



Educator Preparation Programs

Participating Teacher
Handbook

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Introduction

Vision - Educator Preparation

Summit Public Schools has a clear vision for all educators and for our educator preparation programs:

Each Summit teacher is an empowered and self-directed learner who is directly improving student achievement every day.

This vision comes out of our vision for students and our school model, which transforms the traditional model of schooling to one that:

- Nurtures communities of learners, where students practice and model life skills, and receive rich feedback to individually grow and thrive.
- Connects students' long-term goals and aspirations to their daily decisions, actions and behaviors.
- Empowers and equips students to drive their learning and own their success.
- Engages students in meaningful, deeper learning experiences where progression is based on competency and subject-matter knowledge is applied to real, authentic situations.

We believe the learning model must shift to better meet the needs of today's students and truly prepare them for college and the changing world. Similarly, the learning model for teachers must transform to provide educators with the training, professional development, and supports they need to ensure their own professional growth and their students' success in 21st century schools.

Vision - Summit Learning Teacher Residency

The Summit Learning Teacher Residency commits to recruiting, developing, and supporting a diverse pool of teachers who embody Summit's principles of personalized learning. Candidates learn to:

- engage students in deeper learning projects where they develop skills, apply content knowledge and integrate the disciplines in authentic performance tasks,
- empower students as self-directed learners, helping them develop the habits and skills that lead to academic, professional and personal success,
- nurture communities of learners by building meaningful relationships that allow students to grow and thrive, and
- connect their instructional decisions and student actions to students' long-term goals and aspirations.

To best achieve these goals, candidates are prepared through a residency program that is embedded in a school site, creating a deep integration and alignment between the candidate's experience in the credentialing program and their experience in the classroom as a practicing teacher candidate. The residency model:

- mirrors the student learning experience, with a focus on skill development, authentic assessment, attention to social and emotional learning needs, equity, and diversity,

- empowers candidates as self-directed adult learners with a personalized trajectory and timeline through the program,
- supports candidates to develop deep knowledge of their students and the communities from which they come,
- allows for immersive, mentored experiences with professional educators onsite, and
- positions candidates as active and important members of a professional learning community, working with the teachers, administrators, mentors, students and families to implement, reflect upon and continuously improve upon personalized learning goals of the school community.

Our program is an innovative pathway into teaching and one step in a larger educator professional continuum. Through this program, we seek to create a model for preparing teachers for personalized learning school environments, and to increase the diversity of educators across the nation.

Goals of the Summit Public Schools' Educator Preparation Programs

Goal 1: Develop teachers' knowledge, skills, and habits so that they are prepared to work in 21st century schools.

As schools are changing, the role of the teacher is also changing. It is critical that we prepare teachers with the knowledge, skills, and habits they need in order to effectively prepare students for college and the changing world.

Goal 2: Provide a user-centered, personalized, self-directed experience that mirrors our program for students.

In the same way that we differentiate to meet the needs of each and every student, we have developed systems and structures that allow us to differentiate to meet the needs of every teacher. We personalize the professional development experience for teachers based on their development and career goals, and empower teachers to self-direct their own learning.

Goal 3: Provide a coherent, unified, full career trajectory from pre-service through induction to continuous professional development.

We believe teachers will develop farther and faster if we provide a coherent, unified program of educator preparation. The induction program fits into this trajectory, while also providing the opportunity to earn a Professional Clear Credential.

Goal 4: Make teaching more efficient and sustainable.

We aim to retain the excellent teachers that we hire. We believe our program will support teachers in developing the knowledge, skills, and habits of success they need to be successful in their work now and in the future.

Educator Preparation Programs

Summit Public Schools, as a consortium with Summit Preparatory Charter High School, offers a preliminary, single subject teacher credentialing program, as well as an induction program for general education teachers and Education Specialists.

Admissions

Preliminary Credential Program

In order to be admitted to the Summit Public Schools preliminary, single subject teacher credentialing program, applicants must meet the following criteria:

- Possess a Baccalaureate or higher degree and submit official transcripts from all accredited institutions of higher education attended
- Demonstrate progress towards the Basic Skills Requirement by one of the following:
 - (a) registering for, attempting, and/or passing the CBEST exam
 - (b) passing the writing section of the Multiple Subjects CSET exam
 - (c) passing the CSU EPT and ELM exams
 - (c) passing an out-of-state basic skills exam
- Demonstrate progress towards Subject-Matter Competency by one of the following:
 - (a) registering for, attempting, and/or passing the CSET Exam
 - (b) providing evidence of having completed a Commission approved subject matter preparation program

Further, all applicants will be evaluated in terms of their demonstrated commitment to the core values of Summit Public Schools, including but not limited to:

- college readiness for all students,
- self-directed, personalized learning,
- heterogeneity,
- whole-child education,
- collaboration,
- data-driven and research-based practices,
- teacher leadership, and
- growth mindset.

