Report on Actions Taken by High Tech High
To Address Stipulations
April 2016

Overview of this Report
This agenda item presents information on actions taken by High Tech High (HTH) to address stipulations.

Staff Recommendation
Staff and the team lead recommend COA remove stipulations on High Tech High and grant Accreditation to the institution.

Background
On May 1, 2015, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Stipulations* to High Tech High (HTH) and its approved Multiple and Single Subject Intern, General Education Induction, Clear Education Specialist Induction, and Education Specialist Mild/Moderate Disabilities Intern credential programs. A copy of the 2015 site visit team report and a copy of the letter documenting COA action are linked for reference.

The COA placed the following stipulations on High Tech High which must be addressed within one year of the date of the COA action:

1) That the institution provide a clear description and supporting documentation to demonstrate the implementation of a formal systematic unit assessment system.
2) That the institution provide evidence that demonstrates the appropriate utilization of resources for assessment management.
3) That the institution submit a report to the Committee on Accreditation indicating how the institution has addressed efforts to increase diversity within its instructional personnel and how it will address unit assessment.

A six month report was presented to the COA in October 2015 regarding the progress of HTH in addressing the stipulations. In accordance with the stipulations placed on HTH, the action plan provided by HTH, included as Appendix B, has been reviewed by staff and the team lead. A summary of the information that addresses the stipulations is provided below.

Summary of Actions Taken to Address Stipulations

Stipulation 1. That the institution provide a clear description and supporting documentation to demonstrate the implementation of a formal systematic unit assessment system.

Since the May 1, 2015 COA meeting, the HTH educator preparation program began an in-depth process to prepare a formal and systematic approach to analyze and utilize data to inform the institutional decisions and improvements across the unit, utilize resources for assessment management, and increase diversity within instructional personnel.

HTH, in conjunction with the High Tech High Improvement Research Center developed a comprehensive continuous improvement process to identify unit effectiveness. The implemented procedures have resulted in a formal systematic unit assessment system that includes collecting, organizing, and analyzing qualitative and quantitative data across the unit. The data has been shared with HTH staff and faculty to identify areas for improvement in the following common standards:

1. *Faculty and Instructional Personnel (CS #4),*
2. *Field Experience and Clinical Practice (CS #7)*
3. *District Employed Supervisors (CS #8)*
4. *Assessment of Candidate Competency (CS #9)*

HTH collects quantitative and qualitative data sets, at multiple points throughout the school year, to identify trends across the unit. The data collected is analyzed and presented for additional review and discussion at the weekly leadership team meetings to inform future decisions. The leadership team identifies actionable goals for the current academic year and for the future based on the findings. Examples of the Unit data collection are listed below.

- course/workshop surveys with a standard rating system across all programs
- candidate exit data
- observation of mentor-mentee meetings across programs
- survey of program and mentor effectiveness (fall 2015)
- focus group feedback
- fall and spring cohort surveys of all candidates

Staff implement "change ideas", set new goals and routinely collect data to see if the change ideas lead to improvement, or if an additional improvement plan is needed (see Appendix A: Comprehensive Assessment Map). Examples of the changes resulting from the collected and analyzed data are listed below.

- creation of HTH mentoring "Start Strong" package and mentor toolbox
- formalize mentor/mentee relationships and expectations with a consistent meeting time weekly
- quarterly mentoring survey
- additional mentor guidance and resources: EL strategies, protocols, classroom strategies
- addition of advanced pedagogy methodology course

Stipulation 2: *That the institution provide evidence that demonstrates the appropriate utilization of resources for assessment management.*

To address the stipulation regarding insufficient resource allocation to support effective assessment management HTH has implemented a resource allocation action plan which includes additions to the staff: an Induction Program Manager and a credential analyst. These two positions have been added as new hires. The Chief Academic Officer and the HTH Improvement Facilitator have also worked with staff to ensure sufficient personnel to support the systematic and unit-wide evaluation practices of the credentialing improvement research process.

High Tech High sponsors and supports five approved credential programs. Allocation of resources and appropriate credential staff enable HTH to support, administer, and evaluate each program and to fulfill responsibilities to the District Intern and Induction candidates.

Staff includes:
- Director of New Teacher Development
- Director of Credential Operations/Credential Analyst
- Induction Program Manager (new position this year)
- Ed Specialist Intern/Induction Program Manager
- Credential Analyst (new position this year)
- Lead Mentors at our North County and Chula Vista school sites
- Faculty for Intern & Induction coursework & Learning Seminars
- Mentor for all candidates

Stipulation 3. *That the institution submit a report to the Committee on Accreditation indicating how the institution has addressed efforts to increase diversity within its instructional personnel and how it will address unit assessment.*

HTH created a Center for Research on Equity and Innovation and established a strategic goal to proactively recruit diverse candidates who can work in multicultural and inclusive settings. HTH has an added the goal to actively recruit, support, and retain instructors and learning seminar facilitators who represent and support diversity and excellence. High Tech High will recruit and retain diverse and excellent course instructors based on school director recommendation, program participant surveys, and observations by program leadership (one year in advance of course offerings).

Potential candidates for future hires would demonstrate the following.
- appreciation and understanding of the cultural and linguistic diversity of students and the San Diego community
- strong content knowledge

- knowledge of and respect for diverse family structures, community cultures, and cultural diversity
- ability to serve as a resource to credential participants in developing a philosophy of education that promotes development of equitable learning environments

HTH stated in its report that it recognizes the need to continually expand the diversity of the instructional personnel. Recruitment efforts include advertising in diverse conferences and publications as noted in a portion of the examples below:
- Deeper Learning Conference
- Black Alliance for Educational Options
- National Alliance of Black School Educators
- CA Alliance of African American Educators
- National Equity Project
- CA Forum for Diversity in Graduate Education
- People of Color Conference
- People of Color in Independent Schools
- MEChA
- Diversity Partners

Bi-monthly meetings with the credential staff and HTH Center for Research on Innovation and Equity are part of the continuous improvement plan that has been implemented. Ongoing Professional Development with an emphasis on issues of Equity is provided for all teachers and leaders.

Appendix A

HTH Comprehensive Assessment Map

	HTH 5 Approved Programs					(New) Common Standards				
HIGH TECH HIGH TEACHER CREDENTIALING Comprehensive Assessment Map										
Assessment Instrument	Intern (SS)	Intern (MS)	Intern (ES)	Induction (SS/MS)	Induction(ES)	CS 1	CS 2	CS 3	CS 4	CS 5
Program Effectiveness										
Mentee Survey (2x/year)	X	X	X	X	X	X			X	X
Mentor Survey/Evaluation(2x/year)	X	X	X	X	X	X		X	X	X
Intern Coursework & Faculty Evaluation	X	X	X			X			X	X
Advisory Board Responses (2x/yr)	X	X	X	X	X	X			X	X
Title II Completer Rates	X	X	X			X	X		X	X
TPA Scoring (per rubric passage rates)	X	X	X			X			X	X
Intern Ethnicity Data	X	X	X			X	X		X	X
Induction & Colloquium Surveys				X	X	X			X	X
Learning Seminar Surveys	X	X	X	X	X	X			X	X
Candidate Competency-Fieldwork										
Practicum Evaluation	X	X	X					X	X	X
Support Provider (Mentor) Observations (4x/yr) of PT	X	X	X	X	X	X		X	X	X
External Classroom Observation by Mentee	X	X	X	X	X			X	X	X
Site Supervisors										

PT Survey of Mentor	X	X	X	X	X			X	X	X
SP Participation (orientations, trainings, etc)	X	X	X	X	X			X	X	X
SP Self-Assessment	X	X	X	X	X			X	X	X
Weekly Mentor Survey	X	X	X	X	X			X	X	X
Coursework Assignments (Put It To Practice)	X	X	X					X	X	X
F.A.C.T. Model for Induction				X	X	X		X	X	X
Formative Portfolio	X	X	X	X	X			X	X	X
Haiku Learning Management System	X	X	X	X	X	X		X	X	X
Self-Assessment of TPE	X	X	X					X	X	X
Self-Assessment of CSTP				X	X			X	X	X
Intern Presentation of Learning-yr1	X	X	X						X	X
Intern Presentation of Learning-y2	X	X	X						X	X
Induction Presentation of Learning-yr 1-2				X	X				X	X
TPA-PACT Score	X	X	X					X	X	X

Appendix B

California Commission on Teacher Credentialing

Report on HTH Response to Stipulations

Prepared for: Committee on Accreditation (COA)

Submitted by:

High Tech High Charter Schools

Teacher Credentialing

April 2016

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Background

In March 2015, the HTH accreditation site team raised concerns that HTH lacked "a systematic approach to analyzing and utilizing data for ongoing program and unit evaluation and improvement is not supported by evidence." HTH has developed the following action plan in response to the CTC concerns. The data and details in this report are in response to removing stipulations Common Standard # 2-*not met* (2015 CS # 4) and # 3-*met with concerns* (2015 CS # 1) and grant *Accreditation* to the institution.

