

Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

(1) **Demonstration of Need.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Fortune School of Education purposefully recruits and admits District Intern Credential Candidates and Administrative Services Credential Candidates from partnering public schools, non-public schools, and charter schools to assist in the completion of their credential program requirements.

The goal of our District Intern Program will be to credential a total of at least 150 fully credentialed teachers during the next three school years: 2018-2019, 2019-2020, and 2020-2021. The program's outcome will be for our partnering public schools, non-public schools, and charter schools to end the 2020-2021 school year with no more than five teachers serving on Emergency Substitute Permits, Provisional Internship Permits, and/or Short Term Staff Permits.

The goal of our Administrative Services Credential Program will be to prepare a total of at least 25 school administrators during the next three school years. The program's outcome will be for our partnering public schools, non-public schools, and charter schools to end the 2020-2021 school year with fully credentialed administrators.

Fortune School of Education fosters a history of positive relationships with our partners and has conducted research with various district hiring managers and superintendents to discern the professional dispositions and skill-sets schools most desired in teacher candidates. Some examples of our supporting partners include Sacramento City Unified School District and Fortune Charter Schools – which include: Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College, Hazel Mahone College Prep, Rex & Margaret Fortune Early College High School, and Hardy Brown College Prep.

Program Design: Fortune School of Education

(2) **Practitioners' Participation in Program Design.** To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Fortune School of Education collaborates with practitioners in the design and development of program educational goals, which are reviewed and approved by the Higher Education Committee and presented for approval to the Board of Directors

Higher Education Committee Agenda
Higher Education Committee Minutes

Fortune School of Education sought participation from a board member and additional practitioners in the development of the Higher Education Search Committee.

Practitioner involvement broadly refers to a framework of opportunities which ensure that various communities of practice have the opportunity to be engaged in a meaningful way in the process of decision-making. Fortune School of Education utilizes multiple levels of expertise from highly qualified staff and credentialed practitioners in the design and development of the program.

Practitioner Framework

Fortune School of Education facilitates opportunities for skilled staff to collaborate in efforts to design and develop all aspects of the program. An example of such a collaborative meeting includes the Educator Leadership Committee Meeting.

Fortune School of Education's Board of Directors is comprised of a diverse group of individuals whose varied expertise and collective experiences advise the institution in decision making for the educator programs in a variety of ways. These include but are not limited to adopting, approving, or amending agenda items pertaining to policy, including program design and educational goals, to ensure that the programs are meeting the needs of the learners and serving both the community and profession of educators.

Fortune School of Education Board of Directors
Fortune School of Education Staff and Practitioner Roles

Preliminary Preconditions for Preliminary Multiple and Single Subject Internship Programs

(1) Limitation on Program Length. The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3).

Fortune School of Education, in collaboration with its consortium schools and districts, develops strong teacher leaders through a district intern program. The schools/districts employ teacher candidates and place them on the District Intern Credential. The district interns then participate in one- and two-year training programs. During this time, district interns are full-time teachers of record, participating in courses that include effective teaching strategies and techniques based upon current research on cognitive learning and best teaching practices, and field experiences which provide a breadth of professional development experiences. Course instruction begins with 160 hours of Pre-Service coursework which is required before district interns are permitted to begin on the District Intern Credential. During the two years (4 semesters) of the Multiple Subject, Single Subject, and Education Specialist Programs, district interns complete a minimum of 30 units of instruction. District interns are grouped in cohorts and are supported in their training by FSE's Higher Education Department, instructors, supervisors, on-site mentors, and site administrators.

Single Subject District Intern Program (includes Pre-Service Program)

Multiple Subject District Intern Program (includes Pre-Service Program)

(2) Limitation on Student Teaching Prerequisites. No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.

Reference: Education Code Section 44320 (a).

Fortune School of Education candidates will be required to successfully complete the Pre-Service Program prior to securing a position as teacher of record in a partnering school district, charter school, or non-public school setting. During the Pre-Service Program, Single and Multiple Subject track candidates are required to complete a minimum of 15 hours of Field Experience.

Fortune School of Education's Pre-Service Scope & Sequence

(3) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards.

Reference: Education Code Section 44259 (b) and 44259.5.

A focus on English Language Learners is embedded within the Pre-Service Program:

PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:

Candidates will examine ideologies based on equity, diversity, cultural awareness, and linguistic responsiveness and their implementation on school policies and on teaching

practices for all learners. Candidates will develop an understanding of theories, programs, and instructional practices for English Language Development, including:

- Historical, legal, and legislative foundations of programs for English Learners
- English language acquisition and its relationship to academic achievement
- English language structure and use
- Scaffolding strategies to support and develop academic language proficiency
- Cultural diversity and its relationship to academic achievement

Intern Program Modification Template – English Learners

District Interns enrolled in the Fortune School of Education District Intern Program are authorized to provide services to English Language Learners in an English language-based classroom. The authorization on their District Intern Credential is as follows:

ELA3: The following instructional services may be provided to English learners limited to the settings or content/specialty area(s) listed at the grade/age levels authorized by the intern credential: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.

