

hthgse

 Graduate School
of Education

OPPORTUNITIES GUIDE

2023 - 2024







Graduate School of Education

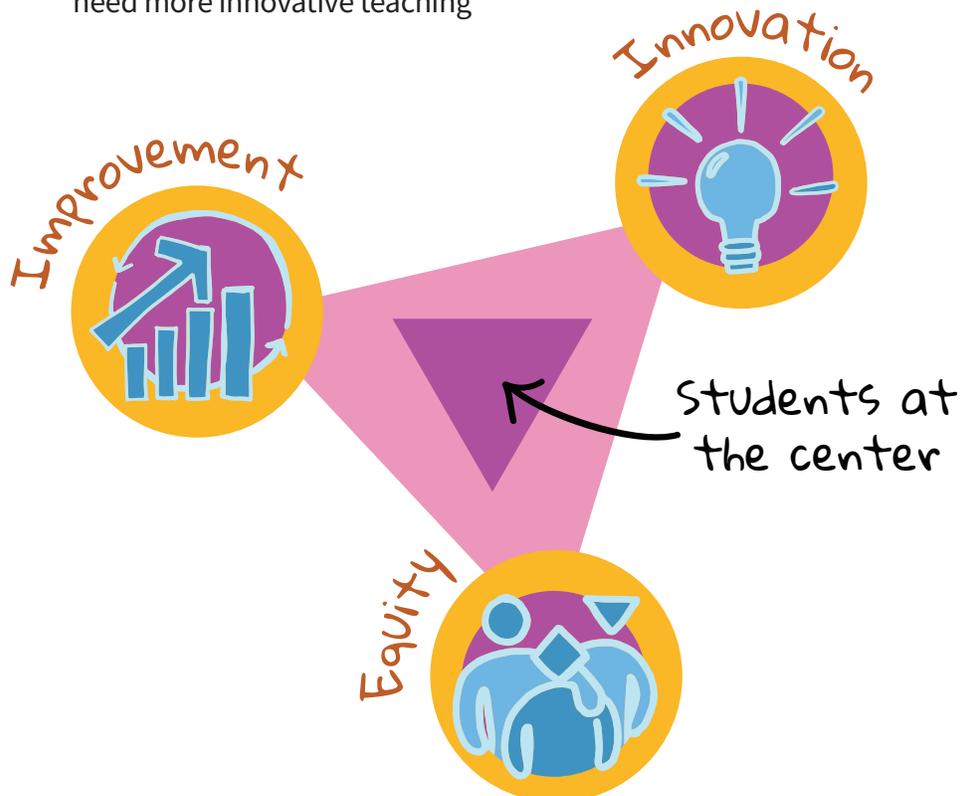


Ben Daley
President

Welcome to the High Tech High Graduate School of Education Opportunities Guide. In these pages you will read about our credential and degree programs, professional development offerings, as well as ways to engage with our adult learning ecosystem through valuable partnerships and networking relationships.

While the HTH GSE is known for many things, there are three important threads that inform all of our work: innovation, improvement, and equity. We need more innovative teaching

and learning and more innovative school designs. We need more systematic and disciplined improvement strategies that tell us if what we are trying is working. We also need more schools to achieve more equitable outcomes, especially for students of color and students experiencing poverty—the students traditionally least well served by our public institutions. As a learning community, we are focused on the intersection of these critical goals and committed to achieving them in educational institutions around the world. Join us!



Learning Opportunities at HTH GSE

This guide is a collection of opportunities to engage with our adult learning ecosystem. The HTH GSE designs experiences to disrupt the status quo and connect a global network of change leaders through central ideas and tools within the worlds of innovation, improvement, and equity.

This Year at the Graduate School of Education

San Diego Teacher Residency	1
Master's in Educational Leadership	3
Deeper Learning	7
Project Based Learning	13
Improvement	21
<i>unboxed</i>	23
Center for Love & Justice	25
<i>School Redesign</i>	
Center for Research on Equity & Innovation	27
<i>CARPE College Access Collaborative</i>	
<i>CARE Middle Grades On-Track Network</i>	
<i>California District Math Network</i>	



Credential & Degree Programs

Accredited one-year and two-year programs to support teachers, teacher leaders, and school leaders new to the field.



Professional Development

One-day and multiday immersive learning experiences to expand pedagogical practices and leadership development.



Partnerships & Networks

One-year and multiyear peer learning cohorts to drive meaningful change in schools and systems.

The HTH GSE strives to catalyze the world's shift to more innovative, equitable, and extraordinary teaching and learning.

**Come
and learn
with us**





San Diego Teacher Residency

All children deserve a space where they can bring their full selves and develop as curious, critical, and creative human beings. Public school classrooms have enormous potential to become such spaces — and San Diego Teacher Residency (SDTR) is part of the movement to make that transformation happen, one new teacher at a time.

Considering a career in CA K-12 teaching?

