
2A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Gateway High School

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, Gateway High School’s responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval by the Commission.

Recommended Action: That the Commission grant Provisional Approval to Gateway High School and set the Provisional Approval period to be three years.

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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.

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Gateway High School

Introduction

This agenda item presents, as a part of Stage III of the Initial Institutional Approval (IIA) process, Gateway High School's responses to relevant Preconditions and the Common Standards for consideration of Provisional Institutional Approval by the Commission on Teacher Credentialing (Commission). All Preconditions have been reviewed by staff and have been determined to be met. All Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been determined to be aligned. If granted Provisional Institutional Approval, the next step in the process would be the review of Gateway High School's response to the Program Standards by a BIR team. When these reviewers determine that the Program Standards are aligned, the proposed program will be considered for Provisional Program Approval by the Committee on Accreditation (COA). If approved, the institution may offer the program for the time period specified by the Commission.

Background

California Education Code §44372(c), 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. The Commission has established the IIA process whereby an institution seeking to offer educator preparation program(s) in California must satisfactorily complete five stages to be approved as a program sponsor.

At the December 2015 Commission meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. The process requires the satisfactory completion of five approval stages. The submission of Common Standards and Preconditions is Stage III of the five-stage process, as indicated in the highlighted column of the chart on the following page. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are found to be aligned by a BIR team and the proposed program is approved by the COA in Stage IV.

Initial Institutional Approval: Five Stages Chart

Gateway High School is seeking approval of 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
Purpose	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
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team
Authority	Staff	Commission	Commission	COA	Commission
Decision	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. Retain Provisional Approval with Additional Requirements 3. Deny Approval
IIA Status*	Approved	Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally-approved but cannot offer programs

***May begin offering approved programs

Gateway High School

Gateway High School (GHS) completed Stages I and II of the IIA process and was approved as an eligible institution by the Commission at its [June 2022](#) meeting. This action allowed GHS to move forward to Stage III in which responses to Preconditions and Common Standards were submitted, as linked in this item. Currently, GHS seeks Provisional Institutional Approval from the Commission. The GHS application states that the institution intends to offer a teacher induction program and will next seek Stage IV, Provisional Program Approval from the COA.

Stage III: Review to Determine Alignment with Preconditions and Common Standards

In keeping with the Commission's process for IIA, Gateway High School submitted its responses to the Initial Program Preconditions, Teacher Induction program preconditions, and the Common Standards. The responses to Preconditions have been reviewed by Commission staff and have been found to be met. Two BIR members reviewed the responses to Common Standards and have found them to be aligned.

Summaries of GHS's responses to Preconditions and the Common Standards are included in this agenda item. The [complete Stage III submission of GHS's responses](#) is available on their website. It is important to remember that although the Preconditions and Common Standards in this agenda item can provide some indication of the design of the program the institution proposes to offer, detailed program information will be provided in the institution's responses to the program standards in Stage IV of the IIA process. The responses to the Program Standards will be reviewed by a team of qualified individuals to determine alignment to the Commission-approved program standards. Once reviewers have determined that the responses are aligned to the program standards, an agenda item will be brought to the COA for approval or denial of the proposed program.

Initial Program Preconditions

(1) Demonstration of Need

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

Gateway High School (GHS) provided an analysis of teachers and appropriate credentials within their own district, San Francisco Unified School District (SFUSD). Their analysis shows 13% of all teachers in the district were first- or second-year teachers. GHS anticipates 8 to 15% of their own teacher population will be new teachers needing induction. While SFUSD does provide induction services, the district program typically has approximately 500 candidates each year. GHS's intent is to provide a smaller, more focused induction program. As identified in their [mission and vision statements](#) (Eligibility Requirement 10), GHS believes anchoring an induction program in their unique combination of philosophical and theoretical approaches will create reflective, equity-centered practitioners who are able to establish trusting relationships with students while focusing on addressing implicit and systemic bias and assessing the impact of teaching practices, so that all students are provided an equitable, high-quality education. Gateway High School has secured letters of support from schools with hiring needs similar to their own and SFUSD which endorse the development of an equity-focused induction program to support their new teachers. These schools are New School of San Francisco which anticipates 12 to 15% of their teaching staff will be new teachers and Gateway Middle School which anticipates up to 20% of their staff will be new teachers. The combination of local need and the overall teacher shortage, which is forecasted to continue for several years, causes GHS to anticipate an accompanying need to support new teachers for the foreseeable future.

