



Graduate School of
E D U C A T I O N

STUDENT HANDBOOK and CATALOG

August 1, 2019 - June 30, 2020

High Tech High Graduate School of Education

Mailing Address: 2861 Womble Road, San Diego, CA 92106

M.Ed. Course Location: 2150 Cushing Road, San Diego, CA 92106

Phone: 619-398-4902

hthgse.edu

KEY CONTACT INFORMATION

President	Larry Rosenstock	lrosenstock@hightechhigh.org
Provost	Ben Daley	bdaley@hightechhigh.org
Dean	Kelly Wilson	kwilson@hightechhigh.org
Director, Student Affairs	Hayley Murugesan	hmurugesan@hightechhigh.org
Director, Teaching Apprenticeship	Sarah Fine	sfine@hightechhigh.org
Director, M.Ed. Educational Leadership	Katie Weisberg	kwright@hightechhigh.org

Revised July 2019

Notices and Disclosures

Regional Accreditation: The High Tech High Graduate School of Education is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9001.

License to Operate: The High Tech High Graduate School of Education is a private institution approved to operate by the Bureau for Private Postsecondary Education. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834. www.bppe.ca.gov (888)370-7589 or by fax (916)263-1897.

Title IV: High Tech High Graduate School of Education is approved by the U.S. Department of Education to participate in federal Title IV programs. HTH GSE students are eligible to apply for William D. Ford Federal Direct Loans (Unsubsidized), Federal Graduate PLUS Loans, and Federal Work Study. Consumer information for Title IV recipients can be found in the Financial Aid section of the website: <http://gse.hightechhigh.org/financialAid.php>.

Notices:

This document references “students” to include all M.Ed. graduate students and teaching credential candidates.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppe.ca.gov.

The High Tech High Graduate School of Education does **not** have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

The GSE Student Catalog/Handbook is updated and approved annually by the faculty as part of the Institutional Review Process. A copy of the catalog is available to all students via the GSE website or in print upon request.

As English proficiency is a requirement for admission to the GSE, Enrollment Agreements and other written information will not be provided in any languages other than English. All course instruction will occur in English.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day High Tech High Graduate School of Education receives a request for access. A student should submit to the registrar at the program office, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask HTH GSE to amend a record should write to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the HTH GSE decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the HTH GSE discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

CONTENTS

GSE ORIGINS, MISSION, and VALUES

GENERAL POLICIES AND PROCEDURES

ADMISSIONS

ATTENDANCE

CAMPUS SAFETY AND SECURITY

CANCELLATION and REFUND POLICY

COST OF ATTENDANCE

DEVIATION FROM THE COURSE SEQUENCE

FACILITIES AND EQUIPMENT

FINANCIAL AID

FINANCIAL AID: RETURN OF TITLE IV FUNDS

LEAVE OF ABSENCE REQUEST

STUDENT TUITION RECOVERY FUND (STRF)

STUDENT INFORMATION AND RECORDS

STUDENT HOUSING

STUDENT SERVICES

STUDENT GOVERNANCE

TRANSFER OF CREDIT

TUITION PAYMENT SCHEDULE

ACADEMIC POLICIES

ADVISING

CREDIT HOUR POLICY

DISMISSAL AND PROBATION POLICIES

GRADING POLICY

INSTITUTIONAL REVIEW BOARD PROCESS

LIBRARY RESOURCES AT THE GSE

RESEARCH AND INNOVATION AT THE GSE

SATISFACTORY ACADEMIC PROGRESS

CREDENTIALING INFORMATION

APPROVED PROGRAMS

CA TEACHER CREDENTIALING REQUIREMENTS

GLOSSARY

RULES OF OPERATION AND CONDUCT

CODE OF ACADEMIC INTEGRITY

ALCOHOL AND DRUG POLICY

EQUAL OPPORTUNITY

HARASSMENT

INTELLECTUAL PROPERTY STATEMENT

INTERNET AND ELECTRONIC MAIL USAGE POLICY

STUDENT GRIEVANCE POLICY

COURSE CATALOG

GSE ORIGINS, MISSION, AND VALUES

The High Tech High Graduate School of Education (GSE) opened in September 2007 on the Point Loma, San Diego campus of High Tech High, a public charter school management organization. The mission of GSE is to prepare reflective practitioner leaders to work with colleagues and communities to develop innovative, authentic, and rigorous learning environments for all students. This shared vision is embedded in our Institutional Learning Outcomes:

- **Practice Thoughtful Inquiry & Reflection (IR)**

Graduates of the HTH GSE are able to pursue scholarly inquiry and reflective practice that contributes to broader understandings of teaching and learning.

- **Design Equitable Learning Environments (D)**

Graduates of the HTH GSE are able to design learning environments that offer access and challenge to all learners.

- **Engage in Leadership for School Change (L)**

Graduates of the HTH GSE are able to build supportive learning communities to transform teaching and learning.

Leading with Innovative Practice

Like the nationally recognized HTH K-12 schools, the HTH GSE is committed to providing its students with learning experiences that are personalized, authentic, and relevant. Our graduate students create personal learning plans, pursue a project-based curriculum, explore their own questions through action research and other forms of inquiry, and share their work with authentic audiences. HTH GSE programs lead with practice and provide ample opportunities for students to apply theory to real-world teaching and learning contexts.

Challenging Common Assumptions

For over 75 years the American high school has followed three critical operating instructions that are so ingrained in the culture by now as to seem natural:

- Segregate students by class, race, gender, language ability, or perceived academic ability.
- Separate academic from technical teaching and learning.
- Isolate adolescents from the adult world they are about to enter.

High Tech High K-12 schools overturn these tenets by grouping students heterogeneously, integrating the curriculum, and placing students in the adult world of work and learning. In turn, the GSE prepares educators both to design and to assume leadership in such programs, driven by a commitment to equity, rigor, and relevance for all students. The HTH K-12 schools serve as clinical sites for our GSE and are recognized internationally for their innovative pedagogy and focus on 21st century skills. As an institution we have an explicit reform agenda and are committed to supporting our graduate students, and other educators who work with us, in their efforts to transform schools.

A Culture of Collaboration

From the beginning, our first priority has been to help schools become better places for students and adults. We believe that the quality of the *adult learning community* in schools has a direct impact on student's experience and achievement, as well as educator's commitment to the profession and to school change efforts. We also believe that educators and K-12 students alike benefit from a *project-based pedagogy* that emphasizes reflective practice, collaboration, the creation of work for authentic audiences, the integration of theory and practice, and the passionate pursuit of inquiry.

GSE faculty are committed to providing educators with ample opportunities to work and learn together across grade-levels, disciplines, and diverse schooling structures. We believe that learning is a social enterprise, and occurs most deeply in communities where people are surrounded by caring, committed colleagues. To that end, our programs are selective and built on a cohort model, ensuring that all GSE students are known well and are surrounded by peers who encourage them to think deeply, take risks, and take action to create positive change in their schools.

Scholarship at the HTH GSE

As a graduate school of education embedded within its K-12 schools, the GSE offers a laboratory of teaching and learning for all its members. Consistent with our commitment to apply theory to real-world contexts, GSE graduate students conduct research and develop action projects focused on issues arising from their own practice and experience as educators. They present their work in a variety of formats and are supported in preparing articles and presentations for peer-reviewed journals and conferences.

GENERAL POLICIES AND PROCEDURES

ADMISSIONS

The High Tech High Graduate School of Education Admissions Policy sets forth two basic criteria for admission:

- 1) Earned BA/BS from a regionally accredited university with a minimum cumulative GPA of 3.0. Applicants with a lower GPA include an explanation of their academic qualifications in their application.
- 2) Be a citizen or permanent resident of the United States, or hold an approved, valid student visa.
- 3) The program requires a strong command of written and spoken English prior to entry. Applicants whose native language is not English are required to achieve a minimum score on the Test of English as a Foreign Language (TOEFL) of 550 on the paper-based version, or 216 on the computer based version, or 80 on the internet-based version (iBT). TOEFL scores must be no more than two years old at time of application.

The GRE is not required for admission to the HTH GSE.

International students can apply for a F-1 study visa to participate in the M.Ed. program. International students must submit the materials included in the application process described below as well as fulfill the visa requirements. The institution will vouch for student status and any associated charges for any admitted international students. Students can consult the *Study Guide to the States*, for more information: <http://studyinthestates.dhs.gov/guides/studyguidetothestates>

To be considered for acceptance to the GSE, all applicants must submit a completed application as described in the application instructions. Applications should include:

- Completed HTH GSE application, including a cover letter and two essay responses.
- Official transcripts (with B.A./B.S. posted) sent to the HTH GSE admissions office.
- Two confidential references, one of which must be from a current or previous employer.

†Program Admission

M.Ed. in Educational Leadership: Three years prior experience working in schools is strongly preferred.
M.Ed. in Teaching & Learning with Preliminary Credential: Must meet state-mandated eligibility criteria under [Credential Information](#).

ATTENDANCE

There will be a strict adherence to program attendance policies. If a candidate misses more than twenty

percent of a course, she or he will be required to take the course the following year. In some cases, a time extension may be granted to a candidate who is not able to complete the program on time.

CAMPUS SAFETY AND SECURITY

The High Tech High Graduate School of Education is committed to crime prevention and considers the personal physical safety of its students, faculty, and staff necessary for a successful learning environment.

Educational campuses, like all other communities, are not immune to crime. Members of the HTH GSE community are encouraged to take personal responsibility for their conduct and safety. Adopting a posture of individual responsibility will enhance the quality of life for all on campus. The cooperation and involvement of students, faculty, and staff in campus safety is essential to minimize criminal activity and injury.

CAMPUS CRIME REPORTING

In accordance with the Federal Student Right-To-Know and Campus Security Act of 1990, Public Law 101-542 amended into the Jeanne Clery Act of 1998, crime statistics are available to all students and staff. By October 1st of every year, a notice is sent to all enrolled students, faculty, and staff that provide the website link to this report. Copies of the report may also be obtained by contacting the GSE Program Manager by calling (619) 398-4902.

General Crime Prevention Measures

Part of crime prevention is individual safety consciousness and awareness of personal environment. HTH GSE suggests the following crime prevention measures, which can contribute to the safety and security of the HTH community.

- When using a personal vehicle, keep the doors locked at all times. Before entering a vehicle, always look under the vehicle and in the back seat.
- Keep personal keys (car, apartment, home, etc.) in your possession at all times.
- At night, travel in well-lit areas and in pairs if possible. Avoid shortcuts and deserted areas.
- Notice and be aware of suspicious persons and conditions.
- Do not leave valuable items in your car, including personal items and school related materials such as textbooks.
- Do not park in isolated areas.
- Do not prop doors open.
- Leave items of high monetary value at home.
- Do not leave personal property unattended.
- Do not carry more cash than necessary and certainly do not advertise what you have.
- Keep your purse, backpack, or briefcase close to your body.
- Avoid giving out personal information or making appointments with strangers over the phone.
- Mark personal items that you bring on campus. This includes marking textbooks, laptops, and calculators with your name or some other traceable identification.
- Do not bring any kind of firearms, dangerous weapons, explosives, or lethal materials onto campus property. Unauthorized use, possession, or storage of these or other potentially dangerous items on HTH GSE premises or at HTH GSE activities, whether or not a federal or local license

to possess the same has been issued, is strictly prohibited and subject to discipline and/or criminal prosecution.

- If anything makes you feel unsafe or threatened, dial 9-1-1.

Reporting of Crimes

The HTH GSE encourages students, faculty and staff to report all criminal activity and emergencies that have occurred at a HTH GSE location or at any HTH school to the local authorities as well as to the HTH Facilities Manager.

San Diego Police Department: (619) 531-1540

San Diego Harbor Police: (619) 686-6570

Universal Protection Service/ Liberty Station Community Association: (619) 488-9064

Paul Dooley, Facilities Director: (858) 354-8692

Emergency Response and Evacuation Procedures

The HTH GSE community is committed to the safety and security of all its members. In times of emergency, the college will provide an appropriate campus-wide response to assure everyone's safety and to minimize losses.

Information regarding HTH GSE emergency response and evacuation procedures can be found in the Emergency Preparedness Manual, which is available on the website and provided to all entering students. The manual is intended to assist all faculty, staff, and students in responding to emergencies which may occur while they are on a HTH GSE campus. Such emergencies can occur at any time and without warning, but their effects may be minimized if proper emergency procedures are followed. Students are encouraged to read and become familiar with the contents of the guide before an emergency occurs.

In addition, students may opt-in to the High Tech High Emergency Alert system to receive a phone call or text message in the case of an emergency or school closure. Students should email Joanna Clark, jclark@hightechhigh.org, to be added to the alert system.

Crime Log and Timely Warning Policy

HTH GSE is required by the Department of Education to publish Campus Crime Statistics and a Security Crime Survey by October 1st of each year. The survey statistics are available to the public at <http://ope.ed.gov/security> (OPE ID 04217400). In addition, HTH GSE must provide a timely warning of crimes reported to campus security and local police agencies in a manner that is intended to prevent similar crimes from recurring and to protect the personal safety of students and employees.

Campus Security Contact Information

Paul Dooley, Facilities Director: (858) 354-8692 / pdooley@hightechhigh.org

San Diego Police Department: 3750 Sports Arena Boulevard #3 / (619) 531-1540

San Diego Harbor Police: 3380 N Harbor Dr. / (619) 686-6570

Universal Protection Service/ Liberty Station Community Association: (619) 488-9064

CANCELLATION and REFUND POLICY

A student may cancel the enrollment agreement for school, without any penalty or obligations by the seventh business day after the first class session as described in the *Notice of Cancellation* form. Any notification of withdrawal must be made in writing by the 7th business day after the first class session. The effective date for the cancellation will be the last date of attendance.

Should a student choose to cancel, s/he must submit the form to the HTH Graduate School of Education at the following address:

2861 Womble Road
San Diego, CA 92106

After the end of the cancellation period, refunds will be awarded according to the schedule below:

- A student who withdraws from the GSE prior to the seventh business day following the first class session is eligible to receive a full refund of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the fourth week of classes is eligible to receive 75% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the sixth week of classes is eligible to receive 50% of tuition and fees.
- Any student who officially withdraws from the GSE prior to the end of the eighth week of classes is eligible to receive 25% of tuition and fees.
- Any student withdrawing from the GSE after the beginning of the ninth week of the academic year will receive no reduction of his/her tuition charges.
- Failure to attend class does not constitute official course drop/withdrawal.

COST OF ATTENDANCE

M.Ed. in Educational Leadership:

	Part-Time Year 1	Part-Time Year 2	Resident
Tuition	12,500	12,500	25,000
Room and Board	10,220	9,198	10,220
Personal Expenses	7,660	6,894	7,660
Transportation	3,400	3,060	3,400
Total	33,780	31,652	46,280

M.Ed. in Teaching & Learning with Preliminary Credential:

	Year 1 (Full-time)	Year 2 (Part-time)
Tuition	10,000	10,000
Exam & Credential Fees	1,400	0
Room and Board	10,220	9,198
Personal Expenses	7,660	6,894
Transportation	3,400	3,060
Total	31,180	25,402

CALCULATION OF PRO RATA REFUND

The pro rata refund shall be calculated as follows: The total institutional charge for the period of attendance (term), divided by the number of weeks in the program, multiplied by the number of weeks a student attended or was scheduled to attend prior to withdrawal.

Sample Calculation for a student in attendance for 7 weeks or 60% of the period of attendance:

Institutional Charge for Period of Attendance: \$4,166

$\$4,166 / 12$ (# of weeks in the term) = \$347.22

Institutional Charge

$\$347.22 \times 7$ (# of weeks in attendance) = \$2,430.55

DEVIATION FROM THE COURSE SEQUENCE

Course instructors will provide students with a syllabus at the beginning of every course and inform candidates of the expectations for their performance and the criteria used to evaluate individual competency. As HTH GSE is a small school by design, only one section of each course is offered each year. Therefore, students must enroll *and receive a passing grade* in every class offered for their program in order to graduate on time. Under certain circumstances, students may take a leave of absence. These requests will be evaluated by the Program Director and the Dean of HTH GSE on an individual basis.

FACILITIES AND EQUIPMENT

Course activities will take place on the High Tech High Campus in Point Loma, San Diego. There are 6 school buildings on the campus, with a total of 119 classrooms in 199,623 square feet of building space. All facilities are accessible. Candidates will need access to internet-connected computers for the purpose of participating in course activities and completing their work. There is no other special equipment needed for full participation in the GSE’s programs.

FINANCIAL AID

HTH GSE adheres to the Higher Education Act of 1992, which requires institutions that participate in Title IV programs to have an equitable and fair refund policy.

The responsibility for returning unearned Title IV aid is shared between HTH GSE and the student. It is allocated according to the portion of disbursed aid that could have been used to cover GSE charges, and the portion that could have been disbursed directly to the student once those charges are covered. HTH GSE will distribute unearned aid back to the Title IV programs, as specified by law. The student will be billed for the amount that s/he owes to the Title IV programs, as well as any amount due to HTH GSE, as a result of Title IV aid that was returned that would have been used to cover HTH GSE charges.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Students should also be aware that under federal regulations, any refund due as a result of withdrawal from the GSE must first be applied to repay in-eligible federal loans and grants with any remaining credit refundable to the student. In compliance with these regulations, refunds would be attributable in the following order:

1. Federal Work Study
2. Unsubsidized Federal Stafford Loan
3. Graduate PLUS Loan

FINANCIAL AID: RETURN OF TITLE IV FUNDS

HTH GSE is required to determine the earned and unearned portion of Title IV aid as of the date the student ceases attendance based on the amount of time the student spent in attendance. Up through the 60% point in each payment period a pro-rata schedule is used to determine the amount of Title IV funds the student earned at the time of withdrawal. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned.

After the 60% point in the payment period a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period.

Financial Aid reviews the student's scheduled classes to determine if the student has completed a loan period or the term for which she/he was recently awarded Title IV funds.

- If the loan period is not at the end of the term based on the add/drop Date Calendar, or the student reduces his/her course load below the 6 credits or half time status then a return to Title IV calculation and worksheet are completed for the student.
- The percentage of Title IV payment period is determined by recording the days completed by the total scheduled days.

