

HIGH TECH HIGH

TEACHER INDUCTION PROGRAM & APPLICATION

2012-2013

HTH Credentialing Office:

2855 Farragut Road
San Diego, CA 92106
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High Tech High Induction Program

Overview

The State of California requires all teachers of record to hold a valid California Teaching credential as mandated by the California Commission on Teacher Credentialing (CCTC). High Tech High offers teachers the opportunity to earn their clear teaching credential while teaching at a High Tech High school, HTH-affiliated school, or San Diego Unified School.

High Tech High offers two types of teaching credentials: **Single-Subject** and **Multiple Subjects**. HTH Learning is authorized by the CCTC to recommend teachers for single-subject credentials in Mathematics, Science, English, Social Science, Spanish, Mandarin, Physical Education, and Art. All program participants must be employed as the teacher of record for a minimum time of 50% and hold a current California Preliminary credential.

The program benefits participants by offering hands-on teacher training that emphasizes project based learning, HTH philosophy and a collegial support network. The HTH Induction Program serves all teachers with preliminary credentials, some teachers with clear credentials, and teachers new to California. Teacher Induction represents the process by which teachers will earn their Professional Clear credential through advanced study of teaching practice aligned with the California Standards for the Teaching Profession (CSTP).

Mission

The mission of the High Tech High Teacher Induction Program is to provide intensive assistance and support to Participating Teachers as they embark upon a career in teaching, and to develop their base of knowledge and skills in accordance with the California Standards for the Teaching Profession, the California content standards, and Induction Standards.

The High Tech High philosophy of teacher development is centered on improving professional practice within the classroom while encouraging thoughtful and on-going reflection so that our teachers may be truly responsive to the extraordinarily diverse cultural, social, linguistic, and special needs backgrounds of our students.

Program Components

Relationship between Participating Teacher and Induction Mentor

The core of the HTH Teacher Induction program is the relationship between the Participating Teacher (PT) and the Induction Mentor (IM). The experiences of each Participating Teacher are guided by an Individual Learning Plan which is developed by the PT in conjunction with the Induction Mentor. Through weekly meetings and ongoing collaboration, observations, and analysis of classroom evidence, the PT and IM will work together to ensure a positive learning experience for the Participating Teacher. Each Participating Teacher works with their Induction Mentor to set goals, collect evidence, and measure growth against teaching and content standards through the analysis of student work, planning, and reflecting on lessons, and formative classroom observations.

Learning Seminars

In addition to working with a Mentor, each Induction PT will attend 8 (one-hour) Learning Seminars based on the six California Standards for the Teaching Profession (CSTPs). To accommodate the busy schedules, we offer six nights of Learning Seminars, with two workshops per night, and teachers are encouraged to choose the workshop(s) that interests them. Learning Seminars are held in the HTHI building (2855 Farragut Rd, 92106) from 4:45—7:00 pm.

Evidence of Completion

At the end of each year in the program, each Participating Teacher will submit a completed Portfolio on a CD which includes evidence collected to document growth in Induction Standards. Induction Standard Action Plans, Formative Assessment tools, reflections, and student work samples are selected to document teacher growth and form the foundation of the portfolio.

Commitment to Ongoing Professional Growth

Once a Participating Teacher completes the requirements of the HTH Teacher Induction Program and is recommended for the Professional Clear credential, the expectation is that they will continue to set goals for growth, further develop as a reflective practitioner, and perhaps become an Induction Mentor. The program is meant to be the first stage in a career-long process of learning and growth.

Early Completion Option (ECO)

The High Tech High Teacher Induction Program will offer an Early Completion Option (ECO) to eligible teachers. The Early Completion Option allows individuals to complete the Induction Program at a faster pace than the full two years required to complete the program. Early Completion candidates have the opportunity to complete the program in a minimum of one year and a maximum of 18 months. This option is available to participants whom the Induction Program Director and School Director determine to be experienced and exceptional teachers who meet the eligibility criteria below and demonstrate knowledge, skills, and abilities required of all teacher candidates. All eligible candidates must complete/submit their ECO application at the time of enrollment to the HTH credentialing

dept. Upon review by the Director of Credentialing, eligible participants will be notified via email if they are granted ECO status.

Eligibility Criteria for Early Completion Option (either #1 or #2):

Documentation of a minimum of 3+ years as the full-time teacher of record (long term substitute and/or student teaching does not apply), and...

