
3A

Action

Professional Services Committee

Program Approval and Initial Institutional Approval

Executive Summary: This agenda item presents one prospective program sponsor for initial institutional approval, a single subject matter program, and six induction programs for Commission approval.

Recommended Action: That the Commission approve the application for initial institutional approval as well as the single subject matter program and six induction programs described in this agenda item.

Presenters: Helen Hawley, Consultant; Karen Sacramento, Consultant; and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

October 2007

Program Approval and Initial Institutional Approval

Introduction

This agenda item is organized in three parts. The first section presents one prospective program sponsor for initial institutional approval, the second section presents one single subject matter program submitted by an institution of higher education for single subject matter program approval, and the third section presents six induction programs submitted by local education agencies for induction program approval.

I. Initial Institutional Approval

Prior to 1995, institutions not previously approved to offer programs of professional preparation would submit a program proposal responding to the preconditions and standards of the Commission on Teacher Credentialing. If the institution was accredited by the Western Association of Schools and Colleges (WASC) or another regional accrediting body and if the response to the preconditions and standards was judged to be satisfactory, the Commission voted to give approval to the institution to begin offering one or more educator preparation programs.

With the adoption of the *Accreditation Framework* in 1995, the Commission made a distinction between “initial approval of institutions” and “initial approval of programs,” as described below.

Policies for Initial Approval of Institutions

Pursuant to California Education Code, the Commission has the authority to determine the eligibility of institutions to offer educator preparation programs and to recommend issuance of credentials to candidates completing programs of preparation. This authority also applies to other program sponsors such as school districts, who were made eligible to sponsor professional educator preparation programs through subsequent legislation.

Education Code Section 44227 (a) – The Commission may approve any institution of higher education whose teacher education program meets the standards prescribed by the Commission, to recommend to the Commission the issuance of credentials to persons who have successfully completed those programs.

Education Code Section 44372 – The powers and duties of the Commission on Teacher Credentialing regarding the accreditation system shall include the following:

- (c) Rule on the eligibility of an applicant for accreditation when the applying institution has not previously prepared educators for state certification in California, pursuant to subdivision (a) of Section 44227.

Adopted Procedures for Initial Institutional Approval and Initial Program Approval

An institution that wishes to offer a credential program in California and that has not previously been declared eligible to offer a credential preparation program must undergo a two stage initial approval process: 1) initial institutional approval, and 2) initial approval of programs as described below. The steps in the Commission's accreditation system were described in the Study Session presented to the Commission in June 2005. The agenda item may be found at: (<http://www.ctc.ca.gov/commission/agendas/2005-05/2005-05-6A.pdf>).

- 1) **Initial Institutional Approval:** The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (regional accreditation [or governing board approval], identification of position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, agreement to provide information to the Commission, etc.). Once compliance has been established, the application is brought before the Commission for *initial institutional approval*. This stage determines only an institution's *eligibility* to offer an approved program.
- 2) **Initial Approval of Programs:** Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on Accreditation for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for *initial program approval*.

Once granted initial program approval, the institution is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

Request for Initial Institutional Approval from the Bay Area School of Enterprise (BASE)

The Bay Area School of Enterprise ("BASE") has applied to the Commission for initial institutional approval with the intent to offer the Reach Teacher Intern Program (hereafter called the "Reach Intern Program"). BASE is a public charter school authorized by the Alameda Unified School District. In offering the program, BASE, as the Lead Local Education Agency, is representing a consortium of independent charter schools and/or school districts (Member Agencies). The partnership includes On The Move, Inc. ("OTM"), a public benefit non-profit agency, as well as the support of faculty advisors from schools of education including San Francisco State University; San Jose State University; University of California Berkeley; and Alliant International University.

The Reach Teacher Intern Program is an alternative teacher training program for the certification of Single and Multiple Subject teachers in small, innovative school environments. Teacher

candidates who are selected for the program will earn full-time salaries and benefits as teachers in Reach Consortium Member Agency school classrooms while pursuing a 24-month professional development teacher preparation program.

The program will provide qualified schools and school districts that are members of the Reach Intern Program Consortium with on-site teacher certification internship programs. The program will be overseen by the Reach Intern Program Steering Committee, which includes the instructional leaders and chief administrators from each member agency school, and a chairperson representing On The Move. The Reach Intern Program leaders, the Steering Committee, and the adjunct faculty advisors will constitute the Reach Intern Program Advisory Committee which will provide additional program evaluation.

