

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

**Professional Services Division**

**March 2023**

**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 a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with a 7<sup>th</sup> Year Report** is made for the institution.

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

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

**Program Standards**

<b>Programs</b>	<b>Total Program Standards</b>	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
Preliminary Multiple Subject, District Intern	6	6	0	0
Preliminary Single Subject, District Intern	6	6	0	0
Preliminary Education Specialist Mild to Moderate Support Needs	6	6	0	0
Teacher Induction	6	6	0	0

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

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

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** High Tech High

**Dates of Visit:** February 6-8, 2023

**Accreditation Team Recommendation: Accreditation with a 7<sup>th</sup> Year Report**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2016 High Tech High Report to Address Stipulations</a>	<a href="#">Accreditation</a>
<a href="#">March 2015 High Tech High Accreditation Report</a>	<a href="#">Accreditation with Stipulations</a>

**Rationale:**

The unanimous recommendation of **Accreditation with a 7<sup>th</sup> Year Report** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

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

Program Standards

All standards for the Multiple Subject and Single Subject District Intern programs, Education Specialist Mild to Moderate Support Needs District Intern program, and the Teacher Induction program have been found to be met.

Common Standards

All Common Standards have been found to be met.

Overall Recommendation

Although the team found that all preconditions and program standards for all programs offered by High Tech High are met and all Common Standards are met, the team recommends **Accreditation with a 7<sup>th</sup> year report.**

The team recommends a 7th year report that includes evidence that

1. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies (Common Standard 2).
2. District employed supervisors of all intern programs have a minimum of 10 hours of initial orientation (Common Standard 3).

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

Preliminary Multiple Subject District Intern  
Preliminary Single Subject District Intern  
Preliminary Education Specialist Mild to Moderate Support Needs Intern  
Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- High Tech High be permitted to propose new educator preparation 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**

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**Staff to the Visit:**

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**Documents Reviewed**

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

Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Examination Results  
Accreditation Data Dashboard  
Monthly Newsletters  
Course Matrices

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	48
Completers	17
Employers	10
Institutional Administration	2
Program Leadership	2
Faculty	24
TPA Coordinator	1
Coaches	8
Induction Mentors	21
Field Supervisors – Program	5
Field Supervisors – District	9
Credential Analysts and Staff	2
Advisory Board Members	6
University Partners	1
<b>TOTAL</b>	<b>156</b>

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

## Background Information

Developed by a coalition of San Diego civic leaders and educators, High Tech High (HTH) opened in 2000 as a small public charter high school. In the twenty years since its launch, HTH has evolved into a network of 16 schools serving 6,000 students in grades K-12 across four campuses. All HTH schools share four connected design principles: equity, personalization, authentic work, and collaborative design. Students are admitted through a blind, zip-code based lottery and schools are diverse by design, serving approximately 72% of students of color and 50% of students that qualify for free or reduced-price lunch. While HTH might be best known for project-based learning, an equity-focused mission of providing access and challenge to all learners undergirds its approach.

## Education Unit

High Tech High’s programs serve all 16 High Tech High schools as well as partner schools throughout San Diego County. Programs are dedicated to improving public education by preparing diverse reflective practitioners steeped in the High Tech High design principles of equity, personalization, authentic work, and collaborative design. Teacher preparation is embedded within P-12 clinical sites where participants can experience a practical context for teaching and learning while being supported by collegial mentors, practitioner lead course work, and an opportunity to use their classroom experience as text. HTH teacher preparation programs include general education and education specialist district intern programs and teacher induction.

High Tech High’s teacher preparation programs are offered through the High Tech High Teacher Center. The director of the HTH Teacher Center is the lead administrator for the intern and teacher induction programs and is responsible for overseeing all intern programs and teacher induction. The director of programs reports to the HTH chief learning officer with frequent communication. Director responsibilities include program administration, including academic coursework, faculty, clinical fieldwork supervision of mentor teachers and fieldwork supervisors, candidate advisement, and evaluation. The director is supported by collaboration with the intern and teacher induction program manager who is responsible for overseeing the implementation of the Teaching Performance Assessment as well as managing fieldwork supervisors. An education specialist program manager (teacher on special assignment) was recently added to the Teacher Center team to support the teacher preparation programs. Additionally, the Teacher Center is supported by an operations manager and enrollment specialist with each providing support to the credential recommendation process and advising for prospective candidates.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Multiple Subject District Intern	22	24
Single Subject District Intern	23	35

<b>Program Name</b>	<b>Number of Program Completers (2021-22)</b>	<b>Number of Candidates Enrolled (2022-23)</b>
Education Specialist Mild to Moderate Support Needs District Intern	11	38
Teacher Induction	107	177

**The Visit**

This site visit was conducted virtually. The team and institutional constituents were interviewed via technology.