Candidates in SDTR earn a California Preliminary Teaching Credential and a Master's in Teaching & Learning. Through immersive coursework and student-teaching at an innovative High Tech High K12 school, residents earn their teaching credential in year one of the program. In year two, candidates extend their learning with the integration of theory and practice through central themes of justice, deeper learning, and innovation, culminating in a Master's degree.



The San Diego Teacher Residency prepares aspiring teachers to educate for justice and deeper learning.



**Do you want to receive information
about our Degree Programs?**

Learn More

*Take the next step in your educational journey
with HTH GSE.*

**Learn about
San Diego Teacher
Residency**





Master's in Educational Leadership

The EdL program is designed to help educators strengthen their leadership skills, mindsets, and tools to lead for justice and deeper learning. Our program is uniquely created for educators with at least three years of on-the-ground experience and who are ready to commit to self-development within a dedicated learning community. Our courses are designed and taught by faculty from the HTH GSE, national practitioners, and educators from HTH K12 schools.

We also want to ensure that educators like yourself don't have to leave their communities to pursue their graduate degree. That's why we launched our online pathways. Our program launches with a one-week immersion course at our San Diego campus, where you will take a deep dive into project based learning pedagogies and build community with your cohort, and the remainder of the program takes place online.



We **empower** our candidates to establish environments where every **child** in every neighborhood actively participates in a **democratic process** that is grounded in principles of **justice** and educational **equity**.



Want to know more about our Degree Programs?

Join Our Information Sessions

Fill out our Interest form to learn more about our Master's in Educational Leadership and San Diego Teacher Residency

**Learn about
Master's in Ed
Leadership**





By Curtis Taylor
and Carol Battle

What does it take for black teachers to thrive?

Think back to your experience as a K12 student. If you had to recall the number of Black teachers whose classrooms you sat in, how many of those teachers come to mind?

Some of you may have had a greater number of Black teachers during your school years; but, for many of us we may only be able to recall one or two or, unfortunately, none at all.

Currently, our nation is experiencing a national teacher shortage that has disproportionate effects on students, particularly students of color and those living in poverty. A greater shortage of teachers of color adds to this inequity. While the national number of teachers of all races is rapidly declining, there has been a steady decrease in Black teachers since the desegregation of schools. Prior to *Brown vs. Board of Education*, Black teachers occupied up to 50% of the teaching force in the nation's segregated school systems. Fast-forward to present day, Black teachers hold 7% of teaching positions in our nation's public schools (Will, 2019; National Center for Education Statistics, 2020). After *Brown*, Black

schools were closed and most Black educators were forced out of the profession. Historical practices and current experiences of Black teachers are based on a legacy of discrimination including racism, microaggressions, biased policies, lack of peer support, and lack of administrative support. For decades, such experiences have caused Black teachers to leave the profession at higher rates than their white peers due to racially related issues such as not feeling as valued as their white peers, frustration over having to take on extra duties regarding racial issues without being compensated, and not having the necessary professional or collegial support systems in place (King, 1993; Ladson-Billings, 2021). In contrast, some Black teachers do stay and thrive in our nation's schools. We are curious to understand why these educators tend to stay and what it takes for Black teachers to thrive in our K12 schools.

hth **unboxed**

This text is an abstract from an article previously featured in *unboxed: A Journal of Adult Learning in Schools*, Issue 24.

Carol's Story: Abundance

And there you have it, I'd been shot down again. "Why don't you try that out and let us know how it goes. Maybe we can do that next year." The bell punctuated the end of our weekly team meeting in which I was proposing we change our Social Studies units so more time was dedicated to studying the culture and politics of South America, Asia and Africa—that is to say three continents that not only contained the majority of global population, but were filled with people who looked like me and many students in our school. I will just do it alone, I thought to myself. This is an amazing opportunity to reach students who so often don't see themselves in our curriculum. Students who honestly couldn't care less about the text I've taught for the last 8 years nor the folder filled with worksheets I pulled out year after year. And frankly, I felt the same way. So I proceed to tuck away my modified lesson planning calendar, plant a fake smile on my face and mentally check out of the team meeting; just like students check out in classrooms where they don't feel they belong and their voices are muffled.

With the exception of a colleague here and there, this was my experience for much of my career since I started teaching first grade in a suburban area of Texas in 1996. I'd become a teacher in order to make the world a better place by helping children find and hone their gifts, but I was ground down by years filled with attending both team and site meetings where there

was one world view, undiscussable topics such as the abuse and erasure of wrongs done to those with black and brown bodies and resistance to change. So many times I'd been shot down and in effect, silenced. Like the time that I proposed we stop doing "country of origin" projects because those of us whose ancestors were enslaved don't know where we're from. Or the time I suggested we have parent conferences in the evening so that working parents without the luxury of paid time off would be able to participate. As the one Black staff member who was often the only adult speaking on behalf of students who looked like me and those in other minority groups, my assumed role became that of opposition, as was evident each time I raised my hand in meetings, heard the sighs and saw the eye rolls my peers thought I didn't see. The ironic part of it all is that I had been offered/voluntold/volunteered for a number of leadership roles on campus, but lacked the collegiality, kinship and support that I craved. I was somehow respected without being befriended, tasked with important roles, yet dismissed and looked to for answers without having my own heart listened to.

