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# 3G

## Action

### *Educator Preparation Committee*

### **Initial Institutional Approval – Stage II: Eligibility Requirements for Gateway High School**

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**Executive Summary:** This agenda item presents, as part of the Initial Institutional Approval process, Gateway High School’s responses to the Eligibility Requirements for consideration and possible approval by the Commission.

**Recommended Action:** That the Commission review the responses to the Eligibility Requirements and determine if the institution may move forward in the Initial Institutional Approval process.

**Presenter:** Michele Williams-George, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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## **Initial Institutional Approval – Stage II: Eligibility Requirements for Gateway High School**

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### **Introduction**

This agenda item presents for consideration one Local Education Agency (LEA) seeking to become a program sponsor through the Initial Institutional Approval (IIA) process. The LEA, Gateway High School (GHS), seeks IIA in order to offer a teacher induction program. GHS has submitted responses to the Eligibility Requirements for consideration and possible approval by the Commission on Teacher Credentialing (Commission). GHS is a public charter high school.

In 1998, a group of six parents founded Gateway High School as a school that would be a “gateway” to college for all students regardless of race, income, or learning style. Gateway High School is a college preparatory, public charter school in San Francisco, based on the paired principles that all students can learn at high levels and that all students learn differently. Gateway Middle School was opened in 2011 to expand Gateway’s reach and impact. Gateway Middle School supports the unique needs of middle school students and diverse learners so they can succeed in any rigorous college-preparatory program. The campuses work very closely and collaborate often. Both schools identify a common commitment to serve a student body that reflects the diversity of San Francisco including a special emphasis on students with diagnosed learning disabilities and helping each student attend and succeed in college.

The two campuses are located within four blocks of each other in the Western Edition neighborhood of San Francisco. Of the 800 current students, 75% are students of color, 52% fall below the poverty line, 40% are the first in their family to attend college, and 25% have a diagnosed learning difference.

It is an important reminder that approval of the institution for Stage II does not permit the institution to offer an educator preparation program that leads to a credential or license. Approval of Stage II allows an institution to move forward to Stage III in which Common Standards and Preconditions will be submitted for review. In addition, although there is important information about the proposed program contained in the submission for Stage II, review of the Common Standards and applicable program Preconditions and standards will occur in subsequent stages.

### **Background**

California law provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California’s public schools. Among other responsibilities, Education Code section 44372(c) sets forth the Commission’s responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation.

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's IIA process. At the December 2015 Commission meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. A chart detailing the five stages of the IIA process is provided on the following page.

### **Gateway High School**

Gateway High School seeks initial institutional approval in order to offer a teacher induction program. Summaries and excerpts of GHS's responses to the twelve [Eligibility Requirement Criteria](#) are provided below. GHS's full response is also available on the [Gateway High School Induction Program website](#) under the IIA Application tab. Criteria 1 through 9 have been reviewed by staff and a recommendation has been provided. Criteria 10, 11, and 12 have been summarized for the Commission's review and consideration.

### Five Stages of the Initial Institutional Approval Process

Gateway High School is seeking approval of Stage II in order to be eligible for Stage III as highlighted in the chart below.

IIA Process	Stage I	Stage II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional Site Visit
<b>Purpose</b>	Ensures legal eligibility of institution in California  Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions  Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
<b>Requirements</b>	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: <ul style="list-style-type: none"><li>12 Eligibility Criteria</li></ul>	Submit responses to: <ul style="list-style-type: none"><li>Preconditions</li><li>Common Standards</li></ul>	Submit responses to: <ul style="list-style-type: none"><li>Program Standards</li></ul>	Institution must: <ul style="list-style-type: none"><li>Collect data</li><li>Host provisional site visit</li></ul>
<b>Reviewed By</b>	Staff	Staff	<b>Preconditions:</b> Staff <b>Common Standards:</b> BIR	BIR	Site Visit Team & COA
<b>Authority</b>	Staff	Commission	Commission	COA	Commission
<b>Decision</b>	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny Approval
<b>IIA Status*</b>	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

