

About High Tech High

Overview

High Tech High began in 2000 as a single charter high school launched by a coalition of San Diego business leaders and educators. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education.



Featured Project: [Picasso's Influence on HTH](#)

Like the show that traveled countries' modern art museums, the students at High Tech High create art that references Picasso's contributions.



Featured Project: [Writing on the Walls](#)

Through this multidisciplinary project, students at HTH North County will explore and address an issue of concern in their community: the prevalence of tagging and graffiti.

[More Projects](#)

High Tech High: A Snapshot

- Twelve schools (five high schools, four middle schools, and three elementary schools)
- Approximately 5200 students
- 500+ employees
- 98% of graduates have gone on to college, 75% to four-year institutions
- \$57 million in real estate holdings
- Annual operating budget: approximately \$40 million
- First charter management organization to operate its own [Graduate School of Education](#) (GSE), the nation's first graduate school offering Master's in Teacher Leadership and School Leadership embedded within a K-12 learning community

Mission

High Tech High's mission is to develop and support innovative public schools where all students develop the academic, workplace, and citizenship skills for postsecondary success.

High Tech High Goals

At each HTH school, our goals include:

- Serve a student body that mirrors the ethnic and socioeconomic diversity of the local community.
- Integrate technical and academic education to prepare students for post-secondary education in both high tech and liberal arts fields.
- Increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education.
- Graduate students who will be thoughtful, engaged citizens.

The goals for the HTH central organization include:

- Support the development of excellent schools based on the HTH design principles.
- Become a self-sustaining central organization conducting “behind the whiteboard” management practices that are as exemplary as the “in front of students” programs offered at HTH schools.
- Inspire and enable others in the public education community to adopt the HTH design principles and instructional practices.

History

High Tech High was originally conceived by a group of about 40 civic and high tech industry leaders in San Diego, assembled by the Economic Development Corporation and the Business Roundtable, who met regularly from 1996 - 1998 to discuss the challenge of finding qualified individuals for the high-tech work force. In particular, members were concerned about the “digital divide” that resulted in low numbers of women and ethnic minority groups entering the fields of math, science, and engineering. Gary Jacobs, Director of Education Programs at Qualcomm, and Kay Davis, Director of the Business Roundtable, were key participants in these discussions.

In late 1998 the group voted to start a charter school and engaged Larry Rosenstock, then President of Price Charities in San Diego, as the founding principal. The founding group was clear about its intent: to create a school where students would be passionate about learning and would acquire the basic skills of work and citizenship. Rosenstock, a former carpentry teacher, lawyer, and high school principal who had recently directed the U.S. Department of Education’s New Urban High School project, brought a vision and a sense of the design principles by which this mission might be accomplished.

Key milestones in the development of HTH include:

1999

Founding group submits Charter application.

2000

San Diego Unified School District approves charter.

Building site secured in Liberty Station, construction begins.

Gates Foundation awards replication grant in July.

The Gary and Jerri-Ann Jacobs' High Tech High opens to 200 9th and 10th graders in September.

2003

First graduating class of 50 students.

High Tech Middle opens at Liberty Station campus.

2004

High Tech High International opens at Liberty Station campus.

Teacher Credentialing Program launched at High Tech High.

2005

High Tech High Media Arts and High Tech Middle Media Arts open.

Explorer Elementary joins High Tech High family.

2006

Statewide Benefit Charter approved.

2007

High Tech High Graduate School of Education opens, offering M.Ed. programs in Teacher Leadership and School Leadership.

High Tech High Chula Vista opens with 150 9th grade students.

High Tech High North County opens with 150 9th grade students.

2008

High Tech High Chula Vista moves into their permanent site.

2009

High Tech High North County moves into their permanent site.

High Tech Middle North County opens with 330 students grades 6-8.

High Tech High Graduate School of Education celebrated its first graduation, awarding six Master's degrees in Teacher Leadership.

Statewide Benefit Charter expanded to K-12.

2011

High Tech elementary Chula Vista opens with 420 students in grades K-5.

High Tech Middle Chula Vista opens with 330 students in grades 6-8.

High Tech Middle North County opens with 330 students in grades 6-8.

2013

High Tech elementary North County opens in August.

Changing Schools

At HTH, we believe that change in schooling happens, not incrementally by adding programs, but by generating holistic designs that enable new ways of teaching and learning. We believe that even the language we use to describe schooling needs to change. School reformers need to develop—and commit to—simple, elegant language that speaks to the deep purpose of schools: to prepare all students for entry into the world of work and citizenship in a democratic society.