**Read the full
article in *unboxed*
Issue 24**





Deeper Learning Conference

Deeper Learning embodies crucial skills for students to navigate the complexities of modern life. The Deeper Learning Conference is an annual gathering of change makers dedicated to creating equitable educational outcomes. Participants engage in interactive workshops, immersive deep dives, and dynamic

den talks, with a focus on student-centered practices and leadership. This experience supports educators to be innovators, motivators, and disruptors to our current educational system. Participants engage in a transformative learning journey to reimagine schooling and implement meaningful change in their context.

Deeper Learning describes the higher-order **thinking skills, **learning** dispositions, and **collaboration** skills needed for students to succeed in modern life.**



Day 1

After the collective conference kick-off you'll engage with other attendees in small group sessions, workshops, and den talks.



Day 2

Experience deeper learning for yourself through a full day deep dive session. Students are at the center and will lead attendees through reflection and dialogue.



Day 3

Put ideas into practice with meaningful dialogue and collaboration. Engage in more group sessions, workshops, and den talks before concluding with a keynote!



Share space with change makers
from all over the world!

Be part of the movement at DL24!

March 26-28

Deeper
Learning is within
your reach





Deeper Learning Global

Deeper Learning Global (DLg) aims to build regional Deeper Learning networks that will yield lasting connections among participants by utilizing a cadre of local facilitators, speakers, musicians, and artists to engage in collaborative and liberatory learning experiences for educators. Each DLg conference has a different flavor, influenced by the

local partners and their community. DL Twin Cities, also known as RemixED conference, explores the intersection of the recording arts, entrepreneurship, and education. DL China engages educators in project based learning, and examines the future of education technology. DL New York focuses on leading for Deeper Learning.

Wanted!

Global Partners for the Deeper Learning Movement

We're looking to partner with nonprofit organizations or foundations who seek to develop the Deeper Learning community of practice in their own countries. Learn how to design transformative adult learning experiences and connect with other regional leaders.





**Deeper Learning is
a global movement,
join us!**



**Kaleb
Rashad**
High Tech High Central
San Diego, CA



By Andre Spicer
and Alec Patton

Deeper Learning with Superintendent Andre Spicer

In this keynote from the 2023 Deeper Learning Conference, hear Andre Spicer, Superintendent-Region South LAUSD, tell about what was missing from his own education, and how he's making sure every kid in his district gets what he didn't.

Andre Spicer: What's happening? Oh no, you can do better than that. Any liberators in the house? Any anti-racist in the house? Anybody who loves babies in the house? Good afternoon, I am Andre Spicer. I happen to be a region south superintendent for Los Angeles Unified School District. I'm so honored to be with you today. Want to tell you a little bit about myself, my journey, because we all, you as educators, parents, families, students, we all have ups and downs. We all have challenges. My story is no different than anyone else's. I've had challenges. I've had ups and downs.

Who you see here today is not who I was yesterday. Why is that so important for us as educators? Because we have to look through

that same lens when we're looking at each and every student. Come on now, do you hear me out there? Am I out here by myself? We like to start every conversation with what's good for kids, and we like to end every conversation with what's good for kids. Student centered. It is about them and that's why we're here. Look at that.

As a child, you see this picture here? I was four years old. That's my mama's favorite picture. Make some noise if you love your mama. Four years old, never would she have imagined that I would be standing here with you today and I would be superintendent responsible for 210 schools, 90,000 students and families. I'm going to tell you what else she wouldn't imagine. By the time that I was 17 years old, I had been to jail twice,

hth **unboxed**

This text is an abstract from a Podcast from Season 3 of unboxed: A Journal of Adult Learning in Schools.

kicked out of the house, shelter and food insecurities, and just barely graduated from high school. She wouldn't imagine that either when she was looking at her favorite picture.

I grew up in Compton, California. That's right. Compton is in the house, but during the worst times, the '80s, the crack pandemic had just about ruined our childhoods, our promise, our dreams. History is important. I graduated from Dominguez High School in 1988, but the school was trash. That's right. The school of prison pipeline was like a well-oiled machine. We might be in class one day, juvenile hall the next. It was dysfunctional. Our teachers were burnt out. Let's just say we did not have the exemplars of deeper learning in 1988. Not to say there weren't some good souls there, but this is when I first started to understand equity.