Induction

Summit Public Schools assesses each candidate's standing prior to enrollment in the teacher induction program to ensure that each candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential). For candidates trained out of state, Summit Public Schools ensures that the candidate has fewer than two years of teaching experience. Candidates must meet this criteria in order to enroll in the induction program.

Teachers eligible for Induction are automatically enrolled at the start of the academic year and assigned a mentor within the first 30 days of the school year. Mentors are assigned to participating teachers by school site.

Summit takes full responsibility for offering the approved program and meeting the adopted standards until all enrolled candidates complete the program, withdraw from the program, are dropped from the program based on established criteria, or are admitted to another approved program to complete the

requirements, with minimal disruption, for the authorization. In the event that the Teacher Induction program closes, Summit will develop a teach out plan which will include individual transition plans for each candidate, as well as a plan for candidates and graduates to access their Induction records.

Certificate of Clearance

All candidates enrolled in Summit Public Schools' educator preparation programs are required to obtain a Certificate of Clearance from the Commission to verify personal identification prior to participating in school-based field experiences.

Program Completion Requirements

Preliminary Credential Program

All candidates in Summit Public Schools' preliminary, single subject teacher credentialing program must meet all legal requirements for a credential prior to recommendation for that credential. The legal requirements for preliminary teaching credentials include:

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment

Induction

All candidates in the Summit Public Schools Induction Program must complete all program requirements prior to recommendation for a Clear California teaching credential.

- Meet with a coach for a minimum of 1 hour per week, including observations
- Conduct quarterly co-assessments on the Induction Look-Fors / CSTPs
- Set quarterly goals based on his or her areas for growth
- Demonstrate level 3 on all of the Induction Look-Fors / CSTPs, and
- Complete all required portfolios at level 3.

Early Completion Option

Summit Public Schools has an Early Completion option for experienced and exceptional candidates in the teacher induction program. Candidates are advised about this option if they meet the criteria for the program.

All candidates in Summit's Induction Program must complete all program requirements prior to recommendation for a Clear California teaching credential. Candidates are eligible for the Early Completion option if they complete the program requirements listed above in less than two years.

Credential Processing

Duties regarding credential recommendations are provided solely by persons who are current employees of Summit Public Schools. Pamela Lamcke, Executive Director of Summit Learning Teacher Residency, Molly Posner, Program Director of Summit Learning Teacher Residency, and Lily Lam, the Induction Program Manager, are the only employees at Summit Public Schools who are authorized to recommend credentials.

Assistance and Advisement

Preliminary Credential Program

Candidates in the preliminary, single subject teacher credentialing program receive ongoing feedback and support about their progress towards program completion requirements and mastering the Teacher Performance Expectations (TPEs). If at any point in the program the cooperating teacher and mentor feel that the support they are able to provide is not adequate or fully addressing a candidate's needs—or if there is a larger concern altogether—they escalate the issue to the Program Director. The Program Director may take various forms of action with increasing intensity, including (though not limited to):

- Providing guidance to cooperating teachers and mentors on how to support the candidate
- Communicating directly with the candidate and offering assistance
- Crafting customized remediation plans with the cooperating teacher and mentor
- Communicating with the school site leader to make any necessary accommodations

In the event that these supports do not prove sufficient in supporting candidates through specific challenges or closing gaps, the supervisory team convenes to review all relevant data and determine the candidate's ultimate suitability for advancement into teaching.

Induction

Participating teachers in the Induction Program receive ongoing feedback and support about their progress towards program completion requirements. If at any point in the program the coach feels that the support they are able to provide is not adequate or fully addressing a teacher's needs—or if there is a larger concern altogether—they refer the issue to the Induction Program Manager. The Induction Program Manager may take various forms of action, including (though not limited to):

- Providing guidance to the mentor on how to support the candidate
- Communicating directly with the candidate and offering assistance
- Adjusting the portfolio completion plan with the mentor to allow for more time
- Communicating with the school site leader to make any necessary accommodations

Roles & Responsibilities

Participating Teachers

Teachers or teacher residents participating in the educator preparation programs are responsible for:

- demonstrating the appropriate level of growth on the Look-Fors
- completing all required performance tasks, projects and/or portfolios at a passing level, including the edTPA for credentialing candidates
- working with the designated mentor/coach on a regular basis in order to support growth as a teacher and the successful completion of program requirements
- participating in formal and informal classroom observations conducted by the mentor/coach and/or cooperating teacher
- participating in professional development opportunities and/or coursework learning experiences
- participating in program evaluation processes

