentation and interviews confirm that for each of the credential programs HTH collaborates with its partners regarding the criteria for selection of effective clinical personnel, and site-based supervising personnel. The majority of internships occur on-site and

are arranged in conjunction with the candidates' employment at HTH schools. A highly coordinated and integrated program is developed with current teachers serving as mentors who meet with candidates on a daily basis. These processes are also followed for off-site interns who must meet the same design requirements of candidates on HTH campuses. HTH personnel and mentors report a very high level of collaboration in the design and implementation of the program and satisfaction with these efforts.

The unit reports that the clinical experiences provide candidates with opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning. Faculty are selected for their knowledge of issues of diversity and they are required to demonstrate their commitment to enriching candidates' appreciation and understanding of the cultural and linguistic diversity of High Tech High students, partner schools, and the San Diego communities. Diversity issues are embedded in each course and are continually addressed in their field placement. Candidates report that they are adequately prepared to work in diverse educational environments.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Interviews with the program coordinator, mentors, and supervisors indicated that HTH mentors/supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. Mentors are carefully screened and selected through a competitive application process. Clearly defined selection criteria were reviewed and procedures found to be followed consistently. Mentors hold clear professional credentials, including CLAD or an English Language Authorization, and are required to have a minimum of two years of successful classroom teaching experience. Mentors are knowledgeable of state academic content standards, Teaching Performance Expectations (TPEs) and the CSTP. They must have the ability to communicate effectively, collaborate, consult or co-teach with colleagues, design and deliver standards-based instruction, diagnose areas of difficulty, provide technical support, model appropriate teaching strategies, and design and deliver professional development. Mentors assigned to support Education Specialists must have a clear Education Specialist, Mild/Moderate credential, CLAD, and be able to support the specific characteristics and needs of students with mild/moderate disabilities. Mentors are known and observed as current teachers before they are selected as mentors. The process for selecting supervisors is also based on identified criteria which include identifying those who are knowledgeable and supportive of the academic content standards.

Interviews with the program coordinator, director, associate director, and mentors reported that mentors are trained in supervision, oriented to the supervisory role, evaluated and

recognized in a systematic manner. Mentors attend professional training conducted by the Director and Associate Director of the program, other HTH administrators or experts from the field. Trainings are designed to develop Mentors' understanding of the developmental progression of beginning teachers; the TPEs and CSTP, K-12 student academic content standards and frameworks, Common Core and Next Generation Science standards, theory-practice relationships in the program's curriculum, and effective professional communication with teacher candidates. The selection process ensures that the mentors are well versed in English language development and supporting English learners. They participate in professional development that addresses their formative role in working with candidates, including procedures to follow when a candidate encounters problems in teaching. Mentor training focuses on a coaching model in which mentor teachers develop their coaching skills to increase a candidate's competence and efficacy through the four elements that transform teacher practice: *Theory, Modeling, Rehearsal, and Coaching* (Joyce & Showers, 2002). Mentors report a high level of satisfaction regarding the support and training made available to them. They are especially appreciative of Mentor workshops, weekly email support, and journal articles made available for them to read and discuss.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Interviews with principals and administration supported the findings that candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Review of documentation and interviews with candidates and completers indicated that the institution engages in formative and summative assessments, multiple measures of competency, and draws from multiple learning experiences. As a summative assessment candidates are required to demonstrate and discuss through a Presentation of Learning (POL), to a panel of educators (Directors, Mentors, Faculty, peers), what they have learned about engaging students in learning, planning instruction, applying subject matter pedagogy, creating an environment for learning, developing, administering and interpreting student assessments, and developing as professional educators. The panel judges their POL and uses a rubric aligned to the TPEs, or CSTP.

A review of various assessments indicates that candidates meet the Commission-adopted competency requirements, as specified in the program standards. Candidates participating in the Intern program successfully complete and pass a valid and reliable Teaching Performance Assessment (TPA). Candidates in the Induction program successfully complete and submit for review, a portfolio of their work including inquiry based research, student evidence and teacher evidence. All candidates create and submit a digital portfolio that displays their professional work and growth over time. School site Directors, Mentors, and Lead Mentors

conduct observations of candidates multiple times each school year. Video analysis of teaching is used as one of many measures to document teacher growth over time. All candidates engage in formative and summative assessments aligned to the Teaching Performance Expectations (TPEs) or the CSTP.