The District Intern Fortune School of Education Standards-based **Lesson Plan Template** ensures diverse experiences during site-based work and lesson planning including meeting the needs of English Language Learners.

(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Not applicable.

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

*Fortune School of Education requires that all potential District Intern Credential candidates have met subject matter competency via one of the following approved methods as per **CL-707b**:*

- 1) *The candidate provides evidence of having passed the appropriate subject matter examination(s).*

- 2) *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.*

District Intern Program Admissions Packet

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a TK-12 school or before becoming the teacher of record as an intern in a TK-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

*Fortune School of Education requires that all potential District Intern Credential candidates have met subject matter competency via one of the following approved methods as per **CL-707b**:*

- 1) *The candidate provides evidence of having passed the appropriate subject matter examination(s).*
- 2) *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.*

- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

Not Applicable.

(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Fortune School of Education monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Snapshot that regularly updates interns on progress toward program completion

Fortune School of Education will be responsible for all credential recommendations for the District Intern Program and Administrative Services Credential Program. The

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Credential Analyst will ensure that all requirements toward each credential will be met prior to submitting the application to the California Commission on Teacher Credentialing.

*For each program, the Credential Analyst will use a program-specific **checklist** to check and double check that all items are obtained prior to submission. After submission, the Credential Analyst will monitor the progress of the credentials throughout the program, ensuring that each candidate is placed correctly and holds the correct credential for his/her program track.*

Preliminary Preconditions for Education Specialist Internship Programs

(1) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

A focus on English Language Learners is embedded within the Pre-Service Program:

PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:

Candidates will examine ideologies based on equity, diversity, cultural awareness, and linguistic responsiveness and their implementation on school policies and on teaching practices for all learners. Candidates will develop an understanding of theories, programs, and instructional practices for English Language Development, including:

- *Historical, legal, and legislative foundations of programs for English Learners*
- *English language acquisition and its relationship to academic achievement*
- *English language structure and use*
- *Scaffolding strategies to support and develop academic language proficiency*
- *Cultural diversity and its relationship to academic achievement*

Intern Program Modification Template – English Learners

District Interns enrolled in the Fortune School of Education District Intern Program are authorized to provide services to English Language Learners in an English language-based classroom. The authorization on their District Intern Credential is as follows:

ELA3: *The following instructional services may be provided to English learners limited to the settings or content/specialty area(s) listed at the grade/age levels authorized by the intern credential: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*

*The District Intern Fortune School of Education Standards-based **Lesson Plan Template** ensures diverse experiences during site-based work and lesson planning including meeting the needs of English Language Learners.*

(2) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

*Fortune School of Education requires that all potential District Intern Credential candidates have met subject matter competency via one of the following approved methods as per **CL-707b**:*

- 1) *The candidate provides evidence of having passed the appropriate subject matter examination(s).*
- 2) *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.*

District Intern Program Admissions Packet

(3) Subject Matter Proficiency. The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to solo teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:

1. Pass the Commission-approved Multiple Subject matter examination; or pass a Commission-approved subject matter examination in Art, English, Mathematics, including foundational-level Mathematics, Music, Social Science or Science, including foundational level General Science; or
2. Complete a Commission-approved subject matter program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science; or
For integrated undergraduate programs only, the candidate must be monitored for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.
3. Hold a California general education teaching credential in any subject.

*Fortune School of Education requires that all potential District Intern Credential candidates have met subject matter competency via one of the following approved methods as per **CL-707b**:*

- 1) *The candidate provides evidence of having passed the appropriate subject matter examination(s) for Multiple Subject or CORE academic area.*
- 2) *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.*
- 3) *Hold a California general education teaching credential in any subject.*

District Intern Program Admissions Packet

For employment purposes, Education Specialists will have to meet the subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.

- (a) For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject

Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)

- (b) For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
- (c) Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Fortune School of Education provides job search resources to potential District Interns during the Pre-Service Program. During these presentations and workshops, potential District Interns are notified that district, school, and county employers may require additional or alternate forms of subject matter competency for the hired position; however, per Fortune School of Education's enrollment requirements, the subject matter competency requirements are as follows:

*Fortune School of Education requires that all potential District Intern Credential candidates have met subject matter competency via one of the following approved methods as per **CL-707b**:*

- 1) The candidate provides evidence of having passed the appropriate subject matter examination(s) for Multiple Subject or CORE academic area.*
- 2) The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program in Art, Elementary, English, Mathematics including foundational-level Mathematics, Music, Social Science or Science, including foundational-level General Science.*
- 3) Hold a California general education teaching credential in any subject.*

District Intern Program Admissions Packet

Fortune School of Education does not provide job placement for District Interns nor does it monitor requirements for employment purposes.

(4) Completion of Requirements. A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States

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- Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

Fortune School of Education monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Snapshot that regularly updates interns on progress toward program completion

Fortune School of Education will be responsible for all credential recommendations for the District Intern Program and Administrative Services Credential Program. The Credential Analyst will ensure that all requirements toward each credential will be met prior to submitting the application to the California Commission on Teacher Credentialing.

*For each program, the Credential Analyst will use a program-specific **checklist** to check and double check that all items are obtained prior to submission. After submission, the Credential Analyst will monitor the progress of the credentials throughout the program, ensuring that each candidate is placed correctly and holds the correct credential for his/her program track.*

Preconditions for Preliminary Multiple and Single Subject Internship Programs

(1) Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.

Reference: Education Code Sections 44325, 44326, 44453.

Fortune School of Education requires that interns hold a baccalaureate degree or higher from a regionally accredited institution of higher education per the admissions process.

Application Packet for Multiple Subject and Single Subject Programs

(2) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach.

Reference: Education Code Section 44325(c) (3).

Fortune School of Education requires that each Multiple Subject District Intern admitted into the program has passed the Commission-approved subject matter examinations for Multiple Subject or completed the subject matter preparation program for Liberal Studies (will begin accepting in 2018). Applicants are required to submit one of these items with their application materials.

Example of Subject Matter Examination

Fortune School of Education's What Can I Teach? Document

Fortune School of Education required that each Single Subject District Intern has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the District Intern is authorized to teach. Applicants are required to submit one of these items with their application materials.

Example of Subject Matter Authorization Letter

Example of Subject Matter Examination

Fortune School of Education's What Can I Teach? Document

(3) Pre-Service Requirement.

(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

(a) Each Multiple and Single Subject District Internship Program includes a 160 clock hour Pre-Service Program. District Interns complete a variety of courses including Overview of the Pre-Service Program, Organizing and Managing the Classroom/Positive Behavior Management, Reading and Writing in the Content Area, Preparation to Teach English Language Learners, Teaching Exceptional Children: Typical and Atypical Development, Instructional Planning, Field Experience, and Capstone/Portfolio.

Fortune School of Education's Pre-Service Course Schedule

Fortune School of Education's Pre-Service Scope & Sequence

Fortune School of Education Website – Course Schedules

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational

preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

(b) Each Education Specialist District Internship Program includes a 160 clock hour Pre-Service Program. District Interns complete a variety of courses including Overview of the Pre-Service Program, Organizing and Managing the Classroom/Positive Behavior Management, Preparation to Teach Reading/Language Arts, Preparation to Teach English Language Learners, Teaching Exceptional Children: Typical and Atypical Development, Individualized Education Programs: Development and Implementation, Field Experience, and Capstone/Portfolio. .

(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the intern.

Successful Teaching as a District Intern: *Successful teaching is determined by the site administrator's annual evaluation and Fortune School's field supervisors' ongoing formative and summative observations. District interns must have successful evaluations throughout their entire program as determined by site administrator and field supervisor to be recommended for their credential.*

Each District Intern is evaluated using the following:

- **District Intern Log and Journal**
- **Goal Setting**
- **Reflective Practitioner Prompts**
- **FEPPA**
- **Summative Observation Form**
- **Supervision Process**
- **Disposition Checklist**

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

All District Interns enrolled in the program are expected to complete the following courses based on their program:

- **Single Subject District Intern Program (includes Pre-Service Program)**
- **Multiple Subject District Intern Program (includes Pre-Service Program)**
- **Education Specialist District Intern Program (includes Pre-Service Program)**

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

During Pre-Service, intern candidates are exposed to child development and teaching methods for students with special needs and again, during the first semester in the District Intern Program as enrolled as District Interns (Multiple Subject, Single Subject, and Education Specialist) through the successful completion of the following courses:

Pre-Service: Teaching Exceptional Children

This course familiarizes participants with the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the education specialist and the general education teacher in the special education process and the processes for analyzing the

psychological, physical, and cognitive influences on child development. Participants will be introduced to the use of differentiated instructional strategies that ensure that all students have access to the core curriculum while creating a positive, inclusive climate of instruction for all special populations in the general education classroom. All participants will have an introduction to the Individual Educational Program (IEP) process. Discusses implementation of state and federal laws (IDEA and ADA), as well as examination and reflection on attitudes and feelings about exceptionality.

Teaching Exceptional Children Course Description

Module B: Foundations of Teaching (Includes a supplemental Practicum Course)

This module will introduce candidates to the complex profession of teaching, including the historical, philosophical, cultural, social and political history of the educational system in the United States and California, including policies established by ESEA and reauthorized into "No Child Left Behind" and now the Every Student Succeeds Act (ESSA). The course will explore characteristics and causes of exceptionality and the inclusion of children with disabilities in childhood settings (infant - adolescence). Includes discussion of developmental disabilities, family and community resources, assessment and screening, working with diverse families, and knowing how to work with interdisciplinary teams to promote the development of children with special needs. Furthermore, candidates will...

- Study principles and strategies that can bring about classroom conditions that contribute to high student achievement for all levels of learners.
- Be introduced to current trends and issues regarding instruction and curriculum for students in ethnically, linguistically, and culturally diverse classrooms.
- Implement classroom management practices that are research-based and associated with high levels of student engagement in learning activities and low levels of disruptive behavior.

Module B Course Description

(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

District Interns enrolled in the Fortune School of Education District Intern Program are not covered by the authorizations of BCLAD. All enrolled District Interns are authorized to provide services to English Language Learners in an English language-based classroom. The authorization on their District Intern Credential is as follows:

ELA3: *The following instructional services may be provided to English learners limited to the settings or content/specialty area(s) listed at the grade/age levels authorized by the intern credential: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*

*The District Intern Fortune School of Education Standards-based **Lesson Plan Template** ensures diverse experiences during site-based work and lesson planning including meeting the needs of English Language Learners.*

5) Supervision of Interns.

(a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. Internship Program 2 Preconditions

*Fortune School of Education on-site supervisors are contracted (**MOU**) to meet systematically (**Supervisor Schedule, Mentor Submission**) with interns/candidates. During the Mentor Submission process, the Log Sheet is signed by the supervising mentor several times within the academic year to ensure that the interns are meeting the 144 hours of support with the 45 hours of EL being documented via the **revised Log Sheet** and confirmed by the supervising mentor via signatures to confirm progress monitoring and tracking. These hours are in addition to the 45 hours of EL support provided during the Pre-Service Program in the "Preparation to Teach English Language Learners" course. Log Sheets are **collected** by the Learning Management System and monitored by the Director and Coordinator of Teacher Education.*

These additional hours of EL support are obtained during the foundational preparation of 45 hours during Pre-Service with the following course of instruction:

PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:

Candidates will examine ideologies based on equity, diversity, cultural awareness, and linguistic responsiveness and their implementation on school policies and on teaching practices for all learners. Candidates will develop an understanding of theories, programs, and instructional practices for English Language Development, including:

- *Historical, legal, and legislative foundations of programs for English Learners*
- *English language acquisition and its relationship to academic achievement*
- *English language structure and use*
- *Scaffolding strategies to support and develop academic language proficiency*
- *Cultural diversity and its relationship to academic achievement*

Intern Program Modification Template – English Learners

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. *Reference: Education Code Section 44462.* Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Fortune School of Education will operate District Intern Program, not University Intern Programs.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. *Reference: Education Code Section 44454.* The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). *Reference: Education Code Section 44458.*

Per the MOU agreement between Fortune School of Education and the employing agency, both parties agree to the following:

*The **EMPLOYER** and **PROGRAM** hereby agree to collaborate with each other to implement TEACH, and to recruit, place, and train teachers for positions as "Teacher of*

Record” in the following areas: English, Mathematics, Social Science, Science, Physical Education, World Languages, Multiple Subject, and Education Specialist: Mild/Moderate upon the terms and conditions hereinafter set forth.

Example MOU – Assignment and Authorization

Teachers of Record are classified as the instructor responsible for the classroom to which the teacher is assigned and is the person solely responsible for all grading and evaluations of the students within the classroom. The Teacher of Record is the person responsible for the classroom based on the credential he/she has on file with the California Commission on Teacher Credentialing. This credential will include English Learner Authorization for District Interns under authorization code ELA3.

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. *Reference: Education Code Sections 44321 and 44452.*

Fortune School of Education, in collaboration with its consortium schools and districts, develops strong teacher leaders through a District Intern Program. Our current list of partnering schools and districts is consistently growing and is provided via our website

Fortune School of Education Partners

The partners identified on the Fortune School of Education website indicate the employers with which Fortune School of Education District Interns are authorized to work. Fortune School of Education’s District Intern Program operates hand-in-hand with partnering districts, charter schools, and nonpublic schools to provide the program as a whole. Fortune School of Education is responsible for providing the program items: courses, supervision, and credential, while the employing school/district is responsible for providing employment as the teacher of record under the District Intern Credential. Single Subject and Multiple Subject District Interns are authorized to be employed within public school districts and charter schools. Education Specialist District Interns are authorized to be employed within public school districts, charter schools, and nonpublic schools. No District Intern Credential holders are authorized to be employed in a private school setting. At the end of the District Intern Program, Fortune School of Education (Program) and the school district/charter school/nonpublic school (Employer) come together to approve of the District Intern’s progress and recommend him/her for the Preliminary Credential.

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques

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- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (*Reference: Education Code Section 44468*). Internship Program 3 Preconditions

Fortune School of Education offers the Early Completion Option for qualified candidates who meet the following requirements:

a) *Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations:*

Multiple Subject Exam: Assessment of Professional Knowledge: Elementary
Single Subject Exam: Assessment of Professional Knowledge: Secondary

b) *Pass the teaching performance assessment*

*Applicants to the ECO Program are required to pass TPA Task 1: **Single Subject Pedagogy** with a score of 3 or 4.*

c) *Pass the Reading Instruction Competence Assessment (RICA)*

*Multiple Subject ECO Candidates are required to pass the **RICA** prior to successful program completion.*

d) *Meet the requirements for teacher fitness*

Applicants must have a valid document on the CTC website showing that he/she has submitted fingerprints to the commission and is cleared to be in the classroom as a teacher.

Fortune School of Education currently offers the ECO Program to qualified candidates in Single Subject and Multiple Subject.

FSE Website – ECO Program

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. *Reference: Education Code Section 44325 (b).*

Fortune School of Education operates on a two-year program for Single Subject, Multiple Subject, or Education Specialist. All District Interns are required to completed all coursework, supervision, and TPA (if applicable) requirements within this timeframe. A one-time, one-year extension is available to District Interns who have not completed their requirements within the two-year timeframe. For Multiple Subject and Education Specialist District Interns, proof of passing RICA is required prior to recommendation for the Preliminary Credential.

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

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Fortune School of Education purposefully recruits and admits District Intern Credential Candidates from partnering public schools, non-public schools, and charter schools to assist in the completion of their credential program requirements.

The goal of our District Intern Program will be to credential a total of at least 150 fully credentialed teachers during the next three school years: 2018-2019, 2019-2020, and 2020-2021. The program's outcome will be for our partnering public schools, non-public schools, and charter schools to end the 2020-2021 school year with no more than five teachers serving on Emergency Substitute Permits, Provisional Internship Permits, and/or Short Term Staff Permits.

*Fortune School of Education fosters a history of positive relationships with our partners and has conducted research with various district hiring managers and superintendents to discern the professional dispositions and skill-sets schools most desired in teacher candidates. Some examples of our supporting partners include **Sacramento City Unified School District** and Fortune Charter Schools – which include: Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College, Hazel Mahone College Prep, Rex & Margaret Fortune Early College High School, and Hardy Brown College Prep.*

Program Design: Fortune School of Education

Fortune School of Education will work closely with the participating schools/district to fill hard-to-staff positions. Per the MOU, the District will certify that District Interns do not displace certificated employees and that after extensive search and recruitment methods, it is determined that personnel are unavailable for the position.

Example MOU – Non Displacement

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Fortune School of Education acknowledges the continuing need for interns in critical areas such as Special Education, Mathematics, and Science teachers to reduce the current teacher shortage. Fortune offers programs designed to recruit, train, and support new or existing educators, and to support the development of principals/other school leaders as a service to our candidates and to the districts we serve.

*The **support letter** provided by Sacramento City Unified School indicated that Fortune School of Education is a “key partner in sourcing and preparing talented teachers through a rigorous, cohort-based program.”*

*The **rational for the internship** to support Fortune School is provided.*

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

District Interns enrolled in the Fortune School of Education District Intern Program are not covered by the authorizations of BCLAD.

Preconditions for Preliminary Education Specialist Internship Program

(1) Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education.

Reference: Education Code Sections 44325, 44326, 44453.

Fortune School of Education requires that interns hold a baccalaureate degree or higher from a regionally accredited institution of higher education per the admissions process.

Application Packet for Multiple Subject and Single Subject Programs

(2) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach.

Reference: Education Code Section 44325(c) (3).

Fortune School of Education requires that each Multiple Subject District Intern admitted into the program has passed the Commission-approved subject matter examinations for Multiple Subject or completed the subject matter preparation program for Liberal Studies (will begin accepting in 2018). Applicants are required to submit one of these items with their application materials.

Example of Subject Matter Examination

Fortune School of Education's What Can I Teach? Document

Fortune School of Education required that each Single Subject District Intern has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the District Intern is authorized to teach. Applicants are required to submit one of these items with their application materials.

Example of Subject Matter Authorization Letter

Example of Subject Matter Examination

Fortune School of Education's What Can I Teach? Document

(3) Pre-Service Requirement.

(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

(a) Each Multiple and Single Subject District Internship Program includes a 160 clock hour Pre-Service Program. District Interns complete a variety of courses including Overview of the Pre-Service Program, Organizing and Managing the Classroom/Positive Behavior Management, Reading and Writing in the Content Area, Preparation to Teach English Language Learners, Teaching Exceptional Children: Typical and Atypical Development, Instructional Planning, Field Experience, and Capstone/Portfolio.

Fortune School of Education's Pre-Service Course Schedule

Fortune School of Education's Pre-Service Scope & Sequence

Fortune School of Education Website – Course Schedules

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational

preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

(b) Each Education Specialist District Internship Program includes a 160 clock hour Pre-Service Program. District Interns complete a variety of courses including Overview of the Pre-Service Program, Organizing and Managing the Classroom/Positive Behavior Management, Preparation to Teach Reading/Language Arts, Preparation to Teach English Language Learners, Teaching Exceptional Children: Typical and Atypical Development, Individualized Education Programs: Development and Implementation, Field Experience, and Capstone/Portfolio. .

(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the intern.

Successful Teaching as a District Intern: *Successful teaching is determined by the site administrator's annual evaluation and Fortune School's field supervisors' ongoing formative and summative observations. District interns must have successful evaluations throughout their entire program as determined by site administrator and field supervisor to be recommended for their credential.*

Each District Intern is evaluated using the following:

- **District Intern Log and Journal**
- **Goal Setting**
- **Reflective Practitioner Prompts**
- **FEPPA**
- **Summative Observation Form**
- **Supervision Process**
- **Disposition Checklist**

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

All District Interns enrolled in the program are expected to complete the following courses based on their program:

- **Single Subject District Intern Program (includes Pre-Service Program)**
- **Multiple Subject District Intern Program (includes Pre-Service Program)**
- **Education Specialist District Intern Program (includes Pre-Service Program)**

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

During Pre-Service, intern candidates are exposed to child development and teaching methods for students with special needs and again, during the first semester in the District Intern Program as enrolled as District Interns (Multiple Subject, Single Subject, and Education Specialist) through the successful completion of the following courses:

Pre-Service: Teaching Exceptional Children

This course familiarizes participants with the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the education specialist and the general education teacher in the special education process and the processes for analyzing the

psychological, physical, and cognitive influences on child development. Participants will be introduced to the use of differentiated instructional strategies that ensure that all students have access to the core curriculum while creating a positive, inclusive climate of instruction for all special populations in the general education classroom. All participants will have an introduction to the Individual Educational Program (IEP) process. Discusses implementation of state and federal laws (IDEA and ADA), as well as examination and reflection on attitudes and feelings about exceptionality.

Teaching Exceptional Children Course Description

Module B: Foundations of Teaching (Includes a supplemental Practicum Course)

This module will introduce candidates to the complex profession of teaching, including the historical, philosophical, cultural, social and political history of the educational system in the United States and California, including policies established by ESEA and reauthorized into "No Child Left Behind" and now the Every Student Succeeds Act (ESSA). The course will explore characteristics and causes of exceptionality and the inclusion of children with disabilities in childhood settings (infant - adolescence). Includes discussion of developmental disabilities, family and community resources, assessment and screening, working with diverse families, and knowing how to work with interdisciplinary teams to promote the development of children with special needs. Furthermore, candidates will...

- Study principles and strategies that can bring about classroom conditions that contribute to high student achievement for all levels of learners.
- Be introduced to current trends and issues regarding instruction and curriculum for students in ethnically, linguistically, and culturally diverse classrooms.
- Implement classroom management practices that are research-based and associated with high levels of student engagement in learning activities and low levels of disruptive behavior.

Module B Course Description

(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

District Interns enrolled in the Fortune School of Education District Intern Program are not covered by the authorizations of BCLAD. All enrolled District Interns are authorized to provide services to English Language Learners in an English language-based classroom. The authorization on their District Intern Credential is as follows:

ELA3: *The following instructional services may be provided to English learners limited to the settings or content/specialty area(s) listed at the grade/age levels authorized by the intern credential: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students.*

*The District Intern Fortune School of Education Standards-based **Lesson Plan Template** ensures diverse experiences during site-based work and lesson planning including meeting the needs of English Language Learners.*

5) Supervision of Interns.

(a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. Internship Program 2 Preconditions

*Fortune School of Education on-site supervisors are contracted (**MOU**) to meet systematically (**Supervisor Schedule, Mentor Submission**) with interns/candidates. During the Mentor Submission process, the Log Sheet is signed by the supervising mentor several times within the academic year to ensure that the interns are meeting the 144 hours of support with the 45 hours of EL being documented via the **revised Log Sheet** and confirmed by the supervising mentor via signatures to confirm progress monitoring and tracking. These hours are in addition to the 45 hours of EL support provided during the Pre-Service Program in the "Preparation to Teach English Language Learners" course. Log Sheets are **collected** by the Learning Management System and monitored by the Director and Coordinator of Teacher Education.*

These additional hours of EL support are obtained during the foundational preparation of 45 hours during Pre-Service with the following course of instruction:

PREPARATION TO TEACH ENGLISH LANGUAGE LEARNERS:

Candidates will examine ideologies based on equity, diversity, cultural awareness, and linguistic responsiveness and their implementation on school policies and on teaching practices for all learners. Candidates will develop an understanding of theories, programs, and instructional practices for English Language Development, including:

- *Historical, legal, and legislative foundations of programs for English Learners*
- *English language acquisition and its relationship to academic achievement*
- *English language structure and use*
- *Scaffolding strategies to support and develop academic language proficiency*
- *Cultural diversity and its relationship to academic achievement*

Intern Program Modification Template – English Learners

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. *Reference: Education Code Section 44462.* Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Fortune School of Education will operate District Intern Program, not University Intern Programs.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. *Reference: Education Code Section 44454.* The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). *Reference: Education Code Section 44458.*

Per the MOU agreement between Fortune School of Education and the employing agency, both parties agree to the following:

The **EMPLOYER** and **PROGRAM** hereby agree to collaborate with each other to implement TEACH, and to recruit, place, and train teachers for positions as “Teacher of Record” in the following areas: English, Mathematics, Social Science, Science, Physical Education, World Languages, Multiple Subject, and Education Specialist: Mild/Moderate upon the terms and conditions hereinafter set forth.

Example MOU – Assignment and Authorization

Teachers of Record are classified as the instructor responsible for the classroom to which the teacher is assigned and is the person solely responsible for all grading and evaluations of the students within the classroom. The Teacher of Record is the person responsible for the classroom based on the credential he/she has on file with the California Commission on Teacher Credentialing. This credential will include English Learner Authorization for District Interns under authorization code ELA3.

(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. *Reference: Education Code Sections 44321 and 44452.*

Fortune School of Education, in collaboration with its consortium schools and districts, develops strong teacher leaders through a District Intern Program. Our current list of partnering schools and districts is consistently growing and is provided via our website
Fortune School of Education Partners

The partners identified on the Fortune School of Education website indicate the employers with which Fortune School of Education District Interns are authorized to work. Fortune School of Education’s District Intern Program operates hand-in-hand with partnering districts, charter schools, and nonpublic schools to provide the program as a whole. Fortune School of Education is responsible for providing the program items: courses, supervision, and credential, while the employing school/district is responsible for providing employment as the teacher of record under the District Intern Credential. Single Subject and Multiple Subject District Interns are authorized to be employed within public school districts and charter schools. Education Specialist District Interns are authorized to be employed within public school districts, charter schools, and nonpublic schools. No District Intern Credential holders are authorized to be employed in a private school setting. At the end of the District Intern Program, Fortune School of Education (Program) and the school district/charter school/nonpublic school (Employer) come together to approve of the District Intern’s progress and recommend him/her for the Preliminary Credential.

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards

- Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
- (b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
- (c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
- (d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (*Reference: Education Code Section 44468*). Internship Program 3 Preconditions

The Early Completion Option (ECO) does not apply to Education Specialists. This Precondition is Not Applicable for the Education Specialist Program.

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. *Reference: Education Code Section 44325 (b).*

Fortune School of Education operates on a two-year program for Single Subject, Multiple Subject, or Education Specialist. All District Interns are required to completed all coursework, supervision, and TPA (if applicable) requirements within this timeframe. A one-time, one-year extension is available to District Interns who have not completed their requirements within the two-year timeframe. For Multiple Subject and Education Specialist District Interns, proof of passing RICA is required prior to recommendation for the Preliminary Credential.

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Fortune School of Education purposefully recruits and admits District Intern Credential Candidates from partnering public schools, non-public schools, and charter schools to assist in the completion of their credential program requirements.

The goal of our District Intern Program will be to credential a total of at least 150 fully credentialed teachers during the next three school years: 2018-2019, 2019-2020, and 2020-2021. The program's outcome will be for our partnering public schools, non-public schools, and charter schools to end the 2020-2021 school year with no more than five teachers serving on Emergency Substitute Permits, Provisional Internship Permits, and/or Short Term Staff Permits.

*Fortune School of Education fosters a history of positive relationships with our partners and has conducted research with various district hiring managers and superintendents to discern the professional dispositions and skill-sets schools most desired in teacher candidates. Some examples of our supporting partners include **Sacramento City Unified School District** and Fortune Charter Schools – which include: Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College, Hazel Mahone College Prep, Rex & Margaret Fortune Early College High School, and Hardy Brown College Prep.*

Program Design: Fortune School of Education

Fortune School of Education will work closely with the participating schools/district to fill hard-to-staff positions. Per the MOU, the District will certify that District Interns do not displace certificated employees and that after extensive search and recruitment methods, it is determined that personnel are unavailable for the position.

Example MOU – Non Displacement

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

Fortune School of Education acknowledges the continuing need for interns in critical areas such as Special Education, Mathematics, and Science teachers to reduce the current teacher shortage. Fortune offers programs designed to recruit, train, and support new or existing educators, and to support the development of principals/other school leaders as a service to our candidates and to the districts we serve.

*The **support letter** provided by Sacramento City Unified School indicated that Fortune School of Education is a “key partner in sourcing and preparing talented teachers through a rigorous, cohort-based program.”*

*The **rational for the internship** to support Fortune School is provided.*

(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. *Reference: Education Code Section 44325 (c) (4).*

District Interns enrolled in the Fortune School of Education District Intern Program are not covered by the authorizations of BCLAD.