The Reach Program's Consortium Partner Schools/Member Agencies:

- *Bay Area School of Enterprise (BASE), the Lead Local Education Agency and sponsor*, is a public charter school located in Alameda. Founded by a group of youth and educational leaders in 2001, BASE serves students who have been unsuccessful in traditional school settings. In May 2006, the BASE charter was unanimously re-approved through 2012 on the strength of a 34% test score growth and extensive community service. BASE is a program of Alternatives In Action, a non-profit public benefit corporation founded in 1994. Alternatives In Action also founded On The Move, Inc., the contracted lead program agency for the Reach Program. BASE is accredited by the Western Association of Schools and Colleges (WASC).
- *Dolores Huerta Learning Academy*, a public charter school, offering a K-8 dual immersion program located in Oakland's Fruitvale District, is a *co-sponsor*. Started by a group of concerned parents, DHLA was designed to specialize in meeting the unique needs of their students.
- *Oasis High School*, a public charter school, is located in downtown Oakland and is a *co-sponsor*. Founded in 2004 to give students who want to return to school the opportunity to complete their secondary education in a small learning community, Oasis focuses on low student to teacher ratios, small classes, personal advising, group and individual study, and opportunities for learning outside the classroom.
- *Escuela Popular Accelerated Learning Academy*, is a K-12 dual immersion school that educates to transform lives and is a *co-sponsor*. As a family learning center, EP-ALA's mission is to provide all students and families with the opportunity to engage in purposeful, stimulating and enriched educational experiences. Graduates of EP-ALA are bilingual and biliterate. EP-ALA is operated by Escuela Popular del Pueblo, a non-profit public benefit corporation that is the fiscal and legal sponsor of EP-ALA.
- *Escuela Popular Center for Training and Careers*, is a public charter high school that serves adult populations and is a *co-sponsor*. The program specializes in English Language Development and leads to a high school diploma. EP-CTC is operated by Escuela Popular del Pueblo, a public benefit non-profit corporation that is the fiscal and legal sponsor of EP-CTC.

The BASE has submitted a complete response to the Commission's Preconditions, Common Standards, and *Standards of Quality and Effectiveness for Preliminary Multiple and Single Subject Teaching Credentials*. The responses to the preconditions and standards were reviewed

by Commission staff and were determined to be appropriate for this first level of review. Commission action to grant initial approval will allow for the completion of the review of the multiple and single subject program proposals. When the program proposals have met all the adopted standards, the BASE programs will be forwarded to the Committee on Accreditation for further approval.

II. Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and the subject specific subject matter standards. The subject specific subject matter standards are closely aligned to the K-12 academic standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, in some cases they are completed concurrently with teacher preparation programs.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review –The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program

does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET). This report presents three single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval.

Summary Information on the Single Subject Matter Programs

California Polytechnic University, Pomona: Music

The California Polytechnic University, Pomona music subject matter preparation program aims to present a balanced view of the musical contributions of both genders and the various nationalities and ethnicities of the state's population that represent the complex tapestry of contemporary American musical life. The design of the California Polytechnic University, Pomona music program is consistent with the California K-12 Music Content Standards, embracing the five strands of the Standards: Artistic Perception, Creative Expression, Historical and Cultural Contexts that are inclusive, Aesthetic Valuing, and Relationships, Connections and Applications. The coursework students undertake guides them through the five areas in such a way as to raise questions, challenge assumptions, and engage students in a life of musical thought. The goals and objectives for all music majors include:

- Goal 1: Visually and aurally identify the basic elements of music (rhythm, melody, harmony and structure).
- Goal 2: Demonstrate keyboard competency.
- Goal 3: Demonstrate sight-reading ability.
- Goal 4: Demonstrate composition and improvisation skills.
- Goal 5: Recognize and examine compositional processes and aesthetic principles of musical style in order to evaluate the ways these shape and are shaped by artistic movements and cultural forces.
- Goal 6: Identify and describe a broad range of music literature in terms of cultural sources, principal stylistic eras, and typical genres.
- Goal 7: Formulate and defend value judgments about music in writing and orally.
- Goal 8: Demonstrate artistic mastery of assigned repertoire appropriate to their chosen performing medium.