- If the percentage is 60% or greater - 100% of the aid is earned
- If the percentage is less than 60% - a prorated portion of the aid is earned
- HTH must determine if there is late disbursement eligibility. If appropriate the student will be notified and must provide the university with authorization to disburse said aid.
- If grant or loan funds are unearned they must be returned to the Title IV program.
- If aid must be returned university charges that were previously paid by federal student aid might become a debt that the student will be responsible for paying.

HTH has 45 days to return to the Title IV program any unearned funds for which it is responsible. The 45 days are counted from the date that HTH determines that the student withdrew.

If a student who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course offered over the period, the institution must assume that the student has unofficially withdrawn and follow the Return to Title IV Funds process.

FEDERAL WORK STUDY PROGRAM

Federal Work-Study (FWS) is a federally funded program by both the Department of Education and the HTH GSE. This program provides part-time jobs for graduate students with demonstrated financial need and is administered by the Financial Aid Office, in accordance with the law, federal regulations, and with instructions from the United States Department of Education. Students who participate in the program have an opportunity to work off-campus at the High Tech High K-12 schools clinical sites, in order to earn money to help with school expenses while gaining valuable work experience. Participation in the FWS program can be beneficial for students in the following ways:

- Help pay for education and other related expenses
- Encourage community service and work related to a student's field of study
- Gain valuable work experience and build relationships in school communities
- Improve time management, communication, organizational and budgeting skills
- Reference or recommendation for future employment

FWS awards vary annually as a result of federal and institutional funding levels, and by the student's demonstrated financial need. Students are notified by the Office of Financial Aid of FWS eligibility each year that they demonstrate federal eligibility and meet the filing deadlines for financial aid applications and verification documents (if applicable) with their financial aid award letter. Funding is allocated from the federal government annually and student awards are subject to change at any time.

For the Federal Work Study handbook with a description of all policies and procedures, please see [here](#).

ELIGIBILITY REQUIREMENTS

In order to be eligible for a FWS award, students **must**:

- Meet ALL institutional financial aid application and document deadlines

- Submit the Free Application for Federal Student Aid (FAFSA)
- Meet all federal financial aid eligibility regulations as required by the Department of Education
- Have his/her financial aid file verified by the Office of Financial Aid, and receive confirmation of an approved FWS award
- Maintain Satisfactory Academic Progress standards as required by the HTH GSE and the Department of Education
- Not have defaulted on or owe a repayment to any federal aid program received for study at another institution
- Complete all employment authorization forms, identification and tax documents as required by state and local government agencies

LEAVE OF ABSENCE REQUEST

A candidate that desires a temporary leave of absence from the program, with the intent to re-enroll at a later date, should send a written request to the M.Ed. program director.

STUDENT TUITION RECOVERY FUND (STRF)

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

A portion of the tuition to the HTH GSE is used to pay this assessment fee on behalf of students.

STUDENT INFORMATION AND RECORDS

Students are responsible to keep their personal information (legal name, address, phone number, email) updated with the HTH GSE Program Office. Any changes must be submitted to the Program Office in writing.

Student records (application materials, transcripts, Leave of Absence contracts, etc) are maintained in the HTH GSE Program Office for five years and credential records are maintained for an additional two years to meet accreditation requirements, both are available upon written request by the student. Transcripts are maintained permanently and are available upon written request.

STUDENT HOUSING

HTH GSE does not provide housing to students and does not assist students in securing housing. HTH GSE has no dormitory facilities under its control. It is entirely the responsibility of the student to secure housing in the San Diego area prior to beginning of the school year. There are apartments available to rent in the San Diego area.

The San Diego housing market is above average in price. Within a 20 minute driving distance to the HTH GSE campus, studio to one-bedroom apartments can be rented from \$650 and up. Check www.apartments.com or <http://sandiego.craigslist.org/> for more information. HTH GSE provides the following relocation information to students: [San Diego Relocation Information](#).

STUDENT SERVICES

Due to the small number of students enrolled in the HTH Graduate School of Education (a maximum of 40 students), our programs will be highly personalized. Unlike traditional graduate schools of education, HTH GSE will not have a range of student affairs offices that handle a variety of students' needs. Instead, we will meet the academic and non-academic needs of our students through two means: the individual attention of the Core Faculty and a structured mentoring/advising program.

Because the size of HTH GSE is small by design, the Core Faculty can dedicate significant time to each

student in the program by monitoring their progress through formal and informal means. Should a student have needs or concerns of a more personal nature (counseling, substance abuse, etc.), the HTH GSE maintains a list of external agencies to which we can refer students. HTH GSE also has a student grievance policy, described in detail in this handbook.

The HTH GSE does not offer job placement services.

STUDENT GOVERNANCE

GSE students inform the design of the master's programs, and learning experiences within, through weekly exit cards, course evaluations, an annual program survey and the annual student and faculty design retreat. Student voice is also incorporated into faculty meetings, hiring processes and program events, such as orientation and graduation. Additionally, students have the opportunity to design and facilitate adult learning experiences offered through the Center for Research on Equity and Innovation and through the Professional Education arm of the GSE.

The Council of Students (COS) is an open-membership graduate student organization focused on making life and learning better for students at the GSE.

The COS serves the following three core functions:

1. Improving the quality of students' experiences*
2. Promoting, funding and facilitating student-initiated programs
3. Serving as advocates for the incorporation of student voice in decision-making

**academic, professional, social and/or personal development*

Through their focus on diversity, equity and integration, the COS works collaboratively with GSE faculty to foster a strong sense of belonging, purpose and self-efficacy for *all* students.

COS efforts may include, but are not limited to:

- communication with program faculty and staff on behalf of student interests
- support for the formation and facilitation of affinity or advocacy groups, or student clubs
- coordination of program events, such as orientation, the annual design retreat or graduation
- facilitation of student representation within faculty meetings, hiring committees, etc.
- integration of graduate students into GSE professional education offerings
- organization of social events or field experiences in the broader community

Students interested in becoming part of COS should contact Hayley Murugesan, Director of Student Affairs, at hmurugesan@hightechhigh.org.

TRANSFER OF CREDIT

HTH Graduate School of Education (HTH GSE) does not grant equivalency for any M.Ed. coursework, whether it be through external coursework or prior experiential learning with the exception of coursework completed through the High Tech High Teacher Center's District Intern Program. Through a Memorandum of Understanding (MOU) between HTH GSE and HTH Teacher Center course completion through the District Intern Single and Multiple Subjects CA Preliminary Teaching Credential program will be applied to the M.Ed. in Teaching & Learning program as a pathway into Year 2 of the program beginning with the Fall 2019 cohort. Candidates must submit transcripts from the HTH Teacher Center along with completed application materials to the HTH GSE Program Office to be considered for this pathway.

For veterans and eligible students receiving Title 38 benefits, evaluation of prior education and training will be evaluated for equivalency with the enrolled program. Students may submit a written request and official transcripts at the time of enrollment to the Program Office to be reviewed by the Program Director. The Program Director will evaluate prior credit and determine equivalency. A written record will be maintained by the Program Office that clearly indicates credits awarded, enrollment period, and final grades in accordance with CFR 21.4253(d)(3).

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at The High Tech High Graduate School of Education is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the M.Ed. in Educational Leadership program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the High Tech High Graduate School of Education to determine if your credits or M.Ed. will transfer.

TUITION PAYMENT SCHEDULE

High Tech High Employed Candidates

As an employee of HTH, tuition will be automatically deducted from the candidate's paycheck each pay period (2 times per month) for each of the 20 pay periods. The first deduction will occur on the August 15th paycheck and the final payment will be deducted out of the May 31st paycheck.

External & Credential Candidates

HTH GSE candidates from outside of the High Tech High network will pay annual tuition in ten equal

monthly installments on the last business day of each month from August through May. Tuition is payable via check or automatic payments through the HTH business office with a major credit card: Visa, MasterCard, or American Express. Candidates will be invoiced and contacted via email in advance of the payment due dates. A \$25.00 late fee will be assessed if payment is not made within 5 days of the due date. The GSE program manager can provide support and more information about payments, including alternate payment schedules.

Delinquent Accounts

Accounts become delinquent if the payment is 30 days overdue. If this occurs, the student must contact the GSE Program Manager to develop an alternative payment plan. Students with a past due account balance may be prohibited from registering for classes or obtaining a diploma or transcripts. In the case of a student's failure to agree or adhere to a payment plan, delinquent accounts may be turned over to a collections agency.

ACADEMIC POLICIES

ADVISING

Both M.Ed. and Credential program students are assigned a GSE advisor at the beginning of the program, but may request to change to a different advisor by submitting a request to the Program Director.

M.Ed Advisor Responsibilities

Serve as a thought partner and resource to help advisees navigate the program requirements and complete their capstone Master's Project.

Respond in a timely manner to advisees' questions and requests for conversation and feedback.

Meet with advisees to discuss their Personalized Learning Plans (PLPs) and how to support them in working toward their goals. Meetings should occur at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

Review and give feedback on the advisee's digital portfolio and Master's Project proposal. For students in the one-year Master's program, the advisor reviews and provides feedback on the final version of the proposal before the student sends it to their graduate committee in November. For students in the two-year program, this happens in November of their second year.

Review and give feedback on drafts of the advisee's Master's Project at multiple points while completing the project. The advisor reviews and provides feedback on the final version before the student sends it to their committee in early June.

Serve as Chair of the advisee's graduate committee. Facilitate the Presentation of Learning (POL) at the end of the academic year.

Assess the final Master's Project with the other committee members to determine if the student has met the capstone requirements.

M.Ed. Advisee Responsibilities

Monitor their own learning and request time to meet with their advisor and other mentors throughout the program.

Complete a Personalized Learning Plan (PLP) and meet with advisor to discuss the PLP and/or personal goals and progress at the beginning of the program, at several points throughout, and at the end of the program, with the advisees' self-assessments driving the conversations.

Compose their graduate committee prior to November of the year they are completing their Master's

Project. Complete the committee form and gather signatures for all members, ensuring that they agree to the responsibilities outlined on the form.

Solicit feedback on drafts of the Master's Project proposal and final product(s) from advisor on a regular basis. Incorporate advisor's feedback and suggestions into subsequent versions as appropriate. The advisor reviews the final version of these documents before advisees send them to their committees for review.

Communicate with committee members regarding end-of-the-year Presentations of Learning (i.e. logistics, format, prep work they need to do, how to access the digital portfolio).

M.Ed. FIELDWORK SUPERVISION

Critical friends serve as fieldwork supervisors and support M.Ed. students in planning and reflecting on their leadership fieldwork in their school setting. Students in the School Leadership (SL) concentration have a HTH critical friend, who is the director of the school where they are embedded. Students in the Teacher Leadership (TL) concentration have a critical friend who is a teacher leader at their school site.

Every six weeks, students design and implement one leadership activity connected to the California Professional Standards for Educational Leaders (CPSEL) if they are in the TL concentration and two leadership activities if they are in the SL concentration. Critical friends meet with their partner once/week to support students in designing, implementing and reflecting on this leadership work. At least once every six weeks, critical friends guide a formal observation and coaching conversation. Formal observations include a pre-observation meeting to learn more about the context for the work and to identify a dilemma question the student would like feedback on. After the observation, critical friends guide a reflective coaching conversation to support students in reflecting on their work.

Students are also required to collect data from students, colleagues and/or families impacted by the leadership fieldwork via surveys, exit cards, interviews or focus groups. Critical friends use the weekly meeting time to help students design these data collection tools, and then analyze and reflect on the data once it is collected. Every six weeks, students submit a Fieldwork Reflection and Fieldwork Log. As part of the reflection, students incorporate feedback from the formal observation and coaching conversation with their critical friend, as well as feedback from their GSE advisor and other stakeholders involved in the leadership work.

Critical friend responsibilities:

- meet once/week with students to support planning of leadership fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' leadership fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two critical friend trainings per year (fall and spring)
- complete a critical friend survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

CA CREDENTIALING PROGRAMS STUDENT TEACHING

Candidates enrolled in a program leading to either a Preliminary Multiple or Single Subject Teaching Credential must complete a minimum 600 hours of student teaching under the supervision of a cooperating teacher. The High Tech High GSE Fieldwork Adviser determines placements with consideration of the following:

- provides a diverse learning environment (including K-12 students with identified special needs, english language learners and underserved populations)
- matches the content area and grade level of credential sought
- cooperating Teacher is recommended by school director, has five years of satisfactory teaching experience, holds a Clear CA Teaching Credential and an EL authorization

Cooperating Teacher Responsibilities:

- meet once/week with students to support planning of fieldwork activities and provide feedback,
- conduct six formal observation and coaching sessions related to students' fieldwork over the course of the year (e.g. pre-observation meeting, observation and debrief)
- attend two trainings per year (fall and spring)
- complete a survey once every six weeks (as do students)
- attend students' Presentation of Learning (POL) at the end of the year in June

CREDIT HOUR POLICY

The HTH GSE credit hour policy reflects federal regulations for accredited institutions. As a professional practice-oriented graduate school, the HTH GSE views education as personal, collaborative, experiential and transformative. HTH GSE programs address the practical and theoretical foundations of teaching, learning, leadership and inquiry through a close integration of coursework and field experiences.

The HTH GSE, like most American graduate schools, has adopted a variant of the traditional "Carnegie Unit" as a measure of academic credit. This unit is the primary academic measure by which progress toward a degree is gauged, with one semester or trimester credit hour equating to 45 total hours. Similar to other institutions of higher education around the country, the HTH GSE has embraced a modified definition of the classical Carnegie unit, which has traditionally stipulated that one semester or trimester credit hour be awarded for 15 hours of classroom lecture and 30 hours of outside preparation by the student. While 45 hours still equate to one unit, there are many types of educational experiences for which credit hours may be properly associated, such as online, instructor facilitated forums or coaching guided by fieldwork supervisors outside of class.

For both seminar courses and fieldwork related courses, faculty must account for **45 total hours per credit hour** through **face-to-face instructional time**, **out-of-class instructional time** and/or **out-of-class work** and state this calculation on each course syllabus.

1) ***Face-to-face instructional time*** is in person and facilitated by an instructor.

2) ***Out-of-class work*** is traditional homework, such as reading materials, completing assignments, conducting research or completing a project. These activities are not instructor-led and do not require on-going instructor and/or peer feedback.

3) ***Out-of-class instructional time*** requires the instructor's presence via questioning, synthesizing or other feedback. Additional assignments fulfilled individually or through a group process without the instructor playing a role are not sufficient. For a learning experience to qualify as out-of-classroom instructional time, the discussion, activity, presentation, project, debate, critique, case study, fieldwork, tutorial activity, etc. must include both instructor and student engagement in ways that require them to respond, reply, reflect, analyze, evaluate, synthesize or provide ongoing feedback to one another. This out of class instructional time must be documented to provide evidence of both student learning and instructor engagement.

Examples of Out-of-Class Instructional Time

- **Discussions** - Asynchronous or synchronous instructor facilitated discussions related to course learning outcomes can occur through online forums, chat rooms, or other communication tools. Discussions have a specified time frame and expectations for thoughtful participation and dialogue. Students and the instructor are expected to be present throughout the discussion at various points, critically responding both to the questions posed and to one another's responses. Discussions may be in response to texts, video, websites, and/or the learner's experience.
- **Learning Activities** - Activities are instructor guided assignments related to specific course learning outcomes. These activities, such as case studies, debates, presentations, problem solving or design-related tasks, reflections integrating theory and practice, individual or group projects, etc., may be developed, discussed and critiqued by both the instructor and students through different communicative and collaborative tools, such as blogs, wikis, forums, Google+ communities, workgroups, etc.
- **Field Experiences** - Instructor guided field experiences are aligned to course learning outcomes and designed to integrate theory, practice and craft knowledge. Field experiences include field trips, school visits, shadows, and other related fieldwork. Instructor and student discussion and reflection of experience may be shared before, during and/or after the experience.
- **Experiential Learning** - Experiential learning refers to applied learning within HTH clinical school sites or outside the organization that integrates theory, practice and craft knowledge, aligns with program and/or student learning outcomes and is an integral part of the program of study. Full time residency practicums/internships, as well as other related work experience, can constitute experiential learning if supervised by an instructor and connected to the program of study.
- **Site-based Tutorials** - Observation and critique from an assigned mentor or fieldwork

supervisor at the clinical site must be documented with clear evidence of feedback and dialogue aligned to program and/or course learning outcomes.

- **Advisor Tutorials** - Advisor tutorials may include critical feedback for the capstone masters project, personal learning plan, observation and reflection cycles, and/or mastery of the program learning outcomes. These activities must be documented with clear evidence of instruction, critique and feedback.
- **Independent or Group Study** - Individual or collaborative study connected to program and/or course learning outcomes that is supervised by an instructor qualifies as out-of-class instructional time. The guiding instructor is responsible to give initial guidance, critique, and assessment of student work and/or performance.

Credit Hour Calculations for Courses

Seminar Courses

Seminar courses include traditional face-to-face instructional time, as well as out-of-class instructional time and out-of-class work. For every one credit hour faculty must account in their syllabi for 45 hours total. Out of class instructional time should not exceed face to face instructional time, and the combined face-to-face and out-of-class instructional time should amount to a minimum of 33% of the total 45 hours.

For example, the following scenarios are possible for seminar courses:

1.5 unit seminar course (6 weeks) = 67.5 hours total

- 18 hrs of face-to-face instructional time
- 13.5 hrs of out-of-class instructional time
- 36 hrs of out-of-class work

3 unit seminar course (12 weeks) = 135 hours total

- 36 hrs of face-to-face instructional time
- 27 hrs of out-of-class instructional time
- 72 hrs of out-of-class work

Fieldwork Courses

Fieldwork courses include experiential learning related to teaching or leadership, such as residency placements in the High Tech High clinical sites for full-time students or other related work experience in schools for part-time students. Each unit represents 45 hours of supervised and documented fieldwork, which must be submitted by the student and approved by the advisor to receive credit.