Mentors/Coaches

Mentors/coaches for the credentialing and induction programs are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the credentialing and induction programs Look-Fors
- building strong relationships with participating teachers
- maintaining open communication and positive relationships with school leaders and other key stakeholders
- conducting formal and informal classroom observations and providing feedback on teacher practice
- leading coaching conversations to support the growth of participating teachers
- responding to the professional and emotional needs of participating teachers
- participating in trainings, professional development, and team meetings with the program lead
- planning and leading the coursework learning experiences for teacher residents in the credentialing program (residency mentors only)
- participating in program evaluation processes

Cooperating Teachers

Cooperating Teachers are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the credentialing Look-Fors
- supporting participating teachers in the gradual release of responsibility within the classroom
- building strong relationships with participating teachers
- conducting formal and informal classroom observations and providing feedback on teacher practice, including through the quarterly co-assessment process
- leading coaching conversations to support the growth of participating teachers
- responding to the professional and emotional needs of participating teachers
- participating in trainings and professional development

Program Governance and Evaluation

Program Funding, Administration and Support

Our schools are designed to be sustainable on the state and federal allocation. It is important to us that our programs will last over time and can be replicated by other schools and districts. We apply this same philosophy to our education preparation programs. Once initial start up fees are covered, the educator preparation programs are designed to be financially sustainable.

The personnel for the Summit educator preparation programs includes an educator preparation team, as well as support from the Summit central office team. Support is provided from the central office teams, including the Finance, Human Resources, Information, Legal, and Talent teams.

Selection of Mentors for Credentialing

Mentors for the Summit Public Schools preliminary, single subject teacher credentialing program are selected based on the following criteria:

- years of experience in education,
- types of experiences (roles) in education,
- experience with instructional coaching,
- pedagogical content knowledge,
- appropriate credentials, and
- alignment with the values of Summit Public Schools.

In addition, we value experience teaching and working at Summit schools. We seek to build a team of mentors with a range of subject matter expertise who mirror the diversity of our candidates.

Selection, Assignment, and Evaluation of Coaches for Induction

Coaches for the Induction program are selected and assigned based on the following criteria:

- geographical location
- subject area expertise
- developmental needs or challenges of the participating teacher

In addition, coaches must have a minimum of three years teaching experience, a valid teaching credential and preferably a Master's Degree or above in Education with prior experience in coaching teachers.

Geographical location is one of the top criteria; the vast majority of our coaches are full-time employees of the school site at which they coach, which allows them to have full context of the site's professional development priorities, school culture, students, and community to better guide their teachers. Subject matter expertise is also required for Educational Specialist coaches.

In the case that a coach or participating teacher is dissatisfied with the pairing, they work with the Induction Manager to determine next steps. The Induction Manager supports both the teacher and the mentor in trying to resolve the issues at hand in order to continue the relationship. If a resolution is not possible, the Induction Manager reserves the right to change the assignment.

Summit Public Schools has a culture of coaching and feedback to support short and long-term growth and development of all individuals across the organization. In both programs, faculty members work with a manager to set year-long goals, engage in weekly coaching, reflect on progress, and receive feedback on performance. In addition, if any party has concerns about a faculty member's ability to effectively carry out his or her role, the manager may initiate a Performance Improvement Plan, which specifically details the areas in which they need to improve and the metrics by which they will be measured. Failure to meet the Performance Improvement Plan could impact the faculty member's role in the program.

Program Evaluation

Summit's assessment and evaluation system incorporates multiple measures in order to comprehensively evaluate the effectiveness of the educator preparation programs. Summit uses several metrics to track the development of participating teachers, including:

- Performance on the credentialing and induction programs Look-Fors
- Scores on performance assessments, internal and external
- Student performance and growth data
- Qualifications of each candidate

All of these metrics provide us with information about the growth and development of each candidate in relation to our expectations for all Summit employees and in relation to the program completion requirements. The program leads review these data regularly in collaboration with instructors, mentors, coaches, and the participating teachers in order to drive action plans to improve individual performance and the program itself.

Summit also uses assessment and evaluation tools that provide user feedback on our programs, including:

- surveys
- a 360 evaluation process
- ongoing honest, actionable, and timely feedback conversations

All of these data are used for program evaluation, as well as to improve individual performance and the program itself.

Resources

California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

Creating and Maintaining Effective Environments for Student Learning

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

Understanding and Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of content
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Planning Instruction and Designing Learning Experiences for All Students

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction and incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Assessing Students for Learning

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Developing as a Professional Educator

- 6.1 Reflecting on teaching practice is support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct