
3A

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for Fortune School of Education

Executive Summary: This agenda item presents, as a part of the Initial Institutional Approval process, Fortune School of Education's responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to Fortune School of Education and set the Provisional Approval period to be three years.

Presenter: Cheryl Hickey, Administrator, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

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

Initial Institutional Approval - Stage III: Consideration of Provisional Approval for Fortune School of Education

Introduction

This agenda item presents, as a part of the Initial Institutional Approval process, Fortune School of Education's (FSE) responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration and potential approval by the Commission on Teacher Credentialing (Commission) for provisional approval. Fortune School of Education is applying for initial institutional approval through Fortune School, a public charter. Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. If approved for provisional approval, the next step in the process would be for BIR to review the institution's response to the program standards, and when deemed aligned would be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the two to three year provisional period of time as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the Initial Institutional Approval (IIA) process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are aligned and approved by the COA.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II.</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Resubmission with additional information 4) Deny Eligibility 	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Provisional Approval 2) Deny Provisional Approval <p>b) Committee on Accreditation Decision</p> <ol style="list-style-type: none"> 1) Approve Program(s) 2) Deny Approval 	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision</p> <ol style="list-style-type: none"> 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval 	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

Fortune School of Education

Fortune School of Education, through Fortune School, a public charter, seeks Provisional Approval from the Commission for eligibility as a program sponsor. Its application states that the institution intends to seek COA approval to offer a Preliminary General Education (Multiple Subject/Single Subject) district intern program, Education Specialist Mild/Moderate district intern program and a Preliminary Administrative Services program. FSE has completed Stages I and II.

FSE's Eligibility Requirements came before the Commission for approval during the June 2017 Commission meeting as [Agenda Item 3B](#). The Commission approved FSE's responses to the twelve criteria of the Eligibility Requirements thus allowing it to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

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

In keeping with the Commission's process for IIA, FSE submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. In addition, two Board of Institutional Review (BIR) members reviewed the Common Standards and have found them to be aligned.

Table 1 on the following page provides a summary of FSE's responses to Initial Program Preconditions, Preliminary Multiple Subject/Single Subject Program Preconditions, Preliminary Education Specialist Preconditions and Preliminary Administrative Services Preconditions. The full submission of FSE's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage I: Eligibility Requirement*.

Table 2 is a summary of FSE's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

Letters of support have been submitted from various stakeholders and partner districts and are provided in [Attachment C](#).

Table 1 Preconditions
For reference Fortune School of Education's
Preconditions document is provided in [Attachment A](#)

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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.</p>	<p>Yes</p>	<p>FSE fosters a history of positive relationships with schools and districts and has conducted research with district hiring managers and superintendents to discern the professional dispositions and skill sets that schools desire in teacher candidates. Letters of support and testament to the need for the programs have been submitted by some of these schools as well as from stakeholders and can be found in Attachment C to this item.</p> <p>FSE's goal is to reduce the number of emergency substitute permits, provisional internship permits and short term staff permits in its partner public schools, non-public schools and charter schools to no more than five by the end of the 2020-21 school year. To do so FSE hopes to credential a total of at least 150 fully credentialed teachers during the next three school years: 2018-19, 2019-20, and 2020-21.</p> <p>The goal of the 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 FSE partnering public schools, non-public schools, and charter schools to end the 2020-21 school year with fully credentialed administrators.</p>
<p>(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.</p>	<p>Yes</p>	<p>FSE collaborated with practitioners in the design and development of program education goals. FSE staff worked with the Educator Leadership Committee and the Board of Directors which is comprised of a retired principal, a retired Sacramento County Board of Education trustee, a university faculty member, a business leader, a superintendent and a retired government official. The Board of Directors is involved in decision making centered around policy, program design and educational goals.</p> <p>In addition, FSE also provided documentation that verifies the list of practitioners, what institution they represent and how they participated in the design and development of the program. Among</p>

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
		the participants are teachers, a SELPA director, a special education director, vice principal and a district administrator.