High Tech High is not a franchise, nor even a model, but rather an organization advocating a set of design principles. We recognize a dynamic relationship between vision and practice. We understand that any significant innovation requires individuals at the sites to work out their own meanings and develop their own learning agendas, building on their successes as they go. We try to provide conditions of work that encourage teachers and students to explore new ways of realizing the HTH design in practice. We subscribe to Michael Fullan's view:

First, under conditions of dynamic complexity one needs a good deal of reflective experience before one can form a plausible vision. Vision emerges from, more than it precedes, action. Even then it is always provisional. Second, shared vision, which is essential for success, must evolve through the dynamic interaction of organization members and leaders. (*Changing Forces: Probing the Depth of Education Reform*)

Knowing that in creating a new school, one is creating a culture, and understanding the power of the “default” culture of schooling, we employ a “mitochondrial” strategy to create new schools. That is, we “seed” our new schools with a principal, teachers, and even students who already have lived and worked in a HTH school. In this way we emphasize experienced leadership, reflective practice, and peer learning, all in the interest of an evolving sense of shared purpose.

We also understand that schools are not closed systems. For all their internal routines and rituals, the work of schools and the possibility of change are influenced profoundly by post-secondary entrance requirements, teacher training practices, standardized testing, community pressures and other external forces. Part of our work is to understand and articulate those external influences that our schools must counter in order to control their own destiny. That is why, for example, we have secured approval from the state to certify our own teachers.

As we work for change in our own settings and think about change on a broader

scale, we aim to do our work well, describe it well, and assist those who want to accomplish similar goals. We proceed via five basic strategies that positively affect the students, teachers and leaders in our schools:

- **Enact** change by directly establishing and managing excellent schools. HTH currently operates three campuses of schools. As of August 2013, all three villages serve K-12. The award of a statewide charter in 2007 authorizes us to create ten additional HTH Villages in communities across California. We have broadened our scope to include middle and elementary schools, partly to reach our students earlier, and partly because we see great benefit to grounding our vision in a pre-K through graduate school perspective.
- **Inspire** others to implement HTH design principles by encouraging outsiders to visit the schools, speak with the students and teacher, and observe its design principles in practice. High Tech High schools are open and transparent settings where visitors are always welcome. Over 2,000 visitors arrive annually from nearly every state (including eight governors) and many nations (including twenty education ministers).
- **Enable** others to establish schools based on the HTH design. Recognizing that it takes more than inspiration to change the paradigm of public education, HTH has modeled itself as an “open source” organization, offering institutes, residencies, and a free web-based resource center for educators.
- **Develop** teachers and leaders in its school network and beyond. HTH’s Teacher Credentialing Program guides scores of HTH teachers through the credentialing process each year. The HTH Graduate School of Education opened its doors in the fall of 2007 and expands upon HTH’s professional development offerings through its Master’s of Education programs.
- **Influence** policy makers and thought leaders to change public education policy. By changing some of the restrictive policies that affect both HTH and other public and charter schools, HTH enhances its own ability to function while improving the system for everyone who operates within it.

As an organization, we engage in ongoing reflection about our growth efforts. Rather than devising a rigid scheme for intended future impact that presumes to understand an unknowable future, High Tech High places a premium on retaining flexibility and agility. We know that whatever leverage we may have hinges upon High Tech High continuing to be known as an organization that operates only excellent schools. This is why we follow a slow deliberative process of building each new school “in brick,” securing ownership of our buildings and staffing new schools with experienced HTH educators.

This “bricklaying” allows us to maintain a deep level of intimacy between our schools and our central organization. Our growth efforts to date have taught us that quality replication requires that practitioners receive a higher level of support than is commonly thought necessary. We also know that the central organization must be finely tuned to its schools so that it can change the supports it offers to meet ever-evolving needs.

Proceeding “in brick” also helps us make sure that growth occurs slowly enough to cultivate the pedagogical expertise and leadership capacity needed to develop new HTH schools. HTH schools are very different from conventional public and private schools, and most of our incoming staff members have never seen HTH instructional practices on their feet. Having supported many new school leaders, we are convinced that integrating a deep understanding of HTH design principles requires that future leaders spend significant time in a setting where those principles are being universally and enthusiastically embraced.