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORTS**

### **Preliminary Multiple Subject and Single Subject District Intern**

#### Program Design

The Preliminary Multiple Subject and Single Subject District Intern credential programs are offered through the High Tech High Teacher Center. Both the multiple subject and single subject programs are intern-only options and participants in the programs teach at High Tech High K-12 charter schools or partner schools.

Mentors of candidates communicate weekly with their candidates and are based at the school site of employment for both mentor and candidate. Mentors also reported in interviews that they frequently communicate with the program leadership through email, calls, and text message. Documents confirm that the HTH Teacher Center sends out monthly newsletters to both mentors and candidates, that serve as both a reminder for upcoming deadlines (in the form of a checklist) and as a way to update both mentors and candidates of opportunities for professional development.

Fieldwork supervisors communicate with their candidates four times per year, and as with the mentor interviews confirmed that they frequently communicate with the program through email, calls and text message.

Documents showed, and interviews with the director, faculty, and candidates verified that the HTH Teacher Center program begins with a 45-hour early fieldwork experience that must be completed prior to admission. This requirement consists of observations, employment, and/or volunteering experience in learning environments. The program also includes 120 hours of online pre-service courses that are offered in the summer. The HTH Teacher Center intern program is a two-year program (four semesters) starting in August. Candidates attend class one evening per week. Single subject candidates complete a total of 13 courses (32.5 Units) and multiple subject candidates complete 14 courses (24 Units) over the two years. Both credentials include a year-long, three-unit fieldwork course.

In addition, documents showed, and interviews confirmed that the HTH Teacher Center designs and implements a planned sequence of coursework for their candidates to develop and demonstrate the knowledge and skill to educate and support PK-12 students in meeting state-adopted content standards. The HTH Teacher Center integrates coursework with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. Evidence of this was clearly documented in a “put it to practice” assignment that is embedded into each course in the program. This assignment allows candidates to put into practice teaching and learning theories in the classes they teach and reflect on those practices with faculty and cohort colleagues. One candidate



stated that “we put into practice, practical practices, but after we do that, we go back to our class and share with our peers our experience, it’s exciting to learn from each other and helps us learn about different strategies.”

Faculty and program leadership confirmed several modifications to the program in the last few years. Recently HTH Teacher Center increased the number of observations required of candidates to a total of 12 observations a year. These observations are conducted by the intern's mentor (six observations) as well as the fieldwork supervisor (four observations), hired by HTH Teacher Center. Two observations are also conducted by the mentor for feedback on CalTPA. In addition, HTH Teacher Center has revamped its course sequence to create a throughline of diversity and equity topics in each of its courses, also making space to create TPA support courses. Finally, as documented in the organizational chart, HTH leadership has been updated to reflect recently hired positions: intern and teacher induction program manager, education specialist program manager, and operations manager.

As confirmed by interviews with program leadership, candidates, and program completers in the multiple subject and single subject programs, constituents have several means for feedback and input. Each spring, faculty convenes for a “feedback meeting” where data are examined from the annual program surveys and from coursework surveys. The data are then used for proposing modifications to the program’s design. Candidates complete course exit tickets, end of course evaluations, and online surveys providing program feedback. An interview with the chief learning officer for High Tech High indicated that an area of growth for the program would be more “interfacing” between the High Tech High school directors and the Teacher Center director and program managers.

Advisory board interviews confirmed that the HTH Teacher Center holds advisory board meetings which include program updates, data from course surveys, and feedback from candidates. The advisory board functions as a place for constituent groups to come together and discuss data but to also talk about specific practices that are happening at specific school sites, and in the broader education community to resolve any issues that are brought up.

Finally, candidates and mentor teachers complete surveys conducted by the California Commission on Teacher Credentialing (Commission), however, per Commission policy because there were fewer than 10 responses for both the 2020-21 and 2021-22 school years, HTH program personnel do not have access to the results.

#### Course of Study (Curriculum and Field Experience)

Documents showed and interviews with faculty and candidates verified that the HTH Teacher Center multiple subject and single subject programs coursework spans four semesters. Prior to the fall semester, candidates take three online preservice courses: Emergent Bilingual Learners, Culturally Responsive Pedagogy/Equity and Diversity, and Classroom Structures. These courses fulfill the 120 clock hours and include foundational preparation in general education and special education/inclusive pedagogy and law, including classroom management and planning,

reading/language arts, subject-specific pedagogy, human development, and teaching English Language Learners.

Documents showed that general education candidates begin by taking the course Teaching and Learning One, before progressing into their discipline-specific coursework. Candidates then come back together to take Inclusive Classrooms which focuses on collaboration between general education and special education professionals for educating all students in the least restrictive environment and curating universally designed lessons and classroom culture. Following this, candidates again break into their subject-specific methods courses and then conclude their year with Brain Health and Social-Emotional Development.