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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 Sections 44259 (a) and (b) (3)</p>	Yes	<p>The district intern program is designed as a two year program. Prior to being considered for the district intern program, potential candidates must complete 160 hours of pre-service. Once pre-service hours are completed, candidates must secure employment as full-time teachers of record in schools and districts with whom FSE collaborates.</p> <p>During the district intern program (4 semesters), district interns will be required to complete a minimum of 30 units of instruction. District interns will be grouped in cohorts and will receive support from FSE’s Higher Education Department, instructors, supervisors, on-site mentors, and site administrators.</p>
<p>(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).</p>	N/A	N/A

<p>(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 Sections 44259 (b) and 44259.5.</p>	<p>Yes</p>	<p>FSE candidates will be provided coursework during pre-service that will focus on English Language learners. The coursework will be designed for candidates to develop an understanding of theories, programs and instructional practices related to English Language Development including:</p> <ul style="list-style-type: none"> • 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
<p>(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).</p>	<p>N/A</p>	<p>N/A</p>
<p>(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 Section 44227 (a).</p> <ul style="list-style-type: none"> • 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 	<p>Yes</p>	<p>Prior to being eligible to apply for the FSE district intern program, potential district intern candidates will be required to complete 160 hours of pre-service. Pre-service candidates will not be required to show proof of subject matter competency. However once candidates have completed pre-service and wish to be admitted into the district intern program, they must provide evidence of meeting subject matter competency via one of the following approved methods:</p> <ol style="list-style-type: none"> 1) The candidate will provide evidence of having passed the appropriate subject matter examination(s). 2) The candidate will provide evidence of having completed a Commission-approved appropriate subject matter preparation program. <p>Staff reviewed the documentation submitted and verified these requirements.</p>

<p>a Commission-approved appropriate subject matter preparation program.</p> <ul style="list-style-type: none"> • 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. 		
<p>(6) Subject Matter Proficiency The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student 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 44259 (b) (5).</p> <ul style="list-style-type: none"> • 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. • 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 	<p>Yes</p>	<p>Subject matter competency will not be required when candidates apply to enter FSE’s pre-service program. However once a potential candidate has completed pre-service, he/she will not be eligible for admission into the district intern program without meeting subject matter competency via one of the following approved methods:</p> <ol style="list-style-type: none"> 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. <p>Staff reviewed the documentation submitted and verified these requirements.</p>

<p>matter preparation program prior to beginning solo (i.e., student) teaching.</p>		
<p>(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).</p> <ul style="list-style-type: none"> • Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, except for a Multiple Subject credential • 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) 	<p>Yes</p>	<p>FSE ensures that, prior to recommending candidates for a credential, the FSE candidates will have met all requirements of the program.</p> <p>According to program applications, candidates must meet the following requirements prior to entry into the district intern program:</p> <ul style="list-style-type: none"> • Possession of a baccalaureate degree • Completion of Basic Skills Requirement • Completion of the subject matter requirement • Demonstration of knowledge of the principles and provisions of the Constitution of the United States <p>Upon completion of FSE’s district intern’s must have also completed:</p> <ul style="list-style-type: none"> • Passage of the Teaching Performance Assessment • Passage of the Reading Instruction Competence Assessment (RICA) • Passed CPR (Infant, Child and Adult) <p>Candidates will also be able to track their own progress using computer software called “Snapshot.” Additionally, FSE’s credential analyst will monitor the progress of candidates throughout the program.</p> <p>Prior to submitting credential recommendations, the credential analyst will use a checklist to determine if candidates have completed all requirements.</p>