Finally, our commitment to building excellent schools requires that we attend carefully to the development of the HTH culture. The reflective high stakes discussions that happen at High Tech High do not occur among strangers, and only time allows such trusting relationships to develop. As our staff become committed to one another and develop consensus regarding both the “how” and the “why” for our collective undertakings, the HTH culture becomes an indispensable resource infusing the organization with the professionalism, energy and optimism needed to take on ever growing challenges.

In essence, then, bricklaying at High Tech High is a way to preserve the organization’s “soul” - that part of us that knows well and cares for each and

every family we serve and every staff member we employ. High Tech High does not pretend to know how many schools the organization can develop without compromising its “soul.” We also do not know whether the resources needed to support growth will be available in the future. We are therefore focused on becoming a self-sustaining organization in the very near term so that we may have a stable platform from which to take stock of our efforts and assess our options for the future.

Design Principles

The roots of the High Tech High program and curriculum lie in earlier work of Larry Rosenstock and colleagues in the New Urban High School Project (NUHS), an initiative of the U.S. Department of Education's Office of Vocational and Adult Education, 1996-99. The aim was to select, study, and assist six inner-city high schools that were using school-to-work strategies, such as internships and other forms of field work, as a lever for whole-school change. The findings were summarized in a practitioner's guide and a high school planning guide centered on six design principles.

High Tech High has distilled the six NUHS design principles to four: *personalization, adult world connection, and common intellectual mission, teacher as designer*. Responding directly to the needs of students, all four principles connect to the broad mission of preparation for the adult world. Moreover, all four call for structures and practices that schools do not now routinely employ. The design principles permeate every aspect of life at High Tech High: the small size of the school, the openness of the facilities, the personalization through advisory, the emphasis on integrated, project-based learning and student exhibitions, the requirement that all students complete internships in the community, and the provision of ample planning time for teacher teams during the work day. We discuss each design principle in turn below.

Personalization

High Tech High teachers know their students well, and are committed to a learner-centered approach that supports and challenges each student. Through projects, students pursue their passions and continually reflect on their learning and growth. Students with special needs are supported through a full inclusion



model. Each High Tech High student has a faculty advisor who meets regularly with a small group of students to build community, support their academic progress, and plan for their future. The advisor also visits each of their advisee's homes and serves as a point of contact for the family.



Adult World Connection

HTH students connect their studies to the world beyond school through field studies, community service, internships, and consultation with outside experts. Students routinely create work for authentic audiences and exhibit that work in professional venues. All high school students complete substantial internships in the world of work and service, where they develop projects that

contribute to the workplace. The HTH facilities themselves have a distinctive "workplace" feel, with windowed seminar rooms, small-group learning and project areas, laboratories equipped with the latest technology, ubiquitous wireless laptop access, and common areas where artwork and prototypes are displayed.



Common Intellectual Mission

High Tech High schools are diverse and integrated. Enrollment is non-selective via a zip code-based lottery, and there is no tracking of students by perceived academic ability. All HTH students pursue a rigorous curriculum that provides the foundation for entry and success at the University of California and elsewhere, as well as success in the world of work. Schools articulate

common expectations for learning that value 21st century skills, the integration of hands and minds, and the merging of academic disciplines. Assessment is performance-based: all students develop projects, solve problems, and present findings to community panels. All students are required to complete an academic internship, a substantial senior project, and a personal digital portfolio. Teachers employ a variety of approaches to accommodate diverse learners, and recognize the value of having students from different backgrounds working together.

Teacher as Designer

High Tech High teachers are program and curriculum designers. They work in interdisciplinary teams to design the courses they teach. They take the lead in staff meetings and action groups addressing school issues. They participate in critical decisions regarding curriculum, assessment, professional development, hiring and other significant areas of the school. The

schedule supports team teaching and teachers have ample planning time to devise integrated projects, common rubrics for assessment, and common rituals by which all students demonstrate their learning and progress toward graduation.



Our K–12 schools

High Tech High now operates eleven schools in San Diego County: two elementary schools, four middle schools, and five high schools. All of these schools serve a diverse, lottery–selected student population; all embody the High Tech High design principles of personalization, adult world connection, common intellectual mission, and teacher as designer.