Goal 9: Demonstrate working knowledge of technological developments applicable to musicians.

Goal 10: Develop a basic understanding of the procedures and practices in the music industry.

Goal 11: Synthesize knowledge, skills, and competencies.

An additional set of goals applies for the music education emphasis:

1. Demonstrate competency in at least one performance medium, as defined for each medium in the syllabus/course outline files.
2. Aurally and visually recognize patterns in organization of musical elements.
3. Demonstrate technological capabilities as they relate to composition, performance, analysis, teaching, and research.
4. Formulate a personal teaching philosophy.
5. Arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
6. Know traditional and current methods, materials, and repertoire available in all fields and levels of music education.
7. Know and apply evaluative techniques for assessing both the musical progress of students and the objectives and procedures of a school based music curriculum.
8. Demonstrate dynamic leadership of groups

The Subject Matter Preparation Program (SMPP) in Music at California State Polytechnic University, Pomona includes 119 quarter units of core coursework in music. The SMPP core requirement includes courses in music theory and musicianship, piano, fundamentals, music careers, music technology, studio and performance, and music history and literature. All students complete a senior project to demonstrate their musical knowledge for teaching.

III. Recommendation for Approval of Professional Teacher Induction Programs

Background

The passage of SB 2042 (Chap. 548, Stats. 1998) resulted in significant reforms in California's teacher preparation and credentialing system that were designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Professional Clear Credential for the Multiple and Single Subject credentials.

As a result, the Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the State Board of Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

Induction Program Review Procedures

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance - Working together, Commission staff members, California Department of Education staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.
2. Program Review - The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division staff, California Department of Education staff and BTSA Induction Cluster Region Directors, the external induction program experts in the region. Professional Services staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program sponsor in responding to reviewer feedback and requests for information.

Induction Programs Submitted for Consideration

This report presents the following BTSA Induction programs for Commission approval. All the programs have all been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panel and, as such, are recommended to the Commission for approval.

- High Tech High Charter Schools Professional Beginning Teacher Support and Assessment Induction Program
- Irvine Unified School District (IUSD) Professional Beginning Teacher Support and Assessment Induction Program
- REACH Professional Beginning Teacher Support and Assessment Teacher Induction Program
- San Mateo-Foster City School District (SMFCSD) Professional Beginning Teacher Support and Assessment Teacher Induction Program
- SIATech Charter School Professional Beginning Teacher Support and Assessment Induction Program
- Washington Unified School District (WUSD) Professional Beginning Teacher Support and Assessment Teacher Induction Program

Summary Information on the Professional Teacher Induction Programs Recommended for Approval

The *High Tech High Charter Schools Professional Beginning Teacher Support and Induction Program* will serve teachers in the growing network of High Tech High Public Charter Schools. Currently, High Tech High Charter Schools operates five high schools, two middle schools, and an elementary school, with an additional 4-6 schools anticipated to be opened in California over the next 5-7 years. The affiliated districts are San Diego Unified School District and Statewide Benefit Charter (SBC) High Tech High, the State Charter entity under which the schools operate.

The High Tech High Charter Schools Professional Beginning Teacher Support and Induction Program lead partner is the University of California, Santa Cruz New Teacher Center. The High Tech High Charter Schools Professional Beginning Teacher Support and Induction Program will utilize the University of California, Santa Cruz New Teacher Center's Formative Assessment System (FAS) model to support and assess beginning teachers. The High Tech High Charter Schools Professional Beginning Teacher Support and Induction Program also works with University of San Diego, which serves on the program advisory panel, as well as with BTSA Induction Cluster 5 Regional Directors on the implementation and evaluation of their program.

The High Tech High Charter Schools Professional Beginning Teacher Support and Induction Program provides a direct link to teacher preparation with its own approved High Tech High Charter Schools Teacher Intern Program. As an Induction Program Sponsor, High Tech High Charter Schools will be able to offer a bridge to its 35 new teachers around teacher preparation and ongoing development across the Learning to Teach Continuum.

The *Irvine Unified School District Professional Beginning Teacher Support and Assessment Induction Program* is a progression of the past partnership with the Orange County Department of Education BTSA Consortium over the past three years and the University of California, Irvine, BTSA program from 1995 to 2003.