- Two years of positive performance reviews
 - TPA results demonstrating above average performance (if available)
2. Completion of the HTH District Intern program

Responsibilities of Participating Teachers (PT):

- Induction is a two year program (unless ECO).
- Attend all meetings (7 total, dates TBD)
 - Orientation (September)
 - Learning Seminars (total of 4)
 - Mid-Year Meeting (January)
 - Colloquium (May)
- Meet weekly with your Mentor
- To formally register with the Commission on Teacher Credentialing (CTC) for our HTH Induction Program, we will email you a link (year 1 only).
- Participate in ongoing program evaluations, including the Annual State Survey
- Complete the Portfolio requirements using our HTH Induction website:
<https://sites.google.com/a/hightechhigh.org/induction/>
- Your mentor will observe you 6 times throughout the year (3 formal & 3 informal).
- You will formally observe your mentor one time and also conduct an observation outside of your school and/or district (all HTH teachers must observe a classroom outside the HTH system).
- (Externals Only) If you work at a school outside/external to High Tech High, you are eligible to enter into our Induction Program to clear your credential. Last year we had over 25 additional schools outside of our 11 HTH schools. Here are the requirements...
 - Your school must sign an MOU (Memorandum of Understanding) with us...this is so that both parties understand the arrangement (fees, mentor assignment, support, etc).
 - You must prove employment and be teaching no less than 50% time.
 - Program fee (email Julie Holmes, juholmes@hightechhigh.org for details)... Title II dollars are earmarked for teacher development, ask your school director/principal if they are able to help offset your costs.
 - If you work at a charter school then they need to identify a mentor for you (preferably at your school site and/or in your domain).
 - If San Unified, a mentor will be assigned to you.