We understood we didn't have what our brothers and sisters had across the bay in better neighborhoods, Beverly Hills or the beach areas. We knew where we were from. We knew where we were experiencing police brutality. We knew it was hard just to get to school every day. We knew that it wasn't in the cards for most of us. I heard the young brother Walter say he's happy that he made it, so many of his friends didn't. The first time I went to jail, my best friend went with me. Problem is he killed another kid when we were there. Spent the better part of his life in jail for strangling a kid he had never met prior to that. It was our circumstance. It was our circumstance, and us as teachers,

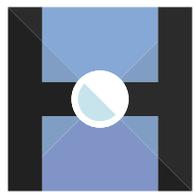
us as educators, we have to be those warm demanders that can break that cycle. Can we do that?

Because of everything that I went through during my high school years, I took a detour, brother Caleb, we to go straight. You see these planes that keep coming by try to interrupt the best part of all these beautiful people's speeches, we're right on the other side of that airport at somewhere called MCRD, Marine Corps Recruiting Depot. That's right. Changed my life. 17 years old in 1988, I was the youngest Marine in the Marine Corps. This is when I learned about leadership, commitment, and also started to travel a little bit, learn a little bit about the world that was just a little bit bigger than Compton, California. Changed my life. Teamwork, what was really important. Understanding your why about everything that you do. Shout out to all the Marines in the house.

But I had enough after four years. Some other Marines here said, "I feel you." I decided I wanted to go back and give back to my community, so I rode Cal State Long Beach, three and a half years later, I ended up in a school called Lauren Miller Elementary School where I started my teaching career...

**Listen to
the full podcast
on unboxed**





Project Based Learning

High Tech High K12 has been globally recognized as a leader in project-based learning for over 20 years. As an embedded graduate school within the K12 ecosystem, HTH GSE is uniquely positioned to design powerful professional development experiences for adult learners. Experiences are crafted within the context of a thriving project based learning community with a range of opportunities to engage in

person and virtually. Whether you are new to PBL or a veteran PBL expert, HTH GSE professional development sessions offer tools to hone your craft. One-day and multi-day sessions are led by experienced PBL teachers that weave the foundational elements of PBL with equity, social-emotional learning, and culturally responsive teaching practices.





Virtual Tours

Curious about HTH K12 schools and the GSE? Join us monthly online for a free interactive presentation about the PBL model. Don't miss this live student Q&A session.

Free
75 Cohort
Zoom
2 hours



Curated Visits

A curated visit to HTH in San Diego is an insider's view into the culture that is so foundational to PBL. Join teachers, school leaders, and students to explore the inner workings of this inspiring system.

\$250/person
30 Cohort
In-person
Single day



Project Unpacking

Deep dive into the essential components of PBL through interactive storytelling and authentic examples. Connect with HTH teachers and practice designing projects for your own context.

\$150/person
75 Cohort
Zoom
2 hours



**Experience
PBL from the
source!**



hthgse

Graduate School of Education

23/24 AT A GLANCE

AUGUST

Virtual Tour & Student Panel



SEPTEMBER

Masters in Educational Leadership Info session

IE&D Continuous Improvement 101

PBL Design Camp Fall

San Diego Teacher Residency Info session

Virtual Tour & Student Panel

Project Unpacking

Virtual Tour & Student Panel

OCTOBER

Project Unpacking

What it Takes to Become a Teacher 101



Virtual Tour & Student Panel

PBL In Action

San Diego Teacher Residency Info session

Project Unpacking

Masters in Educational Leadership Info session

NOVEMBER

DECEMBER

Project Unpacking

Deeper Learning CHINA

Virtual tour & Student Panel

Admissions Opens

Unboxed issue 25



Virtual Tour & Student Panel

OPEN CALL for Partnerships
School Redesign

PBL Design Camp
Winter

Project Unpacking

San Diego Teacher Residency Info Session

JANUARY

Masters in Educational Leadership Info Session

Virtual Tour & Student Panel

Priority Admissions Deadline

FEBRUARY

Project Unpacking

Ticket sales Close Deeper Learning Conference

DEEPER LEARNING SAN DIEGO 2024

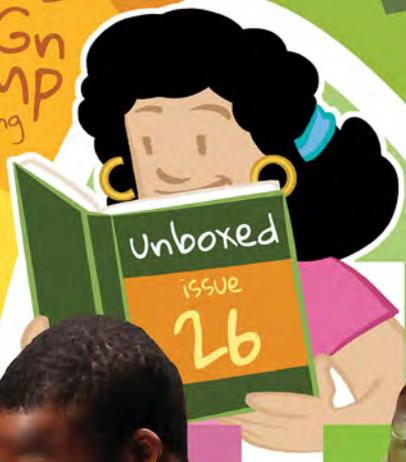
APRIL

PBL Design Camp
Spring

Virtual Tour & Student Panel

Project Unpacking

IE&D Continuous Improvement 101



Masters in Educational Leadership Info Session

Project Unpacking

San Diego Teacher Residency Info Session

Virtual Tour & Student Panel

MARCH



Project Unpacking

Graduation

JUNE

Virtual Tour & Student Panel

Deeper Learning New York

Summer Break

JULY

JANUARY

FEBRUARY

APRIL

MARCH

JUNE

JULY





PBL in Action

Experience how PBL is an inclusive learning model for all students. PBL in Action models collaboration with progressive educators that are leading the way in equity, STEM/STEAM, literacy, and arts integration. Participants will utilize a set of

instructional practices and design principles for bringing project-based learning to their classroom. This session builds community with other practitioners through SEL strategies foundational to PBL. The 3-day experience is \$1500/per participant.