K–5 Schools

Explorer Elementary
High Tech Elementary Chula Vista
High Tech Elementary North County (new)

Middle Schools

High Tech Middle
High Tech Middle Media Arts
High Tech Middle North County
High Tech Middle Chula Vista

High Schools

The Gary and Jerri–Ann Jacobs High Tech High
High Tech High International
High Tech High Media Arts
High Tech High North County
High Tech High Chula Vista

Board and Governance

Three boards of directors support the mission and goals of High Tech High

- **The High Tech High Board** will have governance and fiduciary level control over all HTH schools. The board operates as a public agency and conducts its meetings in accordance with the Brown Act.
- **HTH Learning** is a private nonprofit overseeing the development and operation of the facilities that house High Tech High schools. HTH Learning is also responsible for adult learning programs, including the teacher certification program and the residencies and institutes offered to network affiliates and the general public.
- **The High Tech High Foundation** is a private nonprofit responsible for securing the philanthropic support needed to develop High Tech High schools.

Results

High Tech High's greatest achievement has been to create and sustain a learning environment that prepares a diverse group of students for post-secondary success. Much of this achievement is due to the HTH design, with its emphasis on creating the conditions where students and teachers can work and learn effectively. The school's personalized, hands-on approach to learning, along with its emphasis on connecting to the adult world through internships, has afforded traditionally underserved students access to college and other post-secondary options. Teachers are positioned for success, too, working in teams that deal with the same cohort of students. They come to school an hour before the students each day to plan, discuss student work, and engage in professional development activities.

Here, in summary, are some of High Tech High' s achievements to date:

- 98% of HTH's graduates have gone on to college, with approximately 75% attending four-year programs such as Johns Hopkins University, Massachusetts Institute of Technology, Stanford University, Olin College, Howard University, University of California at Berkeley, University of California at Los Angeles, New York University and Northwestern University.
- About 35% of HTH graduates are first-generation college students.
- Over 30% of HTH alumni enter math or science fields (vs. 17% national rate)
- HTH' s African-American students outperform district and statewide peers by a wide margin vis-à-vis test scores, percentage who take chemistry, physics, and advanced math (100%), and college entry (100%).
- Through the Academic Internship Program, HTH students have completed more than 1000 internships in over 300 community businesses and agencies, including the SPAWAR Systems Center, Qualcomm, FOX 6 News, San Diego Magazine, General Atomics, The San Diego Oceans Foundation, The San Diego Children's Museum and the VA Hospital.

- HTH is the first California public school organization authorized to operate its own teacher-credentialing program. This program, a collaboration with the University of San Diego, allows HTH to hire, train and certify faculty with deep content knowledge and relevant industry experience, especially in science and engineering.
- HTH facilities have received numerous design awards: a “2001 Educational Design Excellence Award” from the American School & University Architectural Portfolio, prestigious Honor Awards in the 2002, 2003 and 2005 Design Share Competitions respectively, and the Silicon Valley/San Jose Business Journal 2005 award for "Redevelopment Public Project of the Year.
- HTH has partnered with the University of California, Santa Cruz New Teacher Center and the University of San Diego to offer a Beginning Support and Assessment (BTSA) Induction Program to support new teachers.
- HTH was the first charter management organization to be awarded a California Statewide Benefit Charter and opened its first two statewide benefit charter schools, HTH Chula Vista and HTH North County in the fall of 2007.
- HTH opened its Graduate School of Education in 2007, the first graduate school of education to open in California in over 20 years and the only one located within a K-12 learning community. The HTH GSE awards Master's in Teacher Leadership and School Leadership to both HTH employees and outside educators.

Facilities

High Tech High facilities are developed and owned by HTH Learning, a private non-profit supporting the development of HTH schools. The original High Tech High opened in September 2000 in a newly renovated 38,500 square foot facility at the former Naval Training Center in San Diego (Point Loma), CA. Since then HTH Learning has renovated buildings for five additional schools at the same location, creating a "village" of three high schools, two middle schools, and an elementary school.

HTH Learning develops facilities that support its design principles of personalization, common intellectual mission, and adult-world connection. The facilities are attractive, economical, flexible, professional, and responsive to the needs of their inhabitants.

HTH buildings are visited by architects, school planners, and builders nationwide, who see our facilities development approach as a highly successful model. The original High Tech High received a "2001 Educational Design Excellence Award" from the American School & University Architectural Portfolio. The High Tech High, and High Tech Middle and High Tech High International buildings received prestigious Honor Awards in the 2002, 2003 and 2005 Design Share Competitions respectively.

A Transparent, High-Performance Work Environment

Visitors to any High Tech High remark that it looks and feels more like a high-performance workplace than a school. With beautiful textures and colors, lofty ceilings, comfortable furniture, informal meeting areas, and lots of interior and exterior windows, our facilities communicate a high level of trust High Tech High – Greatroom and respect for the work of teachers and students. Visitors are struck by the effect on students of all ages, who can be seen interacting with adults in collegial, respectful, and engaged ways.

