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HIGH TECH HIGH

The Implementation of a Teacher Credentialing Program

June 2007

INFORMATION ABOUT THIS TOOL

This case study describes the way in which High Tech High has developed its own state-approved teacher credentialing program.

This case study was prepared by FSG Social Impact Advisors. FSG is a nonprofit consulting firm that provides guidance to foundations, corporations, nonprofits, and other public sector entities on issues of strategy, evaluation, and operations. FSG was commissioned by NewSchools Venture Fund to document “best practices” of portfolio ventures in a format that could be shared across the NewSchools portfolio. To complete this case study, FSG conducted background research on High Tech High and interviewed Jennifer Husbands, Director of the High Tech High Intern Program, and James Holmes, a teacher at an HTH school. Amy Yamner of NewSchools Venture Fund provided additional context on High Tech High.

DISCUSSION QUESTIONS

We hope that reading this case study sparks conversations about how the practices highlighted here relate to your own organization. To help facilitate that process, we have developed the questions below to help guide these discussions. We encourage you to keep them in mind as you read through the case study and to refer back to them as your organization reflects on the case study’s implications for your own organization.

1. Do you believe the quality of your teachers would improve if you trained them yourself?
2. Do you believe there is an interest or demand among your teachers to be trained by your organization?
3. Do you have the capacity to undertake an effort like this one? How many additional team members would you need in order to execute a credentialing program? What other resources or infrastructure would you need to have in place?
4. Would the policies of your state allow you to do this? Do you know of other alternative providers in your state who could advise you on the feasibility of this type of work?
5. Is there a potential institution of higher education in your area with which you could create a credentialing program?

INTRODUCTION AND OVERVIEW

The No Child Left Behind (NCLB) legislation, passed in 2001, mandates that every public school teacher must be “highly qualified,” meaning they are certified and proficient in their subject matter. Certainly, schools of education and other existing teacher training programs are meeting the former requirement; but are they meeting the latter? Does having a credential ensure teacher quality?

Research has shown that many traditional teacher preparation and certification programs are not adequately training teachers for the realities of the classroom. Many of these programs are theoretical, lacking the field-based experience that is essential to training in so many other fields, such as medicine.¹

Teachers in innovative schools designed to integrate academic and technical education need more extensive preparation in project-based learning than is available in traditional training programs. The best place to prepare teachers for innovative teaching is in innovative schools.

- High Tech High Intern Program
Preconditions Statement

Frustrated by the inadequacy of traditional preparation programs, but under pressure to produce “highly qualified” teachers, many schools might feel at a loss for how to ensure the certified teachers in their classrooms are also well prepared and effective.

This case focuses on one school development organization, High Tech High, which decided to take matters into its own hands and develop a state-approved program to certify its own teachers.

High Tech High Background

High Tech High (HTH) was “originally conceived by a coalition of San Diego business leaders and educators who met regularly in 1996-98 to discuss the challenge of finding qualified individuals for the high-tech work force” who decided “to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship.” They founded the first HTH school in 2000, with the mission to “develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for postsecondary success.”²

Since its first school opened in 2000, HTH had become a school development organization with three high schools, two middle schools, and an elementary school in its portfolio. To date, 100 percent of its high school graduates have been accepted to college, 80 percent to four-year institutions.

¹ “Teacher Quality and the Question of Preparation,” *Education Week*, October 19, 2005.

² High Tech High Web site <http://www.hightechhigh.org/about/index.php>

THE HIGH TECH HIGH TEACHER CREDENTIALING PROGRAM

Gaining Approval to Certify Teachers

In response to NCLB's highly-qualified teacher mandates, the California State Legislature overhauled its credentialing system. A bill passed in 2001 required all charter school teachers to be credentialed, but included a stipulation enabling teachers enrolled in alternative certification programs to meet the NCLB definition of highly qualified (see sidebar for description of *Credentialing in California*).