“PBL in Action helped me find possibility and creativity in the work of project based teaching at a time when I needed it most.”

-Caitlin Heller *Paladin Career & Tech*



PBL Design Camp

PBL Design Camp is a collaborative and personalized experience to support participants in navigating the phases of project design. Participants dissect and analyze HTH projects to uncover essential rhythms and

structures of a project and prototype a project of their own to engage students in meaningful work. This 3-day experience is \$1500/per participant and includes Continuing Education Units (CEUs).



Want to bring PBL to your community?

Co-design your custom PBL event!

Model teaching practices for transformative learning experiences in your own educational communities.

**Find out more
about our PBL
events!**





PBL Leadership Academy

The PBL Leadership Academy is a year-long in-person and online teacher professional development program for diverse teams of California public educators committed to growing project-based learning within their schools, especially as a means to improve educational experiences for traditionally marginalized students.

If you are a California public educator who serves learners in middle school, high school, or community colleges, we encourage you to build your team and apply! Supported by the California Department of Education, PBLLA welcomes collaborative teams of four to six educators who work together to develop as PBL designers and leaders.

In the PBL Leadership Academy, you will collaboratively design, document, and share project based learning experiences grounded in your students' lives and communities.



Engage Students & Educators

Project-based learning grounds education in larger, purposeful endeavors—and students' communities and lived experiences—to facilitate dynamic growth with learners.



Build Your Design Skills

Develop your creative capacities as you design, critique, and implement original solutions with your colleagues and students to address your school-communities.



Join a Powerful Network

Join a dedicated community of educators committed to growing the practices and principles that sustain equity-focused deeper learning across California.



**Want to know more about
PBL Leadership Academy?**

Stay up to date for more PBLA

*Joining our mailing list so you can stay in the know about
next year's application.*

**Learn more about
PBL Leadership
Academy**





Improvement for Equity by Design

Do you want to learn and lead continuous improvement for equity? We provide transformative learning experiences for educators and leaders to achieve more equitable outcomes for the young people and communities they serve.

IExD offers workshops, a year-long Fellowship for network and system leaders, and a year-long Sandbox for network leadership teams. We also partner with organizations to provide coaching and customized support.

Join our introductory course

Improvement for Equity 101

Get to the root so you can get going! Learn how to identify the root causes of equity issues you care about, develop a theory of action, and move forward with high-leverage change ideas to transform your system and your work. Bring your team and jump-start your improvement journey!