The IUSD is a single district Professional Beginning Teacher Support and Assessment Induction Program comprised of a community of learners committed to providing a high quality educational experience for students. IUSD educates a diverse K-12 student population of over 25,000 in 22 elementary schools, 5 middle schools, 4 comprehensive high schools, and 1 continuation high school, with over 70 languages spoken. IUSD has nationally recognized schools, student performance well-above state and national comparisons, no low performing schools, and comprehensive programs in academics, the arts, and athletics.

In 2007-2008, IUSD will serve approximately 130 new teachers and 85 support providers within the Professional Beginning Teacher Support and Assessment Induction Program. IUSD utilizes the California Formative Assessment and Support System for Teachers (CFASST) as their formative assessment system and offers continuing education opportunities through Chapman University and Concordia University. The district's strategic plan is driven by their mission of enabling all students to become contributing members of society, empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world.

The ***Reach Professional Beginning Teacher Support and Assessment Induction Program*** is a consortium of independent charter schools. The program is sponsored by the Bay Area School of Enterprise (BASE), a public charter high school, by and through Alternatives in Action, BASE's sponsoring non-profit entity (BASE/AIA). The program is co-sponsored by On The Move, a public benefit non-profit agency that specializes in fostering emerging leadership and which has been working with leaders in schools from across the Bay Area since 2004.

The Reach Professional Beginning Teacher Support and Assessment Induction Program Consortium includes charter schools from Alameda and Santa Clara counties. Consortium Partners include: Bay Area School of Enterprise (BASE), the Lead Local Education Agency, which is a public charter school located in Alameda and authorized by Alameda Unified School District; Dolores Huerta Learning Academy, a public charter school and a K-8 dual language program located in Oakland's Fruitvale District and authorized by Oakland Unified School District; Oasis High School, a public charter high school located in downtown Oakland and authorized by Oakland Unified School District; Escuela Popular Accelerated Learning Academy, a K-12 dual language school located in east San Jose and authorized by East Side Union High School District; and Escuela Popular Center for Training and Careers, a public charter high school located in downtown San Jose and authorized by East Side Union High School District. While each of these schools is unique, each specializes in serving student populations that are traditionally underserved or "at risk" in the schooling system. Personalization, high expectations, choice, and college preparation are the hallmarks of all the Reach Consortium schools.

The Reach Professional Beginning Teacher Support and Assessment Induction Program has contracted with a team of adjunct faculty who helped to design the program and who will serve as advisors, seminar instructors, and members of the advisory committee. Adjunct faculty members include professors of education from San Jose State University; San Francisco State University; University of California, Berkeley; and Alliant International University. Additionally, the team includes former professors of education from Mills College and Harvard University.

The Reach Professional Beginning Teacher Support and Assessment Induction Program will begin serving 22 participating teachers in the 2007-2008 school year. The program will utilize the University of California, Santa Cruz New Teacher Center's FAS model of formative assessment to support and assess beginning teachers.

The ***San Mateo-Foster City School District Professional Beginning Teacher Support and Assessment Induction Program*** is a single district BTSA Induction program. The program offers new teachers a comprehensive BTSA Induction program designed to meet the needs of new teachers within the San Mateo-Foster City School District. The SMFCSD offers participants a program that incorporates the wide range of professional development offered to all teachers with the SMFCSD. It provides 102 participating teachers with the ability to self-select, under advisement of Support Providers, options of seminar, workshop, and university coursework to complete the required training of their induction program.

The SMFCSD employs a number of academic instructional coaches in the areas of special education, math, science, technology, and language arts. Some of these coaches serve part time

as BTSAs Induction Support Providers. The District also employs full time, retired, and part-time release BTSAs Induction coaches who serve as Support Providers. The San Mateo-Foster City School District Professional Beginning Teacher Support and Assessment Induction Program uses the University of California, Santa Cruz New Teacher Centers FAS model of formative assessment to support and assess beginning teachers. With these levels of highly qualified support structures, the SMFCSD offers a number of in-house staff development opportunities in the areas of: literacy, K-5 and middle school science, English language learners, and mathematics.