In year two of the program candidates begin with several “common trunk” courses- Design for Deeper Learning, Equity and Diversity, Authentic Assessment, and Methods of English Language Development. Each course is six weeks long and focuses on the Teaching Performance Expectations (TPEs), HTH design principles, and prepares candidates for the completion of the California Teaching Performance Assessment (CalTPA). In addition, all candidates are enrolled in an intern fieldwork course for the span of the two-year program.

A review of documents and interviews with the director, faculty, candidates, and completers confirmed that candidates complete coursework assignments and CalTPA while at their fieldwork sites. They are supported by mentor teachers, fieldwork supervisors, faculty, program managers, and directors.

The “put it to practice” assignments require candidates to apply their learning to their classroom context. Candidates are taught skills and strategies and then reflect upon the planning, implementation, success, and challenges they faced during implementation with their peers. In addition, courses include mentor observations, case studies, and empathy interviews.

A review of documents and interviews with the director, faculty, candidates, and completers confirmed that coursework for differentiated instruction for English learners and students with special needs is embedded into coursework: Emergent Bilingual Learners, Methods of English Language Development, and Inclusive Classrooms.

Interviews with both field supervisors and mentors confirmed that candidates are observed 12 times per year; four by the field supervisor and eight by the mentor. Field supervisors observe once per quarter and mentors observe once every six weeks. Each of these observations are in person, but video captured for a debrief conversation with the field supervisor and/or mentor.

Candidates are advised about program completion in a number of ways. Review of documents confirmed that candidates receive a monthly newsletter with information on upcoming deadlines. In addition, candidates meet individually with the director to ensure program requirements are satisfactorily met to continue in the program.

#### Assessment of Candidates

Interviews and documents confirmed that the HTH Teacher Center assesses candidates in a variety of ways. Candidates are assessed on specific course assignments, where rubrics linked to TPEs are utilized for feedback. Candidates take the CalTPA, submitting cycle one in the first semester of the second year and cycle two in the second semester of the second year. HTH Teacher Center also has an embedded end-of-program formal evaluation called the Presentation of Learning (POL). The POL is an opportunity for candidates to reflect on their learning and their growth as an educator through a presentation of multimodal evidence of work aligned with the TPEs. The interns orally defend their POL to a panel composed of their mentor, fieldwork supervisor, the program director, and external experts (school directors, curriculum designers, faculty from education schools). Multiple subject candidates also complete the Reading Instruction Competence Assessment (RICA).

Candidates are formally assessed twice a year by their district supervisor using the TPE Candidate Evaluation Form. These assessments are grounded in evidence collected from the observations conducted over the semester. Candidates are also formally assessed four times per year by their field supervisor. These assessments are conducted using the HTH Teacher Center Fieldwork Observation form and are designed to show progress towards mastery of the TPEs.

Course instructors provide feedback for in-class assignments. In addition, interviews confirmed that candidates receive support during a six-week CalTPA writing seminar where they receive advice from peers and course instructors. Review of documents shows that candidates are evaluated annually by the director in regard to the knowledge, skills, and disposition of each intern. In year one the review consists of self-reflection and director comments and culminates in a recommendation for continued participation, withdrawal, or dismissal. In year two, candidates complete (with their mentor and field supervisor) an individual development plan that is used as a bridge to the induction program and is reflective of strengths and areas for growth around the TPEs. Finally, candidates receive results from the Presentation of Learning, as well as their CalTPA and RICA results.

#### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Multiple Subject and Single Subject District Intern programs.

**Preliminary Education Specialist  
Mild to Moderate Support Needs Subject District Intern**

Program Design

The Preliminary Education Specialist Mild to Moderate Support Needs (MMSN) District Intern program is offered through the High Tech High Teacher Center. The program is an intern-only option and participants in the program teach at High Tech High K-12 charter schools or partner schools.

During interviews with constituents, (fieldwork supervisors, faculty/instructors, mentors, current candidates, and completers), open communication was reported as a strength of the program, including communication through open dialogue, emails, and phone calls, was welcomed and encouraged. Examples of formal communication structures utilized by the program include survey data, focus groups, faculty retreats, scheduled check-ins at regular intervals, and newsletters. The director of the program was mentioned multiple times in interviews with candidates, mentors, faculty, and fieldwork supervisors as being open with communicating program expectations, as well as receptive to receiving feedback regarding the program.

Entrance into the program begins with an entrance advising meeting with the operations manager and the enrollment specialist. It is a requirement that 45 hours of early fieldwork experiences occur prior to enrolling in the program. The early fieldwork experiences may include observations, volunteering, or employment opportunities. In the summer before admission candidates are expected to complete 120 hours of pre-service coursework. Each year in the program, candidates participate in 45 hours of Emergent Bilingual/English Language Learner experience and 144 hours of fieldwork experience support in the form of professional learning communities, grade level and department meetings, and professional development workshops. They log 1200+ hours of clinical practice per year as an intern teacher with the support of a mentor and fieldwork supervisor.

