

High Tech Middle Chula Vista

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. Melissa Daniels, School Director

Principal, High Tech Middle Chula Vista

About Our School

After five wonderful years of teaching 6th grade humanities at High Tech Middle, Melissa Daniels is thrilled to be a part of the founding faculty of High Tech Middle Chula Vista! Ms. Melissa came to High Tech High in 2006 after seven years of teaching at international schools in Cairo, Egypt, Rio de Janeiro and Brazil. While overseas, Ms. Melissa was fortunate enough to travel to many fascinating places. Some of her most memorable experiences include swimming with pink dolphins in the Amazon, cruising down the Nile River, snorkeling in the Red Sea, trekking the hills of Thailand, and horseback riding in the Chilean Andes. Originally from North Carolina, Ms. Melissa earned her B.A. in English Education from the University of North Carolina at Chapel Hill, and her M.Ed in Teaching English as a Second Language from George Mason University. In 2010, she earned another M.Ed in School Leadership from High Tech High's own Graduate School of Education. When she's not in the classroom, Ms. Melissa enjoys traveling, taking photographs, doing pilates and yoga, reading, going to the beach, and watching basketball games featuring her beloved UNC Tar Heels.

Contact

High Tech Middle Chula Vista
1949 Discovery Falls Dr.
Chula Vista, CA 91915-2037

Phone: 619-243-5014

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
District Name	SBC - High Tech High	School Name	High Tech Middle Chula Vista
Phone Number	(619) 243-5014	Street	1949 Discovery Falls Dr.
Superintendent	Larry Rosenstock	City, State, Zip	Chula Vista, Ca, 91915-2037
Web Site	www.hightechhigh.org	Phone Number	619-243-5014
		Principal	Ms. Melissa Daniels, School Director
		Web Site	www.hightechhigh.org
		County-District-School (CDS) Code	37764710123042

Last updated: 1/30/2018

School Description and Mission Statement (School Year 2017-18)

As the newest middle school in the HTH family, High Tech Middle Chula Vista is proud to serve our community and offer a rigorous, project-based approach to learning. At HTMCV, our curriculum is based on the HTH design principles of common intellectual mission, adult world connection, and personalization. Teachers, as curriculum designers, strive to create innovative project-based learning experiences that will engage our diverse group of students in complex, adult-world projects through which they will develop and apply skills and knowledge. Our classrooms are fully inclusive, as we want to help all students to reach their potential.

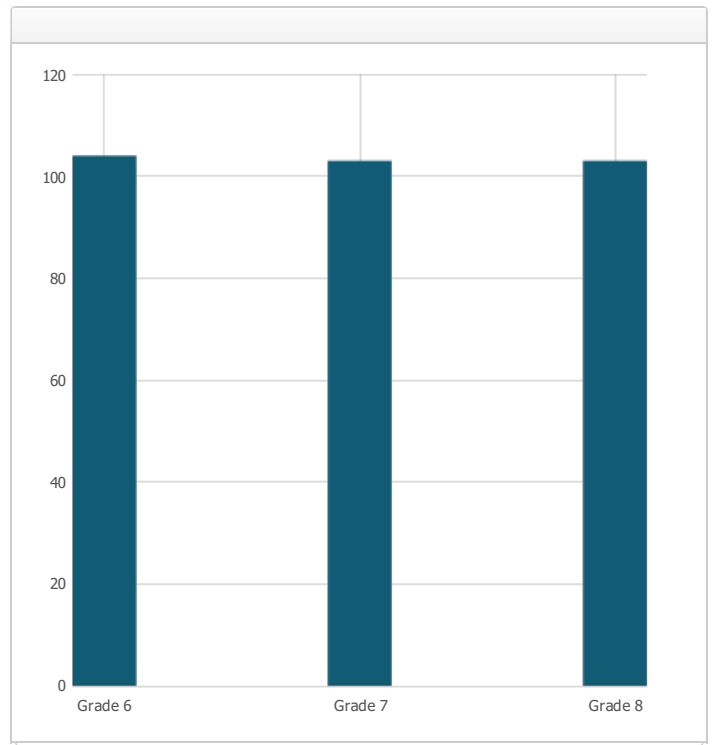
All of our students participate in a yearly Exhibition Night, where their work is on display for the community, and they conduct Presentations of Learning at the end of each semester to demonstrate their understanding and growth. Each student also has a designated faculty advisor who offers academic, emotional, and social support through the three-year middle school journey. Students in all grades are on teaching teams which include Humanities and Integrated Math/Science for the full school year, and take semester-long exploratory classes in Art, Theatre, and Engineering & Design.