(2) Collaboration in Program Design and Implementation

To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

While meetings of various constituent groups (mentors, candidates, site administrators, etc.) will occur weekly, monthly, or quarterly, GHS intends primary collaboration for implementation and continuous improvement of the teacher induction program to occur through the Gateway Induction Leadership Team. The leadership team will gather input from these constituent groups and twice yearly assess that input and take action to improve the program. Gateway High School has established collaborative partnership agreements with San Jose State University and the New School of San Francisco which establishes that each partner will provide a representative to participate on the Gateway Induction Leadership Team. Gateway High School has also developed a [continuous improvement document](#) identifying the cycle of continuous improvement and the role each constituent group will have in the process.

Program Preconditions (Gateway High School)

- 1) *Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 1, Gateway High School demonstrates how the teacher induction program will be a two-year, job-embedded program for California teachers holding preliminary teaching credentials. The program design requires mentors to provide eligible teacher candidates with one-on-one support that is differentiated, individualized, and comprehensive, beginning in their first year of teaching in the induction program. These components of the program design are identified on the program website as well as in the Induction Program Handbook.

- 2) *The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 2, Gateway High School has designed the program for mentor matches to be made within the first 30 days of program enrollment with the intention of mentors beginning work with teacher candidates on or before the candidate's first day of school. GHS is committed to having site-based mentors who are matched according to credentials held and grade level and/or subject area. This requirement is identified on the

Memorandum of Understanding (MOU) created for educational partners (those institutions in the educational community that work with GHS to design, implement, and assess the induction program). If a grade-level and/or subject-area match is not possible, the program director will assign both a mentor and grade-level/subject-specific instructional coach to provide additional grade-level and/or subject-specific mentoring to the candidate.

- 3) *Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 3, Gateway High School will provide an average of at least one hour per week of individualized support provided by a mentor, as represented on the program website and in the Induction Program Handbook. This policy will be shared with teacher candidates and mentors at orientation, documented through mentor support logs, and regularly verified by the program director.

- 4) *Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 4, Gateway High School states teacher candidates will, with the assistance of their mentor, develop individualized goals using the Individual Learning Plan (ILP) within the first 60 days of the candidate's enrollment in the program. This is ensured by the program director who will review each ILP at 60 days. This expectation is highlighted on the Gateway Induction website and in the Induction Program Handbook.

- 5) *The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 5, Gateway High School assures that while school administrators provide input on the ILP, as required by program standards, these supervisors are aware the document may not be used for evaluating the teacher candidate. This restriction is explicated in the MOU for educational partners. Additionally, during triad conversations with

the school administrator, mentor, and teacher candidate, each mentor will remind the administrator of this strict policy and confirm induction is for the purpose of professional growth and development rather than evaluation for employment.

- 6) *An Induction program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.*

Meets Precondition: Yes

How Gateway High School Meets the Precondition:

In accordance with Precondition 6, Gateway High School has developed and posted a detailed overview of the Early Completion Option (ECO) eligibility criteria on the Gateway Induction Program website and in the Induction Program Handbook. Teacher candidates will be informed of the Early Completion Option during orientation.

Common Standards Responses

All responses to the Common Standards have been deemed by a team of BIR-trained reviewers to be aligned. Beneath each Common Standard is information and excerpts from Gateway High School's Common Standards submission. The [2015 Common Standards](#) are provided here as a reference.

Common Standard 1 – Institutional Infrastructure to Support Educator Preparation

Gateway High School has developed a theoretical base consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks. This research base incorporates four concepts:

1. Korthagen's Core Reflection, a framework to teaching and learning that is grounded in nurturing the relationship between a person's inner qualities and their experiences in the outside world.
2. Korthagen's Six Influences of Environment, Behavior, Competencies, Beliefs, Identity, and Mission.
3. Culturally Responsive Teaching (CRT), which builds connections between students' cultures, languages, and life experiences and what they learn in school.
4. Zaretta Hammond's Ready for Rigor Framework.

This foundation helps teachers learn to create social, emotional, and cognitive conditions that allow students to engage in and take ownership of their own learning process. Teachers learn to:

- Recognize and comprehend their own socio-political identity and environment.
- Develop their social-emotional reaction to diversity among students.
- Make genuine friendships that foster mutual trust and respect.
- Use trust to help students facing academic challenges.
- Recognize and appreciate how culture affects information processing in the brain.
- Integrate cultural practices that foster a socially and intellectually healthy environment.
- Use cultural themes to help students transition from dependent to independent learning.

