

HIGH TECH HIGH TEACHER CENTER PRESENTS

# New Kid On The Block

year 1 catalog



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Catalog effective date: June 15, 2018

The High Tech High District Intern Program is approved by the Commission on Teacher Credentialing (CTC) to offer California educator preparation programs under Local Education Agency (LEA) status.

Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, California 95811

<http://www.ctc.ca.gov/reports/data/app-approved-program.html>

The HTH District Intern Program is a job-embedded teacher preparation program, authorized by the California Commission on Teacher Credentialing (CTC) to credential teachers while they are employed as the teacher of record. Upon successful completion of the program, participants obtain a Preliminary California Teaching Credential.

The HTH District Intern Program is guided by four design principles: equity, personalization, authentic work, and collaborative design—that set aspirational goals and create a foundation for understanding our approach. Our program is designed to prepare new teachers to understand, engage in, and apply these principles to their daily practice.

### **OUR APPROACH**

**Teaching for Equity:** Participants learn to create equitable learning environments and conditions that support the success of all students.

**Connecting Theory and Practice:** Teaching experience serves as a text for program coursework and course discussions.

**Modeling Teaching Strategies:** Course instructors are K-12 educators who model student-centered, constructivist pedagogical strategies.

**Student Voice:** Participants learn to create classroom environments that value student voice and experience; K-12 students serve as collaborative designers and faculty consultants.

# STAFF DIRECTORY



## PROGRAM ADMINISTRATORS

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## MISSION

The HTH District Intern Program is dedicated to improving public education by preparing reflective practitioners. The program is centered around the HTH design principles of equity, personalization, authentic work, and collaborative design. Teacher preparation is embedded within K-12 clinical sites where participants can experience a practical context for teaching and learning while being supported by a collegial support network.

## OFFERINGS

### Secondary Education, 6-12

District Intern Single Subject Teaching Credential

- Art
- English
- Mathematics
- Science: Chemistry, Biology, Physics or Geosciences
- Social Science
- World Languages

### Elementary Education, K-8

District Intern Multiple Subjects Teaching Credential

### Education Specialist, K-12

District Intern Education Specialist in Mild to Moderate Disabilities Credential



**PROGRAM ELIGIBILITY**

To be eligible to enroll in the HTH District Intern Program, an applicant must have both a) qualifying employment and b) completed prerequisites.



**PREREQUISITES**

**Bachelor’s Degree**

Official transcripts from all [regionally accredited universities](#) (electronic or sealed originals required) sent to: HTH Forum, ATTN: Credentialing, 2150 Cushing Road San Diego, CA 92106 or electronically to: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)

**Certificate of Clearance**

Complete the LiveScan fingerprinting process using [Form 41-LS](#) and apply online for a Certificate of Clearance (unless valid CA Substitute Permit is held).

**Basic Skills Requirement**

Most will satisfy this requirement by passing the CBEST exam; other methods see Commission leaflet [CL-667](#).

**US Constitution**

During the enrollment process, a transcript review will be completed to see if this requirement has been satisfied through college coursework. If not, applicants may complete a college level US Constitution course (min 2 semester units) or receive passing scores on an online US Constitution exam, such as: <http://www.usconstitutionexam.com>.

**Subject Matter Competency**

Passage of the appropriate CSET exam (see table) or subject-matter waiver letter that matches teaching assignment.

**Employment**

Employed or offered employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county.

If employed at a school outside of HTH Charter, then HTH credentialing will seek to establish a Memorandum of Understanding (MOU) outlining roles and responsibilities for Intern support.

CSET exam options per authorization area:

**SECONDARY (Single Subject)**

- ✓ Art
- ✓ English
- ✓ Math (foundational)
- ✓ Science (any level)
- ✓ Social Science
- ✓ World Languages

**ELEMENTARY (Multiple Subjects)**

- ✓ Multiple Subjects

**EDUCATION SPECIALIST (Mild/Mod)**

- ✓ Art
- ✓ English
- ✓ Multiple Subjects
- ✓ Music
- ✓ Math (including foundational)
- ✓ Science (any level)
- ✓ Social Science
- ✓ World Languages

## ENROLLMENT DEADLINES

**June 15: Conditional Admittance**

Granted if the following documents (see pg. 7) are completed and uploaded with the online application. The Credential Analyst will verify documentation and then enroll the candidate in their respective online courses.

1. Official Transcripts
2. Certificate of Clearance or Sub Permit
3. Basic Skills (CBEST or equivalent)
4. Proof of US Constitution
5. Acknowledgement Form
6. Payment Form

*Passage of CSET and verification of employment is due no later than July 27, 2018 in order to be eligible for full admittance into the Intern program.*

Prerequisites for Single/Multiple Subjects (dates 6/18 - 7/27):

- Emergent Bilingual Learners
- Culturally Responsive Pedagogy

Prerequisites for Education Specialists (dates 6/18 - 7/27):

- Emergent Bilingual Learners
- Neurodiversity in Education

**July 27: Full Admittance**

Granted if all of the following is received:

1. Prerequisite coursework successfully completed
2. Passage of CSET
3. Verification of employment as the teacher of record, 50% or more time, in a K-12 public school environment within San Diego county.

If all of the following is received by this date, participants will qualify for a CA District Intern Credential which authorizes their service in a CA public school for the 2018-19 school year.

**No Admittance**

If by July 27, 2018 a candidate fails to qualify for a District Intern Credential, then their employment eligibility and/or continuation in the District Intern Program is in jeopardy. Candidates are encouraged to apply to the program next school year and will receive a certificate of completion for completed prerequisite coursework.

## POLICIES &amp; PROCEDURES

CHANGES IN CONTENT AREA

Individuals enrolled in a District Intern Credential Program may only pursue one credential and content area at a time. Those offered a teaching position in another content area should consult the program as soon as possible. A program change may be requested and learning plan created.

CHANGES IN EMPLOYMENT

Individuals planning to transfer to another school site or district while enrolled in a District Intern Credential Program must notify the program immediately. Continued participation in the program is dependent upon holding a qualifying teaching assignment that matches the credential held. District Intern program coursework is not transferable.

EQUIVALENCY

Coursework completed through a Commission-approved teacher preparation program within the past five years may be reviewed for equivalency upon request.

COURSE REPEAT OR NEED 3rd YEAR

If a participant needs to repeat a course, or continues into a third year, the program reserves the right to charge for services and this fee will be determined by the program administrators. Education Specialists have a third year option to complete their Intern credential program if warranted and with permission from the Director.

PRIVACY

HTH understands that the educational record of the Participating Teacher, employed by an Employer, is protected by FERPA. As a result of the Memorandum of Understanding (MOU) Agreement, the Employer is considered a school official with a legitimate educational interest in determining the professional responsibility of the Participating Teacher. HTH agrees to protect the privacy of educational records concerning any Participating Teacher and will not transmit, share or disclose any such records without the Participating Teacher's written consent, except to other school officials who have a legitimate educational interest in the records.

EQUAL OPPORTUNITY POLICY

The HTH Teacher Center makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention or program completion of participating teachers, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

GRIEVANCE POLICY

The HTH Teacher Center Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any individual who believes that s/he has grounds for a grievance should follow the procedure below:

- First, an individual should make an attempt to resolve the issue through early informal discussion of the matter with the Teacher Center staff, mentors, practitioner faculty, or program administrators.
- If the issue is not resolved, the individual is encouraged to submit a written summary of the grievance to the Director of Intern and Induction Programs.
  - Grievances will be addressed in a timely manner in the hopes of finding a quick resolution.
  - A written response will be provided to the individual within 10 business days of receipt.
- The Director will follow up with all involved parties and make a recommendation or determination based on Teacher Center policies and procedures.
- If the individual is not satisfied with the outcome, an appeal may be submitted to the HTH Chief Learning Officer.

**PROGRAM FEES**

**PROGRAM FEES** Flexible monthly payment plans are available. Fees must be received and processed by the HTH business office no later than the close of each program year (June). Fees are established each year for the program and are subject to change.

**YEAR ONE: \$3,000**  
▶ \$500 prerequisite coursework fee  
▶ \$2,500 remaining balance

**DELINQUENT ACCOUNTS** Accounts become delinquent if payment is 30 days overdue. Individuals with delinquent accounts may be prohibited from attending classes or obtaining transcripts. All program fees must be paid in full, prior to the program applying for a credential. Please contact the program manager if seeking alternative payment plans. Failure to agree or adhere to a payment plan may result in delinquent accounts being sent to a collections agency.

**ANTICIPATED FEES** The HTH Teacher Center strongly recommends that participants budget for associated testing and application fees. The table below contains estimates only. State and testing agency fees will vary and does not apply to every participant.

\$5.00 +	Transcript request
\$52.50	Certificate of Clearance
\$75.00 +	LiveScan
\$85.00	US Constitution exam
\$100.00	CBEST
\$52.50	District Intern Credential (with Certificate of Clearance)
\$171.00	RICA
\$198.00 +CSET	(varies by content area)

**MENTOR STIPEND** Provided by school employer

**HTH TEACHERS** The program fee will be paid by payroll deduction. Each school year contains 24 pay periods (2 per month). First deduction will occur with August 15th payroll and final deduction on July 31st.