Our building, which we share with High Tech Elementary Chula Vista (HTECV), is designed to be a healthy, sustainable, and effective learning environment. The school itself is a learning tool for students, staff, and community members, with demonstration areas and signage to exhibit the benefits of high performance, environmentally-friendly design. Of particular note is the indoor air quality, room acoustics, and daylighting. Our school is one of the most energy efficient in the nation as well, with rooftop solar panels producing over 70% of our energy needs on an annualized basis. We are also proud to boast an edible garden with planting space for every student, and a fruit orchard, each integrated into the curriculum and managed entirely by students.

Last updated: 2/1/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	104
Grade 7	103
Grade 8	103
Total Enrollment	310



Last updated: 1/30/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.2 %
American Indian or Alaska Native	1.6 %
Asian	1.9 %
Filipino	8.1 %
Hispanic or Latino	68.7 %
Native Hawaiian or Pacific Islander	0.3 %
White	10.6 %
Two or More Races	4.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	54.8 %
English Learners	9.4 %
Students with Disabilities	11.9 %
Foster Youth	0.0 %

Last updated: 1/30/2018

A. Conditions of Learning

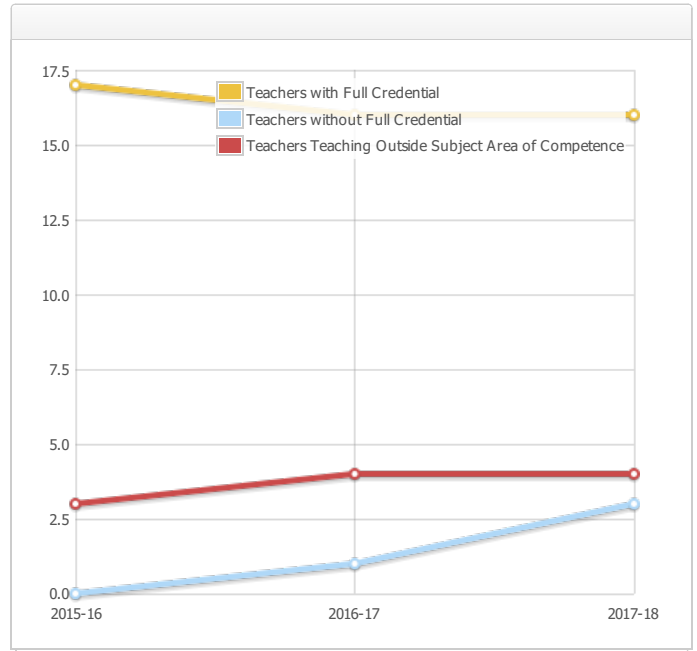
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

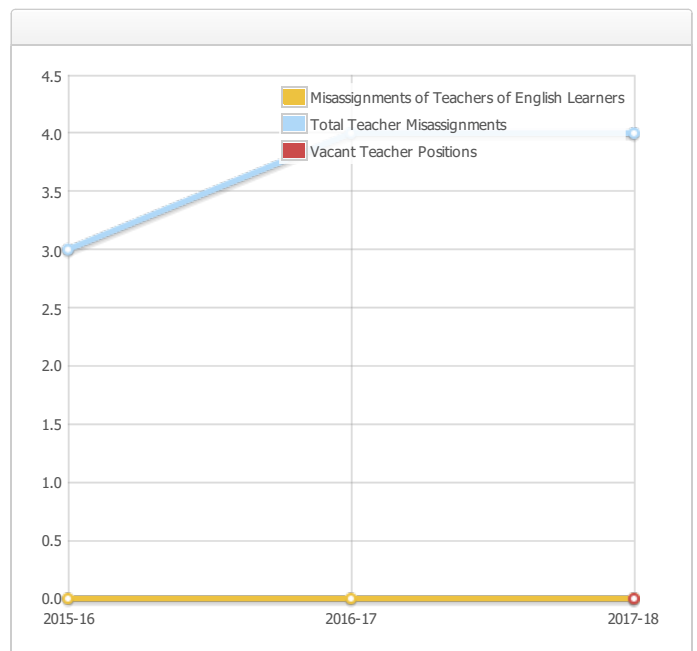
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	16	16	
Without Full Credential	0	1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	4	4	



Last updated: 1/30/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	3	4	4
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Mathematics	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
History-Social Science	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Foreign Language	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Health	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Visual and Performing Arts	High Tech High uses a wide variety of resources that enable teachers to differentiate instruction to meet the needs of each student. Among them include online adaptive text books, novels, academic journals, primary resources, digital tools along with others. In addition, HTH student s publicize much of their work online at http://www.hightechhigh.org/projects		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2018