HTH facilities have been designed to support key program elements: team teaching, integrated curriculum, project-based learning, community-based

internships, frequent student presentations, and exhibitions. HTH students make use of the flexibility that the buildings afford them, working individually and in groups large and small. Teachers work in teams to design integrated projects that cut across subject area boundaries. Each team shares an office adjacent to the “seminar” rooms in which they teach. These rooms have movable walls that support a variety of room configurations and activities.

HTH buildings aim for a high level of “transparency” to make each school’s particular culture of learning readily visible to its inhabitants. To this end, every wall surface in the school’s public and circulation spaces offers a place either to exhibit student projects or to look (through abundant expanses of glass) into the school’s dynamic seminar rooms, conference rooms, and specialty labs. Even the ceilings are used to showcase student work, with projects such as mobiles and sculptures suspended from the exposed truss systems. Fifteen minutes of wandering through any High Tech High building should be enough to give any newcomer a strong sense of what that particular HTH learning community is about.

Essential Spaces

School design in the United States has remained largely unchanged for the past 100 years. By changing the types of space in HTH schools, and the terminology we use to refer to them, we encourage our faculty and students to find new ways to teach and learn. Creating a new language of design, both spatially and verbally, helps give form to the HTH vision.

The key spaces within HTH buildings that are generally not found in traditional school facilities include:

1. The Commons Room—the intellectual hub of the school, a centrally located meeting area for student gatherings, exhibitions, presentations, performances, and community meetings.
2. Teaching Clusters—small “neighborhoods” of adjacent seminar rooms, studio spaces, and teachers’ offices, designed to promote team teaching as well as a sense of ownership and place.

3. Multi-Purpose Seminar Rooms—learning spaces with flexible furniture and walls that adapt to accommodate direct instruction, independent student research, group project work, and presentations.
4. Studio Areas—multi-purpose spaces for shared use by groups from adjacent seminar rooms to support individual, small group, and large group activities.
5. Shared Teacher Offices—individual teacher workstations and storage areas, clustered by teaching team and offering direct visual and physical access to adjacent teaching spaces.
6. Gallery Spaces—exhibition walls and areas for display of student work, often located in or along corridors and circulation routes.
7. Specialty Labs—labs and project rooms with access to technology and equipment for learning in specialized areas such as biotechnology, mechanical engineering, and graphic design.
8. Outdoor Learning Spaces—study areas, courtyards, amphitheaters, and performance spaces that extend learning beyond the walls of the school.

Each of these spaces is more fully explained and illustrated in the Building Design Elements section of the HTH Resource Center.

Design Considerations

One important characteristic of High Tech High buildings is their adaptability to the changing needs of HTH students and faculty. Our thinking about how best to achieve this evolves with each new building we design. Our students and teachers are quick to tell us what works and what doesn't. From the planning of commons rooms, to seminar rooms, to studio spaces, to storage areas, we have learned that it's important to try new things and not be afraid to make mistakes along the way. The design considerations that inform our thinking include:

1. Flexibility

Seminar rooms and public spaces must adapt to multiple uses. For all spaces, this means wireless laptop access and sturdy but easily reconfigurable furniture. Seminar rooms and specialty labs must have hard surfaced floors for easy cleaning (projects are messy); sinks for project clean-up; adequate locked storage; good control of ambient light; plentiful electrical outlets; dependable sound and projection systems; data and voice access; and movable walls for team teaching.

2. Ownership

HTH achieves a personalized environment by creating small learning clusters within its already small learning community. This approach promotes a high degree of ownership, as students and teachers decorate and customize their classrooms and studio areas to reflect who they are and what they are working on. Public spaces such as commons rooms and gallerias are used by the larger school community in the same way.

3. Transparency

Unlike traditional school buildings, HTH facilities are transparent, with easy viewing to and from all offices, conference rooms, and seminar rooms. Copious amounts of glass create an atmosphere of “visible learning.” Large areas such as commons rooms and studios are located along main circulation routes to promote a sense of openness and coherence.

4. Originality

Although HTH facilities may appear simple and unassuming from the outside, the interiors elicit an immediate “wow” upon entering. For some visitors it is the openness that is most surprising. For others it’s the unexpectedly non-institutional look and feel. In any case, as our teachers and students push the boundaries of active, project-based learning, we are happy to communicate the message to all that, when it comes to school, this is not business as usual.

