

Standard 1 – Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.

Vision

To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential.

Mission

To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California’s demand for new teachers.

The design of the institution’s educator preparation program allows the institution and partnering schools/districts to work together to develop strong teacher leaders for California schools while abiding by California state standards and framework for the teaching profession. The FSE programs allow the District Interns and ASC Candidates opportunities to integrate the institution’s philosophical and theoretical/research framework through academic coursework and with empirical, practical applications at the school site. See the following for additional information:

Theory and Practice & Effective Professional Practice: FSE Instructors are committed to developing and implementing standards-based curriculum and scholarly research with content specific pedagogy. A proficiency alignment of artifacts and culminating projects ensure student understanding of content at varying levels of depth of knowledge and with diverse theoretical perspectives. Instructional strategies and standards-aligned tools are used for evidence collection and data analysis. A focus on English Language Learners and Students with Special Needs is embedded within the program. Our courses are aligned to our Conceptual Framework: (1) High Expectations (2) Choice and Commitment (3) More Time (4) Focus on Results (5) Citizenship.

The FSE instructional delivery model integrates theory and practice as appropriate for teachers of record. The design of the programs are grounded on sound rationale informed by theory and research and California standards-based teaching and learning. California Teaching Performance Expectations: (A) Making Subject Matter Comprehensible to Students (B) Assessing Student Learning (C) Engaging and Supporting Students in Learning (D) Planning Instruction and Designing Learning Experiences for Students using various research-based approaches including the Rigor and Relevance Framework by Dr. Bill Daggett (E) Creating and Maintaining Effective Environments for Student Learning (F) Developing as a Professional Educator to ensure first-year readiness as a teacher. To ensure that equitable and ethical standards are being met, a research-based Disposition Checklist* is implemented as an effective professional practice. In addition to our Conceptual Framework, Student Learning Outcomes (SLO's) foundationally describe what our District Interns and ASC Candidates are able to demonstrate in terms of knowledge, skills, and values upon completion of a program. Our SLO's include (1) the ability to communicate clearly and effectively to drive the dissemination of ideas and civic discourse; (2) the ability to analyze, assess, and use information to drive decision making; (3) the ability to work collaboratively to drive results; (4) the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship. These outcomes are routinely assessed by program faculty as a way of informing programmatic improvement efforts.

* Valid and Reliable Survey Modified from The University of Tampa: *Dispositions Assessment in Teacher Education: Developing an Assessment Instrument for the College Classroom and the Field.*

The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

Stakeholder Table

Organizational Chart – HIGHER ED

The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.

Faculty and personnel regularly and systematically collaborate with colleagues in the P-12 settings, college and university units and members of the broader educational community to improve educator preparation. Please see Precondition 9 for evidence of faculty and personnel collaboration in P-12 settings. Further examples of these professional relationships are illustrated in the following agendas:

- Accreditation TEAM
- Education Leadership TEAM

- GAB
- Higher Education Committee
- Instructor
- President Meeting
- Sacramento City USD Cohort Agenda
- Supervisor

Fortune School of Education on-site supervisors are contracted (MOU) to meet systematically (Supervisor Schedule, Mentor Submission) with interns/candidates.

The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.

Fortune School of Education provides resources for the effective operation of each educator preparation programs:

District Intern Program:

Admissions –

- District Intern Program Packet
- DI Writing Prompt Rubric
- Next Steps

Curriculum/Instruction – District Intern Calendar Example

Supervision – Mentor Log

ASC Program:

Admissions –

- ASC Program Packet
- ASC Writing Prompt Rubric
- ASC Interview Rubric

Curriculum/Instruction – ASC Program Calendar Example

ASC Candidates investigate, plan, act, and reflect through the design of an *Education Leadership Plan* (Proposal and PowerPoint) (aligned by the CalAPA Leadership Draft Design), which includes the following steps in empirical research:

- problem statement
- timeline
- variable and hypotheses
- research design
- data collection and analysis
- conclusions, interpretations, and recommendations

Supervision – Supervised Administrative Fieldwork is required for candidates in the Administrative Services Credential (ASC) program. The ASC field experiences provide the candidate with an opportunity to work effectively with the full range of California TK-12 students. Successful completion of the fieldwork is a requirement for the Preliminary ASC.