Preliminary Education Specialist Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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.</p>	Yes	<p>FSE candidates will be provided pre-service coursework that will focus on English Language learners. The coursework will be designed for candidates to develop an understanding of theories, programs and instructional practices related to English Language Development including:</p> <ul style="list-style-type: none"> • 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
<p>(2) Program Admission The sponsor of an Education Specialist 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).</p> <ul style="list-style-type: none"> • 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 an appropriate Commission-approved subject matter preparation program. 	Yes	<p>Prior to being eligible to apply for the FSE district intern program, potential district intern candidates will be required to complete 160 hours of pre-service. Pre-service candidates will not be required to show proof of subject matter competency. However once candidates have completed pre-service and wish to be admitted into the district intern program, they must provide evidence of meeting subject matter competency via one of the following approved methods:</p> <ol style="list-style-type: none"> 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. <p>Staff reviewed the documentation submitted and verified these requirements.</p>

Preliminary Education Specialist Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<ul style="list-style-type: none"> • 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 		
<p>(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.</p> <p>To demonstrate subject matter competence, a candidate for an Education Specialist teaching credential, except for the Early Childhood Special Education credential, shall:</p> <ol style="list-style-type: none"> 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 	Yes	<p>Subject matter competency will not be required when candidates apply to enter FSE’s pre-service program. However once a potential candidate has completed pre-service, he/she will not be eligible for admission into the district intern program without meeting subject matter competency via one of the following approved methods:</p> <ol style="list-style-type: none"> 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) The candidate holds a California general education teaching credential in any subject.

Preliminary Education Specialist Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>Mathematics, Music, Social Science or Science, including foundational-level General Science; or</p> <p>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.</p> <p>3. Hold a California general education teaching credential in any subject.</p> <p>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.</p> <p>(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.)</p>		

Preliminary Education Specialist Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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.</p> <p>(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.</p>		
<p>(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</p>	Yes	<p>FSE ensures that, prior to recommending candidates for a credential, the FSE candidates will have met all requirements of the program.</p> <p>According to program applications, candidates must meet the following requirements prior to entry into the district intern program:</p> <ul style="list-style-type: none"> • Possession of a baccalaureate degree

Preliminary Education Specialist Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227, and 44283.2(a)</p> <ul style="list-style-type: none"> • 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 • Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates) 		<ul style="list-style-type: none"> • Completion of Basic Skills Requirement • Completion of the subject matter requirement • Demonstration of knowledge of the principles and provisions of the Constitution of the United States <p>Upon completion of FSE’s district intern’s must have also completed:</p> <ul style="list-style-type: none"> • Passage of the Teaching Performance Assessment • Passage of the Reading Instruction Competence Assessment (RICA) • Passed CPR (Infant, Child and Adult) <p>Candidates will also be able to track their own progress using computer software called “Snapshot.” Additionally, FSE’s credential analyst will monitor the progress of candidates throughout the program.</p> <p>Prior to submitting credential recommendations, the credential analyst will use a checklist to determine if candidates have completed all requirements.</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions and Preliminary Education Specialist Internship Preconditions

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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.</p>	Yes	<p>FSE will require that candidates hold a baccalaureate degree or higher from a regionally accredited institution of higher education during the admissions process. FSE has provided a copy of an application packet as evidence.</p>
<p>(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).</p>	Yes	<p>Subject matter competency will not be required when candidates apply to enter FSE’s pre-service program. However once a potential candidate has completed pre-service, he/she will not be eligible for admission into the district intern program without meeting subject matter competency.</p> <p>For candidates to be admitted into the Multiple Subject district intern program, FSE will require that they have passed the Commission-approved subject matter examinations for multiple subject or completed a Commission-approved Elementary Subject Matter (ESM) preparation program.</p> <p>For candidates to be admitted into the Single Subject district intern program, FSE will require that they have passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the district interns authorized to teach.</p>
<p>(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</p>	Yes	<p>(a) Each Multiple and Single Subject district intern program will include a 160 clock hour pre-service program. District interns will complete the following courses:</p> <ul style="list-style-type: none"> • 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

Preliminary Multiple Subject/Single Subject Internship Preconditions and Preliminary Education Specialist Internship Preconditions