Program Findings

Multiple Subject and Single Subject Intern Credential

Program Design

The HTD District Intern Program was accredited by the CTC in 2004 to offer candidates the opportunity to earn a preliminary single subject teaching credential in the following areas: Mathematics, Science, English Language Arts, History/Social Science, Spanish, and the Arts (Mandarin/World Language and Physical Education were approved in 2008). HTH was approved to offer a multiple subject program in 2009. The High Tech High (HTH) District Intern program provides candidates the opportunity to gain a California preliminary teaching credential in an innovative, project-based, K-12 charter school environment. HTH Interns complete a two-year program which includes course work, supervised teaching, observation in a range of educational settings, and successful completion of the teacher performance assessment. An Early Completion Option is available to those who meet the requirements for enrollment; pass the Teaching Foundations exam, and teaching performance assessment on the first submission.

Intern Program Delivery Model:

The intern program is a partnership between the preparation program and the employing school district. In the HTH intern delivery model, the preparation program integrates theory and practice as appropriate for teachers of record. Each internship program includes a pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. The remaining content and fieldwork builds on the pre-service experiences and addresses all Commission-adopted standards. The partners jointly provide intensive supervision that consists of structured guidance and regular ongoing support throughout the program.

Interviews with current candidates and completers indicate that access to the school directors (principals), director of credentialing and teacher development and associate director of credentialing/mentor program coordinator was appropriate. Candidates and completers indicate that their access to the leaders at the unit level allowed for a supportive and collaborative environment. High Tech High follows a “flat” administrative model. Interviews with completers and current candidates revealed that the leadership at many of the 12 sites allow for immediate access to school directors for a variety of reasons and needs. The interviewees also supported the finding that unit leadership within the entire institution was available to all candidates on an informal and formal basis. A variety of interviewees, including mentors, candidates, completers, instructors, adjuncts, and advisory board members, indicate that there is a community of support and processes to address any needs or concerns within the High Tech High programs. Based on interviews of administrators and candidates communication within the MS/SS program and within the institution is appropriate and clear.

Through interviews and review of program documents the site visit team concluded that the structure of the coursework and field experiences in the MS/SS credential programs is well aligned, integrated, developmentally appropriate, and rigorous. The intern model implemented in the Multiple Subject and Single Subject programs allows for immediate implementation of academic learning. The model of application of theories, knowledge, and pedagogy also allows for a connected learning environment between course work and fieldwork resulting in connectedness of teaching and learning. Input from candidates, mentors, and faculty indicated that the connected learning environment is apparent at the twelve K-12 school sites operated by High Tech High as well as in the partner school locations.

Based on interviews, it is determined that assessment is conducted in a variety of settings including: course/instructor, learning seminars, mentors (supervisors), candidate academic failure or passage, candidate performance on summative assessments (TPE based) and candidate teaching performance. Evidence was not provided that program changes were consistently based on data.

Interviews and document review revealed that there are a variety of means for stakeholders to provide input to the leadership of High Tech High, including the following:

- Weekly mentor meetings
- Administration team meetings
- Advisory Board meetings
- School site team meetings
- Mentee/mentor weekly meetings
- Monthly school site meetings

Course of Study

Coursework is sequenced and often scaffolded. Candidates indicated that the choice to select the respective learning seminar they attended allowed for personalization appropriate to candidate need. Additionally interviews and review of documents provided evidence that summative assessments occurred at appropriate time frames within the programs.

Course content is based on CTC Program Standards, content standards, and the California Teaching Performance Expectations and what is recognized by the staff as effective teaching. Candidates and completers spoke to the effectiveness of the course structure within their programs.

The programs offered at High Tech High are intern programs. The fieldwork component is embedded in the courses as the candidates are teachers of record-teaching full-day full-time (with two presented exceptions of part time placements). The structure of field supervision within these intern programs is mentor (supervisor) dependent. Interviews and review of program documents provided evidence that the supervisory relationship is non-threatening, collaborative, instructive, and frequent (weekly if not daily).

Candidates and completers reported that the mandatory technology based learning seminars allowed them opportunities to access and utilize technology in their teaching and learning.

Additional comments from candidate and completer interviews indicated that the variety and choice involved in the technology seminar offerings allowed users to select based on their content and teaching needs. Interviews with learning seminar instructors provided evidence of competency of respective teaching within each topic specific seminar. Completers, candidates and instructors indicated access to experts in the area of technology at school sites. Support of implementation and learning regarding technology was evident along with teaching and implementation of technology use as a tool and a curriculum.

Assessment of Candidate Competence

Interviews and review of program documents indicated that summative, formative, informal and formal assessments are used to evaluate teacher effectiveness. Mentors (supervisors) indicated that the majority of their assessment of candidate competency is through informal-formative weekly (often daily) interactions with their respective candidates via conversations and emails.

Documentation of emails between course instructors and seminar instructor and candidates regarding candidate competency on academic content was provided. Candidates receive a pass/fail score in each course. Rubrics for assessing candidate-demonstrated abilities on course content were presented for one course. Document review led to the conclusion that candidate teaching is assessed on the California Teaching Performance Expectations (TPEs). Clear evidence was provided that candidates are assessed based on the sub sets of the TPEs.

Evidence of two specific summative program assessments was presented. All candidates must successfully complete the PACT assessment at the conclusion of their programs. Additionally candidates are required to successfully complete a capstone project titled Teacher Presentation of Learning (POL). The assessments of these POLs are based on the TPEs. Evidence was not provided indicating program modifications are based on PACT or POL student performance and/or competency.

Evidence was presented that decisions to retain candidates and allow them to complete the program is based on conversations with mentors (supervisors), teaching evaluations, course passage and performance on summative assessments. Information gleaned from interviews provided evidence that candidates are informed at meetings and trainings of the assessment system. Mentoring on a weekly basis is part of the assessment process and is communicated with candidates in mentor meetings.

Interviews provided information that the informal assessments of candidate teaching performance are communicated via email, and conversations with mentors (supervisors). Formal assessments of teaching competency information are provided to candidates through observation documents. The mentoring system in place at HTH allows for frequent meaningful assessments of candidate performance in a safe non-threatening environment as reported by candidates and completers.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards for the are **Met**.

Education Specialist Mild-Moderate Intern Program

Program Design

In 2011, High Tech High was approved to offer an Education Specialist, Mild/Moderate Intern credential. HTH Education Specialist faculty and professional developers are currently employed K-12 teachers and administrators, and specialists working with the Desert Mountain SELPA. Trained mentors, also currently employed Education Specialist teachers, work with Education Specialist Interns on a weekly basis to support development of practice and conduct observations of teaching. The HTH Education Specialist District Intern Director also manages the Education Specialist Induction program assuring an articulated transition for Education Specialist Interns from their teacher preparation program to Induction. The District Intern Director works with the HTH Director of Special Education to assure equity and quality throughout the program. The High Tech High Education Specialist District Intern (HTH ES DI) program team is comprised of a Director, an Associate Director, and a Program Manager/Credential analyst. In addition, the program employs a part time credential analyst (.5 FTE) and a Lead Education Specialist (two days per week) who assists with managing program details for the special education programs.

The mission of the HTH District Intern program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in K-12 classrooms where Interns can experience a 21st century context for teaching and learning. Student enrollment at HTH schools is a lottery process based on zip code, allowing for an integrated student body that mirrors San Diego Unified School District and provides a diverse student population where many of the Ed Specialist Interns complete their program. HTH implements an untracked method to placing K-12 students in classroom teams and supports a full inclusion approach to supporting students with Individual Education Plans, and 504 plans, as well as English learners which provides a variety of opportunities for the Interns to experience addressing diverse classrooms.

Interviews conducted with the program director, candidates, faculty and employers confirm that High Tech High (HTH) provides candidates the opportunity to gain an Education Specialist Mild-Moderate teaching credential in an innovative, project-based, K-12 charter school environment. HTH Education Specialist Interns complete a two-year program that includes course work, supervised teaching, and observation of teaching in a range of educational settings. An Early Completion Option is available to those who meet the requirements. The HTH District offers the Education Specialist Credential Programs primarily for participating teachers from their own HTC School District. In addition there are local charter schools which

also have Intern teachers enrolled in the HTH District Education Specialist Credential Program. The majority of candidates attend the program on the Point Loma, HTH campus. However, the program is open to other charter schools or local districts, such as Sweet Water UHSD and San Diego Cooperative Charter School, and Desert Mountain SELPA. Partner schools sign an MOU stating that their candidates are employed as the teacher of record, that they will support the candidate to complete the HTH Program as designed, provide evaluation feedback as needed, and identify and support an on-site, subject matched mentor to each candidate. HTH Education Specialist Intern program provides mentor training.