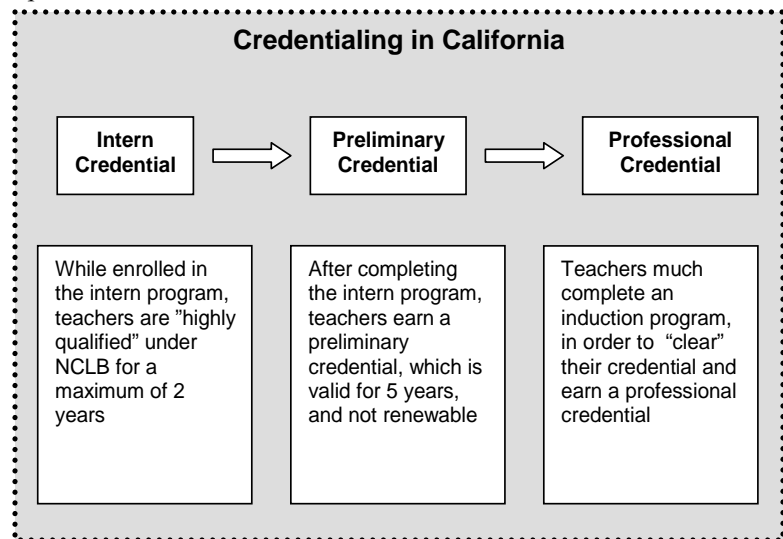
At that time, about 10 percent of California teachers (32,000) were uncertified, according to the state, and thousands more were working with emergency licenses or teaching out of their areas of expertise.³ High Tech High had five uncertified teachers. Instead of relying on existing teacher preparation

programs to certify these teachers, it wanted to develop its own in-house, tuition-free program because, as Jennifer Husbands, Director of the HTH Graduate School of Education, remarked, *"we questioned the value of traditional preparation programs, especially for HTH schools, which are not traditional schools."*

Thus, HTH submitted an application to the California Commission on Teacher Credentialing (CCTC) requesting to be recognized as an alternative provider, one that was qualified to offer a program leading to a Preliminary Credential through an Intern Program.

In order to be recognized as an alternative provider, HTH's application to the California Commission on Teacher Credentialing needed to show how the Intern Program met certain preconditions, common standards, program standards, and subject matter standards. According to Husbands, *"this was a 3-inch binder full of information on how our program could address the standards and went through a series of iterations before it was approved"* (see Toolkit for *Sample Precondition Statement, Sample Common Standard, and Sample Program Standards*).

In 2004, HTH was approved to certify teachers in its schools in mathematics, science, English, history/social studies, Spanish, and art through its Teacher Intern Program, making HTH the first charter school authorized to certify its own teachers. The goal of the program is to *"prepare teachers to work in an environment that integrates technical and academic education while creating a sense of community engagement and responsibility."*⁴ As HTH adds additional schools to its portfolio, those schools will also be able to certify teachers.



³ http://csmop.ucop.edu/cmp/comet/2002/09_20_2002.html

⁴ HTH Internship Program Preconditions

Program Components

Overview

High Tech High's Intern Program is a two-year commitment. Teachers first must complete the equivalent of 120 hours of training in child development, pedagogy, and the subject and grade they will be teaching. This intensive three-week training takes place during the summer before the program begins and is a combination of coursework and school-based professional development.

The next step is 600 hours of additional training and teaching over two years. During the program, teachers are granted their Intern Credential, and upon completion of the program, teachers earn the Preliminary Credential.

HTH interns are placed in grades 7-12, and they earn full-time salaries and benefits as teachers while working toward their credentials. The program is free for all participants. Both recent college graduates and "mid-career changers" are eligible to participate (see sidebar for full list of *Program Eligibility Requirements*).

In 2004, the program's first year, HTH enrolled seven interns, five of whom were already HTH teachers. The program has enrolled an average of 12 teachers each year.

University Partnership

In order to be approved to certify its teachers, HTH needed to partner with a university that administered state-approved teacher credentialing programs, and it decided to partner with the University of San

Diego (USD). HTH had a pre-existing relationship with the Dean of the School of Education and found working with a private university to be less administratively complicated than working with a large public institution. Furthermore, as Husbands notes, *"We felt they were moving in the right direction in teacher credentialing. They have a quality program and were committed to working with public schools, which we liked."*

USD staff provides HTH with ongoing advice and support on the teacher credentialing program. According to Husbands, *"We've learned a lot from USD about credential analysis and how to improve our understanding of the credentialing process."*

Additionally, a USD staff member serves on HTH's advisory board, an adjunct faculty member from USD teaches in HTH's program, and USD co-signs the documents for the grant the program receives from the state.

During this summer training, interns receive instruction on project-based learning, developing a classroom management plan, building an instructional calendar and preparing a syllabus, school safety procedures, and how to create a digital portfolio. Interns, newly credentialed teachers, and returning teachers work together to prepare for a successful school year.

- Jennifer Husbands, Director, HTH Graduate School of Education

Program Eligibility Requirements:

All candidates must submit the following before being admitted to the HTH Teacher Intern program:

- Complete list of BA/BS courses completed
- Official transcripts
- Passing scores on the California Basic Skills Test
- Passing scores on the appropriate California Subject Examination for Teachers or a letter verifying completion of a course of studies waiver program upon completion of teacher internship program
- Certificate of Clearance
- HTH Teacher Intern Program application
- Letter of reference from current or previous employer
- Recommendation from the principal of a High Tech High Communities affiliated school

Project-Based Learning and Curriculum

The core component of the program is a two-year teaching practicum, during which interns teach using project-based learning and take courses on Tuesday evenings and one Saturday a month. Courses are taught by HTH teachers and administrators and one adjunct professor from USD. Administrators teach courses as part of their job duties, but HTH teachers and outside instructors are compensated \$100 per contract hour to teach these extra courses. Courses are held on the HTH campus.

The program focus is on how theories apply to what teachers are actually doing in the classroom. You have the opportunity to directly apply what you are learning in your credentialing class to your teaching.

- Teacher, HTH

The curriculum is based on California state standards and aims to “situate teacher training in HTH sites where candidates can experience a 21st century context for teaching and learning”⁵ (see Toolkit for *Internship Program Course List*, *Internship Program Short Course Descriptions*, and *Sample Course Syllabus and Description*).

The project-based program enables teachers to apply what they are learning directly in the classroom. As Husbands notes, “*Our training is more like a professional development school than a teacher credentialing program. Much of what our teachers learn comes out of their own on-the-job experiences. The training is so embedded in teacher practice: it is very discussion-oriented and draws on what they are doing in their classrooms, so it is relevant to what they are doing on a day-to-day basis.*”

It is helpful to be doing project-based learning. You wouldn't necessarily have that in another credentialing program.

- Teacher, HTH

Mentoring and Support

The HTH program provides substantial support to interns in the form of mentors, the program director, and a cohort of like-minded people. Each intern is partnered with a mentor who provides intensive ongoing guidance, support, and coaching. Mentors must be credentialed and have a minimum of two years of teaching experience, preferably at an HTH school. Mentors hold roundtables where they talk to interns about different challenges interns are facing, such as differentiating instruction, classroom management, communicating with parents, or self-reflection techniques.

Teachers also periodically check in with Husbands. In the first year, teachers meet with her every week and in the second year, they meet with her once a month.

The cohort element of the program creates a community of like-minded people. As one teacher notes, “*It creates a culture in which you can learn from each other. We are all using project-based learning and all using the same terminology, which is a benefit you wouldn't necessarily get in another credentialing program.*”

⁵ HTH Internship Program Preconditions

Intern Evaluations

Admission to the credentialing program does not guarantee employment. The intern program is two years long, but each intern signs a one-year contract, which ensures that teachers that complete the program are truly prepared and qualified to teach at HTH. HTH has asked about 10 percent of first-year interns not to return for their second year.

Ongoing evaluation is built into the program. Interns receive constant informal evaluations, are evaluated in each course, and are observed by their mentor and school directors. During the second year of the program, interns must pass a state-required teaching performance assessment (TPA) on content knowledge and pedagogy. Once they have completed their teaching requirements and coursework, and have received a passing score on the TPA, interns have a final “Presentation of Learning,” during which *“they present to a panel what they have learned, show a clip of themselves teaching and reflect on it, and describe their plans for continued professional growth.”* The panel consists of a board member, a school director, an experienced teacher, a community partner, and a student or parent. If interns pass this presentation, the HTH Teacher Intern Program staff recommends the teacher for their preliminary credential. The board of directors reviews these reports and makes credentialing recommendations to the state commission on teacher credentialing.

Costs

The state provides a \$2,500 grant per teacher to operate the program, an amount that HTH must match. HTH pays for the matching requirement out of the 5-8 percent school management fee HTH receives from each school for providing a suite of services, including teacher credentialing. However, the program director emphasizes that this amount is not enough to cover all program costs. Some program costs, like materials and the director’s salary, are underwritten by HTH and come out of its general professional development budget. So far, HTH has not raised separate funds to pay for this program. The program is free for participants.