Credit Hour Oversight

Course instructors must articulate their credit hour calculations on each course syllabus and have these approved by the M.Ed. Program Director. It should be clear how much of each semester or trimester credit hour—45 hrs total for one credit—has been allocated toward face-to-face instructional time, out-of-class instructional time and out-of-class work. During each program review cycle, which occurs every four years, the program review committee is responsible for reviewing syllabi to ensure that the assignment of credit hours conforms to the HTH GSE credit hour policy and to accepted practice in higher education.

GSE course credit hours will be reviewed every year as part of the Institutional Review Process; Credit Hour review is a specific measure for the Academic Functional Area Plan.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that schools monitor the academic progress of each applicant for financial assistance and that the school certify that the applicant is making satisfactory academic progress towards earning their degree. Financial aid & VA benefits recipients must maintain satisfactory progress in the areas listed below:

1. Passing Grades in all Courses
2. Timely Progress toward Graduation

It is the student's responsibility to stay informed of the institution's Satisfactory Academic Progress (SAP) standards and to monitor their progress. For SAP purposes, student's academic records are reviewed by the HTH GSE Program Office after each payment period for one-year Resident students and at the end of each academic year for two year, part-time students. Students who are not meeting one or more of the Satisfactory Academic Progress Standards are put on academic probation. Enrolled status may be regained by resolving all deficiencies.

For veterans and eligible students receiving Title 38 benefits, grading and attendance records are reviewed at the conclusion of each term. Final grades will be recorded for each course attempted or completed during the term and a Satisfactory Academic Progress Review is completed (see more below). If coursework results in a Withdrawal the last day of class attendance is recorded. Students who are out of compliance with one or more of the satisfactory academic progress standards will be put on probation until all deficiencies are remedied. No more than two terms on probation will be permitted. At the conclusion of the first probationary term, if a student is not making satisfactory academic progress they will become ineligible for further Title 38 benefits.

Passing Grades in Courses (Qualitative)

To remain enrolled, students must receive a grade of "passing" in all courses. Incomplete courses, with contracts signed by the student and Advisor will allow students to maintain enrolled status. Otherwise, students are placed on probation.

Timely Progress toward Graduation (Quantitative)

To remain eligible for financial aid students must be enrolled in the program. Students repeating courses with the approval of their advisor are considered to be making progress toward graduation. Students taking a leave of absence must formalize this in writing and are not eligible for Financial Aid during that period. Students may not be enrolled in a GSE Master's degree program for more than three years.

Annual Satisfactory Academic Progress Reviews

After each payment period for one-year Resident students and at the end of each academic year for two year, part-time students a review is completed, and students who are out of compliance with one or more of the satisfactory academic progress standards become ineligible for further financial aid until all deficiencies are remedied. The HTH GSE Program Office sends written notification of ineligibility to students at their permanent addresses as listed in official records.

Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after the spring term grades are available. To remain eligible for financial aid, students must receive a grade of “passing” in all courses. Incomplete courses, with contracts signed by the student and Advisor will not disqualify students from financial aid eligibility.

Appeals

Federal regulations allow for certain special cases in which the institution may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of Satisfactory Academic Progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant life experience and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal for a term. Contact the HTH GSE Program Office to obtain a *Petition for the Reinstatement of Eligibility for Financial Aid*. This form needs to be submitted to the HTH GSE Program Office, and the M.Ed. Program Director will render the decision.

Dismissal

Students may be dismissed from the program:

- after more than one term on probation without progress toward resolving deficiencies
- after 30 days if they stop attending class and do not contact the Program office

GRADING POLICY

The effectiveness of our learning community depends upon each person’s consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student’s participation in this course will be assessed in accordance with the following criteria:

Pass: In order to earn a passing grade, students must achieve the learning outcomes stated in the course syllabus. Student’s class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. The final product meets both the assignment parameters and the standards set by the class. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE Attendance Policy, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year.

INSTITUTIONAL REVIEW BOARD PROCESS

HTH GSE students are required to engage in course-related research that involves gathering data from other people. This research must comply with the *High Tech High Institutional Review Process*, which follows the Guiding Ethical Principles for HTH GSE Educational Research.

GUIDING ETHICAL PRINCIPLES FOR HTH GSE EDUCATIONAL RESEARCH

The approach taken in this framework is to guide and evoke thoughtful actions based on principles. The principles that follow have been widely adopted by diverse research disciplines and express common standards, values, and aspirations of the research community.

Respect for Human Dignity: The cardinal principle of modern research ethics is respect for human dignity. This principle aspires to protecting the multiple and interdependent interests of the person—from physical to emotional to cultural—and ensuring that as teacher-researchers, we act in ways that preserve people's dignity and reputation. In conducting our research and sharing what we have learned with others, we approach/ portray our colleagues and students with respect. This principle forms the basis of the ethical obligations in research that are listed below.

Respect for Free and Informed Consent: Individuals are generally presumed to have the capacity and right to make free and informed decisions. In practical terms, this translates into the dialogue, process, rights, duties and requirements by which teacher-researchers obtain free and informed consent by the research participants. Informed consent requires that participants are aware of the risks and benefits of their participation, and that they may choose—with no negative consequence to themselves—whether to participate in research activities (those beyond "normal" teaching) or not. They should also understand what kinds of documents/presentations will be generated from the research, the audiences with whom these will be shared, and the purpose behind sharing with those audiences.

Respect for Vulnerable Persons: Respect for human dignity entails high ethical obligations towards vulnerable persons—those whose diminished competence and/or decision-making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in the research enterprise will often translate into special procedures to protect their interests.

Respect for Privacy and Confidentiality: Respect for human dignity also implies the principles of respect for privacy and confidentiality. In many cultures, privacy and confidentiality are considered fundamental to human dignity. Thus, standards of privacy and confidentiality protect the access, control and dissemination of personal information. In doing so, such standards help to protect the mental or psychological integrity of participants.

Respect for Justice and Inclusiveness: Justice connotes fairness and equity. Procedural justice requires that the HTH GSE have fair methods, standards, and procedures for reviewing research protocols. Justice also concerns the distribution of benefits and burdens of research. On the one hand, this means that no segment of the population should be unfairly burdened by the research or exploited for the advancement

of knowledge. On the other hand, this imposes duties neither to neglect nor discriminate against individuals and groups who may benefit from our research activities. As teacher researchers, this means that we aspire for all students to benefit from our learning. Thus, teacher researchers do not employ methodologies based on control groups or hypothesis testing, where potentially beneficial actions are purposely denied to some students.

Minimizing Harm: As teachers and researchers, we have the duty to avoid, prevent or minimize harms to others. Research participants must not be subjected to unnecessary risks of harm. In teacher research where the work is shared with others at our school or in the public domain, the greatest risks to participants are to their privacy and their reputation. Researchers need to inform participants of the potential harms and benefits to their participation, and proceed through the research process in ways that preserve participants' privacy and reputation. Where applicable, teacher researchers may need to refer data and tentative interpretations back to the participants to check accuracy, obtain additional consent, and possibly include their perspectives in the report. These steps hold the researcher accountable for making accurate claims about the data and ensuring that participants are comfortable with how they are portrayed, particularly where identities may be recognized.

Maximizing Benefit: Another principle related to the harms and benefits of research is beneficence. The principle of beneficence imposes a duty to benefit others and, in research ethics, a duty to maximize net benefits. The principle has particular relevance for teacher researchers. Action research is intended to produce benefits for the participants themselves, but also for other individuals or society as a whole, or for the advancement of knowledge. Teacher researchers have the responsibility to view their research in the context of professional commitments to students, to parents, and to the community.

Cultural Sensitivity: Recognizing that no researcher is culturally neutral, teacher-researchers should report and reflect upon their own race, gender, and class whenever they apply such categories to others. In addition, teacher researchers should acknowledge how their own identity and possible bias have contributed to their interactions with research participants and to their findings.

INSTITUTIONAL REVIEW BOARD

The HTH GSE's Institutional Review Board (IRB) was created to ensure that all research conducted by GSE students and faculty meets legal and ethical requirements, as determined by the United States Department of Health and Human Services. The IRB's primary concern is to protect all human participants from harm, whether physical or psychological, and to see that all research respects human dignity and upholds its duty to maximize benefit for individuals as well as the community. The HTH GSE IRB has been approved for Federalwide Assurance (FWA) by the Office for Human Research Protections (OHRP). All faculty and students conducting research with human subjects must be approved by the IRB committee prior to beginning their research. Applications are reviewed once submitted and notification of IRB approval typically takes one to two weeks.

Our IRB is in accordance with the following guidelines:

The Belmont Report

The Code of Federal Regulations

In addition, all research conducted by HTH GSE students and employees should abide by the [High Tech High Graduate School of Education Human Subjects Policy](#).

The HTH GSE's IRB is comprised of a minimum of five members whose areas of expertise are varied. In addition to members from within the HTH community, the IRB includes at least one member from another institution.

Current IRB Members

Stephen Hamilton, EdD, HTH GSE

Stacey Caillier, PhD, HTH GSE (Chair)

Heather Lattimer, PhD, University of San Diego

Robert Riordan, EdD, HTH GSE

Kelly Wilson, MA, HTH GSE

Procedure

1. Prior to conducting research, all students and employees must complete the following Human Subjects Research/IRB Tutorial:<https://www-rohan.sdsu.edu/~gra/login.php>[1]. Upon successful completion of this tutorial, please print and scan the **CERTIFICATE OF COMPLETION** (or take a screen shot) and attach this to the IRB application.
2. Obtain permission, as needed, from the director, principal, or school district of the location where the study will take place. For High Tech High employees, a signed letter from the school's director is sufficient. Please see a sample **ADMINISTRATOR PERMISSION LETTER** on the IRB Application and Forms page (link below).
3. Complete the **IRB APPLICATION** on the IRB Application and Forms page (link below).
4. Attach all **DATA COLLECTION INSTRUMENTS** (surveys, questionnaires, interview protocols, etc.). If unsure of what data collection instruments to include, please read **THE HTH GSE GUIDE FOR EDUCATIONAL RESEARCH**.
5. Include **RECRUITMENT MATERIALS**, such as flyers, verbal scripts, and cover letters that you will use to recruit participants, if applicable.
6. Include **CONSENT LETTERS** for all participants, as well as their parents if participants are under the age of 18. Please see the IRB Application and Forms page (link below) for sample consent letters. Be sure to include *all required language* in the consent forms (see sample letters).

7. Utilize the **IRB CHECKLIST/RUBRIC** on the IRB Application and Forms page (link below) to assemble your IRB submission packet. IRB committee members will utilize the IRB Checklist/Rubric to review your work. Be sure that your IRB submission packet includes the items above in the following order:

- Human Subjects Research/IRB Tutorial Certificate of Completion
- Completed IRB Application
- Data Collection Instruments
- Recruitment Materials (if applicable)
- Consent and Permission Letters
- Signed Administrator Permission Letter

8. Include all of the above in one document (with the possible exception of a scanned, signed Administrator Permission Letter and scanned IRB/Human Subjects Tutorial Certificate of Completion) and email it to gse-irb@hightechhigh.org.

IRB APPLICATION AND FORMS

LIBRARY RESOURCES AT THE GSE

As a member of the San Diego community, you have access to many libraries and their on-line/print resources. To access full text articles from online journals and databases, you will need to go to the actual library. From there, you can search databases, download articles to the library's computer, and print them for a minimal fee. Several libraries also offer cards, for a minimal yearly fee, that allow you to check out books. Below is a brief synopsis of each library

	UC San Diego	San Diego State University	Point Loma Nazarene University	San Diego County Libraries
Summary	The UC library system is one of the most extensive print and on-line collections in the country. Offers a free library card and access to professional librarians and educators.	This library has a great collection of resources geared toward teacher education and professional development. Professional librarians and information specialists are on hand to assist.	Small, easy to navigate, and close to HTH village. Librarians and information specialists are available to assist.	Several locations in SD. Offers a free card and can order books from several universities. On-line/journal resources limited.
Address	9500 Gilman Drive #0175 La Jolla, CA 92093	5500 Campanile Drive San Diego, CA, 92182	3900 Lomaland Drive San Diego, CA 92106	multiple
Website	www.libraries.ucsd.edu	http://infodome.sdsu.edu	http://phineas.ploma.edu	www.sdcl.org
Electronic Resources	Full access to all electronic databases/journals while <i>in</i> the library. You can download	Full access to all electronic databases/journals while <i>in</i> the library. You can download	Full access to all electronic databases/journals while <i>in</i> the library. You can download	Full access to all electronic databases/journals while <i>in</i> the library. You can download

	full text articles to the library computer (or your own laptop) and print them for 10 cents a page.	full text articles to the library computer and print them for 10 cents a page.	full text articles to the library computer and print them for 5 cents a page.	full text articles to the library computer and print them for 5 cents a page.
Print Journal Resources	Full access to print journals. Copy cards can be purchased for \$1.	Full access to print journals. Copy cards can be purchased for \$1.	Full access to print journals. Can copy articles for 5 cents a page.	Full access to print journals, but few available. Can copy articles for 5 cents a page.
Book Checkout and Interlibrary Loan (ILL)	Current public school teachers can obtain a free “limited use” community card , which allows them to check out up to 25 books and order books from other libraries in the UC system via Interlibrary Loan (ILL) .	No free book checkout or ILL. With purchase of a community card, can borrow up to 5 books , but no ILL privileges.	No free book checkout or ILL. With purchase of a community card, can borrow up to 5 books , but no ILL privileges.	Connected to the “SD Circuit,” which allows you to order books from CSU San Marcos, SDSU, UCSD, and USD. Books will be delivered to your local library.
Card Information	To obtain a free community card, bring a picture ID and a letter from the HTH GSE (confirming	Can purchase a community card for \$60 per person. Or HTH can order 5 cards for \$150 via a corporate	Can purchase a community card for \$20 per person.	To get a free card, bring the application, photo ID, and proof of address to any local branch.

	that you are an educator) to the circulation desk at the Geisel Library.	account (\$30 per person).		
Handy Tips	<p>1) Bring your laptop and ask the circulation desk for a temporary password. You can search the databases, download articles to your laptop, and print them later.</p> <p>2) Parking – various (\$1/hour)</p>	<p>1) Most of the education information is on the 4th floor. Journals are on the 1st floor.</p> <p>2) Parking - near corner of Hardy and 55th (\$1/hour).</p>	<p>1) Parking – free visitor parking by the coast view lot (ask at the entrance gate)</p>	<p>For all libraries: Bring a USB flash drive to save downloaded articles. Then you can print them at home/school.</p>

ONLINE RESOURCES:
[ERIC Institute of Education Sciences](#)
[EBSCO Host](#)

RESEARCH AND INNOVATION AT THE GSE

Statement on Scholarship and Innovation

The High Tech High Graduate School of Education (GSE) aspires to be recognized as a hub of progressive practice related teaching, learning, and leading, and as a model of transformative graduate education that has a direct impact on K-12 schools. This aspiration reflects the GSE's unique capacity—as a graduate school embedded in highly effective and innovative K-12 schools—to bridge the worlds of theory and practice, of scholarship and action. GSE faculty and students conduct scholarly research, share their work with academic and professional audiences, and support innovative practice in the larger education community. These efforts serve four interconnected functions:

Integrating theory and practice

GSE research is grounded in the lived experiences of students, educators, schools, and communities. We merge professional practice and craft knowledge with diverse theoretical perspectives to explore and expand each. GSE faculty and students put theory to practice, and in doing, empower educators to contribute to the growing knowledge base of teaching, learning and leading as both practitioners and theory-builders.

Supporting equitable and engaging learning environments

The GSE is committed to scholarly work and practice that supports the creation of equitable, engaging learning environments for both young people and adults. The High Tech High K-12 schools are widely recognized for approaches to teaching and learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners. The GSE provides resources and support for educators and policymakers to create such environments, throughout the country and around the world.

Serving schools and communities

The GSE aims to develop understandings of teaching and learning that are actionable and of value to the communities we serve. In studies of learning environments and communities, we espouse an ethic of mutual vulnerability wherein researchers and participants engage as collaborators in the pursuit of deeper understanding. GSE faculty and students share their evolving understandings with research participants, invite participants to co-construct meaning, and facilitate dialogue that leads to constructive action.

Engaging scholars and practitioners

As scholars engaged in communities of practice, GSE faculty and students share our work with both professional and academic audiences, and seek opportunities for collaboration with educators and scholars from other institutions. Furthermore, the GSE serves as a convener of critical conversations, hosting residencies for educators from around the world and publishing UnBoxed, a peer-reviewed journal of adult learning in schools.

Academic Freedom Statement (from the *HTH GSE Faculty Handbook*)

The principles of academic freedom that follow are in place for all GSE faculty members.

As a teacher, each faculty member is free to teach and discuss in his/her classes any aspect of the subject being taught.

As a scholar, each faculty member is free to carry on research and to publish the results.

As a faculty member, each faculty member is free to speak as an authority in his/her own field of study.

As a citizen, each faculty member is free to speak in his/her capacity as a citizen without institutional censorship or discipline.

With these freedoms come responsibilities. Thoughtful, reflective behavior is vital to the health of our academic learning community and to our work with educators.

As a teacher, each faculty member has a responsibility to exercise discretion and good judgment in the presentation and discussion of classroom material.

As a scholar, each faculty member has a responsibility to give full attention to the adequate performance of his/her primary academic duties (teaching and advising) and to the guidelines in place for conducting research with human subjects.

As a faculty member, each faculty member has a responsibility to avoid introducing into his/her teaching controversial matters that are unrelated to the subject.

As a citizen, each faculty member has a responsibility to convey clearly that opinions are one's own and not those of the GSE and to recognize that, as a member of an academic community, the public may judge his/her profession and institution by those utterances.