Full institutional support has been given to the HTH Credentialing team to address the stipulations that have been placed on our program. In order to address this issue, the HTH Credentialing has partnered with the HTH Improvement Research staff to help us develop our systematic collection, analysis and utilization of a comprehensive data plan. The report below outlines the progress, action steps, goals, and improvement plans that have been implemented since our March 2015 site visit.

Accreditation Stipulations

2008 Common Standard 2: Unit and Program Assessment and Evaluation (not met) -

2015 Common Standard 4: Continuous Improvement

CTC Team Report *(pgs. 9-10)*

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 completer 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.

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 4 - Continuous Improvement

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.

- *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.*
- *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.*

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.

INTRODUCTION

Comprehensive Continuous Improvement Process

In specific response to the CTC's concerns, HTH credentialing, in conjunction with the HTH Improvement Research Center has developed a comprehensive continuous improvement process plan to identify program and unit effectiveness. Since March 2015, HTH has been systematically gathering, organizing and analyzing qualitative and quantitative data across all our approved programs. Throughout the school year, we have shared this data with different configurations of staff and faculty to identify areas of improvement. Evaluation data is thoughtfully used to improve the program annually and during the school year.

COLLECT: DATA COLLECTION ACTION PLAN

To streamline our data collection plan, HTH Credentialing first developed a Comprehensive Assessment Map in order to review the various collected data sources and their relation to the new Common Standards. Using processes outlined in Commons Standard 4, Continuous Improvement, we utilized existing and new measures to gather and connect data for the purpose of gaining a deeper understanding of our teachers' learning needs and program effectiveness to support our ongoing instructional improvement efforts.

Across all our approved programs, we routinely collect multiple data sources aimed at:
- ✓ Collecting identical data sets, at different points throughout the school year, so as to view data trends, and
- ✓ Collecting quantitative and qualitative types of data (see examples below)

Quantitative Analysis - Objective, comparison of numbers, charts, graphs

- Survey Data (Google & Survey Monkey)
- (Revised) course surveys with a standard rating system across all programs
- Test Scores
- TPA-PACT Scores
- Formal Evaluations

Qualitative Analysis - Subjective data analysis based on the following opinions,

knowledge, assumptions and inferences:

- Anecdotal feedback,
- Informal discussion groups,
- Candidate exit cards,
- Interviews,
- Polling questions on LMS Haiku
- Presentations of Learning,
- Classroom observations,
- Observations of mentor-mentee meetings,
- Focus group feedback

The HTH Credential Analyst sends out and monitors all course/workshop surveys, transcribes feedback forms, tracks attendance and monitors other forms of data collection. This information is then presented for review and discussion at the weekly meeting of the New Teacher Leadership Team (consisting of all credentialing staffers: Directors, Program Managers, and Coordinators).

ANALYZE: PROGRAM REVIEW ACTION PLAN

In order to reveal relationships, patterns and trends to drive program and unit improvement, a data analysis plan was expanded into our strategic plan.

Data Analysis Plan: Shared data with different configurations of staff and faculty through faculty meetings, advisory board meetings, annual program review, and an annual student/faculty design retreat. At each of these meetings,

- Various data sets are reviewed, interpreted, discussed as a group and a problem analysis is conducted, if needed.
- Group task is to identify improvement goals (including goals for this academic year and goals for 3 years from now).
- Bias/Fairness Analysis: All participant names are removed from any presented data
- Objectives include:
  - Stakeholder feedback and interpretation of data
  - Identify areas in need of improvement,
  - Establish a clear vision for identified area of improvement, and

o Implement change ideas into actionable goals.

UTILIZE: INSTITUTIONAL RESEARCH ACTION PLAN

In order to utilize qualitative and quantitative data for ongoing program and unit improvement, HTH Credentialing has taken action on the goals generated by the program review meetings detailed above. Employing ongoing cycles of <u>Improvement Research</u>, Credentialing and Research staff implement change ideas, set new goals and routinely collect data to see if the change ideas led to an improvement.

Ongoing Cycles of Improvement Research

Ideas for program improvements (based on data collected) are implemented and evaluated through the process of Improvement Research. This work is supported by the HTH Center for Research on Equity and Innovation facilitators and the HTH Credentialing New Teacher Leadership Team.
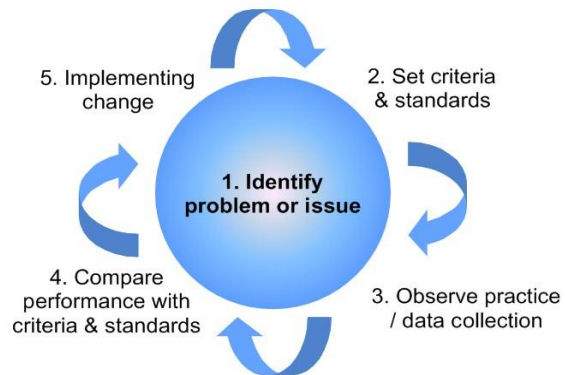
GOALS- FOCUS AREAS

Implementing a comprehensive system of assessment and evaluation for ongoing program improvement was our first goal. Our second goal set out to analyze and review the strength and/or weakness of certain areas of our programs. This report details the areas that were of specific interest to us as, depending on the data, an improvement plan might be needed. Detailed descriptions of the data sets, data collection and tables are outlined below. This report is broken down into the following 4 parts:

- Part 1: Comprehensive Assessment Map (CS # 1-5)
- Part 2: HTH Mentoring Program/Site Supervisors (CS # 3)
- Part 3: Discussion and Analysis of Candidate Assessment (CS # 5)
- Part 4: Quality of the HTH Instructional Personnel (CS # 1)

Part 1: HTH Comprehensive Assessment Map

HIGH TECH HIGH TEACHER CREDENTIALING Comprehensive Assessment Map										
	HTH 5 Approved Programs					(New) Common Standards				
Assessment Instrument	Intern (SS)	Intern (MS)	Intern (ES)	Induction (SS/MS)	Induction (ES)	CS 1	CS 2	CS 3	CS 4	CS 5
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Mentor Survey/Evaluation(2x/year)	X	X	X	X	X	X		X	X	X
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Title II Completer Rates	X	X	X			X	X		X	X
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Support Provider (Mentor) Observations (4x/yr) of PT	X	X	X	X	X	X		X	X	X
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Site Su i										

PT Survey of Mentor	X	X	X	X	X			X	X	X
SP Participation (orientations, trainings, etc)	X	X	X	X	X			X	X	X
SP Self-Assessment	X	X	X	X	X			X	X	X
Weekly Mentor Survey	X	X	X	X	X			X	X	X
Candidate/Student Competency										
Coursework Assignments (Put It To Practice)	X	X	X					X	X	X
F.A.C.T. Model for Induction				X	X	X		X	X	X
Formative Portfolio	X	X	X	X	X			X	X	X
Haiku Learning Management System	X	X	X	X	X	X		X	X	X
Self-Assessment of TPE	X	X	X					X	X	X
Self-Assessment of CSTP				X	X			X	X	X
Intern Presentation of Learning-yr1	X	X	X						X	X
Intern Presentation of Learning-y2	X	X	X						X	X
Induction Presentation of Learning-yr 1-2				X	X				X	X
TPA-PACT Score	X	X	X					X	X	X

CS #1: Institutional Infrastructure to Support Educator Preparation
CS #2: Candidate Recruitment and Support
CS #3: Coursework, Fieldwork and Clinical Practice
CS #4: Continuous Improvement
CS #5: Candidate Assessment and Program Impact

Part 2: Assessment: Mentor-Mentee Program

2015 Common Standard 3: Course of Study, Fieldwork and Clinical Practice
(2008 Common Standard 8: District Employed Supervisors)
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. 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. 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.

Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Progress since March 2015

In an effort to evaluate and assess Common Standard 3, Candidate Course of Study, Fieldwork and Clinical Practice, the following data was compiled and evaluated:

- *Figure 1a & 1b: Survey on Programs and Mentor Effectiveness, Fall 2015*
- *Figure 2: Mentor Expert Convening Notes*
- *Figure 3a and 3b: Fall Advisory Board Meeting Notes*
- *Figure 4: Data from implementation of mentoring change ideas: conversation protocol, mentor reflection guide usage, Google doc for recording mentor notes*
- *Figure 5: Input from current mentors at spring mentor workshops*
- *Figure 6a and 6b: Survey on Programs and Mentor Effectiveness, Spring 2016*

GOAL
Use a comprehensive continuous improvement process to improve orientation, evaluation, and recognition of site-based supervisors.