\*At conclusion of stage

\*\*Institutionally approved but cannot offer programs

\*\*\*May begin offering approved program

## Criterion 1 through 9

*In accordance with the Commission adopted process for determining eligibility for Initial Institutional Approval, Eligibility Criteria 1-9, as follows, includes a staff review and recommendation.*

### Criterion 1: Responsibility and Authority

Staff Recommendation: Aligned

- Gateway High School is proposing to offer a teacher induction program.
- The Induction Program Director will be responsible for the day-to-day operations of the program. This position will be held by Donna Hyatt Scarlett and this position will report to the Director of Schools and Partnerships at Gateway High School, Aaron Watson. The Director of Schools and Partnerships will be responsible for ongoing oversight of Gateway High School the Teacher Induction Program.
- Gateway High School has submitted a complete organizational chart for the teacher induction program.
- Gateway High School assures that the duties related to credential recommendations will be performed only by employees of Gateway High School and that these individuals will take part in the Commission training related to the recommendation process. The institution has identified the Administrative Associate and Credential Analyst as the individuals who will be responsible for credential recommendations.

### Criterion 2: Lawful Practices

Staff Recommendation: Aligned

- A non-discrimination policy for the institution's **employees** is provided on the Gateway High School website.
- A non-discrimination policy for the institution's **candidates** is provided on the Gateway Induction Program website.

### Criterion 3: Commission Assurances and Compliance

Staff Recommendation: Aligned

- Gateway High School provided a statement of assurance signed by the Director of Schools and Partnerships, Aaron Watson, that states the institution:
  - a) Will comply with all preconditions,
  - b) Will submit all data reports and accreditation documents,
  - c) Will cooperate in an evaluation of the program by an external team or monitoring of the program by Commission staff,
  - d) Will participate fully in the Commission's accreditation system and submission timelines, and

- e) In the event the program closes, will offer the program and meet all adopted standards until the candidate completes, withdraws, is dropped, or is admitted to another program.

#### **Criterion 4: Requests for Data**

Staff Recommendation: Aligned

- Donna Hyatt Scarlett, Gateway High School's Induction Program Director, is identified as the qualified officer responsible for reporting and responding to all requests for data within timeframes specified by the Commission.

#### **Criterion 5: Grievance Process**

Staff Recommendation: Aligned

- Gateway High School has provided a grievance process which will be accessible to all candidates and applicants on the Gateway Induction Program website as well as in the Gateway Induction Handbook.
- Candidates will receive the Grievance Policy before the Gateway Induction New Candidate Orientation session so they can come to the orientation session with questions. Candidates will then review and sign the document at the orientation session, indicating that they have read and understand the policy as well as next steps in the event they have a grievance during their induction experience.

#### **Criterion 6: Communication and Information**

Staff Recommendation: Aligned

- Information regarding Gateway High School and the Gateway Induction Program will be easily accessible to the public through the GHS webpage without the requirement of log in information.
- Gateway High School will make public the mission, governance, administration, and admission procedures for Gateway Induction Program through the induction program website which is linked from the Gateway High School webpage.
- Information will be made available through the Gateway Induction Program website as well as the Gateway Induction Handbook.

#### **Criterion 7: Student Records Management, Access, and Security**

Staff Recommendation: Aligned

- The Gateway Induction Program will use a digital system to maintain and retain student records. Candidates will have access through the digital system to transcripts and/or other documents for the purpose of verifying academic units and program completion. The Gateway Induction Program Director or their designee (e.g., the Induction Program

Administrative Associate and Credential Analyst) will be able to provide records to candidates upon request.

- For the purpose of verifying academic units and program completion, candidates can request a copy of their records through the Gateway Induction Program Director or a designee (e.g., the Induction Program Administrative Associate and Credential Analyst).
- Candidate records will be maintained on the secure database system at Gateway High School, and any paper records will be kept in a locked cabinet in the Director of Schools and Partnerships Office at Gateway High School. The office of the Director of Schools and Partnerships Office at Gateway High School is locked when not in use and is not accessible by the public.