CREDENTIALING INFORMATION

Approved Programs

The High Tech High Graduate School of Education is approved by the California Commission on Teacher Credentialing to offer teacher preparation programs leading to the following California credentials:

Elementary	Authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.
CA Preliminary Multiple Subjects Teaching Credential	
Secondary	Authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or in classes organized primarily for adults.
CA Preliminary Single Subject Teaching Credential	
Content areas: Art, English, Mathematics, Music, Physical Education, Science, Social Science and World Languages	

CA Teacher Credentialing Requirements

Prior to recommending a candidate for a credential, the GSE Program Director and Credential Analyst will verify that the candidate has met all legal requirements for the credential being sought. In addition to GSE admission requirements, educators must provide proof of meeting the following credentialing requirements at prescribed points in the program:

Requirement Areas	<i>Period of Validity</i>	<u>Program Entrance</u>	<u>Student Teaching</u>	<u>Program Exit</u>
1) Basic Skills	<i>Does not expire</i>	Satisfy	Satisfy	Satisfy
2) Subject Matter Proficiency	<i>ten years</i>	Satisfy	Satisfy	Satisfy
3) Fingerprint Clearance	<i>Term of document</i>	Satisfy	Satisfy	Satisfy
4) TB Screening	<i>Four years</i>	Satisfy	Satisfy	Satisfy
5) CPR Certification	<i>Two years</i>	NA	NA	Satisfy
6) US Constitution	<i>Does not expire</i>	NA	NA	Satisfy
7) Teaching Performance Assessment	<i>Does not expire</i>	NA	NA	Satisfy

8) Reading Instruction Competency Assessment *	<i>Five years</i>	NA	NA	Satisfy
* Only for educators pursuing a CA Preliminary Multiple Subjects Credential				

Glossary

Basic Skills Requirement measures basic reading, mathematics, and writing skills. Most will meet this requirement by passing the CA Basic Education Skills Test ([CBEST](#)). See Commission Leaflet [CL-667](#) for additional methods of meeting this requirement.

CPR Certification Requirement accounts for successful completion of a cardiopulmonary resuscitation training which meets the criteria of the American Heart Association or the American Red Cross for infant, child, and adult.

Fingerprint Clearance Requirement accounts for professional fitness to work in a CA Public School or Charter. Most will meet this requirement by applying for a Certificate of Clearance (instructions [CL-900](#)). Educators who hold a valid CTC issued credential or permit have already met this requirement.

Program Entrance is defined as acceptance into the GSE and verification of admittance requirements.

Program Exit is defined as satisfactory completion of all required coursework, program specific and state mandated credentialing requirements. Upon verification by credentialing staff a recommendation for credential will be made to the CTC for credential. The educator is then responsible to complete the online application and pay the processing fee.

Reading Instruction Competency Assessment ([RICA](#)) measures credential knowledge, skill, and ability relative to effective reading instruction (required for those pursuing a Multiple Subject Credential only).

Student Teaching provides instructional opportunities under the supervision of a master teacher. Settings will be assigned in alignment with the credential area sought and will include a breadth of experiences; spanning grade levels, methodologies and diverse learning environments.

Subject Matter Proficiency Requirement measures a specific set of knowledge, skills, and/or abilities reflecting the subject area taught. Most will meet this requirement by passing the appropriate CA Subject Examinations for Teachers ([CSET](#)) series of subtests. Educators seeking a single subject credential may meet this requirement by completion of a Commission-approved Subject Matter Waiver Program.

TB Screening Requirement is to prevent the transmission of tuberculosis in CA public schools and charters. Educators must provide negative TB results or TB Assessment administered by a healthcare professional.

Teaching Performance Assessment (TPA) measures knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating ability to appropriately

instruct all K-12 students in the Student Academic Content Standards. High Tech High has selected the [EdTPA](#) as its TPA model.

US Constitution Requirement accounts for the passage of coursework or an exam covering the principles of the US Constitution.

RULES OF OPERATION AND CONDUCT

† CODE OF ACADEMIC INTEGRITY

The students of HTH GSE, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.

Violations of the Code of Academic Integrity may take several forms, of which plagiarism is perhaps the most likely. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:

- o Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, web site, another student's assignment, etc.;
- o Duplication in any manner of another's work during an exam;
- o Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- o Piecing together sections of the work of others into a new whole;
- o Submitting one's own work that has already been submitted for assessment purposes in another subject;
- o Producing assignments in conjunction with other people (e.g. another student, a tutor) that should be your own independent work.

Note: Students are responsible for following the code with all assignments and in all disciplines. [This page gives examples of acceptable and unacceptable uses of sources in writing:

www.oregonstate.edu/admin/stucon/plag.htm]

This brief guide from the Paul Robeson Library also provides an excellent overview:

www.libraries.rutgers.edu/rul/lib/robeson_lib/flash_presents/text_plag.html

Consequences:

First Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) professor contacts advisor and the Dean of the GSE.

Second Offense: Student (1) receives a zero (failing grade) on the assignment/project and (2) a meeting is scheduled with student and the Dean of the GSE, during which additional consequences will be determined.

Third Offense: Varies from failure of course to separation from HTH GSE.

ALCOHOL AND DRUG POLICY

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act

Amendment of 1989).

The HTH GSE prohibits the unlawful possession, use, or distribution of drugs and alcohol by students or employees on HTH property, or as any part of institutional activities. Individuals are to be reminded that in accordance with California law, only individuals who are 21 years or older are allowed to consume, possess, or transport alcohol. Moreover, individuals are forbidden to sell, purchase, or serve alcoholic beverages to persons younger than 21.

An individual who is determined to be impaired or who becomes impaired (impaired meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) while on HTH property is guilty of a major violation of institution policy and is subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal, termination, or other penalty deemed to be appropriate under the circumstance.

Use, possession, transfer, or sale of any illegal substance on HTH property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities and are subject to academic probation, suspension or expulsion.

As part of the institution's Functional Area Plan Evaluation Process, the HTH GSE will review the terms of this policy on a bi-annual basis to:

- Determine its effectiveness;
- Implement changes, as needed, and
- Ensure that sanctions are consistently reinforced.

Serving Alcohol at HTH GSE Sponsored Events

If alcohol is to be served at a HTH GSE sponsored and approved event, approval must be obtained from the Dean in advance. All guidelines and regulations contained in the HTH GSE's Policy on Alcohol and Drugs must be strictly observed. The staff or faculty sponsors assumes the responsibility of adhering to the HTH GSE guidelines and state law, and ensuring that appropriate behavior is maintained at all times.

- All events must terminate by 12:00 a.m. Sunday through Thursday and by 2:00 a.m. on Friday and Saturday.
- Alcoholic beverages are to be consumed only in the designated room(s) approved for the event.
- Proof of legal drinking age will be required at the bar.
- Only those beverages sold and provided by the sponsoring organization of an event are to be consumed. Individuals are not permitted to bring their own beverages to an event.
- The HTH GSE encourages low risk use of alcohol. No person will be served alcohol if they are already visibly intoxicated. No alcohol will be given away for free or as a prize.

- Drinking games will not be allowed.
- No person may purchase alcohol for another person unless the person is present at the time of purchase, regardless of whether they are of legal drinking age.
- Soft drinks and food must be made available for the duration of any activity where alcoholic beverages are served.
- The HTH GSE will discourage the inappropriate use of alcohol by any member of its community.

The website of The Partnership for a Drug-Free America (<http://www.drugfree.org/>) educates students about the impact of both alcohol and other drug abuse. Excessive use of alcohol and other drugs is a serious health problem in itself, but alcohol and drug abuse can also contribute to a host of other physical and mental health problems such as unwanted pregnancy, violent behavior, HIV infection and other sexually transmitted diseases and psychological depression.

Drug Abuse & Addiction Information and Treatment

National Institute on Drug Abuse	NIDA's mission is to lead the Nation in bringing the power of science to bear on drug abuse and addiction.	(888) 644-6432
National Drug & Alcohol Referral	Refers callers to area services that may be able to assist the caller with their addiction issues.	(800) 662-4357
County of San Diego	Provides an integrated system of community-based alcohol and other drug prevention, intervention, treatment, and recovery services throughout San Diego County via contracts with local service providers.	(888) 724-7240

Alcohol Abuse Information and Treatment

Alcoholic Anonymous	Alcoholics Anonymous is a fellowship of men and women who share their experiences with each other that they may solve their common problem.	(619) 265-8762
National Council on Alcoholism and Drug Dependence, Inc. (NCADD)	The Vision of NCADD is to share the joy and knowledge of recovery; to break down barriers of ignorance, stigma and discrimination; to	(800) 622-2255

	encourage individuals, families, companies and communities to seek help.	
Volunteers of America-Sobering Center	Founded in 1896, Volunteers of America is a nonprofit health and human services organization that assists less fortunate individuals and families by providing them with the tools to improve their quality of life.	(619) 232-9343

Drug Conviction Notification and Imposed Sanctions

Any employee, faculty or student must notify the HTH GSE of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such a conviction.

The HTH GSE will then notify the government contracting office of the reported violation within ten days after receiving the notice from the employee, faculty or student. Within thirty days after receiving notice of an employee, faculty or student conviction, the HTH GSE will impose corrective measures on the employee, faculty or student.

The HTE GSE will take appropriate action against the employee, faculty or student up to and including expulsion or termination of employment and referral for prosecution and/or require such employee, faculty or student to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

EQUAL OPPORTUNITY

HTH GSE will make acceptance and admissions decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other basis protected by law. All admission actions will be administered in a nondiscriminatory manner.

For qualified individuals with a disability, HTH GSE will provide reasonable accommodation. Any applicant or enrolled student who believes that they need an accommodation should contact his/her Program Director or Advisor.

Any student who believes that he/she has been subjected to unlawful discrimination should immediately contact his/her Advisor, the Dean, or the President. HTH GSE will keep such matters as confidential as possible and will disclose information only as necessary under the circumstances. HTH GSE will not retaliate against complainants or witnesses who provide any information or participate in an investigation.

Any employee, faculty, or student who is found to have engaged in inappropriate discriminatory or retaliatory behavior in violation of this policy may be subject to discipline, including the possibility of

immediate termination of employment or expulsion.

HARASSMENT

HTH maintains that it is critical that all members of the HTH community respect each other's rights, individuality, and differences. Courtesy, tolerance and mutual respect provide the platform for sharing, learning, innovation and personal development. Accordingly, it is the policy of HTH to prohibit harassment of any kind, including harassment based on gender, race, color, creed, religion, national origin, age, disability, sexual orientation or of a sexual nature.

Title IX & Gender Equity

Consistent with Title IX of the Education Amendments of 1972, the HTH GSE does not discriminate against students, faculty or staff based on sex in any of its programs or activities, including but not limited to educational programs, admissions, recruiting, financial aid, discipline, and employment.. Sexual harassment, including sexual violence, is a kind of sex discrimination and is prohibited by the Title IX and by the institution.

The HTH GSE is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The institution responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent its recurrence of possible sex discrimination. An individual who has questions or concerns regarding possible discrimination based on sex should contact the Title IX coordinator. An individual may also contact the U.S. Department of Education, [Office for Civil Rights](#) (OCR).

The High Tech High Graduate School of Education has designated a Title IX Coordinator to oversee the institution's compliance with Title IX, including coordinating the investigation of and response to sex discrimination complaints, responding to inquiries concerning Title IX, tracking incidents and trends involving sexual misconduct, publicizing the institution's policies and providing training on preventing sex discrimination, sexual harassment, and sexual violence.

Contact Information for Title IX Coordinator

Hayley Murugesan, Director of Student Affairs & Registrar
2150 Cushing Road, San Diego, CA 92106
hmurugesan@hightechhigh.org
619-398-4902

Sexual Harassment Defined

Sexual harassment refers to behavior that, among other things, is not welcome, is personally offensive, or undermines or weakens morale. Sexual harassment includes any unwelcome verbal, physical, visual or electronic conduct that has the purpose and/or effect of creating or contributing to an intimidating, hostile or offensive environment or that unreasonably interferes with the recipient's educational progress or personal security.

Any person who believes that he/she has been subject to harassment or who believes that they have observed the same, should immediately inform the person engaging in the offensive conduct that the behavior is unwelcome and must stop. A student who believes that he/she has been subject to harassment or who believes that they have observed the same, should advise the Title IX Coordinator.

Behavior constituting harassment as defined by this policy is subject to disciplinary action including the possibility of suspension and expulsion proceedings. Likewise, because a false report of harassment can have damaging effects on the reputations of innocent individuals, false accusations are also subject to the same form of disciplinary action.

Reporting a Sex Offense

If a student is a victim of a sex offense, the HTH GSE will immediately report it to law enforcement and campus safety personnel. It is extremely important to preserve any evidence for the proof of a criminal offense. The student has the option to notify appropriate law enforcement authorities, including the local police. If the victim would like the assistance of institutional personnel to notify the authorities, contact any member of Campus Safety and the student will be assisted immediately.

Disciplinary Action for a Sex Offense

Following a conviction in a court of law or as a result of a Grievance Committee decision, if the perpetrator is a student or employee, that individual is subject to disciplinary proceedings by the HTH GSE. The institution may expel a student or terminate an employee if that individual is convicted of the offense of rape, acquaintance rape or any other forcible or non-forcible sex offense. During a Disciplinary Action of a sex offense both the accuser and accused are entitled to the same opportunities to have others present during a disciplinary proceeding. Both the accuser and the accused will be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense.

Support & Assistance Referrals for Victims of Sexual Assault

RAINN (Rape, Abuse & Incest Natn'l Network)	Provides support for sexual assault victims and their loved ones (online or telephone)	(800) 656-4673 www.rainn.org
Center for Community Solutions	CCS operates the only 24-Hour toll free County-wide crisis line for crisis intervention and information referrals related to domestic violence and sexual assault in San Diego.	(888) 385-4657 www.ccssd.org
Women's Resource Center	The Women's Resource Center develops intervention and prevention programs designed to meet the needs of victims of	(760) 757-3500 www.wrcsd.org

	sexual assault or domestic violence.	
--	--------------------------------------	--

† INTELLECTUAL PROPERTY STATEMENT

All intellectual property which is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at HTH GSE, should be provided to the public freely for the purpose of enriching other's practice and contributing to the knowledge base and the profession.

Commitment to Open Source

HTH GSE is committed to being an open resource for educators across the state, the country, and the world. By including candidates' action research projects, work products, and reflections in their digital portfolios, and publishing these portfolios on the HTH GSE website, we intend for our work to become part of the public knowledge base for the education profession. As such, we hope that the digital portfolios serve as a source of inspiration, information, and guidance for other practitioners.

† INTERNET AND ELECTRONIC MAIL USAGE POLICY

The High Tech High Village is wireless. We are pleased to offer the students of HTH GSE access to the school computer network at all times for electronic mail and the Internet. Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

HTH GSE students are responsible for their behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for HTH GSE students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility.

† STUDENT GRIEVANCE POLICY

A grievable action is an action that:

- Is in violation of written campus policies or procedures, or;
- Constitutes arbitrary, capricious or unequal application of written campus policies or procedures.

The policy does not apply to sexual harassment or discrimination complaints. Such complaints should be directed to the Title IX Coordinator. Proper procedures and options shall then be discussed with the

student.

Informal Procedures

HTH GSE's Student Grievance Policy relies on the good faith of all involved to achieve a reasonable resolution of grievable actions. Any student who believes that s/he has grounds for a grievance shall first make an attempt in good faith to resolve the problem through early informal discussion of the matter with the faculty, staff or administrator directly involved. If after ten (10) working days from the date of such informal discussion, the student is not satisfied, the student shall then attempt to resolve the grievance through either of the following channels:

A. Grievance Against a Faculty Member. In the case of faculty, first contact the GSE Dean, and if resolution still cannot be attained, the student will then contact the President of HTH.

B. Grievance Against Staff Member or Administrator. In the case of a staff member or administrator, the first point of contact is the employee's immediate supervisor, and if resolution still cannot be attained, the student will contact the Program Director, Dean or the President.

If a resolution is not reached through the program director or the employee's immediate supervisor, the student must then attempt resolution by submitting a written statement of his/her allegations to the Dean. The Dean or his/her designee shall investigate the allegations and reach a conclusion as to whether the student's allegations have merit and propose a resolution. If the student is not satisfied with the results of the investigation, the student may proceed with the initiation of a formal grievance.

Standing to File a Grievance

Any person who at the time of filing a grievance is a student enrolled in a course or was such a student during the academic term prior to the time of filing, has standing to file a grievance under this policy, *provided* that person has attempted to resolve his/her complaint informally through those procedures discussed above.

Time Limit on Filing a Formal Grievance

To be timely, a formal grievance must be filed with the HTH GSE Dean within forty (40) calendar days after the student learned or reasonably should have learned of the occurrence of the action on which his/her grievance is based.

Formal Procedures

Students can file a formal grievance should they not find resolution through informal procedures described above. Students without an informal resolution can file a grievance with the HTH GSE Dean. In order to file a formal grievance, the student must make a written statement that includes a narrative of the complaint, a description of the means taken to informally resolve the grievance and the signature of all involved parties attesting to the fact that informal means were taken to resolve the grievance but were unsuccessful. The only exception to this requirement shall be a showing by the student that good cause exists for not engaging in that stage.

The Dean of the HTH GSE shall determine grievability by ascertaining whether: (1) the grievant has standing to file a grievance; (2) the grievance has been filed within the timeline specified in this Procedure; (3) a grievable act, as defined by HTH GSE, has been alleged; (4) informal efforts as stated in this Procedure have been made to attempt to resolve the issue; and (5) the complaint is one for which this Procedure applies.

a) The Dean shall notify the student of his/her findings on the issue of grievability within ten (10) working days of having received the grievance in writing.

b) A finding that the student lacks standing, that the grievance was not filed within the specified timeline, that no grievable action has been alleged or that the complaint is one for which this Procedure does not apply shall conclude the proceedings.

c) If it is found that the student failed to engage in the informal stage of this Procedure, the student shall be given five (5) working days to either engage in such informal measures or to show good cause for not engaging in those measures. Failure to do either within that time period shall conclude the proceedings.

d) Determinations/findings made by the Dean under this section shall be final.

Student Grievance Panel

A. **Composition.** There shall be a standing Student Grievance Panel that shall be composed of the following three members: the Dean of the GSE, a member of the teaching faculty selected by the Dean, and a current student.

B. **Purpose of Student Grievance Panel.** The purpose of the Student Grievance Panel is to serve as the pool of individuals from which a Student Grievance Committee is selected to hear a grievance that proceeds to the hearing phase of this Procedure.