ACTIONS

- Survey of Intern & Induction program participants in Fall 2015 to gather data on mentor effectiveness (data below, figure 1a and 1b)
- Gathered input from current mentors at three Mentor Expert Convenings: 9/23/15, 1/21/16, 4/6/15 (data below, figure 2)
- Gathered input from HTH Credentialing Advisory board on successful mentoring practices and structures at Fall 2015 meeting: 12/8/15 (data below, figure 3)
- Data from mentoring "change ideas:" conversation protocol, mentor reflection guide usage, Google doc for recording mentor notes (figure 4)
- Gathered input from current mentors at spring mentor workshops: 2/29/16 and 3/9/16 (figure 5)
- Received feedback from HTH Credentialing Advisory Board on "Start Strong" mentoring package at Spring 2016 meeting: 4/20/16 (data below, figure 6)
- Survey of Intern & Induction program participants in Spring 2016 regarding mentor effectiveness (data below, figure 7)
- Conducted observations of mentor/mentee meetings across programs (ongoing)

Improvement Plans

Based on this data, we made the following changes and additions to the HTH mentoring program:

- Creation of HTH Mentoring "Start Strong" package, including an "arc of the year" for suggested progression of mentoring
- Combined mentor and mentee orientation on Monday, 8/22/16
  - Formalize mentor/mentee relationship and expectations
  - Share hopes and goals for the relationship and work together
  - Schedule a consistent time to meet each week
- Mentor workshops based on content of HTH Mentoring "Start Strong package
- Use of standardized Google doc to record notes from mentor conversations
- Use of survey monkey mentoring survey to record mentor data on a quarterly basis (October, December, February, May)
- Use of survey monkey survey to record candidate perceptions of mentor effectiveness on a quarterly basis (October, December, February, May)
- Creation of a "Mentor Toolbox" on our Haiku LMS as Mentors expressed the need for their own support program and structures to guide their weekly coaching conversations.

Figure 1a: Survey on Programs and Mentor Effectiveness, Fall 2015

Q5 How much time do you spend communicating with your Mentor and/or Intern instructors/staff about your teaching practice?

Answered: 18   Skipped: 0

	Less than once per month	Once per month	Twice per month	Once per week	2-3 times per week	Daily	Total	Weighted Average
Mentor	0.00% 0	0.00% 0	11.76% 2	35.29% 6	35.29% 6	17.65% 3	17	4.59
Intern Instructor/Staff	6.67% 1	13.33% 2	6.67% 1	40.00% 6	20.00% 3	13.33% 2	15	3.93
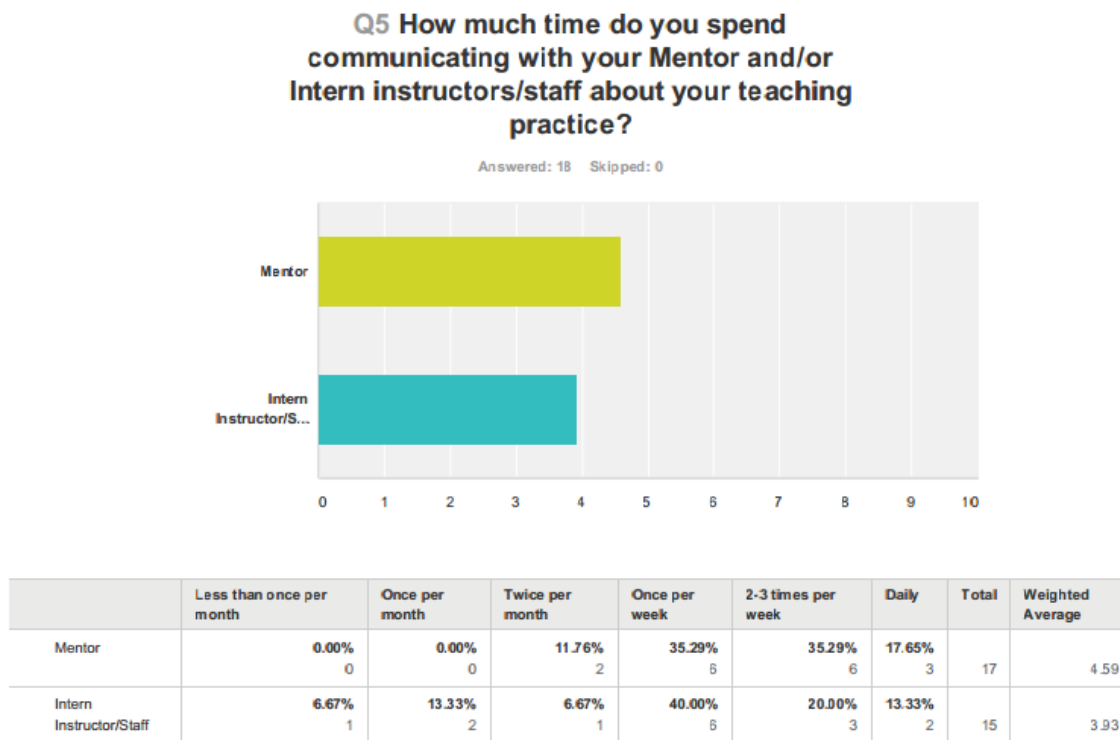
Comments:
- More time observing teacher mentor.
- Maybe a weekly email would help? Or we have to turn in something every week? It's hard to know if this would be overwhelming or helpful, but in terms of fieldwork and mentor responsibilities I feel like mentors are told one thing, we're told another (or more likely miss the message) and now I'm looking at a list of things I haven't been doing all year.

Figure 1b: Survey on Programs and Mentor Effectiveness, Fall 2015

Q6 How well are you matched with your Mentor?

Answered: 18 Skipped: 0
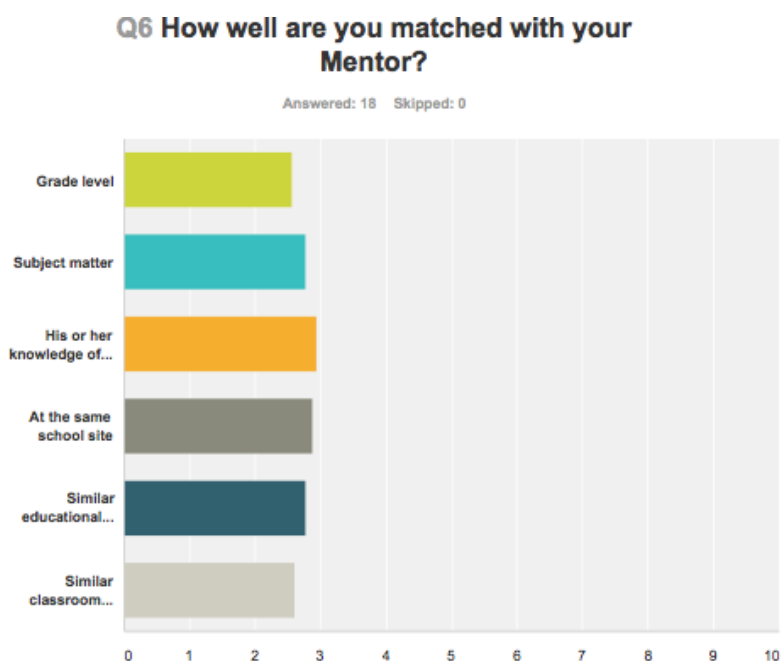
	Not at all matched	Somewhat matched	Matched	Total	Weighted Average
Grade level	0.00% 0	44.44% 8	55.56% 10	18	2.56
Subject matter	5.56% 1	11.11% 2	83.33% 15	18	2.78
His or her knowledge of the populations you teach (e.g. diversity, language, special needs)	0.00% 0	5.56% 1	94.44% 17	18	2.94
At the same school site	0.00% 0	11.11% 2	88.89% 16	18	2.89
Similar educational philosophy	5.56% 1	11.11% 2	83.33% 15	18	2.78
Similar classroom structures/management style	5.56% 1	27.78% 5	66.67% 12	18	2.61

Comments

- *I feel very grateful for being so appropriately matched with my mentor, and that she initiated weekly*

meetings with me. The mentor program really helped with the day to day of my job (especially paperwork/IEPs/stress with challenging cases).
- *My mentor is from my school and she is amazing!*

Figure 2: Mentor Expert Convening Notes

Mentor expert convenings are comprised of a varied group of mentors that represent all subject areas, grades and levels of support for teachers in all credentialing programs. Below is an overview of their needs and recommendations:

9/23/15: **Mentoring Needs**
- More resources for mentors   - Mentor and mentee develop goals together at beginning of year   - More clear expectations for mentors   - Reminders of specific support new teachers need at beginning of year: seating chart, turn in bin, etc.   - Clearly articulate what quality mentoring looks like   - Clearly articulate goals of mentorship   - Checklist and menu of options for mentor conversations   - More guidance to mentor-mentee conversations: what to talk about and when to talk about it   - Specific guidance for mentors in supporting Intern teachers with coursework, PACT, and Induction requirements
1/21/16: **Mentoring Needs**
- More guidance to mentor-mentee conversations: what to talk about and when to talk about it   - Differentiation between resources for Intern and Induction mentors   - Ways for mentors to share strategies and best practices   - Opportunity for more mentor training   - Provide a format and record for observations that stays with mentor and mentee   - Menu of ideas for mentor conversation topics   - Mentor resources: EL strategies, protocols, example of daily schedule, classroom strategies   - Protocols/structures for difficult conversations