GHS will actively involve staff, instructional personnel, and relevant constituents to help guide the organization, coordination, and effective implementation of the teacher induction program. The primary avenue for this planning, coordinating, and decision-making process, will be the Gateway Induction Leadership Team.

GHS will support regular and systematic collaboration with staff and instructional personnel as well as colleagues in the broader P-12 and university educational communities by incorporating the following:

- Meetings of the Gateway Induction Leadership Team, which will include representatives from each educational partner.
- Meetings with local IHE's and P-12 districts.
- Professional development opportunities for candidates and mentors.
- Professional development opportunities with the regional induction collaborative.

Gateway High School is prepared to start and sustain the Gateway Induction Program and will provide sufficient support and resources for the ongoing operation of the program. The institution has committed to initiate and support additional positions, including an induction program director, an administrative associate/credential analyst, and sufficient program mentors to meet candidate and program needs. In addition to these new positions, GHS will provide access to fieldwork placements to provide additional instructional experience as needed as well as technology and physical facilities as needed by the program. The institutional support of the Gateway Induction Program was approved by Gateway High School's Board of Trustees on May 24, 2021.

GHS is committed to recruiting and sustaining staff that represents the diversity of students in urban schools in the Bay Area and California, integrating equity and anti-racist practices into instruction, and developing excellence in teaching and learning. Mentor candidates must demonstrate knowledge of Universal Design for Learning (UDL), anti-racist teaching practices, and Culturally Responsive Pedagogy (CRP) as well as show experience supporting the range of student needs in California classrooms. The institution intends to recruit and retain diverse mentors and staff in terms of both subject area knowledge and racial/ethnic backgrounds. The program intends to collaborate with school partners to work toward the goal of a diversified pool of mentors, with a particular focus on hiring Black, Indigenous, and people of color (BIPOC). Candidates, mentors, and staff will be recruited and hired in accordance with GHS's non-discrimination policies and with a commitment to recruit and retain a diverse workforce. GHS will hire only those mentor applicants who meet identified selection criteria, some of which were identified earlier in this paragraph. To support retention, professional learning opportunities will be provided to maintain current knowledge and skills as well as develop mentor self-reflection and personal growth. In order to retain only high-quality mentors, mentor performance will be analyzed twice per year using survey data provided by teacher candidates to measure perceptions of mentor effectiveness and feedback is provided to mentors individually and in aggregate at the monthly mentor meetings.

GHS will develop a secure system to document candidates' progress through the program. This system will track candidate goals, mentor support sessions, ILP progress including mid- and end-of-year progress checks, individualized professional development selection, and overall progress to ensure candidates recommended for a credential have met all requirements.

Common Standard 2 – Candidate Recruitment and Support

Initially, GHS will seek candidate applications from Gateway High School and Gateway Middle School and once fully approved, extend the program to additional schools. Candidates will be accepted based on multiple measures of candidate qualifications which are posted on the program website as well as informational materials such as the fliers that will be used to advertise the program.

GHS recognizes the importance of identifying and supporting various aspects of candidate diversity, including racial/ethnic background, gender identity, and sexual orientation. GHS will collaborate with partner schools to purposefully recruit and admit diverse candidates to the

Gateway Induction program. To support candidates' successful entry into the profession, mentor matches will be site-based when possible and individual candidate needs will be assessed and addressed by the program director with input from the candidate and mentor. If a candidate has a need that is not covered by the original program design, the program director will work with the candidate and mentor to find additional resources, supports, or opportunities.

As part of the induction orientation session, program personnel will introduce themselves and identify their role in supporting candidates. Candidates will also be provided with the *Personnel Who Support, Advise, and Place Candidates* chart for additional context on how they will be advised and supported.

Mentors will provide multifaceted job-embedded support to guide teacher candidates through all needed requirements for clearing their credentials. Mentors and teacher candidates will formally review completion progress using mid- and end-of-year progress checks. Additionally, they will formally and collaboratively assess candidates' progress at the beginning, middle, and end of the year. These assessments reflect on candidate progress and help determine next steps as well as needed resources and support.

If a teacher candidate is struggling to meet program requirements as determined by the progress checklist or mentor feedback, the candidate will meet with the program director to determine what support or accommodations are appropriate. The program director will create a contract addressing the candidate's individual needs, which will be linked to the ILP as evidence of the support and next steps.