**Learn and Lead
Improvement for
Equity with Us**

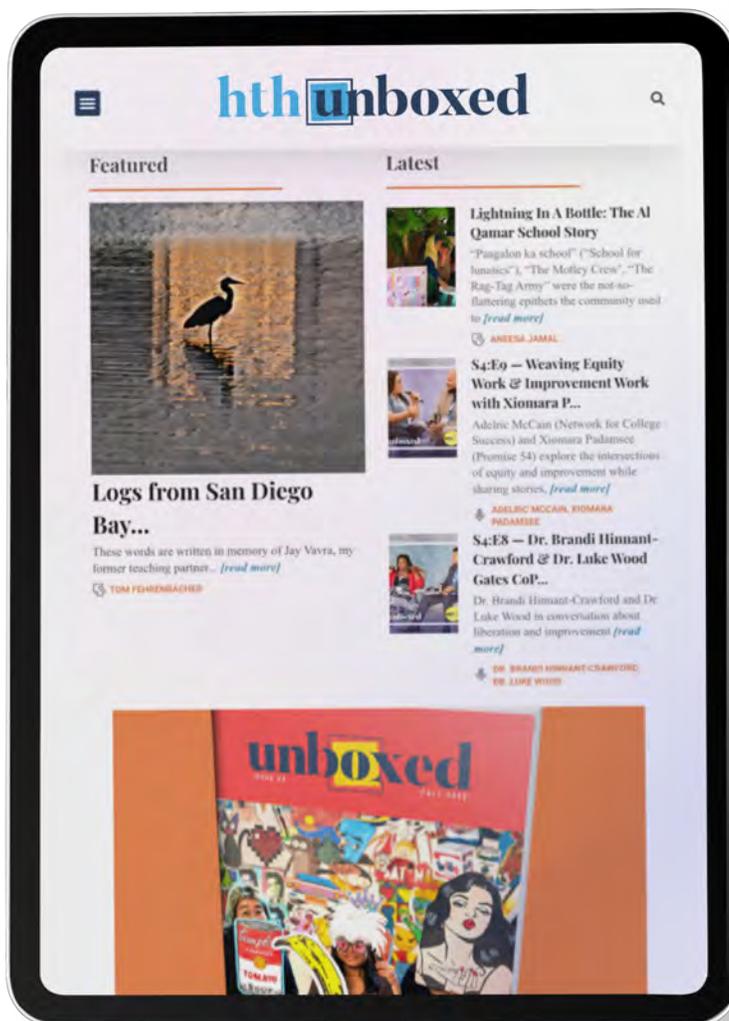




A Journal of Adult Learning in Schools

In spring 2008, the High Tech High GSE published the first issue of *unboxed*, its journal of adult learning in schools. From the beginning, our goal was to spread good ideas that can improve schools. The project cards were the first step—to make it easy to hand an idea from one teacher to another,

we designed a journal with some of the content already freed from the book’s binding. *unboxed* has grown into a media platform that produces podcasts, videos, interviews, card decks, curricular resources, and will continue to publish a semesterly journal.



Articles

Reflections, how-to guides, and arguments about PBL, deeper learning and continuous improvement, from the people doing the work.

Journal

Collections of our stories and project cards all wrapped up into a print issue, released semesterly

Podcast

Stories of learning in and out of school, and interviews with teachers, students, and school leaders.

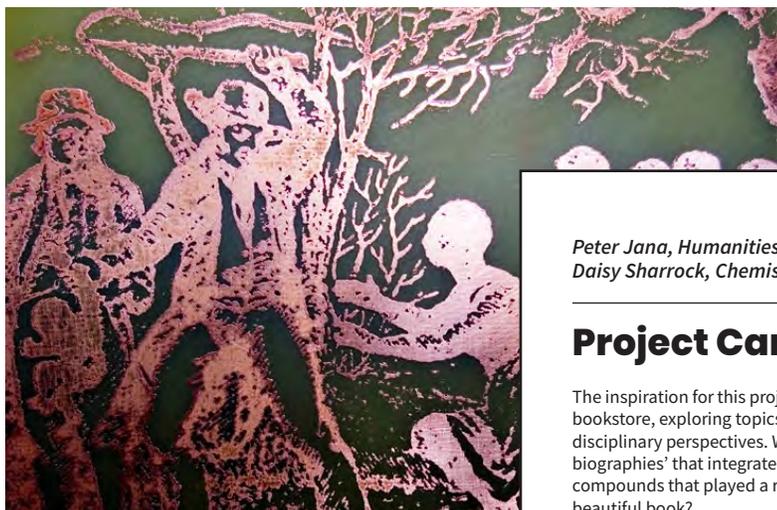
Videos

Real-life footage of PBL and continuous improvement, instructional videos, and interviews with teachers, students, and more.

Project Cards

Easy-to-share snapshots of inspiring examples of project-based learning from all of the HTH schools and schools all over the world.

Educational content for nearly every need can be found on unboxed



*Peter Jana, Humanities, High Tech High
Daisy Sharrock, Chemistry, High Tech High*

Project Card: Chemistry and Conflict

The inspiration for this project came from a “thing biography” display at a Los Angeles bookstore, exploring topics ranging from salt to political ideologies, written from various disciplinary perspectives. We asked ourselves, Why not have students create ‘thing biographies’ that integrate chemistry and history, where they study elements and chemical compounds that played a role in historical and contemporary conflicts, and produce a beautiful book?

Working in pairs, students explored connections between a historical and a modern conflict. They explored a variety of topics, from the use of uranium during the Cold War arms race to the exploitation of coltan in the Congo today. They created copper etchings, conducted library research, wrote lengthy history chapters, and developed their own mini-projects related to a contemporary conflict. They also engaged in an extensive critique and editing process and had to satisfy a student-run editorial board before teachers even read their drafts. The book was displayed at exhibition night and is available at: <http://www.blurb.com/bookstore/detail/1841770>

Teachers’ Reflection

Having an early deadline allowed us to produce physical copies of the book in time for exhibition night, and gave us a couple of weeks to conduct oral exams that served as preparation for their exhibition night presentations.

Student Reflection

My favorite part in the process of creating our final product was the editing phase. While some would find the task tedious and annoying, I found it interesting to read about the topics that the other students were exploring, watching the information in each paper grow and grow after every draft.

The amount of knowledge required to write an informed, detailed book chapter was immense. Absolute mastery of the content was necessary to meet the gold standard and get your work published. The challenge to draw connections and find lessons from a historical conflict and apply them to solve a modern day conflict was difficult, but it was satisfying to know that your solution was valid and rooted in well-researched facts.

—Wade B, 10th grade



Projects, videos, podcasts, and more!

Visit *unboxed*

Access over a decade of free education-based content and resources for you and your school community.