Impact

Anecdotally, High Tech High has found the program to be an effective teacher recruitment tool. The convenience and affordability of the program attract teachers who wouldn’t otherwise enter teaching or who are willing to move from out-of-state to teach at HTH. Furthermore, the program allows HTH to hire whoever they see as best qualified for the job, whether or not they are already certified. As Husbands notes, *“We get career-changers or people who wouldn’t otherwise go into teaching because they don’t want to pay for a credentialing program.”* The program has also enabled HTH to recruit more math and science teachers. This year, 17 out of the 29 interns are in math and science.

Teachers see this as a great benefit: ‘I got a job at HTH and I get free credentialing. Are you kidding? That’s awesome!’

- Jennifer Husbands, Director, HTH
Graduate School of Education

It is too early to tell what impact the program will have on teacher quality because 2006-2007 is the first school year in which an entirely new cohort of teachers will be trained. Previously, the program was training teachers already employed by HTH. However, Husbands notes, *“anecdotally, I think the program is improving first-year teacher quality because interns have so much support in the form of mentors.”*

CHALLENGES

- **Gaining state approval to certify teachers.** Gaining state approval to certify teachers was a long process involving much iteration on proposals over many years. Additionally, because HTH was the first charter school to seek approval to certify its own teachers, it had to “*navigate the process for the first time.*”
- **Working with traditional university programs.** The university partner must be comfortable partnering with an alternative program that will likely have a strong focus on field-based curriculum. “*Your partner needs to see on-the-job experience as a legitimate part of the learning. When teachers are working so hard in the classroom, you can’t expect them to read two books a week.*”
- **Relying on school faculty to teach the program.** HTH faculty teaches the intern courses in addition to their normal job requirements. “*Our faculty is so busy already, and it can be challenging to work with people who are really busy, for whom this isn’t a full time job.*”
- **Significant time commitment.** This is a time and resource-intensive program to run. “*There are meetings, tests to coordinate, classes, data, finding space — a lot goes into managing this program.*”
- **The program is expensive to run.** “*This is not cheap and it is challenging to get the resources in place. The \$2,500 per intern is not enough to run the program. If we had just one or two schools, I don’t know if we could do this — you need enough schools to make it cost-effective.*”

LESSONS LEARNED

In order to effectively implement an in-house program to certify teachers, charter schools should ensure the following components can be put into place:

- **Organizational commitment.** It is important to dedicate sufficient staff and resources to effectively implement the program. Teachers and administrators must be willing to teach courses, serve as mentors, and provide ongoing support. A full-time director is essential to overseeing a coordinated program.
- **Field-based, on-the-job learning.** Structuring the program so teachers apply what they learn directly into their classrooms helps ensure that training is practical, useful, and relevant to the school’s model.
- **A university partner who can think out of the box.** “*The partnership requires people with a traditional mindset about teacher preparation to think more broadly.*”
- **The capacity to teach in-house.** The convenience of having the program on-site saves teachers valuable time because they don’t have to travel to another location to earn their credentials.
- **A tuition-free program.** This will make the program more appealing to teachers and can help the program serve as a recruiting tool.
- **Integration with existing professional development.** “*If you are a charter school that has a lot of professional development built into the school day, week, or year, like we do, you can integrate this into ongoing professional development and make it consistent with your more innovative practices.*”

CONCLUSION

High Tech High serves as an illustrative example of how a charter school can certify its own teachers in a state that has alternative teacher certification laws in place. Having an in-house certification program ensures teachers receive practical, on-the-job experience that aligns with the school's model while meeting state and federal certification requirements, and enables the school to recruit the teachers best suited to serve its students. As Husbands succinctly sums it up, *"While it is a lot of work, it is definitely worth doing."* HTH hopes that they have laid much of the groundwork for other charter schools in the state to gain approval to certify their teachers: *"we broke down the door and we want others to go through it."*

HIGH TECH HIGH TEACHER CREDENTIALING TOOLKIT

Toolkit Contents

- **HTH Internship Program Course List (HTH Document)**
- **HTH Internship Program Short Course Descriptions (HTH Document)**
- **Sample Course Syllabus and Description: Classroom Management and Assessment (HTH Document)**

Additional Documents (Available Separately)

- **Sample Precondition Statement (HTH Document)**
<http://www.newschools.org/files/HTH-A.doc>
- **Sample Common Standard (HTH Document)**
<http://www.newschools.org/files/HTH-B.doc>
- **Sample Program Standard (HTH Document)**
<http://www.newschools.org/files/HTH-C.doc>



HTH Internship Program Course List

The HTH Teacher Intern Program will include **600 hours** of training and practice over the course of fifteen months.