**PARTNER SCHOOL TEACHERS** The program fee will be paid in ten equal monthly installments (August through May). Acceptable payment methods include recurring debits from a bank account or major credit card. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date.



## COURSE EXPECTATIONS &amp; CITIZENSHIP

Punctuality

Participants must arrive on time (on or before 4:45 pm) and be prepared in order to successfully meet course expectations. Participants with excessive tardiness will not receive course credit.

Attendance

Attendance at each class session is mandatory to receive course credit. If an unavoidable emergency prevents attendance, it is the responsibility of the teacher to arrange make-up work or session. Accommodations are at the discretion of the course instructor. Any unexcused absence will result in a meeting with program directors.

Make-Up and/or Late Work

All work should be submitted on time. However, if a class is missed or additional time is needed due to an illness, then it is the responsibility of the participant to contact/approach the course instructor. Late/missed work up may be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Communication with course instructor is vital.

Participation

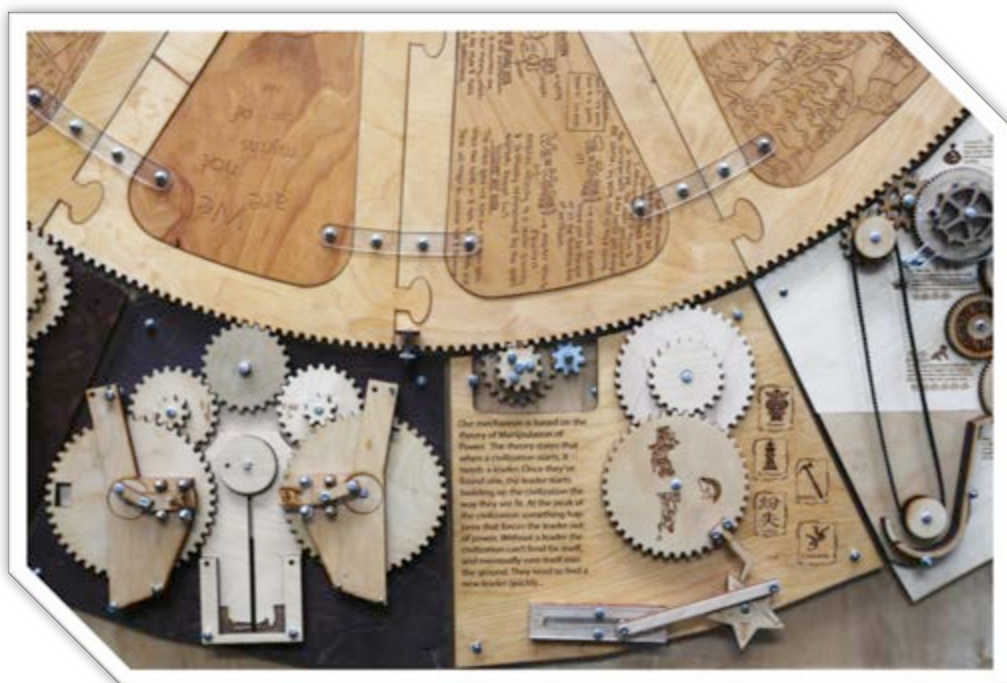
In addition to physical presence, mental presence is also required. Teachers are expected to be contributors to the positive learning environment, responsible for their own learning, and productive citizens within the classroom.

Post Graduate-level work and Ethics

A teaching credential should be regarded as a symbol of professionalism. Any form of cheating will result in immediate action and penalties which may include repeating the course or departure from the program.

PowerSchool LMS

All syllabi, coursework and feedback will be provided on the HTH PowerSchool Learning Management System (LMS). Most coursework will be submitted electronically via the Dropbox feature on the LMS system. If you need assistance or login information, email: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)



## COURSE EXPECTATIONS &amp; CITIZENSHIP

Assessment

Courses are graded on a credit/no credit basis. As courses are designed around the conversations in class; attendance is vital and full participation is encouraged. Rather than focusing on a letter grade, the learning process is supported through conversation, critique, discussion, and Put It To Practice (PITP) assignments. Courses are assessed in accordance with the following criteria:



- ✓ Process = benchmarks for projects (all drafts, critiques, etc.)
- ✓ Content = PITP, reflections annotations, discussion posts, essays
- ✓ Participation = assignments/activities done in class & attendance

Credit “CR” (Pass)

Class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, teachers must achieve the learning outcomes and standards listed on the syllabus. The final product must “meet” or “exceed” the criteria stated on the rubric. Teachers will be required to revise their work if they “approach” the criteria.

No Credit “NC” (No Pass)

The teacher makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes and standards for the course, such as class participation and/or outside work are below average; assignments are missing, incomplete, and/or the standards set by the class.

## MENTOR PROGRAM

Each enrolled Intern is partnered with an on-site, subject specific matched, CLAD certified, Mentor. The Mentor provides intensive guidance, support, and coaching for the duration of the program. Mentor teachers must hold valid California credentials and are required to have a minimum of three years of successful classroom teaching experience.

Mentors meet weekly with their mentee and conduct formal observations of teaching practice. If a mentee works at an affiliated partner school, then their school is responsible to identify and compensate an appropriate, on-site Mentor.

HTH Mentors are paid a stipend for their time and expertise. All Mentors attend training and professional development.



Mentors provide:

- Weekly instruction and assessment support based on the TPEs (min 3+ hours/week)
- English Learner pedagogical support
- Subject Specific strategies and coaching
- Individualized support in teaching and fieldwork

PREREQUISITES

Intern participants are required to have 120 hours of instruction prior to being admitted into the HTH District Intern Program. This instruction includes foundational preparation in general pedagogy prior to the start of the program of study. Completion of prerequisite coursework does not guarantee admission into the Intern program. Courses run concurrently.

Course Dates: June 18 – July 27, 2018

Cost: \$500

Registration Deadline: June 15, 2018

To register for prerequisites:

- Bachelor’s Degree
- Certificate of Clearance
- CBEST (or equivalent)
- US Constitution (course or exam)

FOR TEACHERS

**EDUC 400**  
**Emergent Bilingual Learners**

Prerequisite Course  
6 weeks/online



**EDUC 401**  
**Culturally Responsive Pedagogy**

Prerequisite Course  
6 weeks/online



FOR EDUCATION SPECIALISTS

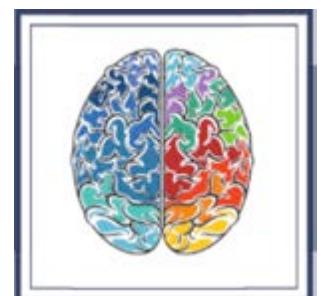
**EDUC 400**  
**Emergent Bilingual Learners**

Prerequisite Course  
6 weeks/online



**EDUC 402**  
**Neurodiversity in Education**

Prerequisite Course  
6 weeks/online



Final application requirements, due by **July 27, 2018:**

- ✓ Prerequisite coursework completed
- ✓ CSET (or Subject Matter Waiver Program)
- ✓ Employment Verification

## FIRST YEAR AT-A-GLANCE

The HTH Intern Program is a two-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is an overview of year one coursework.

Weekly: Tuesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)

### Classroom Structures

- 7/30/18 to 8/3/18
- Elementary/Secondary/Ed Specialist

### Teaching & Learning I

- 8/14/18 to 9/17/18
- Elementary/Secondary/Ed Specialist

### Teaching & Learning II (A)

- 9/25/18 to 10/30/18
- Elementary Literacy
- Secondary Subject-Specific
- Ed Specialist Methods

### Inclusive Classrooms

- 11/6/18 to 12/18/18
- Elementary/Secondary/Ed Specialist

### Teaching & Learning II (B)

- 1/8/19 to 2/12/19
- Elementary Math
- Secondary Subject-Specific
- Ed Specialist Assessment

### Reading Instruction

- 2/19/19 to 3/19/19 (plus 2/25)
- Elementary & Multiple Subjects Teachers: Principles of Reading
- Secondary Teachers: Secondary Reading Instruction

### Social Emotional Learning

- 4/9/19 to 5/14/19
- Elementary/Secondary/Ed Specialist

## SECONDARY PROGRAM

**Single Subject Program of Study (Standard)**

Standard

6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

The Single Subject credential, 6-12, authorizes teaching the specific subject(s) named on the credential in departmentalized classes such as those in middle and high schools. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Single Subject Teaching Credential.

The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program.

**Full Admittance Deadline (July 27)**

- Completion of 120 hours prerequisite instruction
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Single Subject Credential

**Year One Program Coursework:** 7 courses / 13.5 units

TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 544.1a-6a	Teaching & Learning II (A)	1.5
TED 533	Inclusive Classrooms	1.5
TED 544.1b-6b	Teaching & Learning II (B)	1.5
TED 542	Secondary Reading Methods	1.5
TED 536	Social Emotional Learning	1.5
TED 550	Intern Fieldwork I (SS)	3

**Year One Completion Requirements**

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization.