Check out the
latest *unboxed*
resources





Center for Love & Justice

We center our work around the students' lived experiences in their community to activate their voices, to support them in learning deeply through projects, and to make their learning public to an audience beyond the school. We have over 20 years of experience redesigning existing schools and building new ones where young folks feel seen, heard, activated, and connected to their community.

Equity Stances

Liberation

Place

Belonging

Dialogue

Democratization

Identity

We offer levels of partnership depending upon district needs:

Rooted

We develop deeply rooted relationships with our partners and co-design with students, teachers, and leadership to personalize liberatory learning in your community.

Growth

We work with your educators ready to transform learning and develop liberatory learning for all.

Seeds

We provide virtual professional development for educators around Liberatory Project Based Learning that center our Equity Stances.

We stand in solidarity with all communities to dismantle interlocking systems of oppression in our schools and co-create more vibrant and loving schools.

Call for Partnership

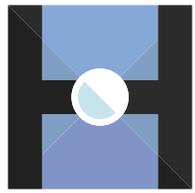
An open call for partnerships in the face of injustice

School Redesign partners with existing schools and districts to advance equity for K12 students through Liberatory PBL.



**Answer the
Open Call right
now**





Center for Research on Equity & Innovation

We build the capacity of districts, schools, and organizations to disrupt predictable patterns of success and failure by embracing an **equity-focused, user-centered approach to improvement** that harnesses and accelerates our collective learning. There are many ways to work with us: Join our IExD Fellowship for system and network leaders. Enlist a team in one of our improvement networks.

Partner with us for coaching and customized support. Attend our introductory course, Improvement for Equity 101. Use our tools and playbooks. Whatever role you are in, our goal is to support schools in building a culture of continuous improvement while making measurable progress on the issues you care about most.





**Innovate
and improve
with us**





CARPE College Access Collaborative



Transform your students' futures today! Join a network of high schools across Southern California working to ***increase the number of students furthest from opportunity who apply and enroll in colleges where they are most likely to graduate.*** You'll have access to practices that have gotten results, data for guiding your next steps, and a community of educators passionate about ensuring college access for students and families.

Evidence-based practices that get results

College Access Change Packages

Adapt our practices to your context to improve financial access and college enrollment.

**Join the
College Access
Collaborative**





CARE Middle Grades On-Track Network

Join a network of middle schools in Southern California focused on creating systems that support student belonging and engagement, in school and especially in math. Our aim is to increase the number of students who are Black, Latinx, Indigenous, or from low-income backgrounds who have a **strong academic identity** and are **on-track in 8th grade** to graduate high school and successfully enter college and career.



Systematic caring
ensures **success** is
the **only** option.

Learn more
and join the
network!





By Stacey Caillier and
Dr. Brandi Hinnant-
Crawford

Dr. Brandi Hinnant- Crawford on improvement for liberation

Stacey Caillier talks to Dr. Brandi Hinnant-Crawford about what Improvement Science looks like when equity and liberation are embedded in the PROCESS, not just the hoped-for result.

Stacey Caillier: All right. Brandi Hinnant-Crawford, I am so excited to talk with you. So just to give folks a quick introduction, you're an assistant professor of educational research at Western Carolina University. You have written a fantastic book called *Improvement Science and Education: A Primer*, which Gloria Ladson-Billings has given her stamp of approval, which is high praise indeed.

You are also a former English teacher and self-described data geek, who went on to become part of the Strategic Data Project at Harvard while you were writing your dissertation. You've been teaching master's and doctoral students how to use improvement science to tackle equity issues in education. And you've even applied it to your own personal life. Thank you so much for sharing

your wisdom with us today.

Brandi Hinnant-Crawford: Thank you so much for having me. I'll say one thing. I'm an associate professor now. I did receive tenure and promotion.

Stacey Caillier: That's a big deal. Congratulations. That's awesome.

All right. Well, fabulous. So just to get grounded in who you are, can you share with us your identity markers, how they inform how you show up in the world and your work?

Brandi Hinnant-Crawford: Absolutely. We all have so many identities, and I'm going to probably name more than what you're used to hearing, but they are all core to who I am. So I guess, first off, I'm a Black cisgender woman. I am a southerner,

hthunboxed

This text is an abstract from a Podcast from Season 3 of unboxed: A Journal of Adult Learning in Schools.

which matters, and you probably can hear the twang in my voice.

I'm a Christian, but I always like to clarify I believe in the liberatory Jesus and not the Jesus that's trying to bind people. I'm also a millennial, one of the elder millennials. So I'm— I'll be 40 in the next few years. I like '90s R&B and 2000s hip hop. I'm like stuck in between 2002 and 2010 maybe.

I'm a mom. I'm a twin mom. I'm an autism mom. And so those mom identities really frame how I see the world. And I move through the world as a plus-size woman, which has some things that come along with that.