HTH 101	How People Learn: Principles of Educational Psychology
HTH 102	Introduction to Teaching Methods and Content Standards
HTH 103	Equity and Diversity: Social and Cultural Foundations
HTH 104	Classroom Management and Assessment (Field Experience)
HTH 105	Teaching Methods, Curriculum Design and Classroom Settings
HTH 106	Teaching Practicum I
HTH 107	Professional Portfolio Development I
HTH 108	Technology in Portfolio Development
HTH 109	Teaching Reading and Writing Across the Curriculum
HTH 110	Teaching Practicum II
HTH 111	Technology in Instruction
HTH 112	Philosophy of Education: Teaching Performance Expectations
HTH 113	Preparation to Teach English Language Learners
HTH 114	Teaching Practicum III
HTH 115	Healthy Environments
HTH 116	Assessment and Evaluation
HTH 117	Professional Portfolio Development II



HTH Internship Program Short Course Descriptions

HTH 101. How People Learn: Principles of Educational Psychology

In this course, candidates learn major theories, concepts, principles, and research related to adolescent development and human learning. The course focuses on the physical, personal, intellectual, social and ethical development of adolescents. Candidates learn how to create learning opportunities in their subject area to support student development, motivation and learning.

HTH 102. Introduction to Teaching Methods and Content Standards

In this course, candidates will learn the skills and acquire the tools necessary to prepare for the beginning weeks of the school year. The course will focus on developing learning communities that promote student effort and engagement. Candidates explore ways to create an effective classroom environment, establish rapport with all students, and develop relationships with students' families.

HTH 103. Equity and Diversity: Social and Cultural Foundations

This course develops candidates' concept of culture and its implications for teaching and learning. Candidates learn about the background experiences, skills, languages and abilities of diverse student groups, and how to apply appropriate pedagogical practices that provide access to the HTH curriculum and create an equitable community within the classroom. Candidates study different perspectives on teaching and learning, examine various theories of education, and identify the inequalities in academic outcomes in American education. The course will focus on how teacher and student expectations affect student achievement.

HTH 104. Classroom Management and Assessment (Field Experience)

This course is a comprehensive, rigorous introduction to classroom management, lesson planning and assessment. This course provides candidates with the opportunity to work with their assigned Mentor Teacher and complete all requirements for their field experience report.

HTH 105. Teaching Methods, Curriculum Design and Classroom Settings

This course provides candidates with instruction and practice for planning and delivering curriculum in their specific content area (math, English, science, humanities, art, Spanish), and in using appropriate instructional technology in the content area. Candidates will review and analyze the state content standards in their specific content area as part of this course.



HTH 106. Teaching Practicum I

This course provides candidates with the opportunity to apply and practice the learning theories covered in HTH 101 in a classroom setting in their subject area. The course provides opportunities to identify and solve subject-specific problems inherent in clinical teaching, lesson planning, and classroom organization and management. This course runs concurrently with HTH 105 (Teaching Methods).

HTH 107. Professional Portfolio Development I

This course introduces candidates to the portfolio development process. Candidates learn about the Teaching Performance Assessment requirements and the final exit interview, and how they relate to the Teaching Performance Expectations. The course helps candidates identify the types and quality of teaching artifacts that should be collected and presented in the portfolio.

HTH 108. Technology in Portfolio Development

This course is designed to assist and guide candidates in the use of technology to complete and assemble their professional teaching portfolio. The course combines training in the use of appropriate technologies and portfolio advisement for each of the portfolio domains, which candidates will be expected to present electronically.

HTH 109. Teaching Reading and Writing Across the Curriculum

This course prepares candidates to teach content-based reading and writing skills to all students. Candidates review and analyze the *Reading/Language Arts Framework for California Public Schools*, and learn to use effective strategies and methods aligned to the framework. The course provides practical experience in content-based reading and writing.