Course of Study

The HTH Education Specialist District Intern program is a two year program with the opportunity for candidates to take a third year if they need extra support. Employed ES Interns attend 205 hours of pre-service training prior to the start of the school year. Candidates complete a 45 hour English Learner course online, a Special Education Odyssey (40 hours) - which is a project based learning orientation to classroom management, instruction, and assessment - plus observations and 120 hours of instruction during the HTH summer General Education Odyssey, In addition, Education Specialist Interns attend their school site orientation and professional development to ensure they are well prepared to teach in their context on the first day of school.

Interviews with faculty and program coordinators confirmed that candidates take all the general education courses as well as an additional series of special education courses. In response to the newly revised English learner standards and Commission action as of January 1, 2014, a 45 hour online English Learner course was designed and added as a requirement for all General and Special Education Interns beginning in July of 2014. District Interns are also required to attend Learning Seminars, a series of professional development workshops that focus on the California Standards for the Teaching Profession and the Teaching Performance Expectations. Candidates attend HTH District coursework and seminars on the HTH DI campus or support is provided in a hybrid model with coursework and support provided on site or through a telecommunications system (Polycom), Skype meetings, phone, and email. Mentors are identified at each school site and are provided training by the HTH District program faculty. Interviews with principals, program coordinators, faculty and candidates confirmed that if no Intern credentialed staff is available at the site to support the candidate, HTH provides a mentor. Partner school candidates are held to the same program requirements and expectations for completion as HTH Candidates.

Selected veteran teachers offer one hour seminars focused on the implementation of subject specific pedagogy, special education pedagogy, and use of technology in the classroom. Education Specialist Interns work with a credentialed Education Specialist, on-site, trained mentor each week for at least one hour. Mentors (1:1 on-site Mentor) conduct formal observations of Education Specialist Interns and provide feedback to the candidates and the program director. In addition, Education Specialist Interns observe educational settings off campus and of their Mentor or other veteran Education Specialist teachers.

The professional development seminars in both years of the program are designed to support the candidate's attainment of the knowledge and skills they need to meet the individual competencies for teaching pedagogy, creating and maintaining well managed classrooms, technology, and equity which includes access for all students, teaching English learners and special populations. The formative assessment process is individualized to each teacher's context. Candidates and completers indicated that the professional development they receive includes choices in the breakout sessions, as well as through the opportunity to substitute district and site based professional development (when appropriate and with approval from the director) for professional development offered by the program. Differentiated professional development is based on the grade level, teaching assignment, and candidate needs. Additional Professional Seminar Topics available to candidates include: Working with Parents, Assistive Technology, and Life-Work Balance.

Assessment of Education Specialist Interns

Interviews with Education Specialist Interns and faculty indicate that all Intern candidates complete *Put It to Practice* assignments in their general and special education coursework and display their work in their digital portfolio and participate in at least eight formal observations of their teaching practice during their two years of classroom teaching, credential staff evaluate candidates through observation each year, In addition the Teaching Performance Assessment must be passed, and successful completion of the *Presentation of Learning* is required. Education Specialist (and Multiple Subjects) Interns must also pass the RICA.

An examination of program documents as well as interviews with past and present candidates, mentors, course instructors, professional development providers (Seminar), administrators and other stakeholder groups verify that in the second year of the program, ES Interns complete and pass a Teaching Performance Assessment and compile a digital portfolio of their *Put It to Practice* activities, observations, TPA, and reflective work. They present a final *Presentation of Learning* (POL) at the end of the first year to the Director and Associate Director. As a final assessment, Interns prepare and give a POL at the conclusion of the second year once they have met all program completion requirements. The final POL is a public demonstration of effective practice reviewed by Education Specialists and general educators, administrators, and peers. The Director reviews each candidate's work and determines that they have successfully completed the program and only then does the credential analyst recommend them for their preliminary Special Education mild/moderate credential. Education Specialist Interns in the HTH intern program are fully employed during the two to three year program as the teacher of record at their school site.