So all of these things impact my knowledge and understanding of the world and particularly of the field of education. I was in schools when white flight happened. I'm the daughter of an educator who was also an education activist. I grew up in an activist church. All of these things play a part of who I am and how I approach everything in my life.

Stacey Caillier: Thank you so much for sharing all of that with us. That's really helpful. So how did you come to improvement science? And what was the appeal for you, or what felt new or different?

Brandi Hinnant-Crawford: I first encountered some ideas that would push me towards improvement science when I was in the Strategic Data Project. I remember, as a part of our readings, this article by Hess and Fullerton called

“The Numbers We Need.” And they were talking about balanced scorecards, but it was an aha moment in terms of, yeah, looking at achievement data it's really too late. What are the antecedents to those outcomes that we're looking at?

And so I guess, I started mulling with these ideas there. And then when I was hired at Western, they were a part of the Carnegie Project on the Education Doctorate. And it was a newly redesigned program, and they knew that they wanted improvement science to be a signature methodology. And I was hired as a methodologist. So I had to learn it.

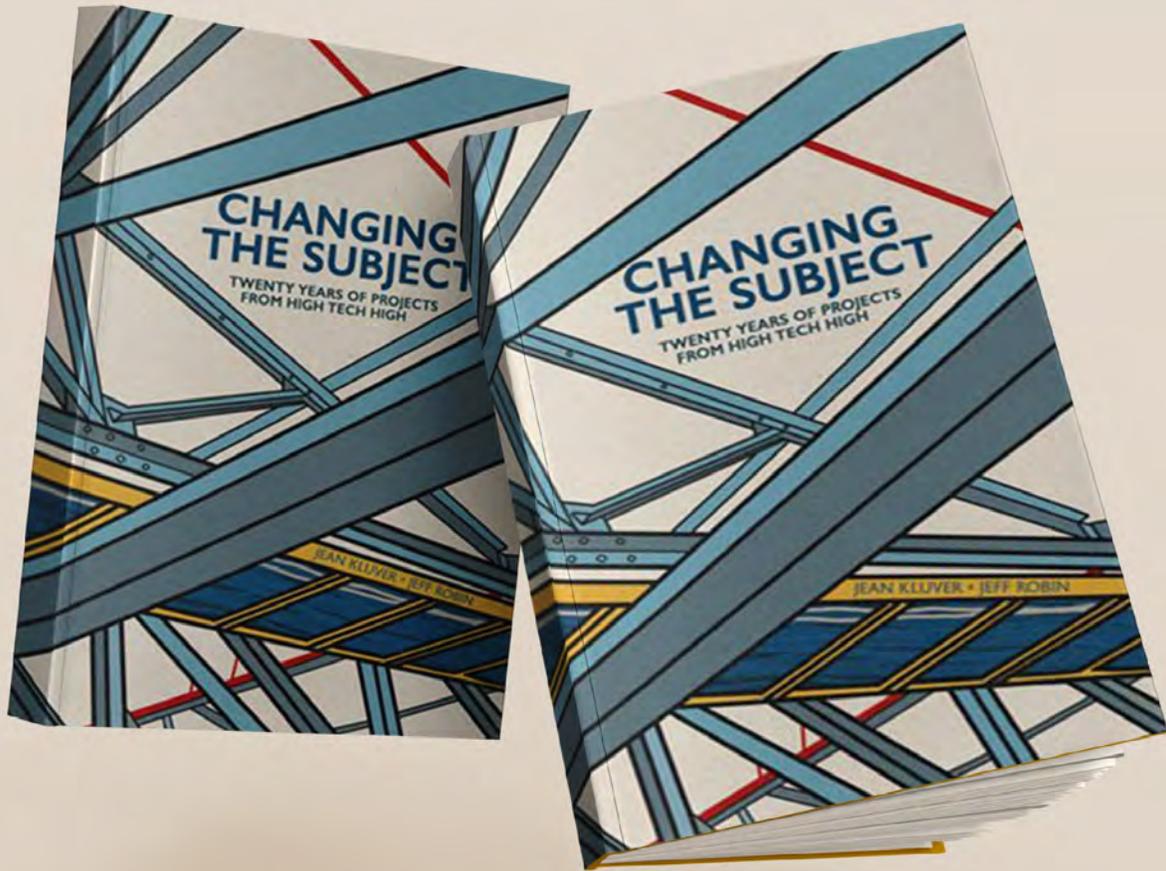
[LAUGHTER]

And so I was like, OK, let me see. And my colleague Robert Crow loves to joke that Stacey was the hard sell, because she was the traditionalist. And she was like, well, how are we sure it's valid? Is this instrument reliable? And I was.

And so I think, because I was a hard sell, I really had to make sure I understood it deeply. And so I started immersing myself in spaces that were teaching me about improvement science. And we got in the Higher Education Network which was called the HENs, run by Louis Gomez and Paul LeMahieu, where they were really trying to teach folks how to teach improvement science. But I was also learning it through that process...

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