The education specialist TPEs were included in program updates with input from constituents, practitioner faculty, candidates, and program leads. Additional fieldwork requirements that were added reflect the updated TPEs, and include additional meetings with the mentor during coursework to ensure application of the TPEs, the addition of fieldwork supervisors to observe the candidates four times a year, and a requirement for education specialist candidates to work outside their current placement for two six-week blocks.

During interviews, constituents reported on the availability of the program leadership to solicit feedback. To give feedback, constituents have emailed the program directly, talked with program staff “in the moment,” completed feedback surveys, and participated in focus groups. All constituent groups reported that the program frequently sought feedback through formal and informal channels. Each spring, the institution holds a feedback meeting with faculty to examine program surveys, coursework surveys, and other feedback to identify challenges and needs of the program. Data are analyzed and proposals of change are offered to the program.

The program director synthesizes the change proposals for strategic planning purposes. Mentors, fieldwork supervisors, and faculty confirmed their attendance at this meeting during interviews.

### Course of Study (Curriculum and Field Experience)

The course sequence indicated and interviews with program faculty verified that throughout the two-year program, candidates attend class one evening per week for a total of 14 courses (7 courses per year), including a year-long fieldwork supervision course. Each course is six weeks in length and 1.5 units. Fieldwork supervision is one year in length and is three units. Candidates begin in mid-August and work through June. In year one, coursework includes Neurodiversity, Classroom Structures, Case Management, Special Education Assessment, Inclusive Classrooms, Principles of Reading Instruction, Special Education Methods, and Brain Health and Social Emotional Development. Year two includes Culturally Responsive Pedagogy, Design for Deeper Learning, Equity and Diversity, Positive Behavior Supports, English Language Development, Special Education Seminar, and Autism and Transition.

Interviews with candidates and a review of syllabi confirmed that each course has a “put it to practice” assignment as well as a signature assignment per course that requires interns to apply their learning into practice. Current candidates and completers reported that coursework included observations by the mentor and observations of the mentor, case studies, interviews, and the Presentation of Learning (POL) at the end of the program. Candidates, mentors and faculty reported a major strength of the program is the application of learning in coursework to the field placement. Candidates stated that the design and relevancy of the coursework directly impacted their success in the classroom. Candidates are placed in a setting that matches the credential they seek. Some candidates reported they were provided placement outside their own when providing push-in support with the students they serve.

Program coursework in critical areas include neurodiversity, emergent bilingual learners, inclusive classrooms, equity and diversity, and autism and transition. This was confirmed by a review of the course matrix and the “At a Glance” education specialist course sequence document. It was reported by faculty and candidates that neurodiversity and inclusivity are key to the program design and embedded in other courses in the program.

Primary supervision in the program comes from the mentor. The mentor meets with the candidate weekly for general support that includes lesson planning, Individualized Education Program support, sharing of ideas, and the planning of the observations. Observations by the mentor occur once every six weeks. These observations coincide with the current course being taken. The mentor and candidate develop goals for the observation based on the TPEs for the course. After the observation, the mentors and candidates debrief the observation through a reflective coaching conversation. The fieldwork supervisors observe the candidates four times a year with a focus on a candidate selected TPE. After the observation, candidates complete a self-reflection and review it with the fieldwork supervisors. The fieldwork supervisors also add their own input to the self-reflection document.

### Assessment of Candidates

Interviews and documents confirmed that candidates are assessed for program competencies through a variety of coursework assignments with rubrics aligned to the TPEs, as well as observations by the mentor and fieldwork supervisor. High Tech High uses the CalTPA to assess for competency in the TPEs. Support is embedded in courses and interns complete cycle one in year one and cycle two in year two. There is no data for the CalTPA education specialist MMSN as reporting on the dashboard is not available at this time since the implementation of the CalTPA for education specialist candidates is new in the 2022-23 year.

The program uses the Presentation of Learning (POL) to formally assess candidates at the end of the program. The POL is a portfolio of multimodal evidence of work aligned with the TPEs. Candidates are required to defend their POL in front of a panel composed of their mentor, fieldwork supervisor, the program director, and external experts (school directors, curriculum designers, faculty from education schools), as well as participants of their choosing. In addition to the POL, candidates and mentors collaboratively develop an Individualized Development Plan to transition to the induction program.