4/30/16: **Mentoring Needs with an Ed Specialist Focus**
Data will be available 4/30/16

Figure 3a: Advisory Board Meeting Notes (Fall 2015)

Successful mentor practices and structures (Fall 2015):

Group 1: Best Practices & Structures	Establish norms communication and support ● Setting expectations & roles ● Language matters Build relationships ● Kindness and generosity ● Non-mentor activities Provide feedback ● Positive and constructive ● Clear and specific

Group 2: Best Practices & Structures	● Leadership needs to "buy in" to the importance of the mentor/mentee relationship and the time it may require ● Mentors and mentees need to keep their meeting time "sacred" ● Goal is not to find a friend (although we want to create a positive relationship) ● Mentors must be truly invested ● More collaboration between school directors and new teacher leadership to be thoughtful about matches being made

Figure 3b: Advisory Board Meeting Notes (Spring 2016)
Feedback from 5/10/16 HTH Credentialing Advisory Board on "Start Strong" mentoring package

Data will be available 5/10/16

Figure 4: Data from 3 change ideas we tested with groups of mentors, using a cycle of continuous improvement

Change idea #1: *Use of Facilitative Coaching Model*	● 100% mentees generated an actionable next step by conclusion of conversation ● 75% of the mentors were unsure if their mentee implemented the action ● 50% of participants felt that the conversation was forced or awkward
Change idea #2: *Use of "mentor coaching guides" to shape weekly mentor meeting*	● 100% of participants who used the "mentor coaching guide" set a goal for their next weekly meeting ● Qualitative feedback on the mentor coaching guides included: - *Many of the questions were better stated if I had completed a classroom observation prior to our meeting. It would be great if there were more questions based on planning around these areas of focus.* - *For the "5 areas of focus" I was a little confused about whether I chose one area for conversation, whether mentee was to choose the area to talk about, or if the expectation were to cover all 5 areas of focus in one conversation....*
Change Idea #3: *Data on mentor use of Google doc to record mentor meeting notes & goals*	Data will be available 5/16/16

Figure 5: Input from current mentors provided at Spring Mentor Workshops: 2/10/16, 2/29/16 and 3/9/16.

Mentor feedback resulted in the creation of the following "arc of the year" documents, to guide the work of general education and education specialist mentors. (Will be included by 4/30/16)

Mentors also expressed a desire for the following resources to be provided, resulting in the creation of the **HTH Mentor "Start Strong" package:**
1. Intern course sequence document
2. Basic mentor expectations document
3. Year-at-a-glance
4. Program descriptions
5. Resources on edTPA
6. Resources on supporting teachers through Induction process

7. Conversation structures and sentence starters for mentor meetings
8. Graphic organizers for mentor meeting structures
9. Links to suggested mentoring readings & resources
10. Classroom observation templates
11. Mentoring strengths assessment

Figure 6: Survey on Programs and Mentor Effectiveness, Spring 2016
Data will be available 5/16/16

Part 3: Assessment: Data Analysis of Candidate Assessment/Confidence

2015 Common Standard 5: Candidate Assessment and Program Impact
(2008 Common Standard 9: Assessment of Candidate Competence)
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.

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.

Progress since October 2015

In an effort to evaluate and assess one aspect of Common Standard 5, Candidate Assessment and Program Impact, we compiled and evaluated the following data:

- *Figures 1-12: HTH Teaching Performance Assessment Data, per rubric area, from 2008 to 2014 (N=101).*
- *Figures 13 & 14: Survey results of Candidate Confidence Ratings*

GOAL
Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. 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.

ACTION

- Compiled qualitative TPA data, per rubric area, over a 5-year time span.
- Gathered qualitative and quantitative data regarding the confidence levels of our teaching candidates across all programs.

IMPROVEMENT PLANS

Based on the data below, we made the following changes and additions to the HTH assessment plan:

- Addition of a 12 week, Advanced Pedagogy Methodology course, for all Year 2 Interns.
- Effective Fall 2016, HTH Credentialing will transition from the Stanford PACT model to the edTPA that is aligned to the new Teacher Performance Expectations (TPEs).
- Specific instruction on how to *"understand language demands and resources when infusing academic language"* embedded into Intern coursework.

Figures 1-12: Ongoing PACT-TPA Data, per rubric area, across 5 years:
2008-2014, N= 101, TPA Completers
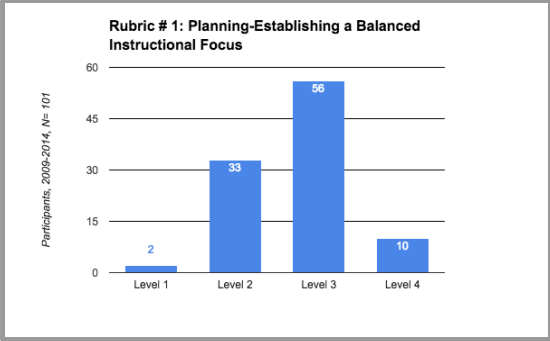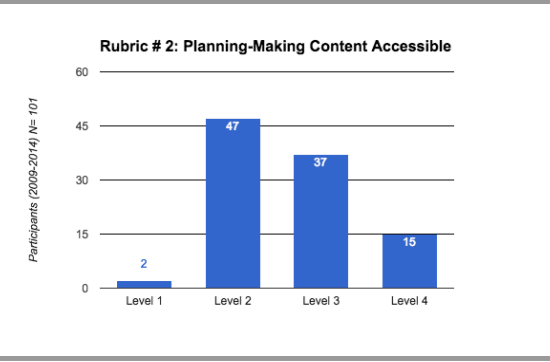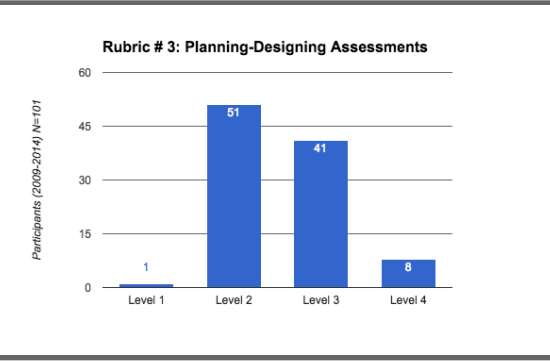
The Teaching Performance Assessment is an assessment that requires candidates to demonstrate, through their performance with K-12 students, that they have mastered the knowledge, skills and abilities required of a beginning teacher as exemplified in California's Teaching Performance Expectations (TPEs).

Key Score Level Criteria

- LEVEL 4 Appropriate, relevant, accurate, and clear or detailed
- LEVEL 3 Appropriate, relevant, or accurate
- LEVEL 2 Minimal, limited, cursory, inconsistent, and/or ambiguous
- LEVEL 1 Inappropriate, irrelevant, inaccurate or missing

Figures 1-3: Planning Analysis

Rubrics 1, 2 and 3 demonstrate that the majority of our Interns have an appropriate, relevant and accurate understanding of instructional planning. However, In order to strengthen our program, we have added an additional 12-week Advanced Pedagogy course during year 2 of the program to be implemented in the Fall 2016. This advanced pedagogy course is designed to help our Interns delve deeper into instructional planning, backwards design and further their understanding of scaffolding lesson plans in a logical and sequential manner.

Rubric # 1- PLANNING: Established a Balanced Instructional Focus As shown in Figure 1, the majority of our Intern program completers scored a Level 3 (56 out of 101) on issues of planning and establishing a balanced instructional focus. This topic is integrated throughout the Intern program coursework.	**Rubric # 1: Planning-Establishing a Balanced Instructional Focus** Participants, 2009-2014, N= 101 Level 1: 2, Level 2: 33, Level 3: 56, Level 4: 10
Rubric # 2- PLANNING: Making Content Accessible As shown in Figure 2, the majority of our Intern program completers scored a Level 2 (47 out of 101) with additional high numbers of completers scoring into Level 3 and 4. Learning how to make content accessible, and multiple pathways, is an area of focus in all of our coursework.	**Rubric # 2: Planning-Making Content Accessible** Participants (2009-2014) N= 101 Level 1: 2, Level 2: 47, Level 3: 37, Level 4: 15
Rubric # 3- PLANNING: Designing Assessments As shown in Figure 3, the majority of our Intern program completers scored a Level 2 (51 out of 101) with additional higher average scores in Levels 3 and 4. Specific instruction around how to design fair and effective assessments is continually addressed in our year 1 & 2 methodology courses.	**Rubric # 3: Planning-Designing Assessments** Participants (2009-2014) N=101 Level 1: 1, Level 2: 51, Level 3: 41, Level 4: 8

Figures 4-5: Instruction Analysis

Rubrics 4 and 5 below demonstrate how our Interns plan and deliver instruction, analyze instructional strategies based on student needs, and learn to become critical thinkers regarding instructional practices. Based on Figures 4 and 5 below, the data reflects that our Interns demonstrate understanding of appropriate instructional strategies, designing and developing instruction based on a variety of strategies and making informed decisions to continually evaluate instructional practices.