Educator Training

High Tech High supports the work of adults in HTH schools and elsewhere to put the HTH design principles into practice. HTH offers many learning opportunities for practitioners, including teacher residencies and institutes at High Tech High, teacher ambassador programs, on-site technical assistance, and a graduate school of education offering masters degrees in teacher leadership and school leadership. HTH also provides resources for educators, including guides to project-based learning, curriculum integration, internship program development, teaching to diverse learners, student advisory, college advising, facilities development, technology infrastructure and policies, and management.

Teacher Credentialing at High Tech High

The California Commission on Teacher Credentialing has approved High Tech High to certify teachers in the Single Subject content areas of Mathematics, Science, English, History/Social Studies, Spanish, Mandarin, and Art; Multiple Subject and Special Education through its Teacher Intern Program. The goal of the program is to prepare teachers to work in an environment that integrates technical and academic education while creating a sense of community engagement and responsibility. The HTH District Intern program situates teacher training in HTH sites where candidates can experience a 21st century context for teaching and learning. The program provides direct, on-the-job training to recent graduates of post-secondary institutions, as well as to mid-career individuals in transition.

The HTH District Intern Program is accredited by the California Commission on Teacher Credentialing and provides the equivalent of a 120-hour pre-service program and 600 hours of training and practice over two academic years. Interns earn full-time salaries and benefits as teachers in charter school classrooms while working toward their credentials.

High Tech High Internship Program Course Descriptions(PDF DOWNLOADED)

HTH 101. How People Learn: Principles of Educational Psychology

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

HTH 102. Introduction to Teaching Methods and Content Standards

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

HTH 103. Equity and Diversity: Social and Cultural Foundations

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

HTH 104. Classroom Management and Assessment (Field Experience)

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

HTH 105. Teaching Methods, Curriculum Design and Classroom Settings

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

HTH 106. Teaching Practicum I

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

HTH 107. Professional Portfolio Development I

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

HTH 108. Technology in Portfolio Development

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

HTH 109. Teaching Reading and Writing Across the Curriculum

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

HTH 110. Teaching Practicum II

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

HTH 111. Technology in Instruction

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

HTH 112. Philosophy of Education: Teaching Performance Expectations

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

HTH 113. Preparation to Teach English Language Learners

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

HTH 114. Teaching Practicum III

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

HTH 115. Healthy Environments

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

will prepare adolescents for a lifelong commitment to physical activity and health.

HTH 116. Assessment and Evaluation

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

HTH 117. Professional Portfolio Development II

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

Induction Program Overview

High Tech High Teacher Induction Program

Approved by California Commission on Teacher Credentialing (CCTC) and California Department of Education (CDE).

This year, over 100 teachers are supported.

HTH Programs

- * Two-year program
 - Organizational meetings
 - Learning seminars
 - Classroom research.
 - Observation by mentors and other teachers.

- * One-year program (Early Completion Option)
 - Available for teachers with prior teaching experiences.

- * Completing the program
 - HTH teachers will improve their ability to teach in different styles.
 - HTH teachers will be able to support English language learners.
 - HTH teachers will be able to publish their own research.

HTH Learning

Teachers can earn their teaching credential while teaching at an HTH school, HTH charter school, or San Diego Unified School.

Teachers can be recommended for single-subject credentials in: Mathematics, Science, English, Social Science, Spanish, Mandarin, Physical Education, and Art.

California Preliminary credential : Teachers must be employed as a teacher for 50% of the time they are in the HTH Learning program

Mission

Improving professional practice in the classroom.

- Teachers should encourage thoughtful reflection.
- Teachers should be sensitive to diverse cultural, social, linguistic, and special needs of students.

Mentor Teachers

HTH Teacher Induction program builds a relationship between new teachers and Induction Mentors.

- Individual Learning Plan.
 - Weekly meetings
 - Monthly observations
 - Analysis of classroom evidence
- Mentor and new teacher' s responsibilities
 - Set goals
 - Collect evidence
 - Measure growth: Analysis of students' work, planning, and reflection on lessons.
 - Classroom observations

* 관련 사이트

1. HTH School Home Page: <http://www.hightechhigh.org/>
2. HTH School 소개 동영상
- <https://www.youtube.com/watch?v=Yie4q8LscBs&feature=youtu.be>
3. research paper: http://scholar.harvard.edu/files/fryer/files/hamilton_project_paper_2012.pdf
4. summary
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