C. **Term of Service – Faculty.** Faculty members of the Student Grievance Panel shall serve for two (2) years. The two-year terms of these members of the Student Grievance Panel shall begin and end in the same timeframe established for Faculty committee sub-committees.

D. **Term of Service – Students.** Student members of the Student Grievance Panel shall serve for one (1) year. The one-year term shall begin on July 1st and end on June 30th, or upon completion of any hearing in progress as of that date.

E. **Vacancy in Student Grievance Panel.** In the event that a member of the Student Grievance Panel is unable to complete his/her term of office, a replacement shall be appointed to complete the unexpired term, following the original appointment procedures stated above in this Procedure.

The Hearing Procedures

Hearing by a Student Grievance Committee. Each grievance that proceeds to the hearing phase of this policy shall be heard by a Student Grievance Committee selected from the Student Grievance Panel.

Within ten (10) working days of determining grievability, the Dean shall select from the Student Grievance Panel one faculty member and one student member to serve as the Student Grievance Committee, along with the Dean, for that grievance. The Dean shall provide a copy of the Student Grievance Form to each member of the Student Grievance Committee as well as to the grievant and the party against whom the grievance is filed.

Selection of Chair of the Student Grievance Committee. Each Student Grievance Committee shall select its own chair.

Notification of Composition of Student Grievance Committee. Once a Chair of the Student Grievance Committee had been selected, the Dean shall notify both the grievant and the party against whom the grievance is filed of the names of the committee members as well as the chair of the Student Grievance Committee.

Duties of the Chair of the Student Grievance Committee. The duties of the Chair of the Student Grievance Committee include the following:

1. The Chair of the Student Grievance Committee shall notify the grievant and the individual against whom the grievance is filed of the date, time and place of the hearing.
2. The Chair of the Student Grievance Committee shall ensure that the conduct of the hearing conforms to the procedures prescribed herein.
3. The Chair of the Student Grievance Committee is responsible for maintaining order, and may establish such rules as are necessary or appropriate to conduct a fair hearing. The Chair shall not permit any person to be subjected to abusive treatment. The Chair may eject or exclude anyone who refuses to be orderly.
4. The Chair of the Student Grievance Committee shall arrange for and maintain custody of the records of the proceedings until the Student Grievance Committee has rendered its recommendation to the Dean, or his/her designee, after which the records of the proceedings shall be placed in the custody of the Registrar. Records shall be maintained for a period of four (4) years.
5. The Chair of the Student Grievance Committee shall see that copies of all statements and documents to be considered by the Student Grievance Committee are accessible to all members of the Student Grievance Committee and to each party of the grievance. The Chair shall also ensure that each party of the grievance shall have the opportunity to be present when testimony is given.
6. The Chair of the Student Grievance Committee shall ensure that the hearing is tape-recorded.
7. The Chair of the Student Grievance Committee shall decide all procedural issues that arise during the hearing with the concurrence of at least one member of the Student Grievance Committee.
8. The Chair of the Student Grievance Committee, on behalf of the Student Grievance Committee, may seek legal advice from the HTH Learning General Counsel.

The Hearing. All hearings held under this policy shall be conducted according to the following:

1. The full three-member Student Grievance Committee must be present for the hearing to proceed.
2. The hearing shall be informal in nature, and conducted in a spirit of mediation and conciliation.

The hearing shall be closed. In a closed hearing, only the principals in the action, the advisors, if any, and members of the Student Grievance Committee may be present. Witnesses are to be present only during the time in which they give their statement and shall remain outside the hearing room until called. The principals in the action shall be provided with the dates and times of all meetings and given the opportunity to hear any evidence presented.

3. Either party to the dispute may be accompanied by one advisor of his/her choice, provided that person does not function as an attorney and provided that prior notification of the intent to have an advisor is given to the Chair of the Student Grievance Committee and the other party. An advisor may act on the behalf of the party he/she represents. The exclusion of attorneys as advisors does not prohibit either party to the dispute from consulting an attorney.
4. Either party to the grievance may bring witnesses to a hearing. The names of the witnesses shall be provided to all parties prior to their appearance. Written statements may be permitted from witnesses unable to attend the hearing if the Chair of the Student Grievance Committee so rules with the concurrence of at least one other member of the Student Grievance Committee. Each witness shall be questioned first by the party presenting the witness, then by the other party, and finally by the members of the Student Grievance Committee.
5. Prior to the hearing, both parties shall have the right to examine and copy documentation pertinent to the grievance. Questions of pertinence shall be decided by the Chair of the Student Grievance Committee with the concurrence of at least one member of the Student Grievance Committee.
6. The hearing shall be conducted according to the order set forth above in this Procedure. The hearing shall not be conducted according to technical rules of evidence and witnesses. The Chair of the Student Grievance Committee shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions may be admitted if shown to be relevant. No evidence other than that received at the hearing shall be considered by the Student Grievance Committee.
7. The hearing shall be conducted in the following order subject to recognition by the Chair of the Student Grievance Committee, with the Chair of the Student Grievance Committee ensuring that each party be allowed a maximum of thirty (30) minutes for all aspects of his/her presentation:
 - a) **Opening Statements.** Both parties may make opening statements. The grievant goes first. The respondent may reserve the opening statement until the evidence of the grievant has been presented.
 - b) **Presentation of Evidence.** The case of the grievant shall be presented first and then that of the respondent. Documents submitted as evidence shall be numbered by the Chair of the Student Grievance Committee. At the hearing, each side shall have sufficient copies of each document that s/he wishes to enter into evidence to ensure that each member of the Student Grievance Committee and each side have a copy of the document presented.
 - c) **Presentation of Rebuttal Evidence.** Both parties may present rebuttal evidence. The grievant goes first.
 - d) **Closing Arguments.** After all the evidence has been presented, both parties may make closing arguments. The grievant goes first and shall have a final opportunity to rebut the closing argument of the respondent.

1. The hearing shall be tape-recorded. The Chair of the Student Grievance Committee shall record the date, time and place of the hearing and shall require all participants to identify themselves for the tape recording at the beginning of the hearing and when speaking during the hearing. The tape recording shall become part of the official record maintained by the Dean. Camera and video recorders shall not be permitted at the hearing. The grievant as well as the individual against whom the grievance is filed may, at his/her own expense, request a copy of such recording. No recording by the grievant or other persons at the hearing shall be permitted.
2. If the grievant does not appear within one half-hour of the time agreed upon for the hearing, the hearing shall be canceled and the charges dismissed, unless a valid excuse (as judged by the Student Grievance Committee) is presented within 48 hours. If the person grieved against does not appear, the hearing shall proceed without her/him. Failure of an advisor to appear for either party shall not constitute grounds for postponing or delaying the hearing.

Recommendation of the Student Grievance Committee.

1. Members of the Student Grievance Committee shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Student Grievance Committee shall consider the evidence and reach its recommendation, basing that recommendation only on the evidence and exhibits received at the hearing, arguments made in accordance with this Procedure, and any opinions received from the graduate school's General Counsel.
2. The Student Grievance Committee shall determine by majority vote whether a preponderance of the evidence presented demonstrated that a grievable action was committed, and if so, shall recommend remedies. The Student Grievance Committee shall then prepare its written report which shall consist of the Student Grievance Committee's detailed findings of fact, any conclusions resulting from those findings, a finding for or against the grievant, and its recommendations for resolving or terminating the matter. A minority position may be expressed either as a section in the Student Grievance Committee's report or as a separate report.
3. Within ten (10) working days of the conclusion of the hearing, the Chair of the Student Grievance Committee shall ensure that the Student Grievance Committee's report is completed, and shall send copies to the parties involved in the grievance, the President, or his/her designee, and the Dean.
4. After the Student Grievance Committee report is sent to the President, or his/her designee, the Chair of the Student Grievance Committee shall submit the tape recording of the hearings and all written documentation provided to the Student Grievance Committee.

President of HTH GSE Action.

1. After reviewing the Student Grievance Committee's Report, the President, or his/her designee, may accept, reject or modify the recommendations of the Student Grievance Committee for reasons based on the record of the hearing, system policy or state or federal law.
2. A decision by the President, or his/her designee, on whether the grievance has merit is final.
3. If the decision by the President, or his/her designee, finds that the grievance has merit and the

President decides that corrective action or disciplinary action is appropriate, the matter shall be referred for such corrective action or discipline.

4. The decision of the President, or his/her designee, shall be in writing and normally rendered within five (5) working days of receipt of the Student Grievance Committee's report. Copies of the decision of the President, or his/her designee, shall be delivered to the grievant, the person against whom the grievance was filed and the Dean.

At anytime, a student may contact the Bureau for Private Postsecondary and Vocational Education at: 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833 Or P.O. Box 980818, West Sacramento, CA 95798-0818. Telephone number 888-370-7589 or (916) 431-6959.



COURSE CATALOG

M.Ed. Educational Leadership Program

August 1, 2019 - June 30, 2020

M.Ed. in Educational Leadership Program Overview

M.Ed. Graduation Requirements

M.Ed. Course of Study

M.Ed. Course Descriptions

M.Ed. Program Overview

The GSE is committed to providing its students with learning experiences that are personalized, authentic and transformative. Graduate students in the M.Ed. Program create personal learning plans, explore their own questions through action research and other forms of inquiry, and share their work with audiences within and beyond the GSE. They work and learn collaboratively in a cohort model spanning grade levels, disciplines and diverse learning environments. GSE students have ample opportunities to apply theory to real-world teaching and learning contexts, while also contributing to broader discussions of educational theory and practice. Situated within an innovative K-12 environment, the GSE aims to develop leaders who are able to shape learning environments that are both innovative and equitable, to address questions of theory and practice that matter, and to communicate that with the field at large.

The M.Ed. is a professional or practice-oriented graduate program designed to develop students as both teacher leaders and school leaders. Through real world, hands-on projects, students apply or transmit existing knowledge to their professional practice and reflect on their learning, often developing new applications of knowledge within their field. In both the Teacher Leadership and School Leadership concentration, students are supported in achieving the following learning outcomes:

Practice Thoughtful Inquiry & Reflection (IR)

- Reflective Practice (IR1): Reflect on and critically analyze their own practice to guide future action.
- Connection (IR2): Synthesize and connect relevant theory and scholarship to their own practice.
- Scholarly Inquiry (IR3): Design, conduct and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments (D)

- Instructional Design (D1): Work with colleagues to design approaches to learning that emphasize personalization, connect to the world beyond school and offer access and challenge to all learners.
- Program Design (D2): Demonstrate understanding of how the allocation of adult and student resources affects the creation of equitable learning environments in schools.

Engage in Leadership for School Change (L)

- Facilitation (L1): Support and facilitate student and teacher dialogue focused on improving teaching and learning.
- Collaboration (L2): Engage colleagues and students in sustained efforts to create equitable, engaging learning environments.

M.Ed. in Educational Leadership Graduation Requirements

To successfully complete and graduate from the M.Ed. Program, students must:

- Pass all required courses in the core curriculum and their area of concentration (see M.Ed. Course of Study) as determined by each course instructor(s)
- Receive a “meets” or “exceeds” on all criteria of the rubrics used to assess signature assignments for the Program Learning Outcomes as determined by each course instructor for course-embedded assignments and as determined by the Graduate Committee for the Capstone Project

M.Ed. in Educational Leadership Course of Study

Figure 1. M.Ed. in Educational Leadership Program Course of Study

Summer	Fall		Winter		Spring	
Core Values & Foundations (3) <i>Reflect on how leaders cultivate a shared vision in schools</i>	Equity, Diversity & Design Principles (1.5) <i>Reflect on and address an equity issue at your school</i>	Design for Deeper Learning (1.5) <i>Design and teach a deeper learning project</i>	Facilitating Adult Learning (1.5) <i>Facilitate an adult learning experience at your school</i>	School Law (1.5) <i>Develop a leadership approach to a student discipline case study</i>	School Budgeting (1.5) <i>Create a plan for leveraging resources for equity</i>	Leading Innovative Schools <i>Use design thinking to create or transform a school</i>
	<u>Inquiry into Practice I: Integrating Theory & Practice (3)</u> <i>Develop an inquiry question and proposal using improvement research methodology to guide a leadership change project at your school</i>		<u>Inquiry into Practice II: Methods & Implementation (3)</u> <i>Implement a leadership change project using cycles of inquiry, action and reflection to guide next steps</i>		<u>Inquiry into Practice III: Analysis & Publication (3)</u> <i>Share your learning through a peer-reviewed journal, a final product (designed for a practitioner audience) and professional presentation</i>	
	<u>Leadership Fieldwork I (3)</u> <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>		<u>Leadership Fieldwork II (3)</u> <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>		<u>Leadership Fieldwork III (3)</u> <i>Design, implement and reflect on 2 activities connected to the leadership standards</i>	

KEY: 7 day summer intensive course 6 week core courses 12 week courses supporting master's project 12 week courses supporting leadership fieldwork

M.Ed. Coursework Descriptions

EDU 600: Core Values & Foundations

- *How do school organizations cultivate a shared vision for learning centered on core values?*
- *How can educators collaborate with colleagues to design equitable and engaging learning environments?*
- *What are scholarly dispositions and habits, and how can they contribute to our understanding and effectiveness as practitioners and leaders?*
- *What inquiry questions emerge as we observe, and become immersed in, a learning organization?*

This course offers a survey of the foundations of the education field and the core values of the M.Ed. program. The aim is to introduce seminal topics, foundational texts, and scholarly routines as we begin to build a community of learners together. Students will engage in reading, discussion, observation, journaling, interviews, critical analysis, and Digital Portfolio construction as they record and track emerging questions of theory and practice. As in all GSE courses, we will apply a critical, self-reflective social justice lens to our work, with careful attention to multiple perspectives as we address the GSE program learning outcomes regarding inquiry and reflection, design, and leadership.

The concrete context for the course is the High Tech High New Teacher Odyssey, a seven-day orientation for all teachers new to High Tech High. Students will be participant observers in selected Odyssey activities, documenting their observations, conversations and reflections in an Inquiry Journal. Each course participant will prepare and deliver a Presentation of Learning (POL), including selected observations and analysis of the Odyssey experience, connections to the course readings, and a preliminary Personal Learning Plan (PLP).

EDU 605: Equity, Diversity, & Design Principles

- *How can we draw upon our understanding of diversity to make our classrooms, and our classroom practice, more equitable?*
- *How can we work together with colleagues to create equitable learning environments?*

In this course, students explore the implications of culture—particularly the relation between “home culture” and “school culture”—for teaching and learning. Participants consider their own backgrounds as well as the background experiences, values, and languages of diverse student groups. They discuss and apply structural and pedagogical approaches that provide both access and challenge for diverse learners. They examine the High Tech High design principles against the backdrop of inequitable academic outcomes in American schools. In particular, the course will focus on how teacher and student expectations affect student achievement, for better or worse. Each participant will generate a final product describing concrete steps taken to address the essential questions for the course, and reflecting on the intersections between one’s own emerging identity, student diversity and school culture.

EDU 610: Design & Leadership for Deeper Learning

- *How can we foster deeper learning through projects that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners?*
- *How can we work with colleagues and community partners toward a culture of deep learning through projects?*

In this course, participants will deepen their understanding and skills in instructional design and leadership by

connecting the theoretical underpinnings of constructivist learning with issues of design, assessment, ownership, and exhibition. Using a consultancy model along with templates for project design and assessment, participants will reflect upon past and current designs and develop designs for immediate and/or future use. Special attention will be paid to institutional structures and processes that support effective design, and to working and consulting with colleagues and community partners on project development.

EDU 615: Facilitating Adult Learning

- *How can we best support adult learning in our schools through attention to the environmental architecture, as well as one-on-one coaching?*

This course examines the multiple levers that school leaders utilize to support adult learning in their schools. Students will critically analyze the learning system at their school sites and explore ways that school leaders can leverage the environmental architecture of these learning systems to foster the growth of their teachers. At the same time, students will investigate the art of coaching, practicing strategies for one-on-one mentoring and support of teachers. Special attention will be paid to the ways that the coaching of adults can support schoolwide goals of equitable access and challenge for all students.

EDU 620: School Law

- *How can we make effective use of school law and case studies to inform our leadership practices?*

Through case studies and ethical dilemmas, we investigate protected rights for both students and teachers and how these influence school leadership decisions. Topics may include liability for harm to students, academic freedom, freedom of speech, due process rights for contract non-renewal, search and seizure and expulsion hearings, church/state conflicts, and equal protection rights (race, gender, age, language and special education). Students examine how various case studies have affected the interpretation of constitutional rights over time and how school issues arising from the use of social media have presented unique challenges for school leaders.

EDU 625: School Budgeting

The purpose of this course is to introduce students to the world of school finance and to engage them in developing strategies for how to use school resources to leverage the success of the academic program, in particular how resources can be used to achieve equitable outcomes for traditionally disadvantaged students. Students will gain the understanding needed to analyze monthly budget reports, design annual school budget plans and best allocate resources to maximize equitable student learning outcomes. Finally, students will evaluate various approaches to compensating teachers and design their own plan, given that a majority of most school budgets is allocated towards the costs of staffing. The content of this course is applicable to any educational setting – a traditional public school, charter school, or private school – although challenges particular to public charter schools will be specifically addressed.

EDU 630: Leading Innovative Schools

- *What is innovation and why should I care?*
- *Why does who I am matter in leading innovation in schools?*
- *How might we begin to create a school-wide culture of innovation?*

This course is designed for current and emerging creators, disruptors, doers and change makers. We will explore the beliefs, mindsets, tools & dispositions of creatives across industries. We will apply design

thinking processes & principles throughout the course and make iterative connections between theory and practice. This course is designed to draw the connection between and among innovative school leadership, culture, deeper learning, and equity. We will interrogate “innovation” and explore concrete observable behaviors, processes, and conditions that support individual, collective and organizational capacity to move forward. We will also explore the natural immunities to change and how to navigate them. We will learn how to equitably support all learners, both student and adult learners. Our intention is to give you multiple opportunities to use design thinking, so that you might feel confident in deploying the process in a “sprint” or a “marathon.” As such, you will engage in empathy mapping, defining (need finding), ideating, prototyping and iterating. This will include: field work, mindfulness activities, interactions with experts, reading & writing, dialogue & discussion, analysis, synthesis, and creation. Most importantly, we hope you enjoy the journey and courageously imagine ways to build greater equity in your context by leading innovation.