### **Criterion 8: Disclosure**

Staff Recommendation: Aligned

- The Gateway Induction Program will offer two program delivery models: in-person and virtual/hybrid. The intent is to provide primarily in-person programming while taking advantage of the flexibility and benefits of virtual learning and support for candidates.
- The Gateway Induction Program will provide in-person induction programming at the following locations:
  - Gateway High School: 1430 Scott Street, San Francisco, CA 94115
  - Gateway Middle School: 1512 Golden Gate Avenue, San Francisco, CA 94115
- The Gateway Induction Program does not propose to use outside organizations to provide direct educational services for the induction program.

### **Criterion 9: Veracity in all Claims and Documentation Submitted**

Staff Recommendation: Aligned

- An assurance signed by the Director of Schools and Partnerships, Aaron Watson, has been submitted attesting to the veracity of all statements and documentation submitted to the Commission. The letter also attests to Gateway High School's understanding that a lack of veracity is a cause for denial of Initial Institutional Approval.

## Criterion 10, 11, and 12

*In accordance with the Commission approved process for determining eligibility for Initial Institutional Approval, [Eligibility Criteria 10-12](#) include a staff summary of the institution's submission, but do not include a staff recommendation.*

### Criterion 10: Mission and Vision

Gateway High School's teacher induction program's mission and vision are listed below. They are also posted on the Gateway Induction Program website's [home page](#) for candidates and the public as are other institutional documents, such as the Gateway Induction Handbook, the Program Overview for Candidates and Mentors, and the Induction Orientation Slide Deck.

#### Mission and Vision

- The Gateway Induction Program is dedicated to improving public education by preparing reflective, equity-centered practitioners. The program sees all California TK-12 teachers as agents of transformative change in schools and its approach to educator preparation and professional learning are aligned with the same five principles that grounds its approach to student learning and growth:
  - Reflective practitioners: By building on individual strengths and becoming reflective practitioners, teachers can develop their teaching practice and impact students' educational outcomes.
  - Focus on agency and growth mindsets: The program's growth mindset learning orientation for teachers empowers them to, in turn, create a growth mindset learning environment for students. The induction program's commitment to fostering student agency is reflected in its support for educators to grow as reflective learners and agents of change in schools.
  - Grounded in an equity-focus: Gateway Induction Program's commitment to equity, inclusive practices, and anti-racist practices underlies how teachers plan curriculum and instruction and build relationships with students, families and colleagues in both classrooms and the school community.
  - Collaborative learning: The Gateway Induction Program asserts that collaboration is essential to learning for students and educators. To support effective collaboration for students, the program facilitates effective collaboration for teachers. It provides teachers with opportunities to participate in professional learning communities that collaboratively plan curriculum, assess student learning, and develop strategies for increasing student success.
  - Inquiry-based, job-embedded learning and growth: The Gateway Induction Program asserts that professional development is most effective when embedded in teachers' work within their classrooms and schools and should follow arcs of inquiry. In support of this assertion, teacher learning cycles within the program mirror the same goal setting, implementation, reflection, differentiation and outcomes-based assessment processes that is expected of students. In this way teachers are continually reconnecting with their students' learning experience as they simultaneously deepen their pedagogical knowledge, skills, and habits.



- The proposed teacher induction program mission and vision exemplify Gateway Induction Program’s commitment to California’s adopted state standards and frameworks through the provision of high quality, research-based professional development that is in alignment with the California Standards for the Teaching Profession. This work is anchored in Korthagen’s Core Reflection model of teaching and learning which contends that teachers experience optimal learning when they engage in self-directed learning and job-embedded practice that is anchored in ongoing reflection. Collaborative work between the teacher candidate and mentor on the Individual Learning Plan (ILP) illustrates that commitment.
- Gateway induction program’s commitment to supporting the needs of California’s diverse student populations is represented in its integration of inclusive and anti-racist practices into curriculum planning instruction as well as its focus on culturally responsive teaching (CRT) competencies. These strategies will help support the full range of California TK-12 learners in the diverse schools of the Bay Area and California as a whole.

### **Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation**

Gateway High School is now pursuing its own teacher induction program because the institution perceives a need to support new teachers through a program that is aligned with their unique mission and vision to prepare reflective, equity-centered practitioners who can effectively teach the full range of learners in the diverse, urban public schools of the Bay Area. Their goal is to provide an induction program experience that is tailored specifically to the diverse context of Gateway High School and Gateway Middle School and ultimately provide induction services for other similarly diverse school partners in San Francisco and the broader Bay Area.