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.</p> <p>(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.</p>		<ul style="list-style-type: none"> • Capstone/Portfolio. <p>(b) The Education Specialist district intern program will include a 160 clock hour pre-service program. District interns will complete the following courses:</p> <ul style="list-style-type: none"> • 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 • Capstone/Portfolio.
<p>(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:</p> <p>(a) Provisions for an annual evaluation of the intern.</p> <p>(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.</p> <p>(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</p>	<p align="center">Yes</p>	<p>(a) To be recommended for a credential, FSE district interns will be required to have successful evaluations throughout the program. This will be determined by the site administrator’s annual evaluation and the field supervisor’s formative and summative observations.</p> <p>(b) Both Multiple Subject/Single Subject and Education Specialist district interns enrolled in the program will be required to complete pre-service.</p> <p>(c) During pre-service and during the first semester intern candidates will receive instruction in child development and in teaching methods for students with special needs. The courses will include:</p> <ul style="list-style-type: none"> • Teaching Exceptional Children course - this pre-service course will familiarize 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. • Module B: Foundations of Teaching (Includes a supplemental Practicum Course). This module will introduce candidates to the

Preliminary Multiple Subject/Single Subject Internship Preconditions and Preliminary Education Specialist Internship Preconditions

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>pupils with mild and moderate disabilities.</p> <p>(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.</p>		<p>complex profession of teaching, including the historical, philosophical, cultural, social and political history of the educational system in the United States and California. The course will explore characteristics and causes of exceptionality and the inclusion of children with disabilities in childhood settings (infant - adolescence) as well as 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. Candidates will be introduced to instruction and curriculum for students in ethnically, linguistically, and culturally diverse classrooms.</p> <p>(d) District interns will not be placed as teachers of record in bilingual classrooms. All enrolled district interns are authorized to provide services to English Language Learners in an English language-based classroom.</p>
<p>(5) Supervision of Interns</p> <p>(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</p> <p>(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</p>	<p>Yes</p>	<p>(a) FSE will provide 144 hours of support and supervision annually. An additional 45 hours of support and supervision specific to teaching English learners will be provided in the preservice program. Both the 144 hours of support and supervision and the 45 hours related to teaching English learners will be documented in a log sheet which will be signed by the supervising mentor.</p> <p>(b) N/A</p>

**Preliminary Multiple Subject/Single Subject Internship Preconditions and
Preliminary Education Specialist Internship Preconditions**

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>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.</p>		
<p>(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.*</p>	Yes	<p>A Memorandum of Understanding will be maintained by FSE for participating district(s) that might employ its district interns. The MOU will serve as an agreement that the district(s) will collaborate with FSE to recruit, place, and train teachers for positions as “Teacher of Record” in all subject areas approved by the Commission on Teacher Credentialing. As the teacher of record, candidates will be solely responsible for classroom instruction, grading and evaluations.</p>
<p>(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.</p>	Yes	<p>FSE’s partnering districts are public school districts and county offices of education. FSE currently has formed relationships with districts in Alameda County, Contra Costa County, Napa County, Placer County, Sacramento County, San Joaquin County, Santa Clara, Solano County, Sutter County, Yolo County and Yuba County.</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions and Preliminary Education Specialist Internship Preconditions

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(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:</p> <p>(a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:</p> <ul style="list-style-type: none"> • 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 <p>(b) Pass the Teaching Performance Assessment. This</p>	<p align="center">Yes</p>	<p><u>Preliminary Multiple Subject/Single Subject Interns:</u> Before entering into the Early Completion Option (ECO) program, candidates will be required to meet the following requirements:</p> <ol style="list-style-type: none"> a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations: Multiple Subject Exam or Single Subject Exam b) Pass the Teaching Performance Assessment Task 1: Single Subject Pedagogy with a score of 3 or 4. c) Pass the Reading Instruction Competence Assessment (RICA). Multiple Subject ECO candidates will be 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. <p><u>Preliminary Education Specialist Interns</u> *The Early Completion Option is not available to Education Specialist Intern Programs</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions and Preliminary Education Specialist Internship Preconditions

