



Educator Preparation Programs

Participating Teacher
Handbook

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Introduction

Vision

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.

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 offers a preliminary credentialing program, as well as an induction program, for general education teachers as well as Education Specialists.

Admissions

Preliminary Credential Programs

In order to be admitted to the Summit Public Schools credentialing programs, applicants must meet the following criteria:

- Possess a Baccalaureate or higher degree and submit official transcripts from all accredited institutions of higher education attended
- Obtain a Certificate of Clearance by completing the LiveScan
- Satisfy the Basic Skills Requirement
- Verify Subject-Matter Competency by one of the following:
 - (a) passing the CSET Exam
 - (b) providing evidence of having completed a Commission approved subject matter preparation program
- Satisfy the US Constitution Requirement.

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 will assess 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 will ensure that the candidate has less than two years of teaching experience. Candidates must meet this criteria in order to enroll in the induction program.

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 Programs

All candidates in Summit Public Schools' Educator Preparation Programs must meet all legal requirements for a credential prior to recommendation for that credential. The legal requirements for 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 (edTPA)

Early Completion Option

Summit Public School's credentialing program includes an early program completion option, available to interns who meet the following requirements:

- a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- c) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program through Summit Public Schools' credentialing program.

Induction

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

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.

Assistance and Advisement

Preliminary Credential Programs

Candidates in the preliminary credentialing programs receive ongoing feedback and support about their progress towards program completion requirements. 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 Director of Credentialing. The Director of Credentialing 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.

Professional Development Plans

Preliminary Credential Programs

Interns in the Summit Public Schools' credentialing program engage in the following professional development over the course of program.

Coursework: Interns complete the following year-long courses in order to meet the program requirements:

- Curriculum, Instruction, and Assessment
- Culture of Learning
- Diversity and Access
- Professional Growth

Pre-service: Interns complete the pre-service component as part of the required coursework. Pre-service includes foundational preparation in the following areas:

- General pedagogy, including planning and high leverage instruction
- Reading / language arts
- Subject-specific pedagogy
- Human development
- Teaching English Learners

Student teaching: Upon entering the program, all candidates are matched with a cooperating teacher and placed in his/her classroom for clinical/field experiences for a full academic school year. Candidates begin their residencies by co-teaching multiple class sections, working up to ultimately leading one of those class sections independently in the spring semester.

Candidates demonstrate readiness to move from initial student teaching (co-planning and co-facilitation) to final student teaching (independently teaching one class section) by meeting a performance bar in both clinical practice and coursework.

Co-Assessment / Evaluation: Together with the cooperating teacher and mentor, interns engage in a quarterly co-assessment process to review data and reflect upon progress towards the program requirements. Though the cooperating teacher and mentor provide continuous feedback to candidates throughout their residencies and course work, the co-assessment meetings provide an opportunity for more formalized feedback and evaluation.

Support and Supervision: Interns receive support and supervision from both the credentialing program and the school site. At the school site, interns work alongside a cooperating teacher for the full academic year, including observation of the cooperating teacher, co-planning and co-teaching, and weekly coaching and reflection meetings. Interns also receive weekly support and supervision from the mentor, or program supervisor, through observations and coaching. When interns engage in the pre-service and coursework related to teaching English learners, both the cooperating teacher and mentor provide support and supervision specific to teaching English learners as well.

Roles & Responsibilities

Participating Teachers

Teachers participating in the educator preparation programs are responsible for:

- passing all required content assessments in the competency-based progression
- demonstrating the appropriate level of growth on the Educator Skills Rubric
- completing all required performance tasks and portfolios at a passing level, including the edTPA for credentialing candidates
- working with the designated mentor 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 and/or master teacher
- participating in professional development opportunities
- participating in the 360 review and program evaluation processes

Mentors

Mentors for the credentialing and induction programs are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
- building strong relationships with participating teachers
- maintaining open communication and positive relationships with school leaders
- 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 Director of Credentialing
- participating in the 360 review and program evaluation processes

Cooperating Teachers

Cooperating Teachers are responsible for:

- having a deep understanding of the program requirements, performance tasks, and the Educator Skills Rubric
- 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
- 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 Director of Credentialing
- participating in the 360 review and program evaluation processes

Director of Credentialing

The Director of Credentialing is responsible for oversight and management of the program, including:

- recruiting candidates for the credentialing program
- supervising the team of mentors, and providing ongoing training and professional development
- supervising the instructional personnel and faculty
- communicating with California Commission on Teacher Credentialing in order to fulfill requirements to maintain accreditation as an LEA
- monitoring the program completion progress of participating teachers and providing advice and assistance to candidates and mentors as needed
- coordinating the calibration and scoring of final performance assessments
- evaluating the educator preparation programs and guiding the development and continuous improvement of

processes and systems

Human Resources

Human Resources staff is responsible for:

- working closely with school site leaders to support the transition of new teachers into the organization
- verifying credentialing status of all new hires
- coordinating the list of participating teachers for each educator preparation program
- submitting completed applications to the CTC for California credentials for eligible participating teachers

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. The cost of the induction program is included in school site budgets.

The personnel for the Summit educator preparation programs includes an educator preparation team, as well as support from the Summit central office team. The program-specific team includes a Director of Credentialing, a Credential Analyst, and full time mentors to support both credentialing and induction candidates. Support is also provided from the central office teams, including the Finance and Human Resources, the Information, and the Academics teams. The Information Team supports with collecting and analyzing data and program evaluation, while the Academics Team consists of experts in curriculum and instruction, assessment, and professional development.

Selection of Cooperating Teachers and Mentors

Cooperating teachers and mentors for the Summit Public Schools credentialing programs will be 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. Cooperating teachers are matched with candidates in the same subject area. We seek to build a team of mentors with a range of subject matter expertises.

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 content assessments
- Performance on the Educator Skills Rubric
- Scores on performances assessments, including case studies, observations, and portfolios
- Student performance and growth data
- Qualifications of each candidate
- Performance on the Teaching Performance Assessment (edTPA)

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 Director of Credentialing reviews these data regularly in collaboration with instructors, mentors, 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