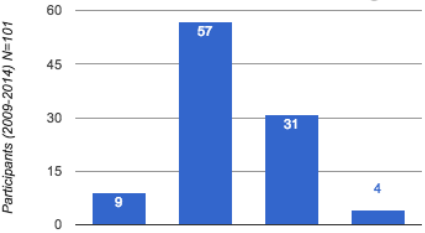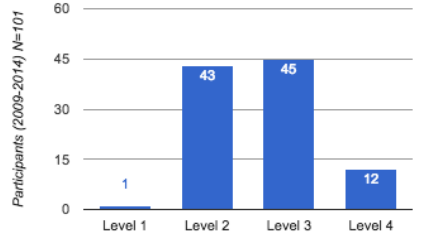|	
Rubric # 4- INSTRUCTION: Engaging Students in Learning As shown in Figure 4, the majority of our Intern program completers scored a Level 3 (54 out of 101) in the rubric area of engaging students in learning. Over 10 teachers scored a Level 4, which is 10% of our teachers over 5 years. Student engagement and collaboration is immersed in all of our coursework and the data table above validates this competency area.	**Rubric # 4: Instruction-Engaging Students in Learning** Participants (2009-2014) N= 101 Level 1: 3 Level 2: 34 Level 3: 54 Level 4: 10
Rubric # 5- INSTRUCTION: Monitoring Student Learning During Instruction As shown in Figure 5, the Intern program completers scored almost equally among Levels 1 and 2 and then Levels 3 and 4. It is interesting to note the split that is occurring in this data table. Based on the data chart, we plan to implement additional support in teaching our candidates how to monitor students learning. Our plan to address this issue is to incorporate explicit instructional strategies into the Methods (year 1) course and the new Advanced Pedagogy Methods (year 2) course. Instructional strategies, such as: direct teaching, formative evaluation, early intervention, pre-teaching concepts, behavioral and/or learning needs intervention plans, comprehension strategies, and use of supplemental materials to support learning will be further reinforced throughout the Methods courses.	**Rubric # 5: Instruction-Monitoring Student Learning During Instruction** Participants (2009-2014) N=101 Level 1: 8 Level 2: 42 Level 3: 45 Level 4: 6
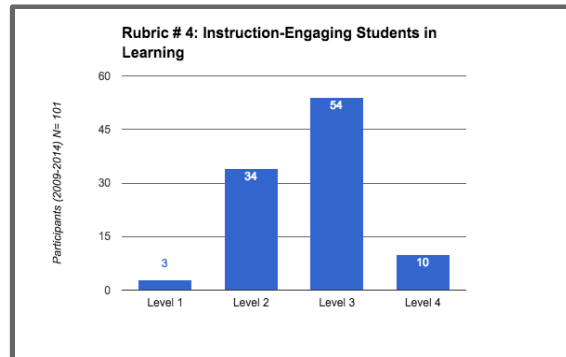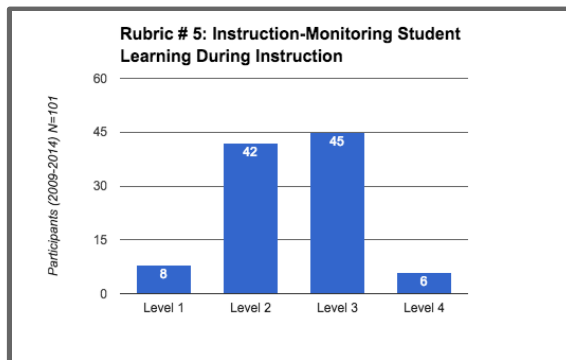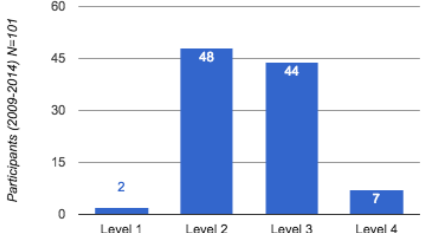
Figures 6-8: Assessment Analysis

Rubrics 6, 7 and 8 show growth from our Intern teachers in their ability to demonstrate diagnosing student learning needs through various forms of assessment: progress monitoring, summative/formative assessments, modification of curriculum, and assessing individual learning strengths and needs. Continued emphasis in these areas is ongoing with our Interns.

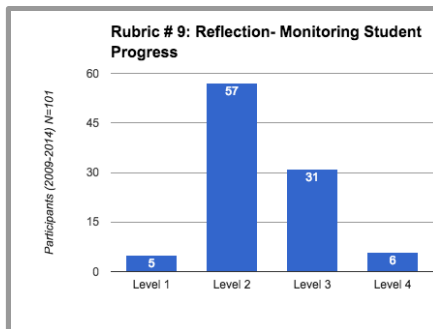|	
Rubric # 6- ASSESSMENT: Analyzing Student Work From An Assessment As shown in Figure 6, the Intern program completers scored almost equally a Level 2 (48 out of 101) or a Level 3 (44 out of 101).	 Rubric # 6: Assessment- Analyzing Student Work From An Assessment
Rubric # 7- ASSESSMENT: Using Assessment To Inform Teaching As shown in Figure 7, the majority of our Intern program completers scored a Level 2 (57 out of 101) when it comes to using assessment to inform teaching. This is a significant trend as over half our candidates scored a 1 or 2. In reviewing this data trend, we took action to incorporate additional instruction on how our teachers can use various assessments to inform their teaching.	 Rubric #7: Assessment-Using Assessment To Inform Teaching
Rubric # 8- ASSESSMENT: Using Feedback to Promote Student Learning As shown in Figure 8, the Intern program completers scored almost evenly between Level 2 (43 out of 101) and Level 3 (45 out of 101). Our program emphasizes techniques on how teachers can utilize feedback (informal and formal measures) to promote student learning and then interpret that information to develop, modify or implement	 Rubric # 8: Assessment-Using Feedback to Promote Student Learning

individualized instruction.	

Figures 9-10: Reflection Analysis

Rubrics 9 and 10 reveal how our Intern completers are scoring on areas of reflection. Overall, the data reveals a significantly lower than average rating on how our teachers are able to analyze their teaching and students' learning to improve their teaching practice. Action steps have been taken to address this concern by implementing the following support strategies into our Intern Put it to Practice reflection assignments: specifically, emphasizing reflection as a tool to improve student learning and following the plan, teach, reflect and apply cycle, multiple entry and exit points based upon student performance and understanding, and how to deliver instruction using a variety of instructional strategies.

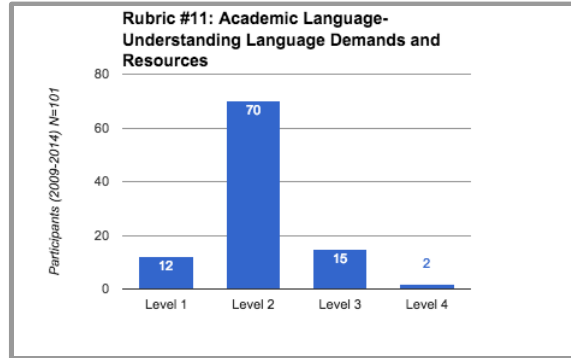| **Rubric # 9- REFLECTION: Monitoring Student Progress** As shown in Figure 9, more than half of our Intern program completers scored a Level 2 (57 out of 101). The data shows how our teachers need additional support and resources specifically in how to monitor student progress and reflect on student learning.	 Rubric # 9: Reflection- Monitoring Student Progress
Rubric # 10- REFLECTION: Reflecting on Learning As shown in Figure 10, over half of our Intern program completers scored a Level 2 (59 out of 101) on Reflection of Learning rubric while 33 out of 101 scored a Level 3.	 Rubric #10: Reflection- Reflecting on Learning
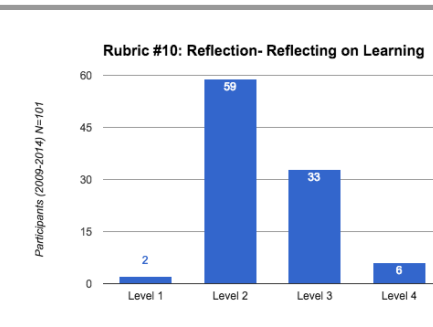
Figures 11-12: Academic Language Analysis

Rubrics 11 and 12 demonstrate that there is a gap in our instruction around Academic Language. Since these two rubrics are our lowest overall ranked areas, this signifies an area of program growth and development and we have shifted our focus to redesigning curriculum content in order to give our candidates explicit instruction on ways to understand, communicate and utilize academic language in the classroom. New

strategies are being developed: a) understanding the difference between social and academic language, b) the importance of looking beyond vocabulary, and c) incorporating how academic language will be used in the classroom.

Rubric # 11- ACADEMIC LANGUAGE: Understanding Language Demands and Resources	
As shown in Figure 11, the data reveals that this is our lowest scoring rubric overall. The high majority of Intern program completers scored a Level 2 (70 out of 101), which is on the low end of the continuum. Also note that a significant number of teachers scored a Level 1 (12 out of 101), which is failing, and we found this to be a significant number of teachers (about 10%) that did not pass this particular rubric area. To address this concern, our Intern faculty was informed of the data and instructors are redesigning to incorporate additional support in how we prepare our teachers to "understand language demands and resources when infusing academic language". We are collectively monitoring this rubric area now that we have added the English Language course (45 instructional hours) to our pre-service requirements as of 2014.	**Rubric #11: Academic Language- Understanding Language Demands and Resources** *Participants (2009-2014) N=101* Level 1: 12 Level 2: 70 Level 3: 15 Level 4: 2

	Rubric # 12: Academic Language- Developing Students' Academic Language Repertoire
Rubric # 12- ACADEMIC LANGUAGE: Developing Students' Academic Language Repertoire As shown in Figure 12, the Intern program completers, scored a Level 2 (69 out of 101), and 26 out of 101 scored a Level 3. The data trend represents a significant need for program improvement and we are working with faculty to develop these new content areas so that there is a strong use of academic language skills in our coursework.	
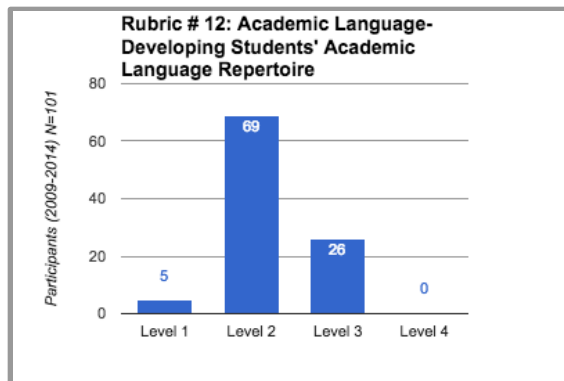
Survey of all current credentialing cohorts, 2015-16, and their responses to recent Fall "Check-in" survey:

Question: *"How confident do you feel in your teaching practice?"*

Sliding Scale (1-5):
1= Not Confident
5= Extremely Confident

Figure 13: Fall Check-In Survey of Interns & Induction Participants

	Fall Confidence Rating: 1 Not Confident	Fall Confidence Rating: 2	Fall Confidence Rating: 3	Fall Confidence Rating: 4	Fall Confidence Rating: 5 Extremely Confident
Intern-yr1	0%	0%	19% (3)	50% (8)	31% (5)
Intern-yr2	0%	0%	11% ( )	61% (27)	28% ()
Induction (yr 1, 2, ECO)	0%	2% (1)	15% (8)	75% (41)	9% (5)

As shown in Figure 13 above, the majority of our Intern teachers enrolled in our teacher preparation program rated themselves a 4 out of a possible 5 (extremely confident), as follows: 50% (yr 1) and 61% (yr2). Compared to that of the more experienced teachers in the Induction program where the high majority of teachers (75%) rated themselves as

a 4 out of possible 5 on the confidence rating. This exact survey will repeated in the Spring.

Figure 14a: Fall Check-In Survey of Interns (year 1)
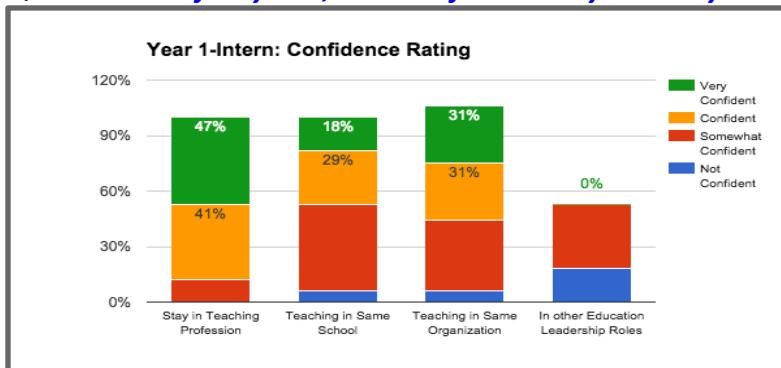**Question: *"In five years, how confident are you that you will be….?"***
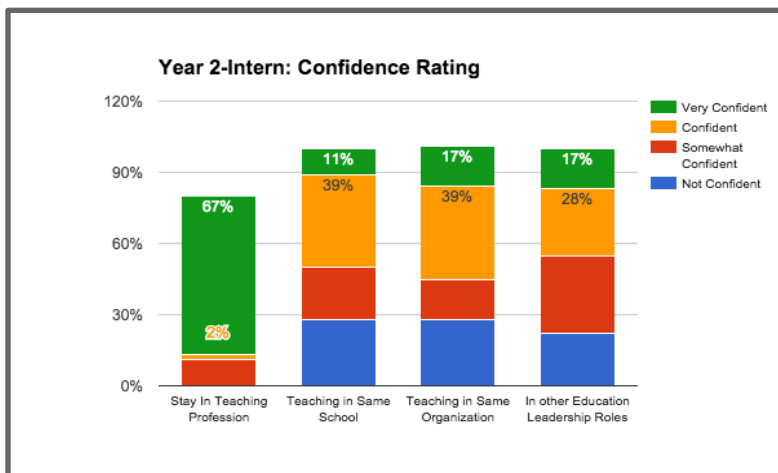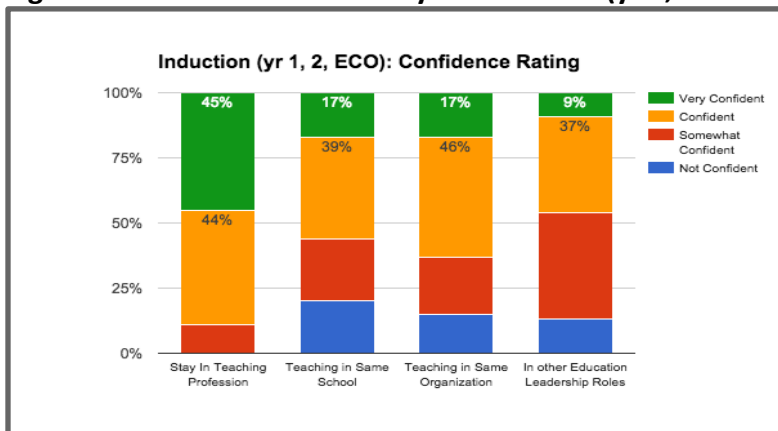

Figure 14b: Fall Check-In Survey of Interns (year 2)

Year 2-Intern: Confidence Rating

Figure 14c: Fall Check-In Survey of Induction (yr 1, 2 & ECO)

Induction (yr 1, 2, ECO): Confidence Rating

As shown in Figures 14a-c above, our credentialing candidates (HTH and Partner Teachers) answered the following question: *"In five years, how confident are you that you will be…."*

- 67% of the Year 2 Interns said that they were "very confident" that they would stay in the teaching profession while 12% of the Year 1 Interns were "not confident" that they would stay in the teaching profession.
- 18% of the Year 1 Interns said that they were "very confident" that they would remain teaching in the same school while 28% of the Year 2 Interns were "not confident".
- 31% of the Year 1 Interns were "very confident" that they would remain teaching in the same organization while 28% of the Year 2 Interns were "not confident" that they would remain at the same organization.
- 17% of the Year 2 Interns were "very confident" that they could see themselves in

other education leadership roles/positions while 18% of the Year 1 Interns were "not confident" about moving to other education leadership positions.

Part 4: Assessment: Quality of the HTH Instructional Personnel

2015 Common Standard 1: Institutional Infrastructure to Support Educator Preparation
(2008 Common Standard 4: Faculty & Instructional Personnel)

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

- Recruitment and *faculty* development efforts suppor*t* hiring and retention of *faculty* who represent and support diversity and excellence.

Progress since March 2015

In an effort to evaluate and assess Common Standard 1: Institutional Infrastructure to Support Educator Preparation, we compiled and evaluated the following data:
- *Experience & Educational background of course instructors (figure 1a-d)*
- *Teaching effectiveness of instructors, as reported in course evaluation feedback (figure 2)*
- *Notes from program leadership of course observations*
- *Notes from planning and debrief meetings between program leadership and course instructors*

GOALS
- Use a comprehensive continuous improvement process to support the hiring and retention of faculty who represent and support diversity and excellence.
- Use a comprehensive continuous improvement process

ACTIONS
- Actively recruit a diverse and excellent group of course instructors and learning seminar facilitators
- Program leadership support and evaluation of course instructors
    - Program leadership meets with course instructors 1 month prior to the course to review syllabus, discuss goals, and teaching approaches
    - Program leadership observe course sessions and debriefs with course instructor
    - Program leadership meets with course instructors 1 week after completion of course to debrief the course, analyze course evaluation survey data, and set goals for the next time the course is offered.
    - Based on the above, program leadership determines whether course instructors: approached, met, or exceeded expectations

Improvement Plans
Based on the data we made the following changes, additions, and support structures to our programs in order to continually improve upon our recruitment, support, and retention of excellent and diverse faculty:
- Recruited and retained diverse and excellent course instructors based on school director recommendation, program participant feedback, and observations of program leadership (one year in advance of course offerings)
- Supported course instructors through pre-course meetings between instructors and program leadership (one month in advance of course)

- Supported course instructors through course observations and debriefs (ongoing)
- Supported course instructors through post-course meetings between instructors and program leadership (no more than two weeks after course completion)
- Base course instructor retention on data from surveys, observations, and conversations

Faculty Selection Process:

The HTH credential program selects its faculty, professional developers, and Lead Mentors to reflect the diversity of the High Tech High schools.

- Post credentialing positions to the HTH "HUB" (our organization intranet).
- Candidates are screened and selected by the New Teacher Leadership Team,
- Our expectation is that a potential candidate would demonstrate the following:
    - Appreciation and understanding of the cultural and linguistic diversity of students and the San Diego community,
    - Strong content knowledge,
    - Knowledge of and respect for diverse family structures, community cultures, and cultural diversity,
    - Serve as a resource to credentialing participants in developing a philosophy of education that promotes development of equitable learning environments

Figure 1a-d: Experience and Educational background of course instructors
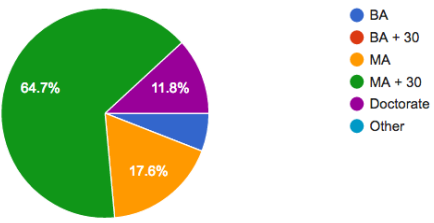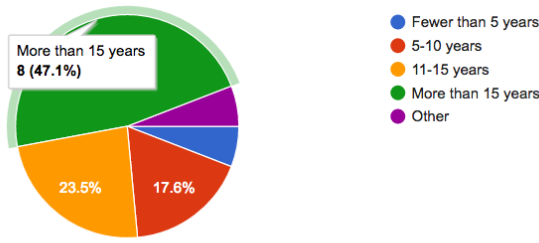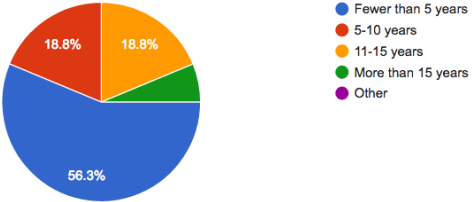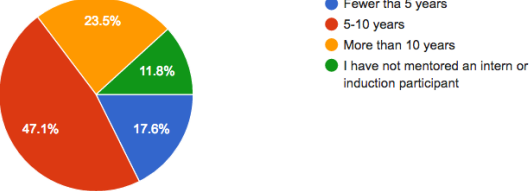
A) Level of Education: As shown in the chart, 65% of our course instructors hold an MA + 30 level of education.	**Level of Education** (17 responses) 64.7% · 11.8% · 17.6% ● BA ● BA + 30 ● MA ● MA + 30 ● Doctorate ● Other
B) Years of K-12 Teaching Experience: As shown in the chart, 47% of our course instructors have been teaching in K-12 for more than 15 years and 24% for 11-15 years.	**Years of K-12 Teaching Experience** (17 responses) More than 15 years 8 (47.1%) 23.5% · 17.6% ● Fewer than 5 years ● 5-10 years ● 11-15 years ● More than 15 years ● Other
C) Years of Post-Secondary Teaching Experience: As shown in the chart, 56% of our course instructors have fewer than 5 years of post-secondary teaching experience.	**Years of Post-Secondary Teaching Experience** (16 responses) 18.8% · 18.8% 56.3% ● Fewer than 5 years ● 5-10 years ● 11-15 years ● More than 15 years ● Other
D) Years of Mentoring an Intern and/or Induction Participant: As shown in the chart, 47% of our course instructors have 5-10 years of mentoring experience and 24% have more than 10+ years of mentoring experience.	**Years of Mentoring an Intern or Induction Participant** (17 responses) 23.5% 11.8% 47.1% · 17.6% ● Fewer tha 5 years ● 5-10 years ● More than 10 years ● I have not mentored an intern or induction participant

Figure 2: Teaching Effectiveness of Instructors, as reported by Intern Program participants in course survey feedback

Course survey results as teachers respond to the question:

Rank the **"Teaching Effectiveness of the Instructor(s)"**

Course	# of Responders	FAIR	GOOD	VERY GOOD	EXCELLENT
Reading & Writing (Secondary)	N= 11	0%	9%	9%	**82%**
Reading & Writing (Elem)	N= 19	0%	11%	22%	**67%**
Ed Specialists Beginning Methods (y1)	N= 6	0%	0%	33%	**67%**
Philosophy of Education (y1)	N= 22	0%	27%	32%	**41%**
Teaching Methods	N= 28	4%	7%	39%	**50%**
Advanced Math/Science Pedagogy	N= 10	0%	0%	10%	**90%**
Advanced English/Social Science Pedagogy	N= 10	0%	0%	20%	**80%**

As shown in Figure 3 above, the majority of our candidates rated the Teaching Effectiveness of the Course Instructor as "excellent".

TIMELINE OF UNIT AND PROGRAM ASSESSMENT AND EVALUATION

9/23/15 Faculty Meeting: Data Focus Group on District Employed Supervisor support of PT

10/15/15: Participating Teachers evaluate District Employed Supervisors via survey

10/21/15 Improvement Team Meeting: Utilize data on District Employed Supervisor support to create plan of action for improving consistency and level of support provided to PTs

10/26/15 Faculty Meeting: Focus on Field Experience and Clinical Practice

11/3/15 Advisory Board Meeting: Share and receive feedback on Improvement Team's approach to improving consistency and quality of District Employed Supervisor support of Participating Teachers.

1/19/16 Improvement Team Meeting:
- Review progress on improvement of District Employed Supervisor support
- Utilize data on Field Experience and Clinical Practice to create a plan of action for improving Participating Teachers' fieldwork experiences

2/1/16 Participating Teachers evaluate District Employed Supervisors via survey

2/2/16 Faculty Meeting: Focus on Candidate Competency

2/17/16 New Teacher Support Team creates draft 2016-17 Program Plan

3/15/16 Improvement Team Meeting

4/26/16 Advisory Board Meeting

5/2/16 Participating Teachers evaluate District Employed Supervisors via survey

5/17/16 Improvement Team Meeting

5/26/16 Student and Faculty Design Retreat

6/8/16 Annual Program Review

Ongoing Continuous Improvement

- Participants complete end of course, and end of year, surveys
- Participants complete surveys at the completion of Learning Seminars
- New Teacher Leadership Team meets weekly (Wednesdays from 9-11)
- Bi-monthly meetings with HTH Center for Research on Innovation and Equity
- Spring Advisory Board Meeting

Resources

Standard 3: Resources (met with concerns)

CTC Team Report (pgs. 10-11)

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 High Tech High'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.*

HTH has taken the following actions and plan in response to the CTC's concern that:

"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."

Progress since October 2015

RESOURCE ALLOCATION ACTION PLAN:

High Tech High Charter sponsors and supports all five approved credential programs and allocates sufficient resources to enable the programs to fulfill its responsibilities to its District Intern and Induction candidates. HTH funds and allocates an appropriate credential staff to successfully support administer and evaluate the five programs.

Staff include:

- Director of New Teacher Development

- Director of Credential Operations/Credential Analyst

- Induction Program Manager *(new position this year)*

- Ed Specialist Intern/Induction Program Manager

- Credential Analyst *(new position this year)*

- Lead Mentors at our North County and Chula Vista school sites

- Faculty for Intern & Induction coursework & Learning Seminars

- Mentor for all candidates

To support assessment management:

- In addition to the staff above, HTH has engaged the following staff to ensure sufficient personnel to support the systematic and unit-wide evaluation practices of our credentialing Improvement Research work.
  - HTH Chief Academic Officer
  - HTH Improvement Facilitator

To support operational costs:

- HTH & Partner School candidates currently pay a fee of $2,500/per year for the Intern program. Next year, this fee will increase to $3,000/per year for 2016-17.
- Partner School Induction (Year 1 or 2) candidates pay a fee of $2,000/per year for the Induction program.
- Partner School Induction ECO (early completion option) candidates pay a fee of $3,000/per year for the Induction program.
- If a partner school teacher requires a HTH Mentor, an additional $1,500 fee is requested.
- HTH Mentor stipends are paid out of school budgets, not the credentialing budget.

Program fees are reviewed annually and candidates are apprised of all program fees in advance of enrolling in programs.