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>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</p>		
<p>(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).</p>	Yes	<p>FSE will offer a two-year District intern program for the credential areas of Preliminary Single Subject, Preliminary Multiple Subject, and Preliminary Education Specialist. District interns will be required to complete all coursework, supervision, and TPAs (if applicable) during the two year program. For district interns who are unable to complete the requirements within two-years, a one-time, one-year extension will be available.</p>

**Preliminary Multiple Subject/Single Subject Internship Preconditions and
Preliminary Education Specialist Internship Preconditions**

Responses to the Preliminary Multiple Subject/Single Subject and Preliminary Education Specialist Internship Preconditions are the same with the exception of Precondition 8: Early Completion Option. This option is not available to Preliminary Education Specialist candidates.

Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.</p>	Yes	<p>The MOU between FSE and participating districts will certify that FSE’s district interns will not displace certificated employees. FSE district interns will be placed in teaching positions only after recruitment efforts are completed and it has been determined that certificated personnel are unavailable for the position.</p>
<p>(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.</p>	Yes	<p>FSE acknowledges the continuing need for interns in critical areas such as special education, mathematics, and science to reduce the current teacher shortage. In an effort to reduce the number of emergency substitute permits, provisional internship permits and short term staff permits in partnering school districts, FSE projects credentialing a total of approximately 150 teachers during the next three school years (2018-19, 2019-20 and 2020-21).</p> <p>Letters of support and testament to the need for the program are included in Attachment C.</p>
<p>(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).</p>	N/A	<p>District interns are not Bilingual Crosscultural and Academic Development Certificate (BCLAD) authorized and will not be placed in bilingual classrooms as the teacher of record.</p>

Preliminary Administrative Services Preconditions		
Precondition	Meets Precondition	How Fortune School of Education Meets the Precondition
<p>(1) Possess one of the following valid credentials:</p> <p>(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</p> <p>(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</p> <p>(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.</p> <p>Education Code section 44270(a)(1) and Title 5 of</p>	Yes	<p>As specified in the application for admission into FSE’s Preliminary Administrative Services program, FSE will require that Preliminary Administrative Services candidates hold:</p> <p>(1) Possession of a valid prerequisite teaching or services credential:</p> <p>(a) A valid California clear or life teaching credential requiring a bachelor’s degree and a program of professional preparation, including student teaching, or</p> <p>(b) A valid California clear or life Designated Subjects Teaching Credential *or the equivalent, or</p> <p>(c) A valid clear or life California Pupil Personnel Services Credential;</p> <p>(2) An English language authorization;</p> <p>(3) A minimum of five years of successful, full-time service in the public schools or private schools of equivalent status; and,</p> <p>(4) Passage of the California Basic Educational Skills Test (CBEST).</p>

<p>the California Code of Regulations section 80054(a)</p>		
<p>(a) 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)</p>	<p>Yes</p>	<p>FSE will require applicants to show proof of passing CBEST (or equivalent, approved Basic Skills Examination from another state) prior to entry into the program.</p>
<p>(b) Verification of one of the following prior to being recommended for the preliminary credential</p> <ul style="list-style-type: none"> 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). <p>Education Code section 44270(a)(2) and Title 5 of the California Code of Regulations section 80054(a)(4)</p>	<p>Yes</p>	<p>As a part of its application packet, FSE will require that all applicants show proof of either</p> <ul style="list-style-type: none"> (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. <p>While it will be preferred that a candidate possess the minimum experience/service requirement prior to entering the FSE Administrative Services Credential Program, 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 with the understanding that they will complete the final year of experience/service during the time that they are in the one-year Administrative Services Credential program. FSE will conduct a final check at the conclusion of the program prior to recommendation for the preliminary Administrative Services Credential or certificate of eligibility.</p>
<p>(c) Has completed a Commission-approved preliminary or intern</p>	<p>Yes</p>	<p>FSE will require that Administrative Services Credential candidates complete all coursework and fieldwork during a one-year program that will be</p>