EDU 670: Inquiry into Practice I: Integrating Theory & Practice

- *How can we draw on the work of others to explore our inquiry questions and enrich our practice?*
- *What defines the school and classroom communities in which we work, and how do we communicate our understanding of these contexts to others?*

This course explores the different types of research and resources available to teacher researchers, and to any educator who wishes to improve his/her practice. Emphasis is placed on information literacy, article analysis, and connecting research with practice. As students work toward becoming more skilled consumers of educational research, they also reflect on their own research context, practice thoughtful observation and begin identifying “fierce wonderings” of their own to pursue throughout the program.

EDU 675: Inquiry into Practice II: Methods & Implementation

- *As educational leaders/researchers, how can we move from I to we?*
- *What actions can we take as effective leaders to promote equitable learning communities?*
- *How do we monitor and assess whether our actions are affecting change?*

Students implement their project, engaging in cycles of inquiry, action and reflection to guide change within an educational program in a way that fosters equity and is both scholarly and rigorous. In this course, students are supported in designing both qualitative and quantitative data collection tools, such as field notes, exit cards, interviews, surveys, focus groups, student work samples, etc. Students learn techniques for data analysis to inform evidence-based decision-making throughout the project.

EDU 680: Inquiry into Practice III: Analysis & Publication

- *How can the findings from our learning cycles be transformative for ourselves, our students and our communities?*
- *How can we share our theory of action and findings from our learning cycles by creating a range of products useful to both professional and academic audiences?*

This 12-week portion of the course is all about *synthesis, reflection and sharing* of the work of improvement. Students will finish the learning cycles (LCs) started in the previous 12 weeks and engage in the process of synthesizing their learnings to derive key findings. Students will share their learnings in three impactful ways: preparation of an academic journal article, creating of a useful product, and a demonstration of leadership to move the work forward. The prepared journal article will serve to share significant learnings with a broader educational community and fulfill the Master’s thesis requirement. The useful product will

serve to provide a tool for others who are interested in taking up or engaging with the work, and the demonstration of leadership will bring new people into the work or move the work forward in a meaningful way.

EDU 650 A-C Leadership Fieldwork (series for full-time residents):

- *What are the qualities of an effective school leader?*
- *How do effective school leaders keep student learning and issues of equity at the center of their work?*
- *How do effective school leaders elicit feedback and reflect on their practice?*

The Leadership Fieldwork courses support students' learning as residents at one of the 13 High Tech High (HTH) clinical sites. Apprenticed to a school site critical friend director or teacher leader, students have the opportunity to shadow and observe the various skills and dispositions needed for effective leadership, from cultivating shared vision and purpose to observing and coaching teachers for deeper learning and equity. Students explore what it means to be an effective leader and analyze the intersection of theory and practice in their school setting. In particular, students examine how effective school leaders keep student learning and issues of equity at the center of their work. With the support of their school site critical friend and GSE fieldwork advisor, students observe and practice leadership activities connected to the California Professional Standards for Educational Leaders (CPSEL) and then document reflections of their learning. The reflections must be grounded in both theory and practice and demonstrate the student's ability to elicit feedback and reflect on their development as leaders. For each course credit (three total for each course), students will need to document 45 hours of fieldwork.

EDU 655 A-F Leadership Fieldwork (series for part-time students):

- *What are the qualities of an effective educational leader?*
- *How do effective educational leaders keep student learning and issues of equity at the center of their work?*
- *How do effective educational leaders elicit feedback and reflect on their practice?*

This course supports students' learning through their leadership fieldwork experiences at their school site. They will have the opportunity to observe and practice the various skills and dispositions needed for effective leadership, from cultivating shared vision and purpose to observing and coaching teachers for equity. Students will explore what it means to be an effective educational leader and analyze the intersection of theory and practice in their setting. In particular, students will examine how effective leaders keep student learning and issues of equity at the center of their work. With the support of a critical friend at their site and their GSE advisor, students will observe and practice leadership activities connected to the California Professional Standards for Educational Leaders (CPSEL) and then document reflections of their learning. The reflections must be grounded in both theory and practice and demonstrate the student's ability to elicit feedback and reflect on their development as leaders. For each course credit (1.5 total), students will need to document 45 hours of fieldwork.



COURSE CATALOG

M.Ed. Teaching & Learning Program

August 1, 2019 - June 30, 2020

M.Ed. in Teaching & Learning Program Overview

M.Ed. Graduation Requirements

M.Ed. Course of Study

M.Ed. Course Descriptions

M.Ed. in Teaching & Learning Program Overview

The GSE is committed to providing its students with learning experiences that are personalized, authentic and transformative. Graduate students in the M.Ed. in Teaching & Learning Program create personal learning plans, explore their own questions through action research and other forms of inquiry, and share their work with audiences within and beyond the GSE. They work and learn collaboratively in a cohort model spanning grade levels, disciplines and diverse learning environments. GSE students have ample opportunities to apply theory to real-world teaching and learning contexts, while also contributing to broader discussions of educational theory and practice. Situated within an innovative K-12 environment, the GSE aims to develop leaders who are able to shape learning environments that are both innovative and equitable, to address questions of theory and practice that matter, and to communicate that with the field at large.

The M.Ed. in Teaching & Learning program, which results in a Single Subject or Multiple Subject California Preliminary Teacher Credential as well the M.Ed. degree is designed for novice educators who are supported in developing novice-level mastery of core teaching domains. In the first year, students participate in an immersive student teaching experience in one of the 16 High Tech High clinical sites, earning their Multiple Subject or Single Subject California Preliminary Teaching Credential by the end of the academic year. In the second year, students complete their capstone for the M.Ed. in Teaching & Learning while working as teachers of record in local schools.

Graduates of the M.Ed. in Teaching & Learning share a common repertoire of skills which enable them to be reflective, equity-focused, learner-centered educators who know how to construct learning experiences which invite K-12 students to engage in authentic work. Graduates see themselves as continuous learners whose responsibilities as educators include sustained inquiry into emergent problems of practice. They recognize that skillful teaching is a combination of art and science that must be buttressed by a belief in the agency and creative capacities of young people. Graduates also have a deep commitment to anti-oppressive education and recognize that the processes of teaching and schooling are never neutral; they understand that all decisions, pedagogical and otherwise, have the potential to either perpetuate or disrupt patterns of inequity and marginalization. Finally, having engaged in the Master's Capstone project, they have the foundations of deep knowledge and expert research-based practice with respect to specific elements of pedagogy, as well as a foundation of experience on which to base continuous learning and action research throughout their careers. They know how, and when, to look to scholarly work which can inform their practice, and they do so regularly when problems of practice arise.

Across the two years of the program, students are supported in achieving the following learning outcomes:

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.

Design Equitable Learning Environments for Deeper Learning (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

M.Ed. in Teaching & Learning Graduation Requirements

To successfully complete and graduate from the M.Ed. in teaching & Learning Program, students must:

- Pass all required courses, as determined by each course instructor(s)
- Receive a “meets” or “exceeds” on all criteria of the rubrics used to assess Gateway performance tasks and signature assignments for the Program Learning Outcomes as determined by each course instructor and/or assessment panel.
- Pass both cycles of the California Teaching Performance Assessment (calTPA).

M.Ed. in Teaching & Learning Course of Study

Figure 1. M.Ed. in Teaching & Learning Program Course of Study: Year 1

Day/time	Fall Term		Winter Term		Spring Term	
All weekdays except Thursdays	Student Teaching <i>4 days of site visits within HTH</i>		Student Teaching <i>4 days of site visits beyond HTH</i>		Student Teaching: Takeover for 4-6 wks <i>4 days of visits/interviews beyond HTH</i>	
Tuesdays 4:45pm-7:45pm	EDU 500 (1.5) Foundations of Classroom Culture 8/13-9/17	<i>HTH Teacher Center</i> Subject-Specific Teaching & Learning (IIa) 9/24-10/29	<i>HTH Teacher Center</i> Reading Instruction (MS) Secondary Literacy Instruction (SS) 11/5-12/17	EDU 515 (1.5) Foundations of English Language Development 1/7-2/11	<i>HTH Teacher Center</i> Subject-Specific Teaching & Learning (IIb) 2/18-3/17	
Thursdays 9am-12pm	EDU 505A (3) Equity I: Self, Schools, & Society 8/22-11/7		EDU 535 (1.5) Inclusive Classrooms 11/14-1/9	EDU 505B (1.5) Equity II: Culturally Responsive Pedagogy 1/16-2/20	calTPA cycle 2 & job application support	EDU 505C (1.5) Equity III: Critical Pedagogy 4/23-5/28
Thursdays 1pm-4pm	EDU 555 (1.5) Foundations of Student-Centered Pedagogy 8/22-9/26	EDU 560 A/B/C/D/E (4.5) Instruction & Assessment in Secondary Science Instruction & Assessment in Secondary English Instruction & Assessment in Secondary Social Science Instruction & Assessment in Secondary Mathematics Instruction & Assessment in Multiple Subjects 10/3-2/20			EDU 585 (3) Design for Deeper Learning 2/27-5/28	

The parentheses denote number of course credits awarded per course. All credited courses count toward completion of the M.Ed in year 2. Uncredited courses are required in addition to credited courses in order to be recommended for a Preliminary CA Teaching Credential at the end of Year 1.

Figure 2. M.Ed. in Teaching & Learning Program Course of Study: Year 2

Day/time	Fall Term	Winter Term	Spring Term
All weekdays	Teaching Fieldwork (1.5)	Teaching Fieldwork (1.5)	Teaching Fieldwork (1.5)
Wednesdays 4:45-7:45pm	EDU570 Inquiry into Practice I <i>Daisy Sharrock & Sarah Fine</i> 8/21 -11/6	EDU575 Inquiry into Practice II <i>Curtis Taylor & Sarah Fine</i> 11/13-2/19	EDU580 Inquiry into Practice III <i>Ruth Smith and Sarah Fine</i> 2/26-5/27

M.Ed. Coursework Descriptions

EDU 500: Foundations of Classroom Culture (1.5 units)

This course is designed to support candidates in developing the tools that allow them to create and sustain a positive, inclusive, and safe classroom culture. The core course goals are as follows:

1. Candidates will learn how to create and sustain productive learning environments which facilitate positive relationships between students and their peers, their teachers, their work, and their space.
2. Candidates will begin to learn how to support students in their social emotional development.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific practices (the “why”), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the “what” and “how”). This course will be devoted to the topic of developing classroom cultures which support social-emotional learning. It will prepare students for classroom management in a student-centered classroom. In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of constructivism and situated learning.

As a part of the sequence of courses focused on both general and subject-specific pedagogy, EDU 500 will support candidates in developing and demonstrating *novice-level proficiency* of the California Teaching Performance Expectations (TPEs), and will introduce them to several GSE program learning outcomes. Gateway I, a multi-part performance task which candidates will complete in December, will serve as key assessment evidence of the competencies introduced in EDU 500, as well as in EDU 555 and 505A.

ESSENTIAL QUESTIONS:

- *How do we help students to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions?*
- *How can we cultivate a classroom climate that supports all students in feeling a sense of belonging and allows us to challenge structural inequalities?*
- *How can we create structures in our classroom that support constructivist and collaborative student learning?*

EDU 555: Foundations of Student-Centered Pedagogy (1.5 units)

This course is designed to support candidates in developing the foundations of effective instructional practice. The core course goals are as follows:

1. Candidates will explore the processes by which students construct meaning and develop understandings of themselves, each other, and the world around them.
2. Candidates will learn how to plan, facilitate, and reflect on “thinking routines” which engage all students in developing conceptual understandings.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific pedagogical traditions (the “why”), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the “what” and “how”). In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of constructivism and situated learning.

As a part of the sequence of courses focused on both general and subject-specific pedagogy, EDU 555 will support candidates in developing and demonstrating *novice-level proficiency* of the California Teaching Performance Expectations (TPEs), and will introduce them to several GSE program learning outcomes. Gateway I, a multi-part performance task which candidates will complete in December, will serve as key assessment evidence of the competencies introduced in EDU 555.

ESSENTIAL QUESTIONS

- *How do children learn? What implications does learning theory have for teaching practice?*
- *How can we create structures in our classroom that support constructivist and collaborative student learning?*
- *How can we reflect and iterate on our practice in ways which allow us to grow as educators?*

EDU 505A: Equity I & II: Self, Schools, & Society (3 Units)

This course is designed to support candidates in developing and deepening their practice as anti-racist educators working in culturally and linguistically diverse classrooms. The core course learning outcomes are as follows:

1. *Awareness:* Candidates will develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities.
2. *Appetite:* Candidates will develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives.
3. *Application:* Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms.

By design, this course will involve a blend of theory and practice. Course readings and activities will be selected to help candidates understand the historical, theoretical, and empirical warrants for engaging in

anti-racist work (the “why”), while weekly Put It to Practice assignments will be designed to support exploration and application (the “what” and “how”). The course will be divided into three portions: 1) excavating the self and the now; 2) exploring the construction and history of race, with a particular emphasis on schools; and 3) beginning to dig into the practices which support anti-racist teaching. Part 3 will be introduced at the end of the course, with the 505B and 505C modules involving a much deeper dive into anti-racist teaching practices. In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of critical pedagogy, critical constructivism, and culturally responsive pedagogy.

As a full sequence, the Equity, Diversity, and Culturally Sustaining Teaching courses will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Along with a final writing task which asks candidates to articulate their evolving teaching philosophies in relation to course material, Gateway I--a multi-part performance task which candidates will complete in December--will serve as key assessment evidence for the course. Gateway II, to be completed in May, will serve as assessment evidence for the latter two portions of the course (505B and C).

ESSENTIAL QUESTIONS

- *How can we excavate our own socio-cultural consciousness for ourselves, each other, and our students?*
- *How can knowledge of self, students, and society help us to deepen our commitments to undertaking anti-racist work in our classrooms, schools, and lives?*
- *What design choices and pedagogical practices allow us to disrupt patterns of oppression and marginalization which play out in the context of our classrooms?*

EDU 505B: Equity II: Culturally Sustaining Pedagogy (1.5 Units)

This course is designed to support candidates in developing and deepening their practice as anti-racist educators working in culturally and linguistically diverse classrooms. The core course learning outcomes are as follows, with a focus on building on the foundation developed in EDU 505A to dive deeply into the third outcome:

1. *Awareness:* Candidates will continue to develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities.
2. *Appetite:* Candidates will continue to develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives.
3. *Application:* Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms, in particular the interrelated frameworks known as culturally responsive pedagogy (CRP) and culturally sustaining pedagogy (CSP).

By design, this course will involve a blend of theory and practice. Course readings and activities will be selected to help candidates understand the historical, theoretical, and empirical warrants for engaging in anti-racist work (the “why”), while weekly Put It to Practice assignments will be designed to support exploration and application (the “what” and “how”). Candidates will participate in thematic book clubs as

well as taking a deep dive into the neuroscience and practices associated with CRP and CSP. There will also be a mini-project which asks candidates to interrogate their intersectional identities in relation to their beliefs and practices as educators. In alignment with best practices in teacher education as well as HTH's values, the key theories informing this work will be those of critical pedagogy, critical constructivism, and culturally responsive pedagogy.

As a full sequence, the Equity, Diversity, and Culturally Sustaining Teaching courses will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Gateway II, to be completed in May, will serve as assessment evidence for the latter two portions of the course (505B and C).

ESSENTIAL QUESTIONS

- *How can we excavate our own socio-cultural consciousness for ourselves, each other, and our students?*
- *How can knowledge of self, students, and society help us to deepen our commitments to undertaking anti-racist work in our classrooms, schools, and lives?*
- *What design choices and pedagogical practices allow us to disrupt patterns of oppression and marginalization which play out in the context of our classrooms?*

EDU 505C: Equity II: Critical Pedagogy (1.5 Units)

This course is designed to support candidates in deepening their practice as anti-racist educators working in culturally and linguistically diverse classrooms. The core course learning outcomes are as follows, with a focus on building on the foundation developed in EDU 505A and 505B to dive deeply into the third outcome:

1. *Awareness:* Candidates will continue to develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities.
2. *Appetite:* Candidates will continue to develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives.
3. *Application:* Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms, in particular the interrelated frameworks known as culturally responsive pedagogy (CRP) and culturally sustaining pedagogy (CSP).

By design, this course will involve a blend of theory and practice. Course readings and activities will be selected to help candidates understand the historical, theoretical, and empirical warrants for engaging in anti-racist work (the “why”), while weekly Put It to Practice assignments will be designed to support exploration and application (the “what” and “how”). Candidates will participate in thematic book clubs as well as taking a deep dive into the neuroscience and practices associated with CRP and CSP. There will also be a mini-project which asks candidates to interrogate their intersectional identities in relation to their beliefs and practices as educators. In alignment with best practices in teacher education as well as HTH's values, the key theories informing this work will be those of critical pedagogy, critical constructivism, and culturally responsive pedagogy.

As a full sequence, the Equity, Diversity, and Culturally Sustaining Teaching courses will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Gateway II, to be completed in May, will serve as assessment evidence for the latter two portions of the course (505B and C).

ESSENTIAL QUESTIONS

- *How can we excavate our own socio-cultural consciousness for ourselves, each other, and our students?*
- *How can knowledge of self, students, and society help us to deepen our commitments to undertaking anti-racist work in our classrooms, schools, and lives?*
- *What design choices and pedagogical practices allow us to disrupt patterns of oppression and marginalization which play out in the context of our classrooms?*

EDU 560A-D: Instruction & Assessment (4.5 Units)

Building on the foundation set during Teaching & Learning I and II, this course is designed to support candidates in developing the foundations of effective subject-specific instructional practice. The core course goals are as follows:

1. Candidates will continue to learn how to plan, facilitate, and reflect on high-cognitive-demand instructional activities which engage all students in developing discipline-specific knowledge, skills, and understandings.
2. Candidates will learn how to design interventions and curriculum supports for students who struggle academically and/or social-emotionally.
3. Candidates will learn how to strategically incorporate technology into their lessons and projects in ways which support both access and challenge.