Table 1: Historical Overview of HTH Annual Credentialing Fees

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17 (Proposed)
Intern (yr 1 or 2) HTH	n/a	n/a	n/a	n/a	$2,500	$2,500	**$3,000**
Intern (yr 1 or 2) Partner School*	$1,500	$2,500	$2,500	$2,500	$2,500	$2,500	**$3,000**
Induction (yr 1, 2 or ECO) HTH	n/a	n/a	n/a	n/a	n/a	n/a	**n/a**
Induction (yr 1 or 2) Partner School*	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	**$2,000**
Induction (ECO) Partner School*	$3,000	$3,000	$3,000	$3,000	$3,000	$3,000	**$3,000**

For Partner schools, an additional fee of $1,500 is added if a Mentor is requested.

Diversity Update Addendum

Overview of this Report

This agenda item presents a Progress Report on activities undertaken by High Tech High (HTH) to update the Committee on Accreditation (COA) on our efforts to increase diversity within our instructional personnel.

Progress update since the Diversity stipulations were removed in 2011:

Diversity Outreach Efforts:

HTH recognizes that diversity in hiring adds value to our teaching community.   HTH is committed to recruiting and retaining a diverse staff of varied heritage, race, gender, age and experienced teachers. With this common mission, HTH has taken a deliberate approach to increasing its diversity outreach efforts through the following:

A.   Proactive outreach program and focused recruitment efforts, and
B.   Strategically advertising through the following organizations, websites or conferences.

A.) Proactive Outreach:

The HTH organization has set the following ongoing strategic goals to proactively recruit diverse candidates who can work in multicultural and inclusive settings:

- HTH created a ***Center for Research on Equity and Innovation***. Grounded in participatory research, the Center merges professional practice and scholarship to actively improve teaching, learning, equity and leadership in schools.
- Ongoing Professional Development with an emphasis on issues of "Equity": HTH is committed to supporting all teachers and school leaders through professional development opportunities aimed at improving instructional practice, equity and social issues. The following PD is embedded in our K-12 schools and facilitated by HTH students, teachers, school leaders, as well as Graduate and Credentialing faculty and staff.
    - **Deeper Learning Conference:** The Deeper Learning conference came from the desire to bring teachers and school leaders together from across the country to

find reasonable and implementable solutions to authentic problems of equity and social justice. http://www.deeper-learning.org/dl2016/

- ○ **Monthly Learning Seminar Workshops:**
    - ■ Restorative Practice/Justice
    - ■ What's your Learning Profile?
    - ■ Approaching Project Design through the Democratic Classroom
    - ■ Cultivating a Caring Classroom
    - ■ Supporting Students With Social Learning Challenges
    - ■ Positive Behavior Supports
- ● **Lever Software System:** In the fall 2015, HTH purchased the Lever applicant tracking software tool to manage, collaborate and increase recruitment efforts. Through a collaborative effort with hiring Directors, job descriptions and the employment questionnaire were updated to showcase that HTH is looking for teachers to work in multicultural, diverse and inclusive settings. Two major changes to our employment site was the addition of the following:
    - ○ *Question: "What opportunities have you had working and collaborating in diverse, multicultural and inclusive settings?"*
    - ○ *The expectations of a HTH Teacher:*
        - ● *Encourages a culture of mutual respect and equitable practice*
        - ● *Exhibits knowledge of student cognitive development and various learning styles*
        - ● *Implements the four HTH Design Principles (personalization, adult world connection, common intellectual mission and teacher as designer)*
        - ● *Communicates effectively with students and families about classroom activities and student progress*
        - ● *Demonstrates content knowledge, including the California Common Core Standards*
        - ● *Sets high academic achievement expectations*
        - ● *Identifies and supports students' social, emotional, and behavior learning needs*
        - ● *Implements Project-Based Learning techniques and strategies*
        - ● *Facilitates and designs effective group work*
        - ● *Provides timely feedback and collaborates with faculty to offer specialized support*
        - ● *Fosters student growth through semi-annual Student-Led Conferences (SLC) and Presentations of Learning (POL)*
        - ● *Showcases student work within the community*
        - ● *Scaffolds instructional activities that facilitate engaging and appropriate learning opportunities*

- *Differentiates instruction based on feedback, needs, and learning levels*
- *Provides opportunities for student engagement through "Voice and Choice"*
- *Creates relevant and authentic learning experiences*
- *Implements backward design to align all lessons, activities, and assessments*
- *Designs formal and informal assessments that measure student progress*

● Measure Diversity and Inclusion (organization-wide): HTH has developed an annual, anonymous, employee survey that has a built in diversity-inclusion index based upon various likes, concerns and other organization wide questions such as: Do teachers feel valued/supported? Contribution and ideas are heard/supported? Comfortable raising issues and concerns to their employer/school?-

● Unconscious Bias Training for anyone responsible for hiring--(pending)

B.) Recruitment through the following websites & conferences:

● American University

● Bennett College

● Brown

● Cal Poly Pomona

● Center for Inspired Teaching

● Claremont Colleges

● Coalition of Essential Schools

● Craigslist

● Diversity Partners

● EdJoin

● Fisk University

● Harvard GSE

● Math for America

● San Diego State University

● SDSU - Critical Literacy & Social Justice Master's Program

● Stanford (STEP)

● Teach For America (TFA)

● The New Teacher Project

● Tufts

● UC Berkeley

- University of Illinois Urbana-Champagne

- University of Oregon

- Youth Education Professionals - DC & Baltimore

- The National Association for Multicultural Education (NAME)

- Charles Drew University of Medicine and Science (HBCU)

- CSU, Dominguez Hills

- National Alliance of Black School Educators


Conferences & Organizations:

- Deeper Learning Conference
- Black Alliance for Educational Options
- National Alliance of Black School Educators
- CA Alliance of African American Educators
- National Equity Project
- CA Forum for Diversity in Graduate Education
- People of Color Conference
- People of Color in Independent Schools
- MEChA

Diversity of our current Credentialing participants

Percent of HTH Credentialing Teachers that work at a Title I School Setting(N= 193)

- Not a Title I School (N=47)
- Work at Title I School (N= 146)

24.4%

75.6%
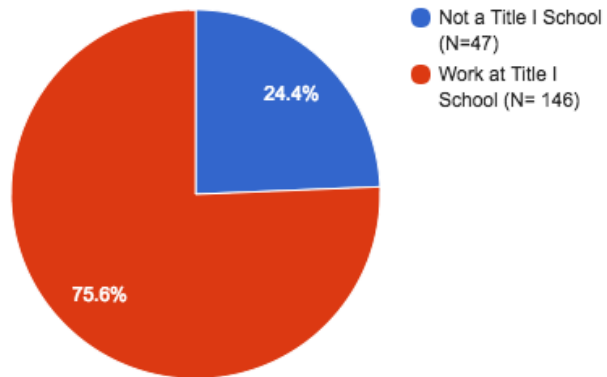
Overview of the diverse settings of the HTH Credentialing Teachers (n=193) 2015-2016

- STEM
- Elementary
- Secondary
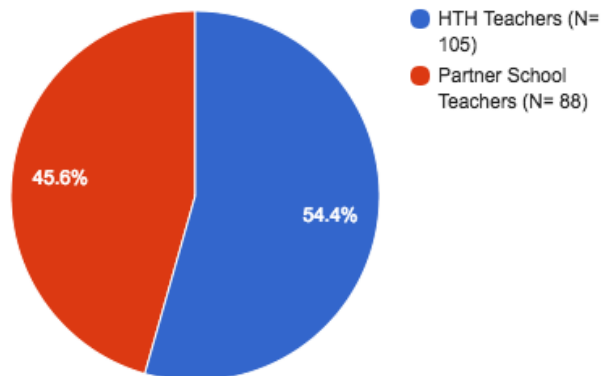- Ed Specialist

18.1%

25.9%

30.1%

25.9%
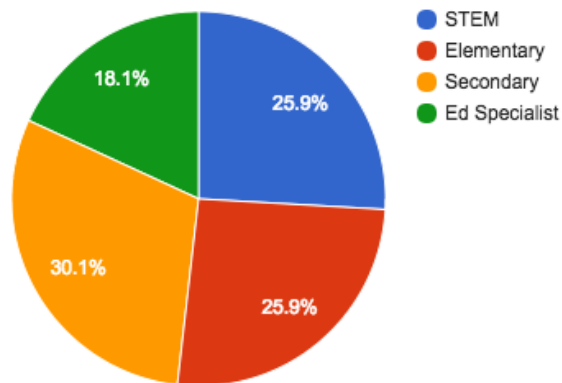
STEM Teachers = 26%

Secondary (Non-STEM) Teachers = 30%

Elementary Teachers = 26%

Education Specialists = 18%

Overview of the teachers enrolled in HTH Credentialing Programs (2015-16)

- HTH Teachers (N= 105)
- Partner School Teachers (N= 88)

45.6%

54.4%

HTH Leadership

HTH strives to promote diversity in leadership positions. The chart below represents the HTH Leadership for the 2015-16 school year.

HTH Leadership (N= 22)

9%

14%

27%

50%

- Asian (2)
- African-American/ Black (3)
- Hispanic (6)
- White (11)