School Facility Conditions and Planned Improvements

HTMCV shares a 60,974 square foot, two-story, building with HTECV that was built in 2014. The building is in excellent condition, with maintenance and custodial services provided by on-site staff. There are no maintenance needs beyond those that are routine for a school of this size. A 104 Kw photovoltaic solar system was completed in September of 2016 that is shared by the two schools.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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Last updated: 1/30/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	37%	43%	49%	52%	48%	48%
Mathematics (grades 3-8 and 11)	20%	24%	27%	30%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	298	96.44%	42.95%
Male	165	158	95.76%	36.08%
Female	144	140	97.22%	50.71%
Black or African American	13	12	92.31%	33.33%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	25	25	100.00%	72.00%
Hispanic or Latino	212	206	97.17%	39.81%
Native Hawaiian or Pacific Islander	--	--	--	
White	33	29	87.88%	44.83%
Two or More Races	14	14	100.00%	57.14%
Socioeconomically Disadvantaged	169	163	96.45%	34.36%
English Learners	70	68	97.14%	27.94%
Students with Disabilities	37	32	86.49%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	297	96.12%	23.57%
Male	165	157	95.15%	22.93%
Female	144	140	97.22%	24.29%
Black or African American	13	12	92.31%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	25	25	100.00%	48.00%
Hispanic or Latino	212	205	96.70%	19.51%
Native Hawaiian or Pacific Islander	--	--	--	
White	33	29	87.88%	37.93%
Two or More Races	14	14	100.00%	28.57%
Socioeconomically Disadvantaged	169	161	95.27%	19.25%
English Learners	70	68	97.14%	--
Students with Disabilities	37	31	83.78%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	39.0%	0.0%	41.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/30/2018

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	28.6%	28.6%	21.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

There are many opportunities for family engagement at HTMCV:

- 1) The K8 Family Collaborative meets monthly, and is comprised of parents from HTECV and HTMCV who support the schools in a variety of ways, through fundraising, volunteering, and organizing community events.
- 2) The school directors of HTECV, HTMCV, and HTHCV host joint parent education events with topics such as college admissions, the teen brain, and school funding.
- 3) Parents are invited to engage in academic events as well, such as exhibitions, Presentations of Learning, and Student-Led Conferences. HTMCV is proud to have almost 100% parent attendance at POLs and SLCs.
- 4) Parents are invited to lend their voices to school funding decisions at semi-annual Title I and LCAP meetings.

State Priority: Pupil Engagement

Last updated: 1/31/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

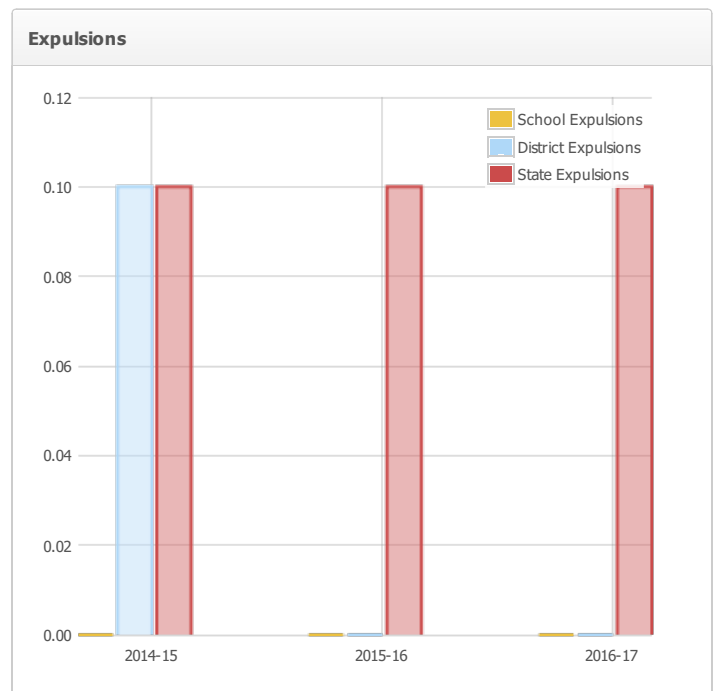
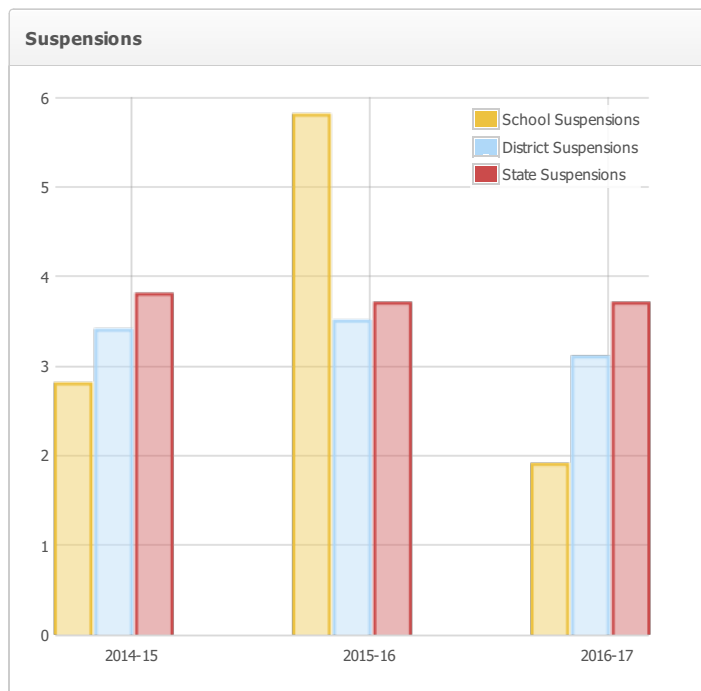
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.8%	5.8%	1.9%	3.4%	3.5%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/30/2018