## ELEMENTARY PROGRAM

**Multiple Subjects Program of Study**

Standard

K-8 Elementary Credential

Content area: Multiple Subjects

The Multiple Subject credential, K-8, authorizes teaching in public school settings where the teacher teaches all subjects to one group of students in a self-contained classroom. This type of classroom structure is found in elementary schools and is used in core block subjects in some middle schools as well. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject area and grade level authorization of the Multiple Subjects Teaching Credential.

The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program. Multiple Subjects Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Full Admittance Deadline (July 27)**

- Completion of 120 hours prerequisite instruction
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Multiple Subjects Credential

**Year One Program Coursework:** 7 courses/ 13.5 units

TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
TED 535a	Teaching & Learning II (A): Elementary Literacy	1.5
TED 533	Inclusive Classrooms	1.5
TED 535b	Teaching & Learning II (B): Elementary Math	1.5
SPED 521	Principles of Reading Instruction	1.5
TED 536	Social Emotional Learning	1.5
TED 550	Intern Fieldwork I (MS)	3

**Year One Completion Requirements**

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization.

## ED SPECIALIST PROGRAM

**Education Specialist Program of Study**

## Standard

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K-12 Credential- Mild/Moderate Disabilities

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science (including foundational-level), Social Science/History and World Languages.

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The Education Specialist credential, K-12, authorizes teaching students with autism, emotional disturbance, specific learning, mild to moderate intellectual, and other health impairments; and authorizes service in grades K-12 and for adults through age 22. An embedded English Learner Authorization authorizes instruction for English language development and specially designed academic instruction in English within the subject and grade level authorization of the Multiple Subjects Teaching Credential.

The coursework and clinical practice of the HTH District Intern teacher preparation program are delivered in a prescribed sequence. Participants must be employed as the teacher of record at least 50% time in order to remain in the program. Education Specialist Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Full Admittance Deadline (July 27)**

- Completion of 120 hours prerequisite instruction
- Enrollment forms on file with HTH Credential Analyst
- Activated District Intern Education Specialist Mild/Moderate Credential

**Caseload:** 5-10 students

**Year One Program Coursework: 7 courses / 13.5 units (plus monthly workshops)**

TED 500	Classroom Structures	1.5
TED 543	Teaching & Learning I	1.5
SPED 522a	Teaching & Learning II: SPED Methods	1.5
TED 533	Inclusive Classrooms	1.5
SPED 522b	Teaching & Learning II: SPED Assessment	1.5
SPED 521	Principles of Reading Instruction	1.5
TED 536	Social Emotional Learning	1.5
SPED 550	Intern Fieldwork I (ES)	3

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**Year One Completion Requirements**

- ✓ Passage of prerequisite coursework
- ✓ Hold a valid District Intern Credential
- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization.



## PREREQUISITE COURSE DESCRIPTIONS

**EDUC 400****Emergent Bilingual Learners**

Prerequisite Course: 6 weeks/online

This course introduces participants to the theory, strategies and practice of understanding, planning and meeting the unique needs of English Learners. Participants will explore the social, emotional, and instructional needs that define the growing English Learner population in the United States. Participants will learn about relevant theory and practice that support English Learner development and provide access to the core academic curriculum.

**EDUC 401****Culturally Responsive Pedagogy**

Prerequisite Course: 6 weeks/online

This course is designed to provide participants with an understanding of the sociocultural realities and histories of their students. Participants will learn ways to: negotiate the culture of the classroom with the identities of their students to foster a community of learning, uncover biases, design a diverse curriculum, and learn how systems in the classroom can support high expectations for all students.

**EDUC 402****Neurodiversity in Education**

Prerequisite Course: 6 weeks/online

This course is designed as a broad introduction to Special Education through a lens of equity and access for all learners. The course begins with an overview of legal requirements and laws, including situating our learning in a historical context. Participants hone their communication skills in order to effectively collaborate and partner with a variety of stakeholders, including classroom teachers, administrators, families, agencies, specialists, etc. Participants learn about a broad spectrum of learning differences, and think deeply about how these differences impact the full scope of the school day experience, from social time to academics. Participants learn how to plan instruction for students with learning differences and service delivery models are explored, including co-teaching and full inclusion.

## TED COURSE DESCRIPTIONS

## Teacher Education Courses (TED)

**TED 500****Classroom Structures**

5 day/1.5 units

In this course, participants learn to create a student friendly learning environment with clear expectations, stimulating and accessible materials, and appropriate teaching methods. Discover inventive ways to recognize, interpret, and respond to the daily events in the classroom. Ideas, strategies and resources are presented that are based on the latest in thinking about the art and practice of teaching.

**TED 533****Inclusive Classrooms**

6 weeks/1.5 units

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access to the curriculum for diverse learners in heterogeneous classrooms, including English Learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. Special attention is paid to working and consulting with colleagues in these areas.

**TED 535a****Teaching & Learning II: Elementary Literacy**

6 weeks/1.5 units

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to literacy. Participants will become familiar with pedagogical approaches to teaching academic content that develops literacy skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading and writing. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy/purpose, in students in relation to literacy.

**TED 535b****Teaching & Learning II: Elementary Math**

6 weeks/1.5 units

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to math. Participants will become familiar with pedagogical approaches to teaching academic content that develops inquiry, critical thinking, creative problem solving, collaboration, and communication skills in regards to math. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills within numeracy.

**TED 536****Social Emotional Learning**

6 weeks/1.5 units

This course is designed to provide participants with an understanding how to create a classroom culture that supports belonging, agency, and success for all students. Topics will include, but are not limited to: child and adolescent development, restorative practices, developmentally appropriate practice and pedagogy, and the legal responsibilities of teachers related to student mental health and environments.

## TED COURSE DESCRIPTIONS

**TED 542****Secondary Reading Methods**

6 weeks/1.5 units

This course prepares participants to teach content-based reading and writing skills to all students. Participants review and analyze how to use formal and informal assessment instruments to inform reading instruction and reflect upon their practice. The course is designed to teach methodologies that will include a comprehensive, systematic reading and writing program across a full range of student learners (struggling readers, English learners, and gifted and talented students). Emphasis in this course is on how to teach reading and writing to students at varying age levels with a variety of different disabilities. Participants examine and assess their own reading and writing strengths using meta-cognition strategies to improve their practice in teaching reading. Interns learn how to use critique strategies to help students understand the specifics of writing.

**TED 543****Teaching & Learning I**

6 weeks/1.5 units

In this course, participants learn the skills and acquire the tools necessary to develop classroom learning communities that promote equity and student engagement. Participants learn ways to: create effective, student-centered classroom environments, establish rapport with all students, support students with learning disabilities, and develop relationships with students' families. Course goals include developing teaching skills to start the school year, including: classroom management skills, structures, norms, routines, incorporating student voice and choice into the classroom, and understanding of equity, diversity and empathy issues in a K-12 environment.

**TED 544a/b****Teaching & Learning II: Secondary Education**

6 weeks/1.5 units (A)

6 weeks/1.5 units (B)

534.1 Art; 534.2 English; 534.3 Math; 534.4 Science; 534.5 Social Science; 534.6 World Languages

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to their subject and grade level. Participants will become familiar with pedagogical approaches to teaching academic content that develop inquiry, critical thinking, creative problem solving, collaboration, and communication skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading, writing and numeracy. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy and purpose, in students in relation to their subject and grade level.

**TED 550****Intern Fieldwork I (MS/SS)**

Academic Year/3 units

This course provides year one participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective and professional teacher. The candidate will demonstrate this through working with an assigned mentor in their subject area. Throughout the school year, participants work with their mentor teachers and are provided extensive opportunities to analyze, implement, and reflect on identifying and solving subject-specific problems inherent in clinical teaching, lesson planning, classroom organization and management.

## Education Specialist Courses (SPED)

### SPED 521

#### **Principles of Reading Instruction**

6 weeks/1.5 units

This course is designed to provide the theoretical background and practical application for teaching beginning reading to special education and general education students. This course provides instruction and experience with teaching systematic and explicit skills that promote fluent reading (phonemic awareness, phonics, spelling patterns, decoding strategies, etc.), comprehension (analysis of text structure, summarizing, questioning and making inferences, etc.) and a variety of whole class, small group, and individualized instructional strategies to meet the diverse needs of special education students. This course focuses on methods for integrating the language arts (listening, speaking, reading, and writing) and emphasizes formative, ongoing assessment that informs teaching, provides opportunities for intervention, and ensures accountability. Education Specialists and Multiple Subjects participants enrolled in this course are provided with additional RICA resources and supports.

### SPED 522a

#### **Teaching & Learning II: SPED Methods**

6 weeks/1.5 units

In this section participants plan for specialized instruction based on the specific learning needs of students with mild/moderate disabilities. Participants use evidence-based methods to teach/support academic core content areas such as math, reading, and writing. Participants demonstrate knowledge of: instructional Strategies (including supplemental materials); accommodations and modifications; writing IEP goals; progress monitoring; co-teaching, collaboration and consultation; due process, and English learners. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

### SPED 522b

#### **Teaching & Learning II: SPED Assessment**

6 weeks/1.5 units

This course prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. The course prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. The class prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

**SPED COURSE DESCRIPTIONS**

**SPED 550**

**Intern Fieldwork I (ES)**

Academic Year/3 units

This course provides participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a school setting. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective education specialist. The candidate will demonstrate this through working with an assigned mentor in special education. Throughout the school year, participants work with a mentor at their school site and gain experience case managing the IEP and assessment process for students. Participants will demonstrate the ability to implement strategies that ensure access to the general education curriculum for their students. Participants will achieve this through consulting, collaborating, co-teaching, and designing individual and small group lessons with classroom teachers.

**SPED Workshops (Year One)**

Dates/Times TBA

WS 501: IEP & WebIEP Training (HTH employees only)
WS 502: IEP Forms & Facts (HTH employees only)
WS 503: Plops & Goals
WS 511: Supporting Struggling Learners with Math
WS 505a-b: Dyslexia Basics- Part I & II
WS 512: Paraprofessionals Assistance: Determining the Need and Working Effectively with One
WS 513: Understanding and Supporting Positive Student Mental Health

HIGH TECH HIGH TEACHER CENTER PRESENTS

# Back-to-School

year 2 catalog



PUBLISHED JUNE 15, 2018

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Catalog effective date: June 15, 2018

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**Teaching for Equity:** Participants learn to create equitable learning environments and conditions that support the success of all students.

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Sarah Barnes  
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EQUAL OPPORTUNITY POLICY

The HTH Teacher Center makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention or program completion of participating teachers, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

GRIEVANCE POLICY

The HTH Teacher Center Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any individual who believes that s/he has grounds for a grievance should follow the procedure below:

- First, an individual should make an attempt to resolve the issue through early informal discussion of the matter with the Teacher Center staff, mentors, practitioner faculty, or program administrators.
- If the issue is not resolved, the individual is encouraged to submit a written summary of the grievance to the Director of Intern and Induction Programs.
  - Grievances will be addressed in a timely manner in the hopes of finding a quick resolution.
  - A written response will be provided to the individual within 10 business days of receipt.
- The Director will follow up with all involved parties and make a recommendation or determination based on Teacher Center policies and procedures.
- If the individual is not satisfied with the outcome, an appeal may be submitted to the HTH Chief Learning Officer.

**PROGRAM FEES**

**PROGRAM FEES**

Flexible monthly payment plans are available. Fees must be received and processed by the HTH business office no later than the close of each program year (June). Fees are established each year for the program and are subject to change.

**YEAR TWO: \$3,000**

**DELINQUENT ACCOUNTS**

Accounts become delinquent if payment is 30 days overdue. Individuals with delinquent accounts may be prohibited from attending classes or obtaining transcripts. All program fees must be paid in full, prior to the program applying for a credential. Please contact the program manager if seeking alternative payment plans. Failure to agree or adhere to a payment plan may result in delinquent accounts being sent to a collections agency.

**ADDITIONAL FEES**

The HTH Teacher Center strongly recommends that participants budget for the following fees. The table below contains estimates only.

\$300.00	TPA (edTPA or CaITPA)
\$102.50	Preliminary Credential
\$171.00	RICA

**MENTOR STIPEND**

Provided by school employer

**HTH TEACHERS**

The program fee will be paid by payroll deduction. Each school year contains 24 pay periods (2 per month). First deduction will occur with August 15th payroll and final deduction on July 31st.

**PARTNER SCHOOL TEACHERS**

The program fee will be paid in ten equal monthly installments (August through May). Acceptable payment methods include recurring debits from a bank account or major credit card. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date.

## COURSE EXPECTATIONS &amp; CITIZENSHIP

Punctuality

Participants must arrive on time (on or before 4:45 pm) and be prepared in order to successfully meet course expectations. Participants with excessive tardiness will not receive course credit.

Attendance

Attendance at each class session is mandatory to receive course credit. If an unavoidable emergency prevents attendance, it is the responsibility of the teacher to arrange make-up work or session. Accommodations are at the discretion of the course instructor. Any unexcused absence will result in a meeting with program directors.

Make-Up and/or Late Work

All work should be submitted on time. However, if a class is missed or additional time is needed due to an illness, then it is the responsibility of the participant to contact/approach the course instructor. Late/missed work up may be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Communication with course instructor is vital.

Participation

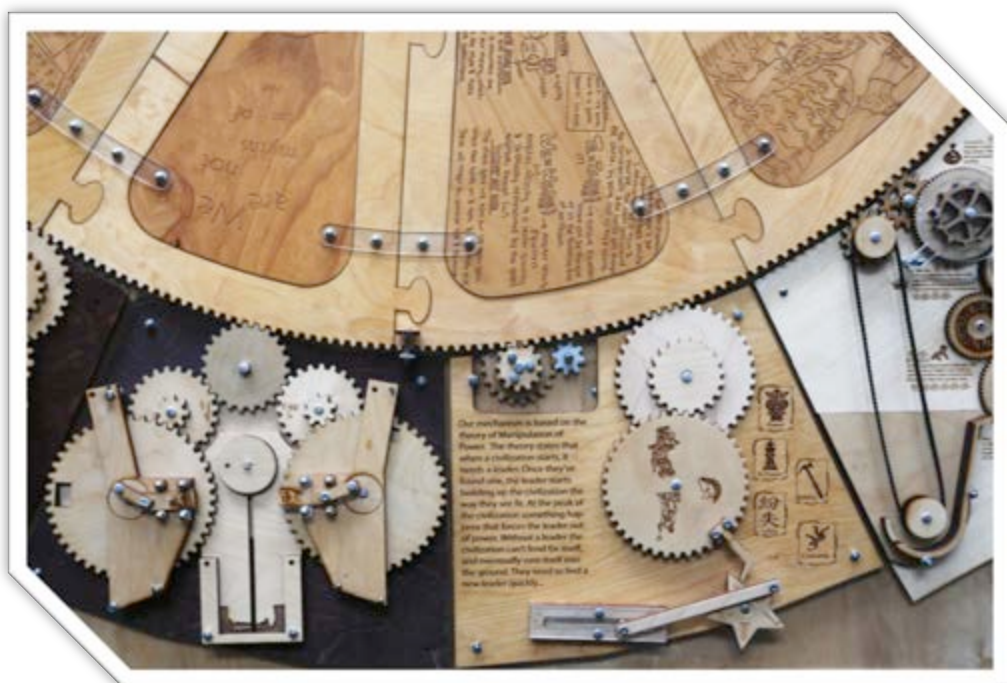
In addition to physical presence, mental presence is also required. Teachers are expected to be contributors to the positive learning environment, responsible for their own learning, and productive citizens within the classroom.

Post Graduate-level work and Ethics

A teaching credential should be regarded as a symbol of professionalism. Any form of cheating will result in immediate action and penalties which may include repeating the course or departure from the program.

PowerSchool LMS

All syllabi, coursework and feedback will be provided on the HTH PowerSchool Learning Management System (LMS). Most coursework will be submitted electronically via the Dropbox feature on the LMS system. If you need assistance or login information, email: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)



## COURSE EXPECTATIONS &amp; CITIZENSHIP

Assessment

Courses are graded on a credit/no credit basis. As courses are designed around the conversations in class; attendance is vital and full participation is encouraged. Rather than focusing on a letter grade, the learning process is supported through conversation, critique, discussion, and Put It To Practice (PITP) assignments. Courses are assessed in accordance with the following criteria:



- ✓ Process = benchmarks for projects (all drafts, critiques, etc.)
- ✓ Content = PITP, reflections annotations, discussion posts, essays
- ✓ Participation = assignments/activities done in class & attendance

Credit “CR” (Pass)

Class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, teachers must achieve the learning outcomes and standards listed on the syllabus. The final product must “meet” or “exceed” the criteria stated on the rubric. Teachers will be required to revise their work if they “approach” the criteria.

No Credit “NC” (No Pass)

The teacher makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes and standards for the course, such as class participation and/or outside work are below average; assignments are missing, incomplete, and/or the standards set by the class.

## MENTOR PROGRAM

Each enrolled Intern is partnered with an on-site, subject specific matched, CLAD certified, Mentor. The Mentor provides intensive guidance, support, and coaching for the duration of the program. Mentor teachers must hold valid California credentials and are required to have a minimum of three years of successful classroom teaching experience.

Mentors meet weekly with their mentee and conduct formal observations of teaching practice. If a mentee works at an affiliated partner school, then their school is responsible to identify and compensate an appropriate, on-site Mentor.

HTH Mentors are paid a stipend for their time and expertise. All Mentors attend training and professional development.



Mentors provide:

- Weekly instruction and assessment support based on the TPEs (min 3+ hours/week)
- English Learner pedagogical support
- Subject Specific strategies and coaching
- Individualized support in teaching and fieldwork

**SECOND YEAR AT-A-GLANCE**

The HTH Intern Program is a two-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is the overview of year two coursework.

Weekly: Wednesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)



## SECONDARY PROGRAM

**Single Subject Program of Study**

Standard

6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

Statewide, Multiple and Single Subject Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.

- FALL-- Instructional Cycle 1 (Submit by October 25, 2018)
- SPRING-- Instructional Cycle 2 (Submit by March 21, 2019)

**Year Two Program Coursework:** 5 courses / 10.5 units

TED 537	Design for Deeper Learning	1.5
TED 538	Authentic Assessment	1.5
TED 541	Equity & Diversity	1.5
TED 513	Methods of English Learner Development	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (SS)	3

**Year Two Completion Requirements**

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of a Presentation of Learning



**ELEMENTARY PROGRAM**

**Multiple Subjects Program of Study**

Standard

K-8 Elementary Credential

Content area: Multiple Subjects

Statewide, Multiple and Single Subject Credential Program candidates must pass a state-mandated teaching performance assessment (TPA). The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and abilities in relation to California's Teaching Performance Expectations (TPEs). CalTPA preparation and assignments are embedded within year two coursework and instructional cycles #1 & #2 are submitted during the following intervals.

- FALL-- Instructional Cycle 1 (Submit by October 25, 2018)
- SPRING-- Instructional Cycle 2 (Submit by March 21, 2019)

Multiple Subjects Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Year Two Program Coursework:** 5 courses / 10.5 units

TED 537	Design for Deeper Learning	1.5
TED 538	Authentic Assessment	1.5
TED 541	Equity & Diversity	1.5
TED 513	Methods of English Learner Development	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (MS)	3

**Year Two Completion Requirements**

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of the RICA (Ed Specialists and Multiple Subjects only)
- ✓ Passage of a Presentation of Learning

## ED SPECIALIST PROGRAM

**Education Specialist Program of Study**

## Standard

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K-12 Credential- Mild/Moderate Disabilities

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science (including foundational-level), Social Science/History and World Languages.

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The HTH District Intern Program uses the edTPA (Teaching Performance Assessment) to measure a candidate's knowledge, skills and abilities. Passage of the edTPA in Special Education is a requirement for completion of the Education Specialist Intern program and recommendation of a Preliminary Credential.

Education Specialist Intern teachers must pass the RICA before they can be recommended for a Preliminary Credential (<http://www.rica.nesinc.com>).

**Caseload:** 10+ students

**Year Two Program Coursework:** 5 courses / 10.5 units (plus monthly workshops)

SPED 525	Case Management	1.5
SPED 524	Autism & Transition	1.5
TED 541	Equity & Diversity	1.5
TED 513	Methods of English Learner Development	1.5
SPED 526	Teaching & Learning III: SPED Seminar	1.5
SPED 560	Intern Fieldwork II (ES)	3

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## Year Two Completion Requirements

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Completion of required SPED workshops
- ✓ Passage of the Teaching Performance Assessment (edTPA minimum score: 41)
- ✓ Passage of the RICA (Ed Specialists and Multiple Subjects only)
- ✓ Passage of a Presentation of Learning

## Teacher Education Courses (TED)

### TED 513

#### **Methods of English Learner Development**

6 sessions/1.5 units

In this course, candidates will learn strategies to help ensure the success of English language learners in an academic environment. Candidates will examine the theoretical perspectives of second language acquisition, explore teaching strategies for English language learners, and practice applying such strategies in a project-based learning environment.

### TED 537

#### **Design for Deeper Learning**

6 weeks/1.5 units

Participants will deepen their project-based experience by exploring issues of design, content, assessment, ownership, and exhibition. Using a consultancy model along with various templates for PBL design and assessment, participants will reflect upon past and current projects and plan future ones. Special attention will be paid to working and consulting with colleagues and community partners on project and curriculum development.

### TED 538

#### **Authentic Assessment**

6 weeks/1.5 units

In this course, participants will examine current theories of learning, discuss the implications for assessment, make connections between assessment and instructional decision-making, and tease apart the differences between assessment and evaluation. Special attention will be paid to student-led assessment and dialogical assessment as vehicles for student voice in the classroom and more meaningful assessment. The course supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #1.

### TED 539

#### **Teaching & Learning III: Teaching Seminar**

6 sessions/1.5 units

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #2.

## TED COURSE DESCRIPTIONS

### TED 541

#### **Equity and Diversity**

6 weeks/1.5 units

In this course, participants explore the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds as well as the background experiences, values, and languages of diverse student groups. They discuss and apply structural and pedagogical approaches that provide both access and challenge for diverse learners. In particular, the course will focus on how teacher and student expectations affect student achievement, for better or worse. Each participant will generate a final product describing concrete steps taken to address the essential questions for the course, and reflecting on the intersections between one’s own emerging identity, student diversity and school culture.

### TED 560

#### **Intern Fieldwork II (MS/SS)**

Academic Year/3 units

This course provides year two participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective and professional teacher. The candidate will demonstrate this through working with an assigned mentor in their subject area. Throughout the school year, participants work with their mentor teachers and are provided extensive opportunities to analyze, implement, and reflect on identifying and solving subject-specific problems inherent in clinical teaching, lesson planning, classroom organization and management.



## Education Specialist Courses (SPED)

### SPED 524

#### Autism & Transition

6 weeks/1.5 units

This course will focus on Autism Spectrum Disorder (ASD) and Neurodiversity. Participants will learn about three psychological theories that affect students with an autism spectrum disorder: Theory of Mind, Central Coherence and Executive Function. Special attention will be paid to the sensory and social skills needs of students with Autism. Participants will also work on choosing evidence based best practices to help meet student need while providing access to general education curriculum and to meaningful transition plans so that students with ASD can access their community, higher education, and meaningful employment.

### SPED 525

#### Case Management

6 weeks/1.5 units

This course will focus on specific case management dilemmas while incorporating the real life case management questions and concerns that arise for participants in the field. In doing so, this course prepares participants in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

### SPED 526

#### Teaching & Learning III: SPED Seminar

6 weeks/1.5 units

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements.

### SPED 560

#### Intern Fieldwork II (ES)

38 weeks/3 units

This course provides participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a school setting. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective education specialist. The candidate will demonstrate this through working with an assigned mentor in special education. Throughout the school year, participants work with a mentor at their school site and gain experience case managing the IEP and assessment process for their students. Participants will demonstrate the ability to implement strategies that ensure access to the general education curriculum for their students. Participants will achieve this through consulting, collaborating, co-teaching, and designing individual and small group lessons with classroom teachers.

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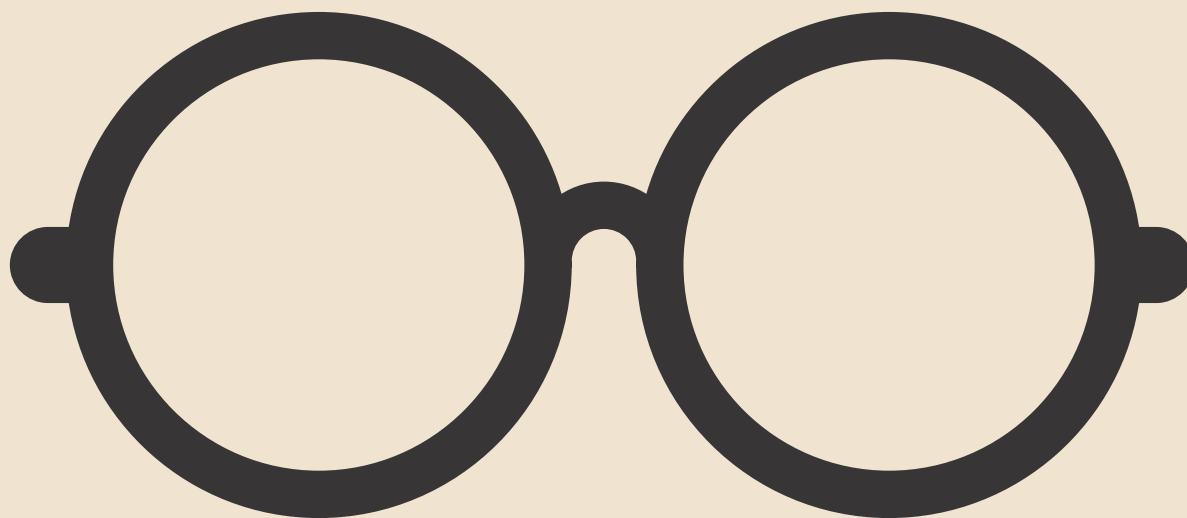
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Dates/Times TBA

WS 514: Autism & Evidence- Based Practices (online)
WS 515: Helping Students with ASD in the Least Restrictive Environment
WS 508: Assistive Technology
WS 516: Behavioral Support Plans through a PBIS Lens & Behavior intervention plans (online)
WS 510: Transition Planning for All Students
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# **Early Completion & Bridge Catalog**



**PUBLISHED JUNE 15, 2018**

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HTH understands that the educational record of the Participating Teacher, employed by an Employer, is protected by FERPA. As a result of the Memorandum of Understanding (MOU) Agreement, the Employer is considered a school official with a legitimate educational interest in determining the professional responsibility of the Participating Teacher. HTH agrees to protect the privacy of educational records concerning any Participating Teacher and will not transmit, share or disclose any such records without the Participating Teacher's written consent, except to other school officials who have a legitimate educational interest in the records.

EQUAL OPPORTUNITY POLICY

The HTH Teacher Center makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention or program completion of participating teachers, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

GRIEVANCE POLICY

The HTH Teacher Center Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any individual who believes that s/he has grounds for a grievance should follow the procedure below:

- First, an individual should make an attempt to resolve the issue through early informal discussion of the matter with the Teacher Center staff, mentors, practitioner faculty, or program administrators.
- If the issue is not resolved, the individual is encouraged to submit a written summary of the grievance to the Director of Intern and Induction Programs.
  - Grievances will be addressed in a timely manner in the hopes of finding a quick resolution.
  - A written response will be provided to the individual within 10 business days of receipt.
- The Director will follow up with all involved parties and make a recommendation or determination based on Teacher Center policies and procedures.
- If the individual is not satisfied with the outcome, an appeal may be submitted to the HTH Chief Learning Officer.

PROGRAM FEES

**PROGRAM FEES**

Flexible monthly payment plans are available. Fees must be received and processed by the HTH business office no later than the close of each program year (June). Fees are established each year for the program and are subject to change.

ECO or Bridge: **\$3,000**

**DELINQUENT ACCOUNTS**

Accounts become delinquent if payment is 30 days overdue. Individuals with delinquent accounts may be prohibited from attending classes or obtaining transcripts. All program fees must be paid in full, prior to the program applying for a credential. Please contact the program manager if seeking alternative payment plans. Failure to agree or adhere to a payment plan may result in delinquent accounts being sent to a collections agency.

**ADDITIONAL FEES**

The HTH Teacher Center strongly recommends that participants budget for the following fees. The table below contains estimates only.

\$95	APK Exam (ECO)
\$267	CSET: Ed Tech (ECO)
\$300.00	TPA (edTPA or CalTPA)
\$102.50	Preliminary Credential Fee
\$171.00	RICA Exam

**MENTOR STIPEND**

Provided by school employer

**HTH TEACHERS**

The program fee will be paid by payroll deduction. Each school year contains 24 pay periods (2 per month). First deduction will occur with August 15th payroll and final deduction on July 31st.

**PARTNER SCHOOL TEACHERS**

The program fee will be paid in ten equal monthly installments (August through May). Acceptable payment methods include recurring debits from a bank account or major credit card. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date.

## COURSE EXPECTATIONS &amp; CITIZENSHIP

Punctuality

Participants must arrive on time (on or before 4:45 pm) and be prepared in order to successfully meet course expectations. Participants with excessive tardiness will not receive course credit.

Attendance

Attendance at each class session is mandatory to receive course credit. If an unavoidable emergency prevents attendance, it is the responsibility of the teacher to arrange make-up work or session. Accommodations are at the discretion of the course instructor. Any unexcused absence will result in a meeting with program directors.

Make-Up and/or Late Work

All work should be submitted on time. However, if a class is missed or additional time is needed due to an illness, then it is the responsibility of the participant to contact/approach the course instructor. Late/missed work up may be submitted two (2) weeks from the original due date. After that, grades will be posted as final. Communication with course instructor is vital.

Participation

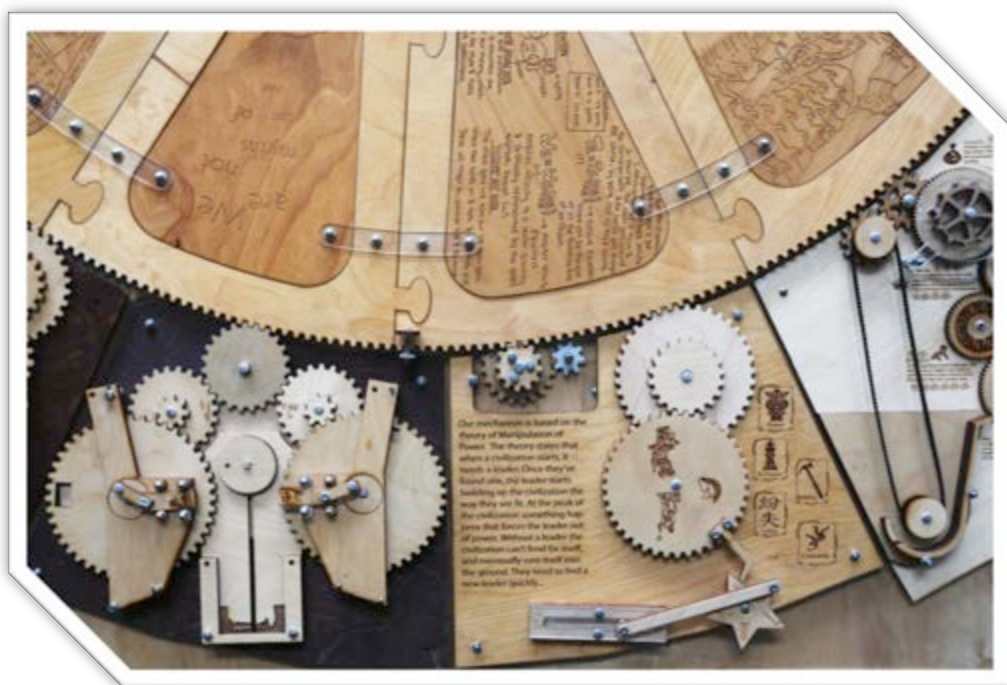
In addition to physical presence, mental presence is also required. Teachers are expected to be contributors to the positive learning environment, responsible for their own learning, and productive citizens within the classroom.

Post Graduate-level work and Ethics

A teaching credential should be regarded as a symbol of professionalism. Any form of cheating will result in immediate action and penalties which may include repeating the course or departure from the program.

PowerSchool LMS

All syllabi, coursework and feedback will be provided on the HTH PowerSchool Learning Management System (LMS). Most coursework will be submitted electronically via the Dropbox feature on the LMS system. If you need assistance or login information, email: [credentialing@hightechhigh.org](mailto:credentialing@hightechhigh.org)



## COURSE EXPECTATIONS &amp; CITIZENSHIP

Assessment

Courses are graded on a credit/no credit basis. As courses are designed around the conversations in class; attendance is vital and full participation is encouraged. Rather than focusing on a letter grade, the learning process is supported through conversation, critique, discussion, and Put It To Practice (PITP) assignments. Courses are assessed in accordance with the following criteria:



- ✓ Process = benchmarks for projects (all drafts, critiques, etc.)
- ✓ Content = PITP, reflections annotations, discussion posts, essays
- ✓ Participation = assignments/activities done in class & attendance

Credit “CR” (Pass)

Class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, teachers must achieve the learning outcomes and standards listed on the syllabus. The final product must “meet” or “exceed” the criteria stated on the rubric. Teachers will be required to revise their work if they “approach” the criteria.

No Credit “NC” (No Pass)

The teacher makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes and standards for the course, such as class participation and/or outside work are below average; assignments are missing, incomplete, and/or the standards set by the class.

## MENTOR PROGRAM

Each enrolled Intern is partnered with an on-site, subject specific matched, CLAD certified, Mentor. The Mentor provides intensive guidance, support, and coaching for the duration of the program. Mentor teachers must hold valid California credentials and are required to have a minimum of three years of successful classroom teaching experience.

Mentors meet weekly with their mentee and conduct formal observations of teaching practice. If a mentee works at an affiliated partner school, then their school is responsible to identify and compensate an appropriate, on-site Mentor.

HTH Mentors are paid a stipend for their time and expertise. All Mentors attend training and professional development.



Mentors provide:

- Weekly instruction and assessment support based on the TPEs (min 3+ hours/week)
- English Learner pedagogical support
- Subject Specific strategies and coaching
- Individualized support in teaching and fieldwork

## ECO PROGRAM

**Single or Multiple Subjects Program of Study (ECO)**

## Early Completion Option (ECO)

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6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and World Languages

or

K-8 Elementary Credential

Content area: Multiple Subjects

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The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while enrolled in a Commission-approved intern program.

All ECO applicants must first apply and be accepted to the standard Single or Multiple Subjects program of study (see HTH Teacher Center Year 1 Catalog). Applicants will continue in their program of study until passage of the APK, which is the transition point into ECO status.

**Eligibility**

- Pass the NES Assessment of Professional Knowledge (APK) exam Secondary or Elementary
- Faculty Interview leading to positive recommendation
- Pass the CalTPA on the first attempt in order to be eligible for the ECO

**Program**

- Completion of 120 hours prerequisite coursework (unless passage of APK by June 15, 2018)
- Submit Instructional Cycle # 1 by October 25, 2018
- Submit Instructional Cycle # 2 by March 21, 2019
- Intern Fieldwork II (SS/MS)
- Presentation of Learning

**Exit Exams** (by May 15<sup>th</sup>)

- Reading Instruction Competency Assessment (RICA) ~ for Multiple Subject candidates only
- CSET: Preliminary Educational Technology

**CalTPA 2.0**

Candidates must pass the TPA on the first attempt in order to be eligible for the ECO. If the candidate does not pass on the first attempt, he/she is no longer eligible to participate in the ECO program and must complete the full teacher preparation program.

- FALL-- Instructional Cycle 1 (Submit by October 25, 2018)
- SPRING-- Instructional Cycle 2 (Submit by March 21, 2019)



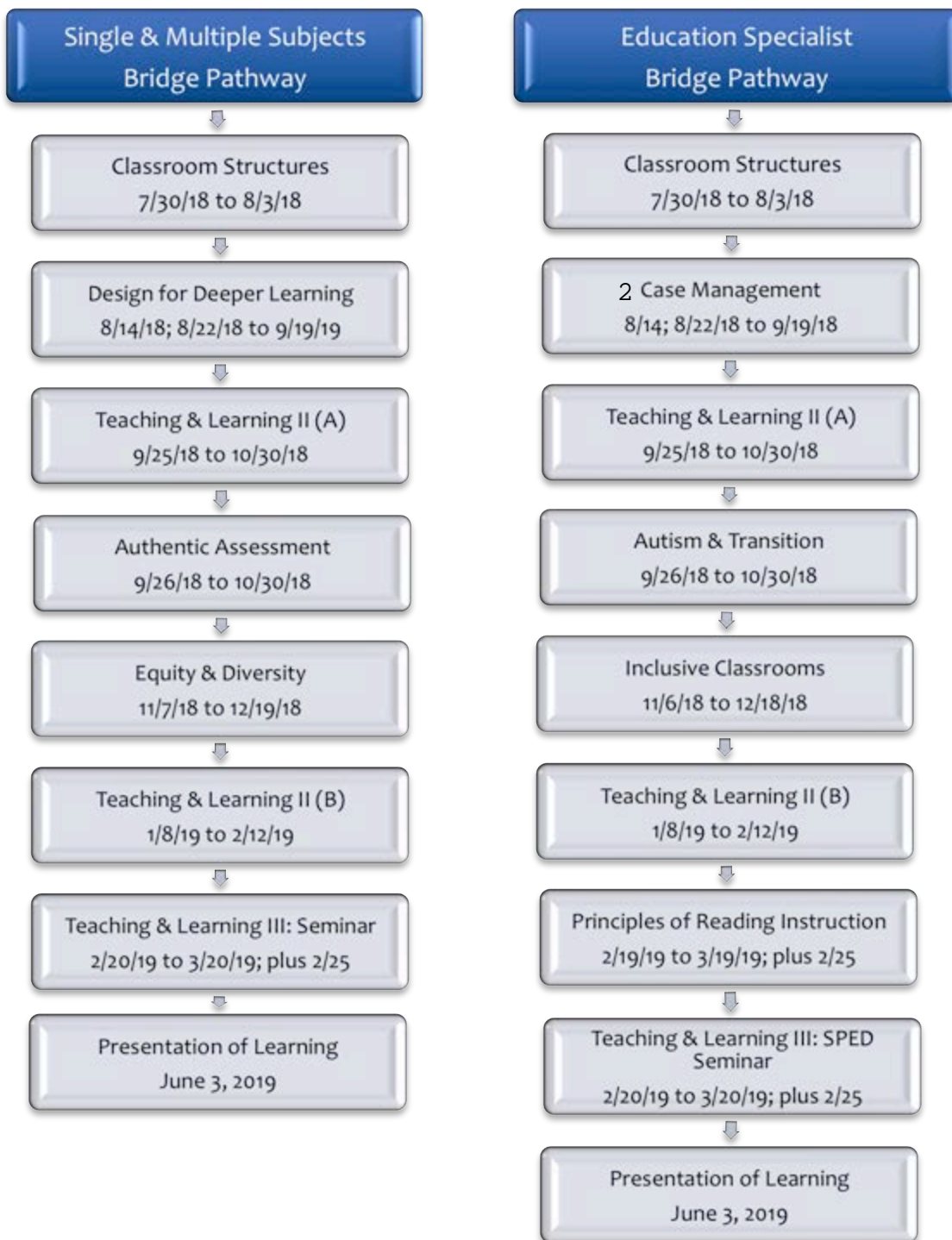
**BRIDGE YEAR AT-A-GLANCE**

The HTH Intern Program is a two-year commitment, which involves coursework, supervised teaching, weekly support of a Mentor and observations, reflective practice, and a teaching performance assessment. Here is the overview of Bridge coursework.

Weekly: Tuesdays and/or Wednesdays

Time: 4:45 -7:45 pm

Location: HTH Forum (2150 Cushing Road, San Diego, 92106)



**SINGLE SUBJECT BRIDGE PROGRAM**

**Single Subject Program of Study (Bridge)**

Bridge Program: For teachers holding an existing Education Specialist Credential

6th-12th Secondary Credential

Content areas: Art; English; Mathematics (including foundational-level); Science (including foundational-level); Social Science/History and Spanish

The Bridge program allows a teacher with an existing CA Education Specialist credential to “bridge” over and earn their Single Subject (SS) credential. Teachers that qualify for this one-year program must be teaching in a secondary setting, 6<sup>th</sup>-12<sup>th</sup>, in an assignment that matches their Single Subject area.

The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. CalTPA preparation and assignments are embedded within coursework and instructional cycles #1 & #2 are submitted during the following intervals: FALL Instructional Cycle 1 (Submit by October 25, 2018) and SPRING Instructional Cycle 2 (Submit by March 21, 2019).

**Eligibility**

- Meet all requirements to earn a CA District Intern Single or Multiple Subjects Credential
- Hold a valid CA Education Specialist Teaching Credential
- Three years of teaching experience
- Faculty Interview

**Program Coursework:** 7 courses / 13.5 units

TED 500	Classroom Structures	1.5
TED 537	Design for Deeper Learning	1.5
TED 544.1a-6a	Teaching & Learning II (A)	1.5
TED 538	Authentic Assessment	1.5
TED 541	Equity & Diversity	1.5
TED 544.1b-6b	Teaching & Learning II (B)	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (SS)	3

**Bridge Completion Requirements:**

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of a Presentation of Learning

**MULTIPLE SUBJECTS BRIDGE PROGRAM**

**Multiple Subjects Program of Study (Bridge)**

Bridge Program: For teachers holding an existing Education Specialist Credential

K-8 Elementary Credential

Content area: Multiple Subjects

The Bridge program allows a teacher with an existing CA Education Specialist credential to “bridge” over and earn their Multiple Subjects (MS) credential. Teachers that qualify for this one-year program must be teaching in an elementary setting, K-8th, to one group of students in a self-contained classroom or teaching core block subjects as used in some middle schools.

The HTH District Intern Program uses the California Teaching Performance Assessment (CalTPA 2.0) for its Multiple and Single Subjects candidates. CalTPA preparation and assignments are embedded within coursework and instructional cycles #1 & #2 are submitted during the following intervals: FALL Instructional Cycle 1 (Submit by October 25, 2018) and SPRING Instructional Cycle 2 (Submit by March 21, 2019).

**Eligibility**

- Meet all requirements to earn a CA District Intern Single or Multiple Subjects Credential
- Hold a valid CA Education Specialist Teaching Credential
- Three years of teaching experience
- Faculty Interview

**Program Coursework:** 7 courses / 13.5 units

TED 500	Classroom Structures	1.5
TED 537	Design for Deeper Learning	1.5
TED 535a	Teaching & Learning II: Elementary Literacy	1.5
TED 538	Authentic Assessment	1.5
TED 541	Equity & Diversity	1.5
TED 535b	Teaching & Learning II: Elementary Math	1.5
TED 539	Teaching & Learning III: Seminar	1.5
TED 560	Intern Fieldwork II (MS)	3

**Bridge Completion Requirements:**

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Passage of the Teaching Performance Assessment (CalTPA Instructional Cycles # 1 & 2)
- ✓ Passage of a Presentation of Learning

**ED SPECIALIST BRIDGE PROGRAM**

**Education Specialist Program of Study (Bridge)**

Bridge Program: For teachers holding an existing Single or Multiple Subjects Credential

K-12 Credential- Mild/Moderate Disabilities

Content Areas: Art, English, Mathematics (including foundational-level), Music, Science, (including foundational-level), Social Science/History and World Languages.

The Bridge program allows a teacher with an existing CA Single or Multiple credential to “bridge” over and earn their Education Specialist (ES) credential. Teachers that qualify for this one-year program must be teaching /case managing students with specific learning, mild to moderate intellectual, autism, emotional disturbance, and other health impairments in grades K-12 and for adults through age 22.

The HTH District Intern Program uses the edTPA (Teaching Performance Assessment) to measure a candidate's knowledge, skills and abilities. Passage of the edTPA in Special Education is a requirement for completion of the Education Specialist Intern program and recommendation of a Preliminary Credential.

**Eligibility**

- Meet all requirements to earn a CA District Intern Education Specialist Credential
- Hold a valid CA Single or Multiple Subjects Teaching Credential
- Completion of prerequisite course: EDUC 402 Neurodiversity in Education
- Three years of teaching experience
- Faculty Interview

**Caseload:** 5-10 students

**Program Coursework:** 8 courses / 15 units (plus monthly workshops)

TED 500	Classroom Structures	1.5
SPED 525	Case Management	1.5
SPED 522a	Teaching & Learning II: SPED Methods	1.5
SPED 524	Autism & Transition	1.5
TED 533	Inclusive Classrooms	1.5
SPED 522b	Teaching & Learning II: SPED Assessment	1.5
SPED 521	Principles of Reading Instruction*	1.5
SPED 526	Teaching & Learning III: SPED Seminar	1.5
SPED 560	Intern Fieldwork II (ES)	3

*\*Course may be waived if Multiple Subjects credential is held*

**Bridge Completion Requirements:**

- ✓ Successfully complete all coursework
- ✓ Submit assignments on time
- ✓ Remain employed as teacher of record in a teaching assignment which matches the credential being pursued
- ✓ Participate in weekly meetings with mentor
- ✓ Participate in three (3) observations of your mentor (and vice-versa)
- ✓ Participate in one external observation of a teacher outside of your school organization
- ✓ Completion of required SPED workshops
- ✓ Passage of the Teaching Performance Assessment (edTPA minimum score: 41)
- ✓ Passage of the RICA
- ✓ Passage of a Presentation of Learning

## Teacher Education Courses (TED)

**TED 500****Classroom Structures**

5 day/1.5 units

In this course, participants learn to create a student friendly learning environment with clear expectations, stimulating and accessible materials, and appropriate teaching methods. Discover inventive ways to recognize, interpret, and respond to the daily events in the classroom. Ideas, strategies and resources are presented that are based on the latest in thinking about the art and practice of teaching.

**TED 533****Inclusive Classrooms**

6 weeks/1.5 units

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access to the curriculum for diverse learners in heterogeneous classrooms, including English Learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. Special attention is paid to working and consulting with colleagues in these areas.

**TED 535a****Teaching & Learning II: Elementary Literacy**

6 weeks/1.5 units

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to literacy. Participants will become familiar with pedagogical approaches to teaching academic content that develops literacy skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading and writing. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy/purpose, in relation to literacy.

**TED 535b****Teaching & Learning II: Elementary Math**

6 weeks/1.5 units

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to math. Participants will become familiar with pedagogical approaches to teaching academic content that develops inquiry, critical thinking, creative problem solving, collaboration, and communication skills in regards to math. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment within numeracy.

## TED COURSE DESCRIPTIONS

**TED 537****Design for Deeper Learning**

6 weeks/1.5 units

Participants will deepen their project-based experience by exploring issues of design, content, assessment, ownership, and exhibition. Using a consultancy model along with various templates for PBL design and assessment, participants will reflect upon past and current projects and plan future ones. Special attention will be paid to working and consulting with colleagues and community partners on project and curriculum development.

**TED 538****Authentic Assessment**

6 weeks/1.5 units

In this course, participants will examine current theories of learning, discuss the implications for assessment, make connections between assessment and instructional decision-making, and tease apart the differences between assessment and evaluation. Special attention will be paid to student-led assessment and dialogical assessment as vehicles for student voice in the classroom and more meaningful assessment. The course supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #1.

**TED 539****Teaching & Learning III: Seminar**

6 sessions/1.5 units

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements for the CalTPA Instructional Cycle #2.

**TED 541****Equity and Diversity**

6 weeks/1.5 units

In this course, participants explore the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds as well as the background experiences, values, and languages of diverse student groups. They discuss and apply structural and pedagogical approaches that provide both access and challenge for diverse learners. In particular, the course will focus on how teacher and student expectations affect student achievement, for better or worse. Each participant will generate a final product describing concrete steps taken to address the essential questions for the course, and reflecting on the intersections between one’s own emerging identity, student diversity and school culture.

## TED COURSE DESCRIPTIONS

**TED 544a/b****Teaching & Learning II: Secondary Education**

6 weeks/1.5 units (A)

6 weeks/1.5 units (B)

534.1 Art

534.2 English

534.3 Math

534.4 Science

534.5 Social Science

534.6 World Languages

In this course, participants will explore how to construct learning experiences for students that develop the habits, dispositions, skills and content knowledge relevant to their subject and grade level. Participants will become familiar with pedagogical approaches to teaching academic content that develop inquiry, critical thinking, creative problem solving, collaboration, and communication skills. Through the design of open-ended, student-centered, constructivist learning experiences, participants will investigate how to integrate authentic teaching, learning and assessment of foundational skills, such as reading, writing and numeracy. Participants will also learn how to intentionally develop academic mindsets, such as belonging, growth mindset, efficacy and purpose, in students in relation to their subject and grade level.

**TED 560****Intern Fieldwork II (MS/SS)**

Academic Year/3 units

This course provides year two participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective and professional teacher. The candidate will demonstrate this through working with an assigned mentor in their subject area. Throughout the school year, participants work with their mentor teachers and are provided extensive opportunities to analyze, implement, and reflect on identifying and solving subject-specific problems inherent in clinical teaching, lesson planning, classroom organization and management.

## Education Specialist Courses (SPED)

### SPED 521

#### Principles of Reading Instruction

6 weeks/ 1.5 units

This course is designed to provide the theoretical background and practical application for teaching beginning reading to special education and general education students. This course provides instruction and experience with teaching systematic and explicit skills that promote fluent reading (phonemic awareness, phonics, spelling patterns, decoding strategies, etc.), comprehension (analysis of text structure, summarizing, questioning and making inferences, etc.) and a variety of whole class, small group, and individualized instructional strategies to meet the diverse needs of special education students. This course focuses on methods for integrating the language arts (listening, speaking, reading, and writing) and emphasizes formative, ongoing assessment that informs teaching, provides opportunities for intervention, and ensures accountability. Education Specialists and Multiple Subjects participants enrolled in this course are provided with additional RICA resources and supports.

### SPED 522a

#### Teaching & Learning II: SPED Methods

6 weeks/1.5 units

In this section participants plan for specialized instruction based on the specific learning needs of students with mild/moderate disabilities. Participants use evidence-based methods to teach/support academic core content areas such as math, reading, and writing. Participants demonstrate knowledge of: instructional Strategies (including supplemental materials); accommodations and modifications; writing IEP goals; progress monitoring; co-teaching, collaboration and consultation; due process, and English learners. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

### SPED 522b

#### Teaching & Learning II: SPED Assessment

6 weeks/1.5 units

This course prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. The course prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students. The class prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.



## SPED COURSE DESCRIPTIONS

**SPED 524****Autism & Transition**

6 weeks/1.5 units

This course will focus on Autism Spectrum Disorder (ASD) and Neurodiversity. Participants will learn about three psychological theories that affect students with an autism spectrum disorder: Theory of Mind, Central Coherence and Executive Function. Special attention will be paid to the sensory and social skills needs of students with Autism. Participants will also work on choosing evidence based best practices to help meet student need while providing access to general education curriculum and to meaningful transition plans so that students with ASD can access their community, higher education, and meaningful employment.

**SPED 525****Case Management**

6 weeks/1.5 units

This course will focus on specific case management dilemmas while incorporating the real life case management questions and concerns that arise for participants in the field. In doing so, this course prepares participants in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education. Participants are prepared to coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.

**SPED 526****Teaching & Learning III: SPED Seminar**

6 weeks/1.5 units

Participants learn about the Teaching Performance Assessment (TPA) requirements and how they relate to the CA Teaching Performance Expectations (TPE). The seminar supports participants in identifying the types and quality of teaching artifacts that should be collected and presented in their TPA as well as an overview of expectations and submission requirements.

**SPED 560****Intern Fieldwork II (ES)**

Academic Year/3 units

This course provides participants with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a school setting. It is expected that participants demonstrate a strong understanding of the TPEs and exhibit the qualities of an effective education specialist. The candidate will demonstrate this through working with an assigned mentor in special education. Throughout the school year, participants work with a mentor at their school site and gain experience case managing the IEP and assessment process for their students. Participants will demonstrate the ability to implement strategies that ensure access to the general education curriculum for their students. Participants will achieve this through consulting, collaborating, co-teaching, and designing individual and small group lessons with classroom teachers.

## SPED COURSE DESCRIPTIONS

## SPED Workshops (BRIDGE)

Dates/Times TBA

WS 501: IEP & WebIEP Training (HTH employees only)
WS 502: IEP Forms & Facts (HTH employees only)
WS 503: Plops & Goals
WS 505a-b: Dyslexia Basics- Part I & II
WS 514: Autism & Evidence- Based Practices (online)
WS 515: Helping Student with ASD in the Least Restrictive Environment
WS 508: Assistive Technology
WS 516: Behavioral Support Plans through a PBIS Lens & Behavior intervention plans (online)
WS 510: Transition Planning for All Students
WS 517: Social Skills Groups
WS 512: Paraprofessionals assistance: Determining the Need and Working Effectively with One
WS 513: Understanding and Supporting Positive Student Mental Health