Common Standard 3 – Course of Study, Fieldwork and Clinical Practice

Because of their locations in the diversified neighborhoods of San Francisco's Fillmore District, Japantown, Lower Pacific Heights, and the Haight, Gateway High School and Gateway Induction partner schools inherently draw a diverse student population which provides teacher candidates ample opportunities to experience issues of diversity that affect school climate in California public schools and to work with the range of students identified in the program standards. In its submission, GHS provides [current demographic information](#) for Gateway High School.

Built into the professional development for both candidates and mentors will be sessions focused on deepening knowledge about student groups such as English learners and students with disabilities, as well as sessions around topics such as Universal Design for Learning, Culturally Responsive Pedagogy, and other research-based teaching strategies.

Additionally, candidates will meet weekly with their mentor, who will guide them through developing, implementing, and reflecting on teaching and learning goals in relation to individual student groups and instructional strategies.

Through the mentor application process, GHS will choose only those applicants who meet all aspects of the selection criteria. In addition to certification and experience in specific content, these criteria include teaching effectiveness; knowledge of the developmental needs of new teachers and coaching (or willingness to learn); and knowledge of diversity and commitment to working towards educational equity.

Once hired, mentors will be oriented to their role through an initial orientation as well as bi-monthly professional development sessions focused on providing additional support for developing mentoring/coaching skills. Assessment and recognition of mentors will occur both formally and informally throughout the academic year. Formally, mentors will be evaluated through mid- and end-of-year surveys. Informally, mentors will be evaluated and recognized through feedback provided at the end of each professional development session.

GHS will evaluate the quality and effectiveness of fieldwork and clinical practice through a variety of means. The director will formally monitor candidate support logs and progress toward ILP goals at least quarterly to determine if the placement is effective for the candidate. Candidates will also assess their placement in the mid- and end-of-year surveys which will allow the induction program to assess the placement for future candidates.

As previously stated, GHS's location provides candidates with significant opportunity to work with a diverse student population. If a candidate is not at a school with a diverse population, GHS will work with the candidate and partner school to ensure that the candidate has the opportunity to work with diverse students at other partner school sites.

Common Standard 4 – Continuous Improvement

As part of its continuous improvement process, GHS will regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations. This data will include multiple sources which include unit- and individual-level information. Sources will include but are not limited to the following:

- Mid- and end-of-year surveys from mentors and candidates for information regarding fieldwork, clinical practice, and both unit-level and individual-level support services for candidates.
- Results from the Accreditation Data System to incorporate program completion and unit-level information.
- Feedback from all candidate and mentor professional development sessions to assess how the program is meeting candidate and mentor needs.
- Exit interviews for both candidates and mentors to gain an understanding of the individual and collective experience in the induction program.
- School and community partner surveys for information regarding the quality of candidate preparation.
- Mid- and end-of-year focus group interviews with all program constituents for broad, unit-level information including the extent candidates are prepared to enter the profession.

GHS has provided a [continuous improvement chart](#) identifying eight distinct sources of information as well as a graphic (Yearly Induction Assessment System) showing the process for how the induction program will gather and incorporate these sources of data.

Common Standard 5 – Program Impact

GHS will use a variety of sources to assess and ensure candidates demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards. These sources include unit-level school and community partner surveys as well as mid- and end-of-year focus group interviews with all program constituents for information including the extent candidates are prepared to enter the profession. Individual level information sources regarding candidates' ability to effectively support all students include progress demonstrated on the ILP, Inquiry Cycle Data, and weekly mentor support logs. Each of these sources of information regarding candidates' preparation and instructional skills will be reviewed by more than one body and considered by the Gateway Leadership Team twice yearly.

GHS will evaluate and demonstrate positive impact through a variety of measures. Candidate learning and competence will be assessed through program benchmarks including surveys, mentor logs, and progress toward ILP goals. Impact on teaching and learning in schools will be assessed through school and community partner surveys and mid- and end-of-year focus group interviews with all program constituents. The program will also attempt to gather complete data regarding professional progress and retention.

Staff Recommendation:

The Board of Institutional Review has found the Common Standard responses to be aligned and staff has found the applicable Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval to Gateway High School.

Granting Provisional Approval will allow GHS's proposed teacher induction program to be reviewed by the Committee on Accreditation for potential program approval in Stage IV.

Staff recommends that if Provisional Approval is granted to GHS by the Commission, the period of Provisional Approval be set to three years because the teacher induction program is designed to be two years in length. After three years, GHS will have had an opportunity to have a cohort complete the program and the institution will have program complete data. The report from the Provisional Site Visit will be brought to the Commission for consideration of full approval for GHS in Stage V.

Next Steps

Staff will take appropriate next steps based on the Commission's action.