Preconditions for Preliminary Administrative Services Credentials

Preliminary Administrative Services

(Adopted February 2014)

(1) Possess one of the following valid credentials:

(a) a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or

(b) a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

(c) a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including field work or the equivalent.

Fortune School of Education requires that candidates hold a Bachelor's Degree or higher from a regionally accredited institution of higher education per the admissions process.

ELIGIBILITY CRITERIA:

- *Possession of a valid prerequisite teaching or services credential (see below for definition);*
- *A minimum of five years of successful, full-time service in the public schools or private schools of equivalent status; and,*
- *Passage of the California Basic Educational Skills Test (CBEST).*

PREREQUISITE TEACHING CREDENTIAL IS DEFINED AS:

- *A valid California clear or life teaching credential requiring a bachelor's degree and a program of professional preparation, including student teaching,*
or
- *A valid California clear or life Designated Subjects Teaching Credential or the equivalent, or*
- *A valid clear or life California Pupil Personnel Services Credential.*
- *Holds an English learner authorization.*

Education Code section 44270(a)(1) and Title 5 of the California Code of Regulations section 80054(a)

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For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to possess the appropriate prerequisite credential prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Fortune School of Education will not operate an intern program for the Administrative Services Credential.

(2) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute. *Education Code section 44252(b) and Title 5 of the California Code of Regulations section 80054(a)*

Fortune School of Education requires that all applicants show proof of passing CBEST (or equivalent, approved Basic Skills Examination from another state) prior to entry into the program.

ASC Application – CBEST Required

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify the basic skills requirement has been met prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Fortune School of Education will not operate an intern program for the Administrative Services Credential.

(3) Verification of one of the following prior to being recommended for the preliminary credential

(a) five years of successful, full-time teaching experience with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A);

(b) five years of successful, full-time experience in the fields of pupil personnel, school nurse, teacher librarian, or speech-language pathology. or clinical or rehabilitative services with an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1) and (2)(A); or

(c) a combination of (a) or (b).

Fortune School of Education requires that all applicants show proof of either (a) five years of successful full-time teaching experience OR (b) five years of successful full-time service experience under a valid pre-requisite credential.

ASC Application – Experience Requirement

While it is preferred that the candidate possess the minimum experience/service requirement prior to entering the Administrative Services Credential Program, a final check of the candidate's experience/services is conducted at the conclusion of the program prior to recommendation for the Preliminary Credential or Certificate of Eligibility. Candidates that have ONE additional year of successful experience/service needed for the credential requirement are allowed to participate in the Administrative Services Credential Program in good faith that they will complete the final year of experience/service during the duration of the one-year Administrative Services Credential Program.

Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)

For Intern Programs: An entity that operates a program of preparation for the preliminary Administrative Services Credential with an Intern option shall require each candidate who is admitted into an Intern Program to verify appropriate experience as described above prior to recommendation for the intern credential and the assumption of intern administrative responsibilities.

Fortune School of Education will not operate an intern program for the Administrative Services Credential.

(4) Has completed a Commission-approved preliminary or intern Administrative Services Credential Program based on Administrative Services Credential Program Standards (rev. 7/2013). *Education Code section 44270(a)(3) and Title 5 of the California Code of Regulations section 80054(a)(2)*

Fortune School's Administrative Services Credential (ASC) candidates complete their coursework through a rigorous one year program. The ASC clinical-based design provides opportunities for candidates to learn and apply skills throughout the academic year. The program design also allows candidates to participate in a variety of authentic leadership experiences typically required of highly effective school leaders through both course work and fieldwork. ASC candidates complete the following courses:

- *ED 501/501P School Culture*
- *ED 502/502P Instructional Leadership*
- *ED 503P – Co-Planning/Co-Teaching, Observation/Feedback, Data & Reflection*
- *ED 504/504P – School Finance & Resources*
- *ED 505/505P – School Law & Ethical Leadership*
- *ED 506/506P – School Governance & Organizational Management*

(5) Verification of an offer of employment in a full or part-time administrative position in an employing agency as defined in Title 5 of the California Code of Regulations section 80054(g)(1). If a candidate has satisfied preconditions 1 through 4 but does not have an offer of employment, the Commission-approved program shall recommend for a Certificate of Eligibility which verifies completion of all requirements for the preliminary Administrative Services Credential and allows the holder to seek employment in an administrative position. *Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6)*

Upon successful completion of the Administrative Services Credential Program, candidates are required to provide proof of employment in an administrative role. Completers that do have a valid administrative position will be recommended for a Preliminary Administrative Services Credential with proof of the following documents:

- **ASC Application Packet – Pre-Requisites**
- **CL-777: Verification of Employment as an Administrator**

Completers that do not have a valid administrative position will be recommended for the Certificate of Eligibility with proof of the following documents:

- **ASC Application Packet – Pre-Requisites**