HTH 110. Teaching Practicum II

This course provides candidates with opportunities to connect learning theories with subject-specific pedagogical practices in the classroom. Candidates work with their Mentor Teachers in their subject area. This course runs concurrently with HTH 109 (Teaching Reading and Writing Across the Curriculum).

HTH 111. Technology in Instruction

This course will focus on the application of teaching and learning strategies that integrate technology into the learning process. Candidates will learn to use technology tools to prepare teaching materials, to develop curriculum, deliver instruction, evaluate student performance, and assist in course management.



HTH 112. Philosophy of Education: Teaching Performance Expectations

In this course, candidates review the full range of Teaching Performance Expectations identified in the *Standards for Quality and Effectiveness for Teacher Preparation Programs*. Candidates will research prominent educational philosophies and learning theory, and will articulate in writing their own Philosophy of Education.

HTH 113. Preparation to Teach English Language Learners

In this course, candidates learn about issues pertaining to the special needs and considerations of English learners in secondary classrooms. The course emphasizes understanding English language proficiency assessment and placements, and how to address a range of fluency and proficiency levels in a single classroom.

HTH 114. Teaching Practicum III

This course provides candidates with the opportunity to apply and practice the learning theories covered in their teacher training sessions in a classroom setting in their subject area. The course provides opportunities to identify and solve subject-specific problems inherent in clinical teaching, lesson planning, and classroom organization and management. This course runs concurrently with HTH 113 (Preparation to Teach English Language Learners) and HTH 116 (Assessment and Evaluation).

HTH 115. Healthy Environments

This course is designed to teach methods and best practices in the physical education and health curricula. Candidates review and analyze the California Physical Education and Health Frameworks and supplemental readings to develop their understanding of a comprehensive physical and health education system that will prepare adolescents for a lifelong commitment to physical activity and health.

HTH 116. Assessment and Evaluation

This course is designed to teach candidates how social, emotional, cognitive and pedagogical factors impact students' learning outcomes. Candidates learn how a teacher's beliefs, expectations and behaviors affect student learning. The course provides a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to continue to develop as a professional educator.

HTH 117. Professional Portfolio Development II

This course provides candidates with the opportunity to assemble their professional portfolio. Each candidate will work with a Portfolio Advisor to examine the materials they have collected during their supervised fieldwork to determine which will be the best examples to use as evidence of their professional growth.



Sample Course Syllabus and Description

Field Experience: HTH 104
2 Credits
Fall 2004

Course Description

This course provides candidates with instruction and practice for planning and delivering curriculum in their specific content areas. HTH 104 is an introduction to teaching in the secondary classroom that includes: observation of classroom management, lesson planning and assessment. The Field Experience is an opportunity for candidates to observe and work with a Mentor Teacher in their selected subject area. The assignments are designed to expose the intern to the rigor of the teaching experience. Each intern will submit a Field Experience handbook after a 30-hour observational assignment. This course will require meetings with instructors to orient the intern to the observation expectations, debrief about observations, and evaluation.

II Required Text and Materials

Single Subject Field Experience Guide

III. Course Objectives

Interns will be able to:

- Demonstrate the ability to manage small and large group activities under the guidance of the Mentor Teacher.
- Demonstrate the ability to give directions and state expected student behavior for classroom activities.
- Explain how teachers use assessment to guide instruction.
- Use assessment information to identify individual student's needs.
- Record and reflect upon their observations and experiences in the Field Experience.
- Demonstrate professionalism and good judgment in assigned responsibilities.



IV. Teaching Performance Expectations

TPE 1: Making Subject Matter Comprehensible to Students

Activities:

Intern begins to examine and discuss the state-adopted content standards.

Intern begins to write project-based lesson plans.

Intern examines student work and discusses instructional changes.

Assessment:

Intern completes a case study of student work.

Intern submits written lesson plans.

TPE 2: Assessing Student Learning

Activity:

Interns write reflections after teaching each lesson plan describing how their instruction needs to be modified based on student work and products.

Assessment:

Written lesson plans with accompanying reflections.

TPE 3: Assessing Student Learning

Activity:

Intern analyzes and discusses student work.

Assessment:

Case Studies Project.

TPE 4: Engaging and Supporting Students in Learning

Activity:

Intern observes lessons taught by mentor teacher.