By design, this course will involve a blend of theory and practice. Course readings will be selected to help candidates understand the theoretical and scholarly warrants for specific pedagogical traditions (the “why”), while in-class activities and weekly Put It to Practice assignments will be designed to support application (the “what” and “how”). In the first portion of the course, candidates will engage in learning cycles during which they experience, unpack, plan for, rehearse, and then execute instructional routines which support them in providing access and challenge for all students. In the second portion of the course, candidates will explore technology integration as well as science integration (multiple subjects and single subject math candidates) and digital literacy integration (single subject English candidates). In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of constructivism, situated learning, and critical .

As a full sequence of courses focused on both general and subject-specific pedagogy, Teaching & Learning I, II and III, will support candidates in developing and demonstrating *novice-level proficiency* of the California Teaching Performance Expectations (TPEs), and will introduce them to several GSE program learning outcomes. Gateway I, a multi-part performance task which candidates will complete in December, will serve as key assessment evidence for Teaching and Learning I; Gateway

II, to be completed in May, will serve as assessment evidence for Teaching & Learning II and III.

ESSENTIAL QUESTIONS

- *How does what we know about students help to inform our approach to designing and executing instruction?*
- *In what ways are we developing our own capacities to meet students where they are, as thinkers and as humans?*
- *How can we strategically make use of technology in order to support students in grappling with complex problems and developing disciplinary and cross-disciplinary understandings?*

EDU 515: Foundations of English Language Development (1.5 units)

Course Overview

In this course, candidates will focus on scaffolding strategies to help ensure the success of English language learners in an academic environment. Candidates will examine the theoretical perspectives of second language acquisition, explore teaching strategies for emerging and developing English language learners, and practice applying such strategies in a project-based learning environment.

Course Objectives

Throughout this course, candidates will:

- 1) *analyze, implement and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning.*
- 2) *examine research-based theories and their relationships to (a) principles of human learning and development; (b) pedagogical strategies and options; (c) curriculum, instruction, and assessment; and (d) student accomplishments, attitudes, and conduct.*
- 3) *learn how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals.*
- 4) *examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.*
- 5) *learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts.*
- 6) *evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices.*
- 7) *examine principles of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.*
- 8) *learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds, and students with a combination of special instructional needs.*
- 9) *prepare to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by applying appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.*
- 10) *develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom and will understand that students may be represented in multiple subgroups.*

EDU 585: Design for Deeper Learning (3 Units)

This course is designed to support candidates in developing and deepening their practice as project designers with a focus on high quality instruction, both on a month-to-month and minute-to-minute scale. Design for Deeper Learning will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Gateway II, to be completed in May, will be the summative assessment event for this course.

ESSENTIAL QUESTIONS

- *How can we foster deeper learning through projects that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners?*
- *How can we work with colleagues and community partners toward a culture of deep learning through projects?*

EDU 535: Inclusive Classrooms (1.5 units)

This course offers an exploration of the theory and practice behind inclusive approaches that are designed to provide access to the curriculum and community for diverse learners in heterogeneous classrooms, including English Learners, students with IEPs and 504 plans, and students from traditionally marginalized groups. Grounded in a commitment to high standards for all students, participants engage in micro-teaching and consultancies to experiment with differentiation strategies in their own classrooms and schools. Special attention is paid to working and consulting with colleagues in these areas.

ESSENTIAL QUESTIONS

- *How can we ensure student needs, voice and interest drive instruction, collaboration, and curriculum so that **all** students have access to powerful and transformative learning opportunities?*
- *What is the Neurodiversity Movement and how does it impact the way we view ability, belonging, and access to curriculum and community?*
- *What is your role in the IEP and 504 process and how can you leverage that role to increase belonging, voice, and access for your students?*

EDU 570: Inquiry into Practice I-III (9 credits)

For the capstone project for the M.Ed in Teaching & Learning Program, GSE students engage in three *equity focused inquiry cycles* to develop their capacity to serve as teachers who create and sustain *innovative, authentic, and rigorous learning environments for all students*.

In this course, students engage in the first of three research lesson study cycles to explore instructional practices that disrupt predictable patterns of success and failure, and meaningfully and measurably improve teaching and learning. Students collaborate with *colleagues and students* to more fully understand the system/context in which they work and identify an *authentic area of improvement, need, or growth* in their practice and their professional context. They then critically examine relevant research/theory to gain a *deeper understanding of the root causes contributing to the problem/issue*, and

construct a *research question* and a *preliminary theory of action* for moving forward, which includes identifying a *set of data/measures for tracking progress*. The course will culminate in a *lesson study event* and a *synthesis of key learnings* about the research question and theory of action.

ESSENTIAL QUESTIONS

- *How can we draw on relevant instructional research, craft knowledge and our understanding of the contexts in which we work to develop a “theory of action” for creating a more equitable, engaging environments for our students?*
- *How do the components of a research lesson study cycle support authentic teacher inquiry and support teacher learning?*

EDU 550A-C: Teaching Fieldwork I-III (4.5 Credits)

The Teaching Fieldwork course supports students’ development as they explore what it means to be an effective teacher and analyze the intersection of theory and practice in their school settings. In particular, students examine how effective teachers keep student learning and issues of equity at the center of their work, while cultivating a shared vision and purpose within their class community. Each term, students complete a “teaching fieldwork project” aligned with knowledge and dispositions outlined in the California Teaching Performance Expectations and then document reflections of their learning in their final project (three projects are completed each year).

ESSENTIAL QUESTIONS

- *What are the qualities of an effective teacher?*
- *How do effective teachers keep student learning and issues of equity at the center of their work?*
- *How do effective teachers elicit feedback and reflect on their practice?*

Academic Calendar 2019-2020

August 5, 2019	Fall Term Begins for New Students
August 19, 2019	Fall Term Begins for Continuing Students
September 2, 2019	Labor Day Observed (no classes)
November 8, 2019	Fall Term Ends
November 12, 2019	Winter Term Begins
November 25 - 29, 2019	Thanksgiving Break (no classes)
December 23, 2019 - January 3, 2020	Winter Break (no classes)
January 20, 2020	Martin Luther King, Jr. Day Observed (no classes)
February 21, 2020	Winter Term Ends
February 24, 2020	Spring Term Begins
March 23 - April 3, 2020	Spring Break (no classes)
May 25, 2020	Memorial Day Observed (no classes)
June 5, 2020	Spring Term Ends
June 6, 2020	Commencement

High Tech High Graduate School of Education

Board of Directors

Shafeen Charania, Chairman
Gary Jacobs, Vice-Chair
Carl Maida, Secretary
Martha Kanter
Arthur Levine
Marina Marrelli
Yong Zhao

Officers

Larry Rosenstock, President
Ben Daley, Provost
Maria Heredia, Chief Operations Officer
Amanda Wyatt, Chief Financial Officer

Faculty

The HTH Graduate School of Education faculty reflects the school's commitment to applying theoretical frameworks to practice and to linking educational leadership with graduate level coursework. All faculty members are experienced educators who introduce both the theory and actuality of effective teaching, research, and leadership to the graduate school classroom.

<u>Faculty</u>	<u>Course Instructors</u>
Stacey Caillier, Ph.D.	Eric Chagala, Ed.D.
Ben Daley, Ed.D.	Briony Chown
Sarah Fine, Ed.D.	Michelle Pledger, Ed.D.
Stacey Lopaz, M.Ed.	Diana Cornejo-Sanchez
Larry Rosenstock, J.D., M.Ed, L.H.D.	Melissa Daniels
Kelly Wilson, M.A.	Ryan Gallagher
Katie Weisberg, M.Ed.	Fran Henderson
	Ratha Kelly
	Maria Heredia, J.D.
	Edrick Macalaguim
	Juliet Mohnkern
	Brett Peterson
	Kaleb Rashad, Ed.D.
	Daisy Sharrock, Ed.D.

Stacey Caillier, Ph.D. *Director, Center for Research on Equity & Innovation*

Stacey Caillier Ph.D. is Director of the GSE Center for Research on Equity & Innovation, where she supports research projects within and beyond the HTH schools, and a core faculty member in the HTH GSE. She has been with the GSE since its inception in 2006, previously serving as the Director of the Teacher Leadership M.Ed. program and Co-Director of Instructional Support for HTH schools. She is passionate about the potential for practice-oriented forms of research - like action research and improvement research - to transform schools by encouraging educators and students to explore their passions while working toward more equitable and engaging learning environments.

Prior to coming to High Tech High, she completed her doctorate at UC Davis in School Organization and Educational Policy. At her dissertation site, she collaborated with teachers to design and implement an action research project that led to school-wide reforms. As a graduate teaching fellow at UC Davis and an adjunct faculty member in Hamline University's Graduate School of Education, Stacey taught courses on action research and socio-cultural issues in education, and mentored practicing teachers. She began her career as a high school physics and math teacher at a Portland, Oregon high school affiliated with the Coalition of Essential Schools. She later served as a teacher and science specialist in a California charter school. Stacey majored in physics and English at Willamette University, where she also earned a Master's in Teaching and a secondary physics and math credential.

Ben Daley, Ed.D. *Provost*

Ben Daley serves as Provost for the High Tech High Graduate School of Education. Ben joined High Tech High to teach physics as a founding faculty member in fall 2000. He was the second director of the original High Tech High. As a student at Haverford College, Ben majored in physics and was credentialed in secondary physics and math. After graduation, he traveled to the Philippines and taught science and math at an international school in Manila. Upon his return to the U.S., he taught physics and AP physics at the Madeira School, a girls' boarding school in suburban Washington, D.C. He then moved to California to coach basketball and to teach physics at Pomona and Pitzer Colleges. He earned an M.A. in science education at the University of California, Santa Barbara and a doctorate in educational leadership at the University of California, San Diego.

Ben's research interests include student voice in new teacher development and the emerging field of improvement research, which is an effort to scale up good ideas in education using a broad range of both outcome and process data. Ben has led work in conjunction with the Hewlett Foundation around spreading deeper learning principles. Follow him on twitter @bendaley.

Sarah Fine, Ed.D. *Program Director*

Sarah Fine recently earned her doctorate from the Harvard Graduate School of Education, where she collaborated with Associate Professor Jal Mehta on a long-term ethnographic study of secondary schools that are striving to enact deeper learning for all of their students. Prior to starting her doctoral studies, she worked as a teacher, department chair, and instructional coach at an urban charter high school in the District of Columbia, and as a freelance education journalist. Her work has appeared in a diverse array of publications, including the Washington Post, Education Week, and academic journals such as the Harvard Educational Review. Her co-authored book, *In Search of Deeper Learning: Inside the Effort to Remake the American High School* is forthcoming from Harvard University Press in 2018.

Maria Heredia, J.D. *Chief Operations Officer*

Maria Heredia's work focuses on supporting innovative and effective educational opportunities for students and teachers. She has been actively involved with charter schools and education nonprofits in California for twenty years. She works with High Tech High in the dual role of Chief Operations Officer and General Counsel focusing on school operations and policy. Previously Maria served as Senior Vice President of Legal Advocacy and General Counsel to the California Charter Schools Association. At CCSA, Maria worked to expand advocacy efforts on behalf of California charter schools, while leading an action that significantly increased the facilities available to children attending charter schools in Los Angeles. Prior to that she worked in private practice. Maria has enjoyed teaching graduate level classes in education law and policy and volunteering with local nonprofits. She is a graduate of Stanford Law School where she focused on the Lawyering for Social Change curriculum, and Harvard University where she earned an A.B. in American History and Literature.

Stacey Lopaz, M.Ed. *Program Director*

Stacey's passion for progressive education came from her time spent as an elementary school teacher in New Orleans, as part of her work with Teach for America from 2002 to 2004. Since then, Stacey has been constantly engaged in the study and practice of project-based learning as a vehicle for equity, across all grades. Stacey has been the founding teacher and director at two different HTH schools, K-8. Stacey has had a long history working with the High Tech High GSE. From 2007 to 2010, she was one of the founding members of High Tech High's Teacher Leadership and School Leadership graduate programs, earning a Master's degree in School Leadership. Since then, Stacey has been part of the adjunct faculty at the GSE, facilitating the Design and Leadership for Deeper Learning course. Much of Stacey's work in education has centered around supporting school transformation. Stacey spent two years working as a School Development Coach for New Tech Network, where she worked with several elementary schools around the country, helping them reimagine the scope of their work. She currently works as the Co-Director of the GSE's New School Creation Fellowship.

Larry Rosenstock, J.D., M.Ed, L.H.D. *President*

Larry Rosenstock, J.D., M.Ed, L.H.D, is President of the HTH GSE. He is also CEO and founding principal of High Tech High, a network of twelve K-12 public charter schools in California. Larry taught carpentry in urban high schools in Boston and Cambridge and was principal of the Rindge School of Technical Arts, and of the Cambridge Rindge and Latin School. A member of the Massachusetts and U.S. Supreme Court Bars, he served as an attorney at the Harvard Center for Law and Education, and served as lecturer at the Harvard Graduate School of Education and Visiting Professor at UC Berkeley School of Education. He directed the federal New Urban High School Project, and was president of the Price Charitable Fund. He is a winner of the Ford Foundation Innovations in State and Local Government Award, an Ashoka Fellow, and recipient of the McGraw Prize in Education.

Katie Weisberg, M.Ed. *Program Director*

Katie began working at HTH in 2005, initially for the central office, and later teaching reading, writing, social science, and special education. After serving as Academic Dean at High Tech Middle Media Arts, Katie moved into the role of Director of Special Education for the HTH schools, while earning her M.Ed through the HTH GSE. Katie is returning to HTH after working for the Institute for Entrepreneurship in

Education, a nonprofit institute at the University of San Diego, where she engaged leaders and teachers in professional learning on topics including instructional leadership, project-based learning, and equity. Katie is passionate about creating inclusive, asset-based, transformative learning environments for students. Katie is a Gallup Certified Strengths Coach, she holds her B.A. in English and Spanish Literature from UCSD, and her M.Ed in School Leadership from the HTH GSE.

Kelly Wilson, M.A. *Dean*

Kelly Wilson, M.A., is Dean of the HTH GSE and a core faculty member. She helped develop and open East Palo Alto High School as a founding faculty member, as well as the second HTH high school, HTH International, as the founding director. In K-12 schools, Kelly has taught math, physics, multimedia and robotics, and in higher education courses ranging from fostering adult learning and using data to inform practice to school design and finance. In either setting, Kelly's passion is to shape learning environments that are personalized, authentic and transformative. Her research interests include student voice, social networks, equitable learning environments, constructivist pedagogy and adult learning. Kelly holds a B.S. in Biology from UC San Diego and a M.A. in Education from Stanford University.

Amanda Wyatt, CPA *Chief Financial Officer*

Amanda Wyatt joined High Tech High as Chief Financial Officer in in 2018. Prior to joining HTH, Amanda spent over five years with KIPP Texas Public Schools, overseeing the Finance function for 52 schools across the state of Texas. In her time leading Finance, Amanda helped grow the organization from \$8M to \$275M in revenue through both organic growth and M&A activity. She has worked extensively on school/CMO partnership and organizational design best practices. Before beginning her work in public education, Amanda worked in both the technology start-up and private sector consulting industries. She began her career at Rockfish Interactive, a start-up digital advertising agency based in Northwest Arkansas. After the company was purchased through an international acquisition, Amanda joined Alvarez & Marsal Business Consulting. She focused on performance improvement and organizational change initiatives across companies in the healthcare, oil and gas, and retail industries. She has experience in governmental accounting, financial reporting, process development, and change management. In her role with HTH, Amanda leads the financial management and oversight of the our schools, our CMO, the Graduate School of Education, and the High Tech High Foundation. She earned a Master of Accountancy and B.S. in Business Administration from the University of Arkansas, where she held the prestigious Boyer Fellowship for business study and was named the Sam M. Walton College of Business Outstanding Graduating Senior. Amanda is a certified public accountant and a registered yoga teacher. Amanda enjoys traveling, teaching and practicing yoga, refining her Spanish-language skills, and spending time with her two rescue dogs, Rosie and Lemon.



APPENDIX DOCUMENTS

Notice of Cancellation

Academic Contract

Incomplete Credit Contract

Leave of Absence

Institutional Review Board (IRB) Committee Checklist

Sample Letters:

Consent Letter for Young Children

Consent Letter for Older Students

Parent's Consent For Minor to Participate in an Action Research Study

Adult Consent to Participate in an Action Research Study

Administrator Letter of Consent To Conduct an Action Research Study



NOTICE OF CANCELLATION

ENTER DATE OF TRANSACTION _____

You may cancel your contract for school, without any penalty or obligations up to the seventh business day following your first class session.

To cancel your enrollment, mail or deliver a signed and dated copy of this cancellation notice or any other written notice to:

High Tech High Graduate School of Education
2861 Womble Road
San Diego, CA 92106

not later than midnight of the seventh business day after the first class session.

NOTE: After the end of the cancellation period, you also have the right to stop school at any time, and you have the right to receive a refund for the part of the course not taken.

I hereby cancel my enrollment.

(student's signature) (student's name-print)

(date)

(street address) (city, state, zip)



Academic Contract

An ACADEMIC CONTRACT is an agreement between the GSE program and a GSE student regarding actions that must be taken to remain enrolled in the M.Ed. program. The program director, GSE student and clinical site director (*if applicable, for residents only*) will meet to discuss the student’s progress towards graduation, as well as any other issues related to completing the program successfully. If the GSE student is not able to meet the stipulations outlined in the contract by the agreed upon dates, he/she may be unenrolled from the program per the program director’s discretion.

INSTRUCTIONS: Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, CA 92106 Attn: Registrar, or e-mail it to: hmurugesan@hightechhigh.org.