Through interviews with candidates, it was reported that they receive feedback on assignments from course instructors that are recorded in the learning management system. Mentors report they frequently share feedback of progress with candidates “in the moment.” Progress is also shared with the candidate during the observation debrief by the mentor and the fieldwork supervisor. Candidates receive the results of the POL in a debrief session with their fieldwork supervisor after the presentation using a detailed rubric. They receive the results of the CalTPA from the online results system.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews candidates, completers, candidates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Education Specialist Mild to Moderate Support Needs District Intern program.

## **Teacher Induction**

### Program Design

The HTH Teacher Center Induction Program (TCIP) serves all of San Diego County and is also able to serve areas outside of San Diego County. In 2020, the TCIP transitioned to a fully online mentoring program. Program objectives include teacher retention and developing teachers as educators through a continuous improvement model. The mission of the TCIP is to provide mentorship support to candidates as they begin their career in teaching, and to develop their base of knowledge and skills in accordance with the California Standards for the Teaching Profession (CSTPs). Candidates are guided through the Plan-Do-Study-Act process by improvement coaches and induction mentors. To maintain communication within the program, there are monthly meetings with the leadership team and induction coaches (who facilitate improvement science sessions).

Communication continues after each improvement science session facilitated by induction coaches. Mentors confirmed that coaches provide them information on what occurred during the session and provide slides/follow up information so that they can continue to support candidates through the improvement process. Induction mentors also receive information in the fall and spring newsletters and many online resources via the mentor's website for the program. Candidates have weekly one-on-one meetings with their mentors. They also use mentor logs, Google Classroom, phone calls, and email.

The TCIP hosts a bi-annual advisory board meeting to provide consistent communication and opportunities for constituents (local education agencies, institutions of higher education, and employers) to provide input. In addition, the TCIP holds monthly meetings to discuss other relevant issues with team members and their partners. TCIP collects survey and anecdotal feedback after each monthly session for continuous improvement in order to analyze the candidates' experience as well as the program's impact on candidate learning and competence. Members of the advisory board confirmed that there is on-going reciprocal communication with various constituents around regularly updating the quality of the services provided.

Mentors confirmed that they are selected at the site level, matched by credential and or teaching assignment based on their interest in supporting new teachers. Mentors receive a recommendation by their school director/principal. They also stated that sometimes they are selected based on peer recommendations. Mentors are required to participate in the TCIP workshops/training designed for their mentor program.

The training received by the mentors is designed to provide resources and tools to support candidates with their Individualized Learning Plan (ILP) and in mastery of the CSTPs. All mentors attend three training sessions throughout the school year as well as a mentor orientation at the start of the school year. Mentors receive training to guide their mentee and on how to provide feedback and conduct observations. They are also trained in facilitative, transformational, and directive coaching. New mentors are required to attend an additional training session in the first 30 days of their assignment.

The High Tech High philosophy of teacher development is centered on improving professional practice within the classroom while encouraging thoughtful and on-going reflection about practice. Teachers become responsive to diverse cultures, social, linguistic, and the individual needs and backgrounds of their students. They become part of a community of learners, work with mentor teachers, and conduct classroom-based inquiry.

Using a continuous improvement model, TCIP collects survey and anecdotal feedback after each monthly session to analyze the candidates' experience as well as the program's impact on candidate learning and competence. They also provide surveys with the purpose of allowing mentees to evaluate the quality of their mentorship and reciprocally, provide surveys for mentors with the purpose of evaluating their mentees. If there is negative feedback by the mentee, mentor, or both parties, program leadership follow up individually to troubleshoot and

brainstorm solutions to the working relationship. In rare cases, they may find a new mentor for a mentee if the situation is untenable, and they have exhausted all other options. Program leadership stated that developing an updated means to provide formative feedback to mentors would be an on-going process as it is an area of growth for the program.

During the interview, the program manager indicated a need to make changes in the communications process between mentors and improvement coaches; by requiring improvement coaches to share slides/information about their Improvement Science groups with mentors. This change has provided a connection between the two groups whereas in the past there seemed to be a disconnect. As a result, there has been an improvement in support for induction candidates. Mentors stated that the modified communication has been very helpful in their ability to provide support that is aligned with the areas for improvement selected by their mentee.

#### Course of Study (Curriculum and Field Experience)

HTH TCIP is a cohort model consisting of eight online induction sessions facilitated by an improvement coach. The role of the improvement coach is to build teacher capacity and their understanding of instructional practices as related to progressive pedagogy. According to the HTH website, an improvement coach models continuous improvement, lifelong learning, and goes above and beyond to ensure that novice teachers are supported. Improvement coaches work collaboratively with the HTH induction team and induction candidates.

Candidates stated that they are given a survey at the beginning of the year to select a session in which to participate. The program allows participants to select into Improvement Science groups based on their area of interest or growth. Candidates are encouraged to think deeply about their pedagogical practice(s). HTH's approach to teaching and learning includes teaching for equity, connecting theory and practice, modeling teaching strategies, and student voice. Mentees receive collegial coaching that is aligned with the CSTP. Through advanced study of teaching practice and mentorship using Plan-Do-Study-Act, they cycle through various stages of improvement research.

The program uses the ILP to address goals, teacher strengths, needed curriculum modifications, and areas of improvement. Along with the mentor, the mentee develops a plan for improvement that aligns to the Teaching Performance Expectations (TPEs) and CSTP. The ILP is an ongoing living document that is regularly updated to reflect the changes in the candidate's practice. The role of the mentor in the development of the ILP is collaborative. The development of the ILP takes place during the one-on-one weekly meetings with the induction mentor along with monthly meetings with improvement coaches. With the mentor, the induction candidate reviews and discusses CSTPs in reference to past and present teaching practices, growth goals, student work, and provides updates towards growth. This process is on-going, very fluid in nature, and can change based on candidate needs. The mentor discusses with the candidate a final reflection on the goals they set and what they have learned along the way. When discussing the role of the mentor, candidates stated there were regular social and emotional learning check-ins along with reflection on the work they had done and on implementation of what they learned.



In interviews with candidates and completers, the general consensus was that the observations were one of their most impactful professional learning experiences. According to data reported on the Accreditation Data System (ADS), 80% of HTH 2021-22 completers also believed that the observations had a positive impact on their teaching and learning. One completer stated that he wished there had been more opportunities to observe experienced teachers. The ADS data also showed that approximately 75% of the 2021-22 completers found consistent reflection on practice to have a positive impact on their teaching. The candidates also mentioned that they were provided with many resources in person and via email from their mentors.

### Assessment of Candidates

At the completion of the induction program, candidates participate in a Celebration of Learning ceremony (COL). They are asked to provide evidence of their CSTP growth as it relates to Improvement Science (Plan-Do-Study-Act). One candidate noted that student engagement was an area of improvement for her and she designed her COL around the strategies that she had learned and applied throughout the inquiry cycle. She stated that not all of the strategies worked but as a result of the process she was able to reflect and determine which strategies were effective for her students. One teacher stated that she turned her COL into an Individualized Education Program where she put her “own spin on it.” Completers seemed to enjoy the process and believed that the program requirements were realistic and allowed them the freedom to creatively demonstrate their growth. They presented their COL to their mentors, induction coaches, school directors, and anyone of their choosing who they felt provided support.

Once the candidate has completed the program and completed all requirements listed on the credential, they are eligible for the clear credential recommendation. Candidates complete the HTH Petition to Graduate (Induction Program) form, the program reviews that the candidate has completed all requirements of the program, and the program completes the recommendation process for the candidates’ clear credential.

### Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, mentors, coaches, and other constituents, the team determined that all program standards are **met** for the Teacher Induction Program.

### INSTITUTION SUMMARY

The High Tech High Teacher Center, a teacher preparation program located in San Diego, California is comprised of four Commission accredited programs; preliminary multiple subject (district intern), preliminary single subject (district intern), education specialist mild to moderate support needs (district intern), and teacher induction. The institution is led by the chief executive officer (CEO) and chief learning officer. The director and the program manager are responsible for the day to day operation of the Teacher Center. The HTH Teacher Center is well respected for its work in collaboration with the High Tech High Graduate School of Education (GSE) and its participation in the educational work of Linda Darling Hammond, and the Learning Policy Institute. Steeped in the efforts of the Carnegie Foundation around Improvement Science, HTH Teacher Center is dedicated to preparing a high quality teacher workforce, focusing its design around four concepts within teacher preparation; 1) Personalization, 2) Equitable learning, 3) Deeper learning and 4) Inclusion. The institution is in the midst of organizational growth as it scales its infrastructure to meet the needs of well over 250 candidates across all credential programs after a lull in candidate participation during the COVID 19 pandemic. Currently, the Teacher Center partners with over 70 charter, public, and private schools throughout San Diego county, which has contributed to the growth of the institution. With the increase in candidate numbers there has also been a need to increase program mentors (280) now supporting candidates. This has resulted in program consideration of an increase in support staff, and comprehensive mentor feedback and training. The HTH Teacher Center, while addressing the growing pains of organizational development, is also continuing to contribute to the collective knowledge on teacher preparation as the HTH Teacher Center anticipates the 2023 release of a research brief by Ed Prep Lab exploring equity and belonging in teacher preparation.

### COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<b><i>No response needed</i></b>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	<b>Consistently</b>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	<b>Consistently</b>
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	<b>Consistently</b>
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Consistently</b>
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	<b>Consistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

**Finding on Common Standard 1: Met**

**Summary of information applicable to the standard**

“We have grown tremendously and therefore need more support,” stated a program credential analyst support staff as she explained her role supporting programs within the High Tech High Teacher Center. High Tech High Teacher Center has grown over the past several years after a stunt of growth during the COVID 19 pandemic. A presentation reviewed during the site visit indicated growth of over 100%. As a result, the chief learning officer indicated that the organization was considering increasing the number of support staff the organization currently employs. The growth of the HTH Teacher Center is not surprising considering the adjustments to the program, partnerships, and accomplishments the institution has attained. HTH has participated in the contribution to the body of knowledge around teacher preparation with its

participation in research studies conducted by the Learning Policy Institute. The organization also partners with the High Tech High Graduate School of Education around iLead and the Carnegie Foundation’s Improvement Science work, as well as their participation in a Bill and Melinda Gates Foundation grant on teacher practice improvement.

The CEO of High Tech High expressed the relationships with the HTH Teacher Center as “the ability to contextualize the work and put theory into practice.” It allows the High Tech High K-12 schools and other school partners to support teachers in the learning process, but also to support them with their understanding of improvement. In addition, High Tech High Teacher Center is immersed in its embedded principles around personalization, equitable learning, deeper learning and inclusion. The CEO expressed his concern for equity from hiring to classroom curriculum and identified partner organizations that supported them in their efforts to recruit teachers of color such as the Black Men Who Teach organization, the Black Educators Alliance, and the Black, Latinx, Indigenous Professional Guild.

The chief learning officer pointed out areas for growth the institution is considering such as preparation of special education teachers and early childhood education. They also explained current areas of focus such as having school directors work more closely with the induction program to ensure alignment with the individual school needs and initiatives and to put more purposeful structure to their collaborative processes.

Various school partners throughout San Diego County praised the program for the support and vision it provided for new teachers. One school director emphasized the institution's focus on teacher practice and the support provided to ensure the success of new teachers. They also pointed out the easy access to mentors and the flexibility of the program to ensure that teachers and mentors have time to meet and focus on teacher preparation and improvement. High Tech High has proven through this site visit, documents reviewed, interviews held with over a hundred stakeholders, and their participation in the contribution to the continuous body of knowledge on teacher preparation, that they have not only met the elements of the Common Standards but have helped to shape leading-edge practices for teacher preparation programs.

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

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	<b>Consistently</b>
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	<b>Inconsistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

High Tech High’s intern and induction programs have clear criteria required for candidate acceptance. Prospective candidates have the opportunity to get one-on-one support in choosing the right program for themselves using a checklist of requirements or by attending a group informational meeting. Interviews confirmed that once admitted, candidates are advised on the courses to take to fulfill program requirements.

HTH Teacher Center works with partners and many diverse groups within the San Diego area to actively recruit a diverse pool of educators. As stated in interviews, “Where they are, we try to find them.” Not only does HTH Teacher Center actively work to recruit diverse teachers, they also actively try to hire diverse mentors and staff to work with their interns and induction candidates. Program data concerning diversity is collected and consistently reviewed to ensure they are admitting and hiring for diversity. Many of their past graduates stay in teaching and take on different roles within HTH as their careers progress demonstrating teacher retention.

Both mentors and candidates shared that the monthly newsletters provided by the program are very helpful in making sure they are staying on track for completion. Across all interviews, all groups felt very comfortable reaching out to program leaders for questions, support or anything else needed. Every group interviewed found the program leaders to be accessible and quick to respond.

Across all programs, competency and performance expectations are consistently used to guide advisement and candidate support efforts.

Candidates in each program voiced that they feel supported and are able to reach out to program leadership as needed for support, however, the team was unable to find evidence of a clearly defined process in place to identify and support candidates who need additional assistance to meet competencies.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	<b>Consistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	<b>Consistently</b>

**Finding on Common Standard 3: Met**

**Summary of information applicable to the standard**

High Tech High collaborates with schools and districts they have MOUs with to select mentors and fieldwork supervisors for all candidates within their programs as confirmed in interviews. HTH shares the criteria of roles and responsibilities with schools and districts to ensure that all mentors and supervisors have the experience and criteria needed for the position. Then together they select the best mentor teachers and supervisors and pair them with interns and induction candidates.

In all interviews, candidates felt that their courses aligned with the work they were doing in the classroom. One candidate stated that they had the opportunity to put in specific questions to the anchor charts in the beginning of the class to make sure their needs were being met within the class. Their assignments were applicable and prepared them for their work in the classroom. One candidate shared how the summer work helped prepare her for the work she would need to do at the beginning of the school year. She was very thankful to have the classwork align so well with her classroom expectations. Intern candidates were able to work with mentors and fieldwork supervisors. Both offered support throughout the program. The intern candidates stated that the fieldwork supervisors, in at least two observations, identified specific TPEs on which to provide feedback. Candidates felt very supported in meeting the needs of their diverse student populations, their program assignments, and exams to complete program requirements.

Candidates in the intern and induction programs receive support from their mentors. The intern program candidates are also observed and receive feedback from their fieldwork supervisor two times a semester. The classes that the interns are taking are tied into their work in the classroom. Through multiple interviews it is confirmed that they put into practice what they are learning in their classes.

Constituent groups confirmed that surveys are used to evaluate the field experiences within the program. The survey data is then shared with the appropriate constituents to make program improvements as needed. The surveys are used to evaluate fieldwork and clinical practice throughout the program. At the beginning of each year all instructors are invited to participate in a meeting where they look at their syllabi, get input from other instructors and look at their data to ensure they are providing the candidates with what they need.

Intern district employed supervisors receive training and are evaluated but there is inconsistent evidence that the intern district employed supervisors receive the 10 hours of initial training to become a district employed supervisor. Through interviews it was shared that district employed supervisors felt that they were not sufficiently trained in supervision and oriented to the supervisory role.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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 constituencies such as employers and community partners about the quality of the preparation.	<b>Consistently</b>

**Finding on Common Standard 4: Met**

**Summary of information applicable to the standard**

Interviews confirmed HTH’s commitment to advancing the data-driven culture of continuous improvement that was presented within the submitted accreditation narratives, organizational charts, meetings minutes, and assessment website. The current system, in its seventh year of implementation, grew out of HTH’s response to its 2015 site visit report. By employing ongoing cycles of improvement, research, credentialing, and research staff collaborate to implement change ideas, set new goals, and routinely collect data to see if the change ideas led to improvement. Ideas for program improvements (based on data collected) are implemented and evaluated through the process of Improvement Science. This work is supported by the HTH Graduate School of Education’s Center for Research on Equity and Innovation facilitators and the HTH Teacher Center leadership team. Reviews of institutional documents and interviews corroborate that HTH continues to develop a comprehensive continuous improvement process at both the unit level and within each of its programs to make appropriate modifications based on findings.

Activities that HTH constituents participated in include presentation and implementation of data examination protocols with the HTH Graduate School of Education (GSE) and the advisory board who, in turn, collaborate with HTH leadership to drive changes that support continuous improvement in both operations and program. Interviews, program documents, and narratives provide further evidence that speak to the effectiveness of a variety of strategies such as on-going, formal, and informal conversations between and among constituents, mentor and coach surveys, examination of program completion rates, course exit ticket feedback, and program exit survey data that are used to set goals that drive design improvement implementation plans. HTH 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. This process includes multiple sources of data that demonstrate the extent to which candidates are prepared to enter professional practice and feedback from key constituents such as employers and community partners about the quality of the preparation.



Examples of HTH’s efforts for program improvement include, but are not limited to, empathy interviews with constituents conducted by program staff which is a process designed to provide the opportunity to hear thoughts and feelings around a specific topic or idea; empathy check-ins that are conducted during classes, scheduled by classroom teachers, which are 1:1 or 1:2 teacher-to-candidate ratios; a revamped and updated program website that is more comprehensive and user-friendly; redesigned training for faculty and re-sequencing of courses offered to candidates to provide real-time alignment to areas of identified candidate need; new ways for teachers to measure their professional growth in implementing Universal Design for Learning; “Co-Conspirator” meetings composed of the GSE and program staff to review data implications for programs.

Staff from all programs, advisory board members, the GSE, program participants, as well as program narratives and documents affirmed HTH’s commitment to embracing Improvement Science as the primary driver of the continuous improvement process.

<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Interviews confirmed information within the submitted accreditation narratives, organizational charts, advising materials, and program websites regarding HTH’s commitment to ensuring candidates are prepared to serve as professional school personnel. Course assessments, evaluation forms and required assessment reports document that candidates meet Commission adopted competencies. Prior to candidate recommendation for a credential, the credential analyst verifies all program requirements are met. Interviews with HTH leadership and staff revealed that program administrators and faculty continuously monitor their impact on candidate learning and competency through the triangulation of course exit tickets, exit surveys, empathy interviews, candidate evaluations, and course/program assessments. In addition, faculty and staff continuously engage in “informal conversations regarding trends and potentially significant instances that may need to be addressed.”

Interviews with administrators, faculty, completers, and constituents affirmed HTH's commitment "to improve public education by preparing diverse reflective practitioners steeped in High Tech High design principles of equity, personalization, authentic work, and collaborative design. . ." Interviews further affirmed HTH's impact. Appreciation for the well-prepared nature of candidates was a consistent theme during interviews with school directors. Efforts to impact teaching and learning were also apparent in the research and collaboration with the High Tech High Graduate School of Education and its collaboration and partnerships with the Carnegie Foundation, Promise 54, The Learning Policy Institute, and Linda Darling-Hammond.