Advisement & Coordination:

Personnel – Higher Education

Organizational Chart – HIGHER ED

The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.

Margaret Fortune, President/CEO, will be responsible for ongoing oversight of all educator preparation programs offered by the institution.

Dr. Kristy Pruitt, Director of Teacher Education, will coordinate each educator preparation program sponsored by the institution.

The Director of Teacher Education will directly report to the President/CEO.

Organizational Chart – HIGHER ED

Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity.

Fortune School of Education’s history ([Our Story](#)) laid the groundwork what continues to support diverse efforts regarding recruitment and faculty development. Our story is included on each job posting published by Fortune School of Education. Fortune School of Education’s faculty diversity statistics are as follows:

- 32% people of color
- 60% women

Recruitment Efforts

Human Resources – Non Discrimination Policy

The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.

Fortune School of Education employs qualified persons for the Higher Education programs using the following resources for assurances:

FSE Faculty Job Description

FSE Instructor Job Description

- Instructor Resume/Vitae
- Faculty Evaluation

Field Supervisor Job Description

- Supervisor Credentials
- Supervisor Evaluation

Fortune School of Education provides a variety of professional development opportunities for faculty and other instructional personnel such as:

- [BPPE Workshop](#)
- [CalAPA Pilot Survey participants and training](#)
- [CCAC Conference](#)
- [Harvard University Strategic Data Planning](#)
- [Relay Graduate School Training](#)
- [Research Agenda](#)
- [Schoology Training](#)
- [Schoology Professional Development](#)
- [TPA Assessor Training](#)

The education unit 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.

Standard 2 – Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

District Intern Program

District Intern Program Packet

DI Writing Prompt Rubric

Next Steps

Administrative Services Credential Program

ASC Program Packet

ASC Writing Prompt Rubric

ASC Interview Rubric

The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

Recruitment Report

Fortune School of Education Website

District Intern Program:

Fortune School of Education, in collaboration with its consortium schools and districts, credentials strong and diverse teacher leaders through a District Intern Program which results in a Preliminary California Teaching Credential. Program participants are:

- 42% people of color
- 40% men
- 60% women

ASC Program:

Fortune School of Education uses a variety of approaches to seek a diverse pool of ASC candidates. For example, the unit partners with Fortune School to provide full scholarships for the cost of program tuition to candidates who make a three year service commitment to the school. Program participants are:

- 58% people of color
- 35% men
- 65% women

ASC Offer Letter – Employment

ASC Offer Letter – ASC Program

Advisement and Assistance To Promote Successful Entry and Retention:

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation.

Quantitative and qualitative evidence is collected through *surveys, GAB sessions, Online Comment Box, and Professional Disposition Checklists** regarding candidate program strengths and weaknesses and performance is consistently utilized to guide

advisement and program change. Fortune School provides multiple levels of assistance designed to provide opportunities for candidates to successfully earn their designated credentials. Fortune School of Education District Interns will sign various assurance agreements abiding by the guidelines and competencies set forth in the Fortune School of Education District Intern Handbook. The agreements state that continuation and completion of the program(s) are contingent upon satisfactory progress towards meeting requirements and program competencies. Documentation of the District Intern's progress or lack thereof, in specified growth area, will be recorded on an on-going basis by the Higher Education Department. Appeals may be made based on academic standing, unfavorable disposition reports, and/or issues involving placement.

Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

* Valid and Reliable Survey Modified from The University of Tampa: *Dispositions Assessment in Teacher Education: Developing an Assessment Instrument for the College Classroom and the Field.*

Personnel Roles – Higher Education

Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.

The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.

- Pre-Service Kick-Off
- District Orientation (including Learning Management System Orientation, Mentor and Supervisor Training, Handbook Review, and Assurance Form Acknowledgment)
- ASC Orientation
- ASC Seminars – (Advisement with Educational Leadership Project)
- Workshops

FSE Comment Box

To ensure that "comments" in the academic courses focus on relevant inquiries needed to complete instructional tasks or to seek clarification, Fortune School of Education is providing a link for you to leave comments regarding the program.

We recommend you focus your comments around one specific issue or area, rather than including several different areas in one message.

Your suggestions and comments will be anonymous. If this is an urgent or critical issue, please call 916-924-8633.