First Name _____ Last Name _____

Street Address _____

City _____ State _____ Zip _____

Program concentration (please circle):

- 1) Teacher Residency 2) M.Ed. in Educational Leadership 3) New School Creation

Action	Deadline

I understand and agree to the conditions that must be met for me to remain enrolled in the GSE.

Student's name printed

Signature

Date

I understand and agree to the conditions that must be met for _____ to remain enrolled in the GSE.

Program director name printed

Signature

Date

Clinical site director name printed
(if applicable, for residents only)

Signature

Date

Fieldwork Supervisor name printed
(if applicable, for student teachers only)

Signature

Date



INCOMPLETE CREDIT CONTRACT

Under extraordinary circumstances and at the discretion of the instructor, a student may use this form to request a grade of Incomplete (I) for a course. In such cases, the student should contact the instructor, request an Incomplete grade, and, upon instructor approval, complete this form to specify the coursework to be completed and the date by which it will be completed. The student should then schedule a contract meeting to discuss and approve the below. If the work is not completed within the agreed upon time, the student will receive a grade of “No Pass” and will be required to retake the course to receive credit.

PART A – TO BE COMPLETED BY STUDENT

Course Name _____ Term/Year _____

Student Name _____

Program (please circle): Resident -or- Part-Time

List all coursework to be completed:

Propose the date by which you will complete the work above, and any check-in points along the way:

PART B – TO BE COMPLETED BY INSTRUCTOR & STUDENT DURING CONTRACT MEETING

Additional Notes:

Student Signature _____ Date _____

Instructor Approval _____ Date _____



Academic Leave of Absence Form

A LEAVE OF ABSENCE indicates that the student plans to return to the High Tech High Graduate School of Education at a later date. A LEAVE OF ABSENCE may be taken for *up to 1 year in the Teacher Leadership and School Leadership programs*. If the student does not return after the approved period, the student will automatically be withdrawn from the college and must reapply for admission to return thereafter.

INSTRUCTIONS: Please complete the following information and return this form to the GSE office. If you are mailing this form, send it to: HTH GSE, 2861 Womble Road, San Diego, CA 92106 Attn: Registrar.

First Name _____ Last Name _____

Street Address _____

City _____ State _____ Zip _____

Enrolled Program (please circle) Resident Part-Time

Reason for leave of absence:

What was or will be the last date that you attend classes? _____

Courses Taken to Date _____

What date do you plan to return to the HTH GSE? _____

Student's Signature _____ Date _____

FOR OFFICIAL USE ONLY

Total Credits Earned _____ Date Leave of Absence Expires _____

Authorizing Signature _____

High Tech High Graduate School of Education

Institutional Review Board (IRB) Checklist/Rubric

This form should be submitted to gse-irb@hightechhigh.org with all IRB applications. IRB applications should be submitted for all research projects conducted by HTH GSE students, HTH GSE faculty, HTH teachers, and/or HTH affiliates - with the exception of those covered by the IRB of another institution.

Researcher's Name:

Date of IRB Application Review:

Names of IRB Committee Reviewers:

Required Item	Reviewer 1 Comments/ Suggestions	Reviewer 2 Comments/ Suggestions
<u>Copy of Human Subjects Research/ IRB Tutorial Certificate of Completion</u>		
<u>Completed IRB Application</u> Includes the following: <ul style="list-style-type: none"> • Researcher Information • Research Project Information • Purpose and Significance of the Study • Data Collection/Analysis Methods • Participant Information (recruitment & informed consent) • Fair Treatment, Risks & Benefits • References 		
<u>Data Collection Instruments</u>		
<u>Recruitment Materials</u> (if applicable)		
<u>Consent Letters</u> Must include the following: <ul style="list-style-type: none"> • Administrator Permission Letter • Consent script for participants under 12 • Consent form for 		

<p>participants age 12-18</p> <ul style="list-style-type: none"> • Consent forms for parents of all minors <p><i>Required language:</i></p> <ol style="list-style-type: none"> 1. status of researcher 2. DP/publishing statement 3. general description of study 4. description of participation requirement 5. request to use participant's image and/or work (if applicable) 6. assurance of confidentiality 7. assurance of voluntary participation 8. accessible language 9. researcher's contact information 10. signature lines 11. statement about copies to be given to participant and held by researcher 		
---	--	--

<p>For Institutional Review Board Use Only</p>
<p>___ Approved, Date:</p> <p>___ Revise and Resubmit, Date:</p> <p>___ Rejected, Date:</p> <p>Comments:</p>

SAMPLE CONSENT LETTER FOR YOUNG CHILDREN

Letter Requesting Permission to Participate in a HTH GSE Action Research Study

April 19, 2009

Dear Fourth Grader,

[Introduce yourself and describe the research topic.] In addition to being a teacher at SDCCS, I am also a student just like you! I am in High Tech High's Teacher Leadership Master's Program, and as part of this program, I will be researching ways to make math more fun and interesting for you. I would like to invite you to be a part of my study! Below is some information to help you decide if you want to participate:

Why I'm doing this study: *[Describe your goals and what you hope to learn.]* I am really interested in learning how to help students succeed in math. This year I plan to use learning stations in math class, and I would like to hear what you think about these stations and see how your math skills grow over time as a result of working in the stations. I will be sharing my findings with teachers at our school and other schools to help them become better math teachers, too!

What will happen to you if you are in the study? *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study I may occasionally interview you, ask you to reflect on your work, or videotape your activities in math class. I might also photograph or photocopy your work to use in my own reports and presentations.

Will any part of the study hurt you or help you? *[Describe these here.]* This study won't hurt you in any way, and it will probably help you grow as a mathematician. This study will provide a chance for you to think and talk about your experiences in math and about your math progress. Your opinions will be very useful and helpful to me as I make decisions about what we do in math class. By sharing your experiences you will be helping teachers at our school and at other schools (including me!) do a better job teaching math to students of all ages.

Who will know that you are in the study? *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers. I would like to include *[specify photos, video, work samples off/from]* students in the class in my report to celebrate our learning and share your work with others. If I include pictures of you in my report, some people may recognize you and know that you said or did a particular thing. I will only put your image in my report if I think it would make you proud. Before I share any images of you with other people, I will let you and your parents see the image and what I have written about you. If anything makes you uncomfortable, please tell me. I will change it or leave it out.

Do you have to be in the study? *[Use this verbatim.]* No, you don't. No one will get angry or upset with you if you don't want to do this, and it will not affect your grade or how I feel about you as my student. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

Questions? *[Use the rest verbatim, changing your and your advisor's contact info.]* You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My school phone number and e-mail address are:

Phone:

E-mail:

In you have questions or concerns about my study, you can also contact my advisor who will be supervising this research at: _____.

To go ahead with this study, I need to know that you are willing to participate and that you made this choice on your own. Please talk about this with your parent and sign below if you agree to participate.

Thanks for reading my letter!

Researcher's Name

IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.

Signature of the Participant _____ Date _____

Signature of the Teacher Researcher _____ Date _____

SAMPLE CONSENT LETTER FOR OLDER STUDENTS

Letter Requesting Permission to Participate in a HTH GSE Action Research Study

Date

Dear HTMMA 8th Grade Student,

[Introduce yourself and describe the research topic.] In addition to being a teacher at HTMMA, I am also a student in High Tech High's Teacher Leadership Master's Program. As part of this program, I will be conducting a research study to learn more about how students experience creating social businesses in school. A social business strives to bring about a positive change in the world and is driven by a cause rather than the desire to make a profit. As part of class, all students will be involved in creating a social business and reflecting on the experience. I will be working closely with many HTMMA students in this study and would like to invite you to be a part of it. Below is some information to help you make an informed decision:

Why I'm doing this study: *[Describe your goals and what you hope to learn.]* I am interested in how teenagers create and run social businesses to empower themselves and others in the community. I would like to talk with you about your experience creating a social business, how you measure its success and what kinds of skills you take away from creating your own social business. I will be using your reflections and feedback to try to make the social business program even better and more empowering for students and the communities you choose to serve.

What will happen to you if you are in the study? *[Describe what data you will collect and how these activities are part of "normal teaching" or not.]* If you participate in this study, I'll ask you to discuss your experiences with me. Some days, these discussions may take place in small groups outside of the in-class reflections that all students will be completing. I will audiotape these conversations so that I am sure to remember what you say. Also, as part of the social business project, all students will create videoblogs documenting their process. If you are part of this study, I may ask you questions about your video blog and share clips from it with other educators so they can understand your process too.

What are the risks and benefits of participating? *[Describe these here; use the first sentence verbatim.]* This study won't hurt you in any way, and it may not help you either. However, it will provide a chance for you to think and talk about your experiences in the social business program and the role you have played in creating your social business. Your opinions will be useful in helping to design a better program for building social businesses at HTMMA and beyond in the future. This study will also give you a chance to offer me ideas and feedback on what works for you and what does not, so that I can adapt my teaching to meet your needs. Finally, I will share what I learn from you with other educators so they can benefit from your opinions and your work as well.

Who will know that you are in the study? *[Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]*

Text #1: I'm going to keep whatever I hear from you separate from what I hear from other people -- other students or other teachers. I won't tell them what you tell me, and I won't tell you what they tell me. However, I will write an article or report based on the interesting things I will learn in this study. I will post this on my digital portfolio and also present what I've learned at conferences so that it can be useful to other teachers. In either case, I will change your name so that people will not know who you are, or that you did or said a particular thing.

Text #2: At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and viewed by the public. I would like to include *[specify photos, video, work samples]* from our work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify who you are and things you said or did, even though I will not use your real name when writing about you. Before I publish any images or work that could reveal your identity to others, I will let you review it. If you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data that reveals your identity out of the report.

Do you have to be in the study? *[Use this verbatim.]* No, you don't. No one will get upset with you if you don't want to do this, and it won't affect your grade. Just tell me if you don't want to be in the study. You can also change your mind later if you decide you don't want to be in the study anymore.

Questions? *[Use the rest verbatim, changing your and your advisor's contact info.]* You can ask questions at any time. You can ask now. You can ask later. You can talk to me or you can talk to your parents about this study at any time. My work telephone and e-mail are:

PH:

E-mail:

In you have concerns about this research, you can also contact my advisor who will be supervising this research, at: _____

To go ahead with this study, I need to know that you are willing to participate and that your choice to do so is entirely voluntary. Please review your rights at the bottom of this page and sign below if you agree to participate. You will be given a copy of this information to keep for your own reference.

Sincerely,
Researcher's Name

IF YOU AGREE TO BE IN THE STUDY, PLEASE SIGN YOUR NAME BELOW.

Signature of the Participant _____ Date _____

Signature of the Teacher Researcher _____ Date _____

The rights below are the rights of every person who is asked to be in a research study. As a research subject, you have the following rights:

- To be told what area, subject, or issue is being studied.
- To be told what will happen to you and what the procedures are.
- To be told about the potential risks or discomforts, if any, of the research.
- To be told if you can expect any benefit from participating and, if so, what the benefit might be.
- To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
- To refuse to participate in the study or to stop participating after the study starts.
- To be free of pressure when considering whether you wish to be in the study.

PARENT'S CONSENT FOR MINOR TO PARTICIPATE IN AN ACTION RESEARCH STUDY
HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION

Title of Study:

Researcher: (Name), Graduate Student, High Tech High Graduate School of Education

School Phone:

Email:

Purpose: Your child is being invited to participate in the above research study. The purpose of this study is to develop a better understanding of how to use learning stations to meet students' individual academic needs and improve their performance in mathematics. This project will involve all fourth grade students, and research activities will be embedded within our daily work in math class. The study will not interfere with your family life or your child's schooling.

Procedures: If you are agreeable to having your child participate in this study, I may occasionally interview them, ask them to reflect on their work, or videotape their activities in math class. I may also photograph or copy their work to use in the final publication of my findings.

Risks: There are no known risks to your child for participating in this study.

Benefits: I believe that your child will benefit directly by participating in this study, as the purpose is to tailor the activities in our mathematical learning stations to his/her individual needs. This study should provide your child with a valuable opportunity to think and talk about his/her experiences and reflect upon his/her progress in mathematics. In addition, the information gathered from this study will be presented to other K-12 educators for the purposes of helping them improve mathematical instruction.

Confidentiality: [Describe how you will preserve participants' privacy and reputation through the research process and in sharing your findings. If participants' identities will be confidential, use the #1 text below verbatim. If you intend to use images, video or work samples that could reveal participants' identities, even if you use pseudonyms, use the #2 text below verbatim.]

Text #1: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Responses by your child to interview questions or surveys will be coded in such a way that her/his identity will be concealed. In addition, her/his name will be concealed on all work samples. At the end of this study, I will write an article or report, which I will post on my digital portfolio and present at conferences so that it can be useful to other teachers. Your child's name will be changed so that he/she will not be identified with any particular response, comment or materials that he/she might share with me.

Text #2: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, I will do my best to protect your child's privacy and reputation. At the end of this study, I will write an article or report based on the interesting things I have learned. I will post this on my digital portfolio and present what I've learned at conferences so that it can be useful to other teachers and

viewed by the public. I may choose to include *[specify photos, video, work samples]* from our class's work together in this report to give students more of a voice and to celebrate our learning together. Due to the nature of this data, it may be possible for people to identify your child and things he/she said or did, even though I will not use his/her real name. Before I publish any images or work that could reveal your child's identity to others, I will give you and your child the opportunity to review it. If either of you feel that anything I have written is inaccurate or makes you uncomfortable, please tell me. You can ask me to make changes or to leave data out of the report that reveals your child's identity.

Costs: There is no cost to your child beyond the time and effort required to participate in the activities described above. If interviews are to be conducted outside of our normal class time, they will be arranged at times that are agreeable to you, your child and her/his other teachers.

Right to refuse or withdraw: *[Use the rest below verbatim, changing your advisor's contact info.]* Your child may refuse to participate in this study. If you allow your child to participate, your child has the right to not answer any questions I might ask. Even if you agree, you and your child may change your mind and quit at any point.

Questions: If you have any questions, please contact me at the phone number or e-mail address above. You can also contact my HTH GSE advisor, at _____.

Your child's rights: The rights below are the rights of every person who is asked to be in a research study. As a research participant, your child has the following rights:

1. To be told what area, subject, or issue is being studied.
2. To be told what will happen to them and what the procedures are.
3. To be told about the potential risks or discomforts, if any, of the research.
4. To be told if they can expect any benefit from participating and, if so, what the benefit might be.
5. To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
6. To refuse to participate in the study or to stop participating after the study starts.
7. To be free of pressure when considering whether they wish to be in the study.

CONSENT: Your signature below indicates that you have agreed to allow your child to volunteer as a research participant and that you have read and understand the information provided above. You will be given a copy of this information to keep for your own records.

Signature of Legal Guardian _____ Date _____

Signature of Researcher _____ Date _____

Researcher's Name, Graduate Student, High Tech High Graduate School of Education.

ADULT CONSENT TO PARTICIPATE IN AN ACTION RESEARCH STUDY
HIGH TECH HIGH GRADUATE SCHOOL OF EDUCATION

Title of Study:

Researcher: (Name), Graduate Student, High Tech High Graduate School of Education

Office: (Phone)

email:

Purpose: You are being invited to participate in the above research study. The purpose of this study is to develop a better understanding of teachers' experiences at PFAA and their involvement with the arts. This project will involve twenty or so teachers and will not be used in any way to evaluate them, nor will it interfere with your personal or professional life.

Procedures: If you agree to participate in this study, I would meet with you for an hour-long interview and accompany you for one school day. I would ask you questions about what brought you to PFAA, your experiences in and impressions of the program, and role of the arts in your current (and future) life.

Risks: There are no known risks to you for participating in this study.

Benefits: It is possible that you will not benefit directly by participating in this study. However, this study should provide you with a valuable opportunity to think and talk about your experiences and your future aspirations. In addition, the information gathered from this study will be presented to PFAA faculty and will be vital to our efforts to continually improve the program in order to meet students' needs and help students reach their goals

Confidentiality: Absolute confidentiality cannot be guaranteed, since research documents are not protected from subpoena. However, the confidentiality of project records will be maintained to the fullest extent possible. Your responses to interview questions will be coded in such a way that your identity will be concealed. You will never be identified with any particular response, comment or materials that you may share with me.

Costs: There is no cost to you beyond the time and effort required to participate in the activities described above. I will schedule interviews at times that are agreeable to you.

Right to refuse or withdraw: You may refuse to participate in this study. If you decide to participate, you have the right to not answer any questions I might ask. You can also change your mind and quit at any point.

Questions: If you have any questions, please contact me at the phone extension or e-mail address above.

As a research participant, you have the following rights:

To be told what area, subject, or issue is being studied.

To be told what will happen to you and what the procedures are.

To be told about the potential risks or discomforts, if any, of the research.

To be told if you can expect any benefit from participating and, if so, what the benefit might be.
To be allowed to ask any questions concerning the study, both before agreeing to be involved and during the course of the study.
To refuse to participate in the study or to stop participating after the study starts.
To be free of pressure when considering whether you wish to be in the study.

CONSENT: Your signature below will indicate that you have agreed to volunteer as a research participant and that you have read and understand the information provided above:

Signature of Research Participant _____ Date _____

Signature of Researcher _____ Date _____

ADDENDUM TO STUDENT HANDBOOK and CATALOG

August 1, 2019 - June 30, 2020

High Tech High Graduate School of Education

Mailing Address: 2861 Womble Road, San Diego, CA 92106

M.Ed. Course Location: 2150 Cushing Road, San Diego, CA 92106

Phone: 619-398-4902

hthgse.edu

Updated August 15, 2019

Entitlement to Educational Assistance

In accordance with U.S. Code § 3679(e), The High Tech High Graduate School of Education permits for veterans and eligible students receiving Title 38 benefits to begin their course of study and attend classes upon receipt of a certificate of eligibility for entitlement to educational assistance. Eligible students will have access to all courses, materials, and institutional facilities upon their enrollment and will not be charged any late fees for tuition due to a delayed disbursement of payment for educational benefits.

Eligible students receiving Title 38 benefits must submit a written request to use educational assistance benefits to the Program Office upon acceptance of admission to the program. In addition, eligible students receiving Title 38 benefits must submit a certificate of eligibility prior to the first day of class.