School Safety Plan (School Year 2017-18)

The safety plan addresses prevention, response, and recovery related to emergencies.

Prevention: Prevention programs are the first component in an integrated school safety plan. The purpose of the program is to create a safe school environment that supports academic achievement. These programs address a variety of issues to include violence/substance abuse and threat assessment. HTMCV's primary goal is to prevent emergencies.

Response: Some emergencies or disasters cannot be prevented. In those cases the second component, emergency response and emergency operations plans are in place to insure an effective response. HTMCV school will minimize the impact of an emergency disaster. It is important for all involved response entities to coordinate and plan their activities in advance. This will minimize confusion and enhance the response.

Recovery: HTMCV is prepared to assist students and staff in their emotional recovery from an emergency or disaster. Recovery procedures are practiced and discussed regularly throughout the school year.

HTMCV combats the alienation of adolescence and the anonymity of most urban schools with a culture of community and personalization. We recognize that students with different learning needs, family backgrounds and personal interests require individually crafted support and planning. HTMCV has three main design elements: personalization, common-intellectual mission, and adult world connections. The student-faculty ratio at HTMCV is 23:1, and each student has an advisor who remains constant throughout the three years of school. HTMCV's curriculum is built upon real project work by situating students directly in workplaces, by bringing industry specialists into the school, and by fostering relationships between students and mentors. A coherent intellectual mission is reflected in the emphasis on the use of technology as a tool and the relationship of learning to careers. HTMCV believes that all students and adults should be treated with dignity and respect. This culture embraces and promotes a positive learning environment where all students abide by a code of conduct.

HTMCV will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable federal statutes and state constitutional provisions. All related hearings will conform to applicable state and federal laws regarding discipline, special education, confidentiality, and access to records.

Last updated: 1/31/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	26.0	0	12	0	26.0	0	12	0	26.0	0	10	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	0	8	0	26.0	0	8	0	26.0	0	8	0
Mathematics	27.0	0	8	0	26.0	0	8	0	26.0	0	8	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9579.0	\$1764.0	\$7815.0	\$56947.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	17.3%	200.0%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2018

Types of Services Funded (Fiscal Year 2016-17)

HTMCV offers electives via X-Block three days per week, an advisory program and an extensive before and after school program which offers enrichment and tutoring for academically struggling students per program improvement requirements.

Last updated: 1/31/2018

Professional Development

Staff days: Veteran staff return to school 8 days before school starts. There are also 6 staff days throughout the year plus 2 additional staff days at the end of the year. Staff days are an opportunity for teachers to learn from one another, built on the belief that "we have a lot of expert know ledge right here in our building."

New Teacher Odyssey: Prior to the 8 staff days for veteran teachers, teachers new to HTMCV participate in a 7 day "Odyssey." During the Odyssey, HTMCV teaching methods are modeled and teachers experience project based learning as learners themselves.

AM: Teachers arrive one hour before school starts to engage in collegial dialogue. Meetings occur at least 3 days per week. In practice, these meetings serve as a theoretical context for veteran and new teachers to reflect on and refine their day-to-day practice. These meeting enable teachers to collaborate, analyze data, plan projects, and tackle dilemmas. Teachers also meet every other Wednesday for extended half-day professional development.

Collegial coaching: HTMCV utilizes "collegial coaching", a peer observation protocol, to encourage reflection. Collegial coaching is done by partnering teachers together w ho meet throughout a semester to discuss and observe each other's teaching. Teachers set up a pre-meeting to discuss what they are interested in knowing, observe each others' classes, discuss what they saw and make suggestions for improvement.

Last updated: 1/31/2018