The SMFCSD Professional Beginning Teacher Support and Assessment Induction Program partners with the following institutions of higher education and agencies to provide a comprehensive induction program to new teachers:

- University of Santa Cruz New Teacher Project
- San Jose State University Teacher Collaborative
- San Mateo County Office of Education
- Chapman University
- University of the Pacific
- Noyce Foundation

The ***SIATech Professional Beginning Teacher Support and Assessment Induction Program*** is a single district charter school operating under the Vista Unified School District with sites throughout California in the following areas:

- The Inland Empire region, affiliated with San Bernardino City Unified School
- Long Beach, affiliated with the Long Beach Unified School District
- Los Angeles, affiliated with the Los Angeles Unified School District
- Sacramento, affiliated with the Sacramento City Unified School District
- San Diego, affiliated with the Sweetwater School District
- San Jose, affiliated with the Alum Rock School District and East Side High School District
- Treasure Island, affiliated with the San Francisco Unified School District

SIATech offers a unique educational program specifically designed as an alternative to traditional high schools. SIATech provides a rigorous core academic curriculum coupled with an electives program emphasizing workplace readiness and vocational certification. This program is possible because of a partnership with the federal Job Corps program. Both programs share a common goal of improving the life of the severely at-risk students, who are considered “at-risk,” enabling them to both earn a high school diploma and successfully enter the workplace, military service, and higher education. All stakeholders are involved in the formation and implementation of SIATech’s vision for student learning: “Real Learning for Real Life.” This vision encompasses the four core academic areas (with an emphasis on literacy and numeracy), technological skills, and career preparation.

The unique partnership between SIATech and Job Corps allows disadvantaged youth the opportunity to complete their secondary education in a technology-rich, classroom-based

environment that supports academic achievement, vocational training, and workplace readiness. The use of a high-tech, motivating, integrated curriculum that is competency-based provides incentive for students to build their skill set and achieve their goals. SIATech's integrated ConTech Learning Strategies academic curriculum embeds California content standards into industry-standard software programs such as Microsoft Office Suite, AutoCAD 2000, Macromedia Flash and Adobe. This custom curriculum requires that students learn to manipulate these software applications in order to move through the learning activities. Competency is demonstrated in benchmark assessments and culminates in the presentation of five Senior projects that represent student learning. Students leave SIATech with a solid academic knowledge base as well as marketable technical skills and a high school diploma.

The SIATech Professional Beginning Teacher Support and Assessment Induction Program worked in partnership with the North Coast Professional Beginning Teacher Support and Assessment Induction Program from 2005-2007 to support new teachers. In the 2007-08 year it will work with higher education partner California State University, San Marcos and will utilize the CFASST formative assessment system to support and assess nine participating teachers.

The *Washington Unified School District Professional Beginning Teacher Support and Assessment Induction Program* focuses on the challenges that face the district, and includes a heavy emphasis on effective instruction for children learning English and children in poverty. The support provider model offered by the program provides intensive weekly classroom observations and collaborative conversation between the support provider and beginning teachers followed by individualized support for classroom challenges. In addition to extensive work with support providers, beginning teachers participate in seminars tailored to their immediate needs.

The WUSD Professional Beginning Teacher Support and Assessment Induction Program utilizes the University of California, Santa Cruz New Teacher Centers FAS model of formative assessment to support and assess beginning teachers. The program currently serves approximately 47 beginning teachers and works in partnership with California State University, Sacramento; University of California, Davis; Sacramento County Office of Education; and Yolo County Office of Education to provide support across the learning to teach continuum and professional development for beginning teachers.

Recommendations

Based upon a determination by a review panel that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

Initial Institutional Approval

Bay Area School of Enterprise (BASE)

Single Subject Matter Programs

California Polytechnic University, Pomona: Music

Induction Programs

- High Tech High Charter Schools Professional Beginning Teacher Support and Assessment Induction Program

- The Irvine Unified School District (IUSD) Professional Beginning Teacher Support and Assessment Induction Program
- REACH Professional Beginning Teacher Support and Assessment Teacher Induction Program
- San Mateo-Foster City School District (SMFCSD) Professional Beginning Teacher Support and Assessment Teacher Induction Program
- SIATech Charter School Professional Beginning Teacher Support and Assessment Induction Program
- Washington Unified School District (WUSD) Professional Beginning Teacher Support and Assessment Teacher Induction Program