Interviews with candidates, mentors, and program coordinators indicate that fieldwork/practicum mentors meet with candidates weekly to provide guidance, support, and feedback regarding the development of competencies. Candidates note that they are required to share their fieldwork logs, which document field/practicum experiences, as well as the related TPE reflections. To support the documentation and collection of data, the program requires mentors to report on a weekly basis through an online survey. This includes the focus on English learner topics in the weekly meetings. In addition, candidates complete surveys to corroborate the Mentor reports of practice. The multiple forms of documentation for

individualized assistance provided for each candidate, as well as the formative assessment information generated is used for program improvement.

HTH Administrators (Directors) work closely with candidates and mentors and also consult with school Directors about Intern practice to ensure candidates are progressing appropriately. Examples of the collaboration supported during the site visit include meetings with principals and mentors to discuss experiences and progress of Interns, developing plans if candidates need additional support, assessing competency development related to the TPE's and Education Specialist Mild/Moderate standards. An effective delivery of the Courses of Study, Mentoring and Assessment of Candidate Competencies and Consistency of program delivery was validated by HTH district leaders, seminar providers, current candidates, graduates, and Principals.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

General Education (MS/SS) Induction Education Specialist Induction

Program Design

The HTH Induction program was accredited by the CTC in 2007 to offer candidates the opportunity to clear their California Single Subject and Multiple Subjects credentials. The HTH Education Specialist (ES) Induction program earned its accreditation in 2011. Together, these programs have supported over 500 teachers in earning their Clear Multiple Subject, Single Subject, or Education Specialist credentials. Induction includes course work, weekly mentoring (1:1 on-site Support Provider), and observation in a range of educational settings.

The High Tech High Education Specialist and General Education Clear Induction program is a two year program. Candidates continue their credentialing program by completing the Induction program following the conclusion of the Preliminary Program. Course assignments provide opportunities for candidates to apply theoretical knowledge to practical classroom situations. The HTH Induction Program provides participating teachers the opportunity to earn a Clear Induction credential in an innovative, project-based, K-12 charter school environment. The HTH Induction Program is authorized to offer Multiple-Subject, Single Subject, and Education Specialist Induction Programs, as well as dual Induction Clear Programs for participating teachers needing to clear more than one credential. The leadership team provides oversight for the induction program's mentors, course instructors, and Professional Development providers. Course Instructors and Professional Development (Seminar) Providers are chosen from the HTH District leadership and teaching faculty, as well as SELPA Program Specialists representing nearby SELPA offices. The leadership team meets every other week to

plan, monitor, review assessments and modify implementation of the program based on participant feedback and candidate assessment results. Interviews with the Advisory Board indicates that participating teacher and program evaluation data is reported annually to the Induction Advisory Board, which includes program leadership and representative stakeholders.

Interviews with candidates, mentors, and program leadership indicate that in the first year, induction teachers begin the program with the identification of their Education Specialist mentor. The Education Specialist mentor begins the process of support by reviewing with the candidate their teacher preparation program experience and if available, their TPA. Together they determine an area of focus for development during the first year based on what the TPA results identify as areas for further development, student academic needs, and the participating teacher's interests. Participating ES teachers attend seven nights of professional development each year of the program, in addition to the weekly Mentor meetings.

The HTH District Induction program is open to other charter schools or local districts, such as Sweet Water UHSD and San Diego Cooperative Charter School. Desert Mountain SELPA has a formal agreement for HTH District providing Induction programs for their participating teachers. Review of documentation as well as interviews with past and present Induction candidates, mentors (support providers), course instructors, professional development providers (Seminar), administrators and other stakeholder groups verify that the management structure ensures effective delivery of support and assessment to participating teachers. Consistency of program delivery was validated by district leaders, professional development providers, current candidates and graduates.

COURSE OF STUDY

Induction Participating Teachers attend seminars on the HTH campus or support is provided in a hybrid model with coursework and support provided on site or through a telecommunications system (Polycom), Skype meetings, phone, and email. Mentors are identified at each school site and are provided training by the HTH District Intern program faculty. If no clear credentialed staff is available to support the participating teacher, HTH provides a mentor. Partner school Induction participating teachers indicated that they are held to the same program requirements and expectations for completion as HTH credentialed teachers.