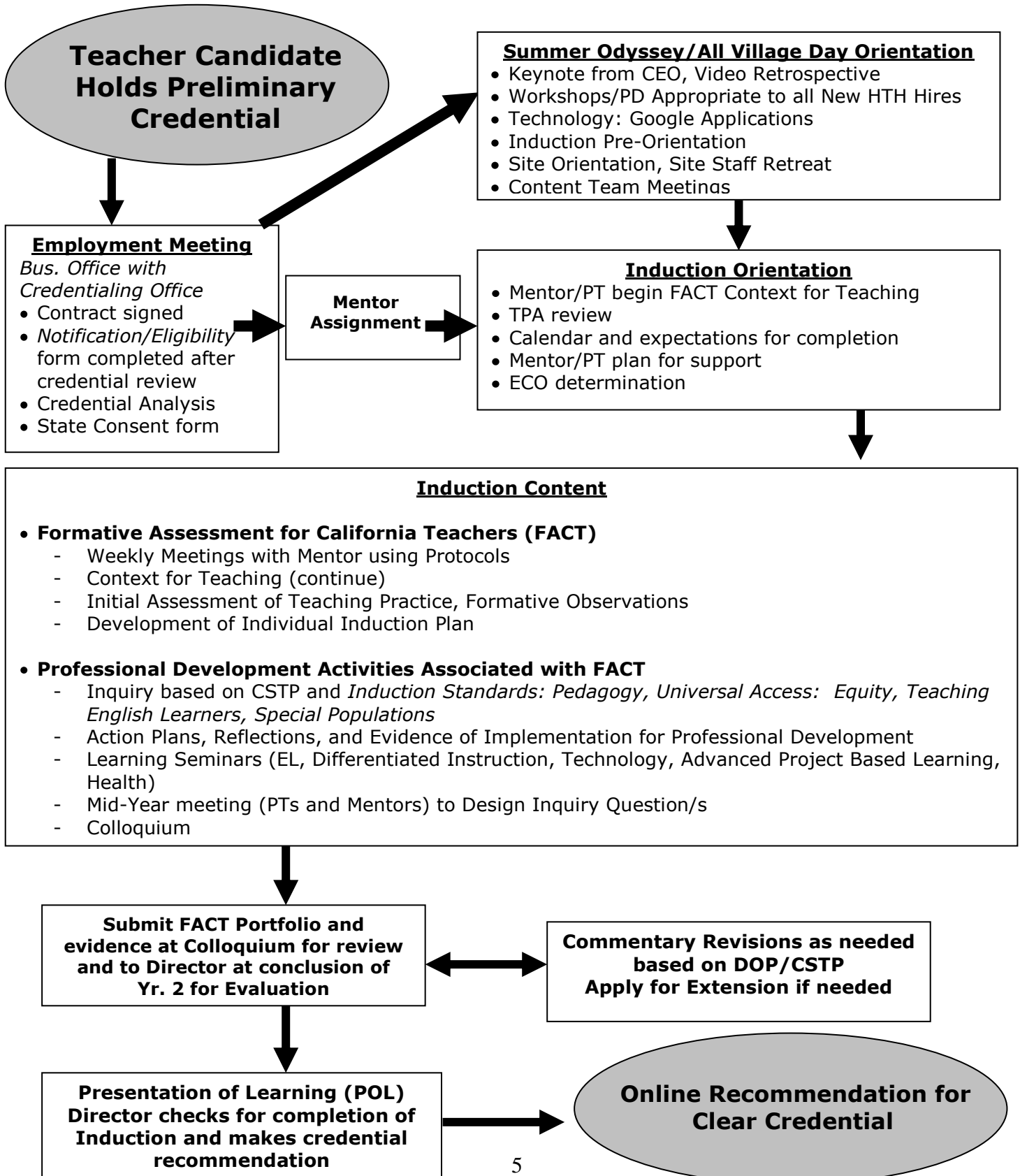
Teacher Induction Program

6 California Standards for the Teaching Profession (CSTPs)

<p>Standard 1: Engaging and Supporting All Students In Learning</p>		<p>Standard 2: Creating and Maintaining Effective Environments for Student Learning</p>
<ul style="list-style-type: none"> ❖ 1.1 Connecting students' prior knowledge, life experience and interests with learning goals. ❖ 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs. ❖ 1.3 Facilitating learning experiences that promote autonomy, interaction and choice. ❖ 1.4 Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful. ❖ 1.5 Promoting self-directed, reflective learning for all students. 		<ul style="list-style-type: none"> ❖ 2.1 Creating a physical environment that engages all students. ❖ 2.2 Establishing a climate that promotes fairness and respect. ❖ 2.3 Promoting social development and group responsibility. ❖ 2.4 Establishing and maintaining standards for student behavior. ❖ 2.5 Planning and implementing classroom procedures and routines that support student learning. ❖ 2.6 Using instructional time effectively.
<p>Standard 3: Understanding and Organizing Subject Matter for Student Learning</p>		<p>Standard 4: Planning Instruction & Designing Learning Experiences for All Students</p>
<ul style="list-style-type: none"> ❖ 3.1 Demonstrating knowledge of subject matter content and student development. ❖ 3.2 Organizing curriculum to support student understanding of subject matter. ❖ 3.3 Interrelating ideas and information within and across subject matter areas. ❖ 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter. ❖ 3.5 Using materials, resources and technologies to make subject matter accessible to students. 		<ul style="list-style-type: none"> ❖ 4.1 Drawing on and valuing students' backgrounds, interests and developmental learning needs. ❖ 4.2 Establishing and articulating goals for student learning. ❖ 4.3 Developing & sequencing instructional activities & materials for student learning. ❖ 4.4 Designing short-term and long-term plans to foster student learning. ❖ 4.5 Modifying instructional plans to adjust for student needs.
<p>Standard 5: Assessing Student Learning</p>		<p>Standard 6: Developing As A Professional Educator</p>
<ul style="list-style-type: none"> ❖ 5.1 Establishing and communicating learning goals for all students. ❖ 5.2 Collecting and using multiple sources of information to assess student learning. ❖ 5.3 Involving and guiding all students in assessing their own learning. ❖ 5.4 Using the results of assessments to guide instruction. ❖ 5.5 Communicating with students, families and other audiences about student progress. 		<ul style="list-style-type: none"> ❖ 6.1 Reflecting on teaching practice & planning professional development. ❖ 6.2 Establishing professional goals & pursuing opportunities to grow professionally. ❖ 6.3 Working with communities to improve professional practice. ❖ 6.4 Working with families to improve professional practice. ❖ 6.5 Working with colleagues to improve professional practice. ❖ 6.6 Balancing professional responsibility & maintaining motivation.