- Gateway High School has participated as a partner with a variety of induction programs over the past 20 years as well as other more recent teacher development partnerships. GHS’s more extensive partnerships include the following:
  - For the past 10 years, GHS has partnered with the Bay Area School of Enterprise (Reach Institute for School Leadership) program for both teacher induction services and training for instructional coaches and mentors who support both new and veteran teachers in demonstrating growth and competencies.
  - Gateway High School has also partnered with University of San Francisco, Stanford University, and University of California at Berkeley teacher education programs to support new teachers in their student teaching placements. Through these partnerships, GHS has gained extensive experience with teacher education programs. The more recent teacher development partnerships include:
    - For the last five years, Gateway High School has been a member of the Facing History and Ourselves Partner Schools Network. Through this partnership, both veteran and new teachers engage in on-site and external professional development to support equitable teaching practices for teachers at all levels of experience.
    - In the last two years, Gateway High School and Gateway Middle School have collaborated with Stanford’s Teacher Education Program and Facing History and Ourselves to sponsor the annual Powerful Learners Conference.

- Gateway High School has supported both new and veteran teachers through Gateway Impact which is a platform for sharing tools, curriculum, and best practices. The focus of the platform is to support teachers as they learn to integrate non-cognitive, student agency skills such as critical thinking and effective communication into their current instructional practice. As a free educator professional development platform sponsored by Gateway Public Schools, Gateway Impact is also a forum for collaboration and conversation between all staff (teachers and administrators) across both Gateway campuses as well as schools in the greater Bay Area and beyond.
- Gateway High School has posted the third-party invitation for comments on the Gateway Induction Program website where the public and all stakeholders can access it. No comments have been received at this time.
- As required by this criterion, staff researched the possibility of any additional available information relevant to Gateway High School's application for IIA and found none.

### **Criterion 12: Capacity and Resources**

- As the body of financial governance for Gateway High School, Gateway Public Schools has provided evidence that it is prepared to start and sustain support for the Gateway Induction Program as sponsored by Gateway High School. As evidence of that capacity and its resources, Gateway Public Schools has provided a copy of its most recent audited budget dated 2020/2021 as well as a copy of a proposed operations budget for the years of 2022-2023, 2023-2024, and 2024-2025. The intent of GHS's induction program is to provide induction services for Gateway High School and Gateway Middle School for the first year of implementation and then offer induction services to other area schools as the program becomes more established. Gateway Public Schools' proposed operation budgets support this intent.
- Gateway High School has also detailed within its submission the facility resources that will be available for its candidates. For physical facilities, the Gateway Induction Program will have access to the Gateway High School and Gateway Middle School facilities for program meetings, offices, and professional development. In addition, the Gateway Induction Program will use Google Suite and Google Classroom as the primary digital learning platform for candidates.
- Within the submission document, Gateway High School has also identified the job responsibilities and minimum qualifications for the program personnel and instructional support. Gateway High School's personnel and instructional support for the induction program will consist of the following:
  - Gateway Induction Program Director
  - Gateway Induction Program Mentors
  - Gateway Induction Program Administrative Associate and Credential Analyst
- For the purpose of fieldwork, the Gateway Induction Program will initially place appropriate candidates at the Gateway High School campus and will partner with Gateway Middle School to provide placements in grades 6–8. The intent is to offer induction services to other area schools after the first year of implementation.

**Staff Recommendation**

Staff recommends that the Commission consider the responses to the Eligibility Requirements submitted by Gateway High School and grant eligibility.

Granting eligibility would allow Gateway High School to move forward to Stage III of the IIA process in which responses to the Preconditions and the Common Standards are submitted for review. Approval of Stage II will not authorize Gateway High School to offer an educator preparation program that leads to a credential or license, such as the teacher induction program.

If the Commission grants Eligibility, it may identify topics that it will be looking for in Stage III. If the Commission denies Eligibility, it may identify what it sees as missing in the current submission in the event the institution decides to continue to work toward institutional approval.

**Next Steps**

Based on the Commission's action, staff will take appropriate next steps related to the option chosen.