HTH District Induction faculty includes employed HTH teachers and administrators, local experts from San Diego Unified, the San Diego County Office of Education, and the Desert Mountain SELPA. Having a diverse instructional staff lends to developing a true adult learning community at HTH and offers the opportunity to extend the original HTH design goals of project-based, student centered learning. Participating Teachers are matched to a trained; subject aligned, on-site mentor, with the same Clear Credential as the Participating Teacher is seeking to clear. Mentors (SP) complete weekly online surveys to report the focus of support for the PT. Mentors conduct and share the findings from at least four formal observations with each Induction PT, and attend seminars and trainings throughout the year. In addition, Induction PT's conduct observations of their mentors and of educational

settings outside of their own setting. Mentors(SP) have a CLAD or English Language Learner Authorization on their CA Clear credential.

The Induction Program uses the FACT process grounded in a formative view of teacher efficacy that requires study, consultation and reflective practice beyond initial professional preparation. The FACT modules are designed guide participating teachers, with the assistance of a trained support provider, through a series of inquiry based professional development and critical thinking activities that will support their growth as reflective practitioners. Each of the FACT modules focuses on one or more of the standards within the CSTP and incorporates the P-12 academic content standards and induction standards forming the lenses by which the participating teachers assess their teaching and measure their professional growth over time.

Interviews with candidates, mentors, and program coordinators confirmed that in addition to the weekly meetings with the support provider, participating teachers meet in a more formal setting quarterly during Professional Seminar. The learning seminars are spread across the Induction program experience and provide the Participating Teachers an opportunity to work with veteran teachers, the CSTPs, the induction standards, and the state-adopted academic content standards, supported by well-prepared professional development providers. The professional development seminars in both years of the Induction program are designed to support the participating teacher's attainment of the knowledge and skills they need to meet the individual competencies for teaching pedagogy, creating and maintaining well managed classrooms, technology, and equity which includes access for all students, teaching English learners and special populations.

Participating Teachers attend seven nights of professional development each year of the program, in addition to the weekly Mentor meetings. These include:

- Orientation: Introduction to the CSTP, review of TPA results, self-assessment, review of program requirements)
- Learning Seminar (Subject specific pedagogy, technology, special education, English learners)
- Learning Seminar (Subject specific pedagogy, technology, special education, English learners)
- Mid-Year Meeting: Develop Inquiry question and sources of evidence to collect, IIP, self-assessment (Year 1: pedagogy, Year 2: Equity...Standards 5 and 6)
- Learning Seminar: Webinar (Subject specific pedagogy, technology, special education)
- Learning Seminar (Subject specific pedagogy, technology, special education)
- Colloquium: Share findings from Inquiry research, teacher development based on CSTP (3 self-assessments, observations, portfolio work), write and co-publish article about Inquiry research, give Presentation of Learning (POL), and turn in formative portfolio.

Assessment of Induction Candidates

The formative assessment process is individualized to each teacher's context. The Induction candidates create a formative portfolio of their growth and development as practitioners based on the CSTPs. Candidates, mentors, and program directors indicated that all induction teachers participate in at least four formal observations of their teaching practice during each

year of the program, observe veteran teachers and other educational settings, and successfully complete a Presentation of Learning to demonstrate growth to peers, administrators, mentors, and other educators.

The professional development that induction candidates receive includes choices in the breakout sessions, as well as through the opportunity to substitute district and site based professional development for professional development offered by the Induction program. Differentiated professional development is based on grade level, teaching assignment and identified areas of growth for the candidate. Education Specialist teachers focus their portfolio work on the specialized knowledge that special education teachers need to know and understand in addition to their work with general educators. They focus their Inquiry questions on issues of behavior management, transition, assistive technology, cooperative and collaborative teaching, inclusion, and testing. Interviews with mentors and candidates indicated that they work with their Education Specialist mentors to understand and implement the IEP and IFS process, support students on 504 plans, and work with families and students with learning needs. Additional Professional Seminar Topics Include: Working with Parents, Assistive Technology, and Life-Work Balance. For the Educational Specialist Induction PT, Additional "Area of Expertise" Seminars and Inquiry/project activities include topics such as: Transition Across the Lifespan, IEP and Data Based Intervention Development, Co-Teaching and Collaboration with Outside Agencies.

An examination of program documents as well as interviews with past and present Induction participants, mentors (support providers), course instructors, professional development providers (Seminar), administrators and other stakeholder groups verify that the management structure ensures effective delivery of Courses of Study, mentoring and assessment to participating teachers. Consistency of program delivery and equitable distribution of resources was validated by HTH district leaders, professional development providers, current and past participants, and stake holders.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.