HTH BTSA/Induction Program Flowchart





Application for Admission to the HTH Induction/BTSA Program (2012-13)

Name (first, middle, and last): _____

Social Security # _____ DOB _____

Street Address _____

City, State and Zip _____

Best # to reach you _____

Email address _____

Term to begin program (Circle): Fall/Spring of 20____ Your School _____

Grade & Teaching Assignment (ex: 9th Math/Physics) _____

Credential Held (ex: Preliminary Single Subject in Foundational Math)

Preliminary _____ **Expiration Date:** _____

I am applying for admission to the HTH Induction Program. My signature below verifies that I:

- a) Understand the goals and requirements of the program,
- b) Am committed to following the guidelines of the program,
- c) Will work with a mentor and complete 2 observations and my mentor will observe me 6 times,
- d) Understand that the program takes two years to complete, unless identified as an ECO (early completion option) candidate,
- e) Understand that I can only apply to be an ECO candidate if I can prove that I have 3+ years of full-time teaching experience with positive evaluations (complete ECO form on following page),
- f) Understand that I must attend 7 mandatory meetings throughout the school year,
- g) Complete a formative assessment portfolio based on the CSTP standards,
- h) Complete 20 hours of Professional Development,
- i) Acknowledge that should I not complete the program, my coursework may not be transferable to another institution,
- j) Understand that if I am not employed as a HTH teacher, I will be required to pay a fee and will do so in a timely manner,
- k) Understand that failure to satisfy program requirements, responsibilities, or any applicable program fees will result in not receiving HTH's recommendation for the California Clear Teaching Credential,
- l) Understand that it is my responsibility to inform the HTH Teacher Induction Program Director if I have any questions or concerns regarding my Mentor,
- m) Understand that it is my responsibility to submit all required evidence for program completion (Information submitted will not be used for employment evaluation purposes),
- n) Understand that completion of the Induction program requirements does not imply or ensure continued employment,
- o) Have provided information on this form and other application materials that is true and accurate,

Signature of Teacher _____ Date _____

Complete this form, sign and return to the credentialing office. Scan/email to Julie Holmes (juholmes@hightechhigh.org) or fax to (619) 758-1960 Attn: Credentialing Office.



Application for Early Completion Option (ECO) of the HTH Teacher Induction (BTSA) Program

Name (first, middle, and last): _____

School _____ Teaching Assignment _____

I am applying for Early Completion Option (ECO) status in the HTH Induction Program. My signature below verifies that I:

I attended the HTH District Intern program. **Yes** or **No**

~OR~

I have submitted to the credentialing office that I have 3+ years of prior teaching experience as well as positive evaluations. **Yes** or **No**

I understand that I must complete the **two** inquiry questions found in Module C: one for Standard 5 Pedagogy and one for Standard 6 Equity and Access.

I will attend all Induction Learning Seminars and meetings

I will meet with my Mentor once a week

I will participate in all observations and debriefs this year and keep in my portfolio

I will complete the FACT portfolio...Modules A through D

I will successfully participate in an end of year Colloquium

I will complete/record 20 hours of Professional Development in addition to the Induction (BTSA) program

Signature of Participating Teacher _____ Date _____

Signature of Mentor _____ Date _____

Signature of HTH Induction Director _____ Date _____

Complete this form, sign and return along with your admission application to the credentialing office. Scan/email to Julie Holmes (juholmes@hightechhigh.org) or fax to (619) 758-1960 Attn: Credentialing Office.



**HTH Credit Card Authorization Form
(For External Induction Participants Only)**

I, _____, authorize High Tech High, to charge my credit card in either of the following two ways.

Option 1:

I authorize HTH to withdraw 10 equal payments, on the 15th day of each month, in the amount of \$_____ beginning in the month of _____ and ending in the month of _____.

Option 2:

I authorize HTH to withdraw the full amount of \$_____ on this day the ____ of _____, 20__.

Sign Oath & Affidavit:

I, _____, understand and agree to the above tuition payment timeline. After November 1, 2012, I understand that I am responsible for the full program fee.

ATTACH RECEIPT HERE (For Business Office Use Only)

CREDIT CARD TYPE _____

CREDIT CARD # _____

CARD CV2 # _____ (Optional)

EXPIRATION DATE _____

BILLING ADDRESS _____

BILLING ZIP CODE _____

NAME ON CARD _____ (As it appears on card)

SIGNATURE

DATE

REASON FOR CHARGE:

FAX OR DELIVER TO:

Attn: Susan Edge, High Tech High Business Office, Fax: 619-226-2166

Office Use Only: 45-8810-1000-3070-0-0