GAB Session

Research supports the practice of creating environments that promote opportunities that build relationships and trust. In an effort to support a positive climate with opportunities for open communication, Fortune School of Education Staff will be invited to join these gatherings on a voluntary basis as we promote communities of practice.

Schoology Group

The District Interns and ASC Candidates have a Group Forum via Schoology formed of interns or candidates from their graduating cohort for up-to-date announcements and updates. The Group Forum sends notifications via an app on their mobile device.

Snap Shot

Grievance Process

Disposition Checklist*

* Valid and Reliable Survey Modified from The University of Tampa: *Dispositions Assessment in Teacher Education: Developing an Assessment Instrument for the College Classroom and the Field.*

Standard 3 – Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

Fortune School of Education is committed to developing TK-12 students to their fullest potential. In order to accomplish this, Fortune School of Education follows guidelines set forth in the California state standards and frameworks when developing and updating teacher preparation curriculum and field experience requirements.

District Intern Coursework Calendar: [Year 1](#) and [Year 2](#)

The District Intern Fortune School of Education Standards-based [Lesson Plan Template](#) ensures diverse experiences during site-based work and lesson planning.

The ASC course - ED 501 is titled, *Diverse Learning Communities: Political, Cultural & Social Implications*; the course focuses on increasing student learning outcomes through the development of a strong school culture. This course will provide candidates with best practices from high-performing schools serving high-minority and high-poverty student populations and communities.

ASC Course [Calendar](#)

District Interns are required to complete Field Experience during the Pre-Service Program and ongoing during the program as evidenced using log sheets, reflective journals, and formative and summative assessments. District Interns are afforded the opportunity to work effectively with the full range of California’s diverse TK-12 students and to experience a variety of classroom settings, student populations, and grade levels. While enrolled in the teacher preparation program, candidates take part in a module-style setting throughout the first year. This style of program fosters collaboration among all Single Subject, Multiple

Subject, and Education Specialist candidates. With the implementation of Schoology, candidates are able to continue their collaboration and communication with their peers online.

Supervised Administrative Fieldwork is required for candidates in the Administrative Services Credential (ASC) program. The ASC field experiences provide the candidate with an opportunity to work effectively with the full range of California’s diverse TK-12 students. Successful completion of the fieldwork is a requirement for the Preliminary ASC.

ASC Coaching Tools and Timelines

District Intern Log and Journal

I. School Climate (Page 5 of Log and Journal)

- What is your experience working with other teachers, students, parent(s)/guardian(s) volunteers?
- What strengths are you adding to your school environment outside of the classroom?
- What barriers are you facing? Do you have any ideas about how to overcome them?

Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.

FSE Field Supervisor Qualifications

On-Site Mentor Qualifications

The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.

Field Supervisor Job Description

On-Site Mentor Requirements:

1. Nominated by their school administrator
2. Valid corresponding Clear or Life credential
3. Three years successful teaching experience

- 4. English Learner Authorization (An individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.)
- 5. Effective in classroom management and subject specific pedagogy
- 6. Trained in program-approved Mentor Training Program

Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

District Intern Supervisor Schedule

Supervisor Responsibilities – Schoology

Supervisor Orientation Agenda

All programs effectively implement and evaluate fieldwork and clinical practice.

District Intern Program Supervision:

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

ASC Program Supervision:

- Reflective Practitioner Coaching Tool
- Reflective Practitioner Coaching Assessment

For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.

District Interns are required to have significant experiences with diverse student populations as assured by our MOU with our consortium of partnering school districts. The Mentor Collaboration Log shows evidence of the diverse experiences and those experiences are assured by the mentor during various checkpoints within the academic year and submitted via the Learning Management System, Schoology.

Standard 4 – Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

Assessment Cycle (to show systematic and continuous collection and analysis of data, which influences program changes)

Assessment Artifact Descriptions

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

Organizational Chart – HIGHER ED

Personnel Roles – Higher Education

[ASC Educational Leadership Project template](#)

Sources and tools used for collection and analysis of data for program preparation:

Course Survey Example

End of Program Survey Example

FSE Comment Box

Higher Education Committee Minutes Example – Program Changes

Standard 5 – Program Impact

The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

District Intern Program - TPE Proficiency Alignment Matrix

ASC Program – CAPE Proficiency Matrix

The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students.

District Intern Log and Journal

Assessment of Candidate Competency

CL-709 Recommendation Form