Intern writes lessons with modeled and independent options.

Intern writes lessons based on state adopted academic content standards.

Assessment:

Written lesson plans.

Mentor teacher observation.

TPE 5: Student Engagement

Activity:

Look at lessons plans with objectives clearly stated.

Analyze good lesson plans.

Intern writes and teaches lessons that have strong modeling and checking for understanding.

Assessment:

Written lesson plans and reflections.

Mentor teacher observation.

TPE 7: Teaching English Learners



Activity:

Intern writes reflection after teaching lesson to English Learner.

Assessment:

Written lesson plan and reflection.

Mentor teacher observation.

TPE 9: Planning Instruction and Designing Learning Experiences for Students

Activity:

Intern will discuss, and plan lessons based on state adopted academic content standards.

Intern will observe direct instruction teaching methods.

Intern will teach direct instruction lesson.

Assessment:

Written reflections and lesson plans.

Mentor teacher observation.

TPE10: Creating and Maintaining Effective Environments for Student Learning

Activity:

Intern will receive feedback on lessons taught during field experience.

Intern will write and reflect on lessons taught during field experience.

Assessment:

Written lesson plans and reflections.

Mentor teacher will observe lessons delivered in the field experience.

TPE 11: Creating and Maintaining Effective Environments for Learning

Activity:

Intern observes and reflects on teacher student interactions.

Assessment:

Intern completes reflection with includes script of conversation.

TPE 13: Developing as a Professional Educator

Activity:

Intern cycles through planning, teaching, reflecting, and applying new strategies.

Assessment:

Written lesson plans and reflections.

V. Program Strands

Program Strands	Learning Activity	Assessment
Problem Solving	Analysis of student work	Reflection Case Study
Reflection	Reflection of lesson plans	Written reflections on



(std. 4 & 6)	Reflective Journal Case Study Reflection Reflection of Observations Field Handbook assignments	lesson plans Reflective Journal Case Study Observations Field Handbook Assignments
Equity and Diversity (std. 5)	Observation about school, students, and neighborhood	Observation
Reading/Language Arts (std. 7)	Observation Analysis of student work	Case Study Field Handbook Assignments
Technology	Internet research assignment	Teaching resources for content area
English Language Students	Case Study	Case Study Field Handbook Assignment
Special Populations	Case Study	Case Study Field Handbook Assignment

VI. Grading Criteria

Teacher candidates will be graded at the completion of this course in accordance with the following criteria:

Exceeds Standards: Outstanding knowledge of course content demonstrated (90%-100%); attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.

Meets Standards: Good knowledge of course content demonstrated (80%-89%); attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor and the program administrator; professionalism reflected in class participation and outside written work.

Needs Development: Below average knowledge of course content demonstrated (70%-79%); assignments missing; or class participation and/or outside written work were below average. A grade of “Needs Development” must be made up and converted into a “Meets Standards” grade within three weeks.



Below Standards: Failure (69% or below). Any “Needs Development” grade that is not made up within four weeks automatically converts to a “Below Standards” grade. Candidates receiving a “Below Standards” grade may be dropped from the program.

Assignments: Compile all of the following into a three ring binder and submit to Instructor by December 17, 2004.

- Lesson Plans: Obtain copies of lesson plans from teachers being observed and submit your own intern lesson plan as well. (6)
- Observation Form: Complete an Observation Form during each observation. (6)
- Journal: Write a one page reflection after each observation. Make sure it is dated each time. (6)
- Classroom Management Plan: Write a classroom management plan.
- Final Exam: Turn in a two page reflection about the entire observational experience.

Grading

1. Class attendance and participation (20%)

Attendance and participation in class discussions. Submission of a classroom management plan.

2. Observation journal responses (20%)

The journal is designed to get you thinking about what you observe and what you bring to the experience. Your journal responses will be critical to our final class discussion so bring it with you. A 3-ring binder will be ideal for keeping all observational notes and activity responses. You will be responding to your journal after each observation.

3. Narrative "progress report" (20%)

Your "final exam" will be a reflection on yourself as a student and future teacher.

4. Observation /Field experiences (20%)

You need to invest at least 30 hours of time in the schools for certification. You will keep a time verification record to be signed by your cooperating teacher(s).

5. Field Experience Observation by Instructor (20%)