<p>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)</p>		<p>based on the Administrative Services credential program standards.</p>
<p>(d) 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 and administrative position. Education Code section 44270(a)(4) and Title 5 of the California Code of Regulations section 80054(a)(6).</p>	<p>Yes</p>	<p>Prior to being recommended for the Preliminary Administrative Services Credential program, all FSE Administrative Services Credential Program participants will be required to present proof of employment in an administrative role. If verification is not received, the candidate will be recommended for a Certificate of Eligibility through CTC.</p>

**Table 2 – Summary of Common Standards Responses
Fortune School of Education**

For reference Fortune School of Education’s Common Standard document is provided in [Attachment B](#). All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.

<u>Common Standard 1 - Institutional Infrastructure to Support Educator Preparation</u>	Aligned
<p>Fortune School of Education (FSE) has provided its research-based vision which is consistent with California’s adopted standards.</p>	
<p><u>Vision</u></p>	
<p>To prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential.</p>	
<p><u>Mission</u></p>	
<p>To provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California’s demand for new teachers.</p>	
<p>FSE leadership will include President/CEO Margaret Fortune, who will have full responsibility for oversight of all educator preparation programs and reports to the Board of Directors and Kristy Pruitt, the Director of Teacher Education, who will coordinate the educator preparation programs and will report directly to the President/CEO.</p>	
<p>Candidates in the educator preparation programs will be monitored by the credential analyst who will ensure that all program requirements have been met prior to receiving a credential recommendation.</p>	
<p>The design of FSE’s credential programs will be standards-based and will integrate the institution’s philosophical and theoretical/research framework. Courses will be aligned to FSE’s Conceptual Framework which is comprised of five pillars: 1) High Expectations (2) Choice and Commitment (3) More Time (4) Focus on Results and Citizenship. In addition to the Conceptual Framework, FSE’s Student Learning Outcomes describe what candidates will be able to demonstrate upon completion of its programs. The Student Learning Outcomes 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; and (4) the ability to understand and appreciate multiple perspectives to drive social justice and promote good citizenship.</p>	
<p>FSE will recruit faculty using a variety of methods including:</p>	
<ul style="list-style-type: none"> ● EdJoin and other on-line sites ● Newspaper ● Job Fairs (The Teachers of Color Job Recruitment Fair, Atlanta, GA) 	

- Historically Black Colleges and Universities (Morehouse College, Spellman College, Bennett College and others)
- Partner Organizations (Greater Sacramento Urban League, Sacramento Black Chamber of Commerce and UCAN Go to College among others)

FSE will employ qualified faculty and supervisors and will provide multiple opportunities for professional development including training opportunities, workshops, and conferences.

Faculty and personnel will regularly collaborate with colleagues in the P-12 settings, colleges and universities and other members of the education community during meetings held with instructors and supervisors as well as the Board of Directors and with partner institutions such as Sacramento City Unified School District. Additionally, stakeholders, community members, staff and interns have an opportunity to share ideas at “GAB” (Gather together, Address concerns and Bounce ideas around) gatherings that are held every month.

Common Standard 2 - Candidate Recruitment and Support Preparation	Aligned
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FSE will accept applicants who meet the requirements of its application process. For the district intern program, applicants will be required to submit:

- An application
- Official transcripts for a Bachelor of Arts degree
- CBEST
- One page resume
- One page personal statement
- 3 professional recommendations
- Proof of Passing the US Constitution exam
- Certificate of Clearance
- Interview with FSE interview panel

For the Administrative Services Credential, applicants will be required to have:

- A valid prerequisite teaching credentials or a service credential
- Minimum of five years of successful full-time service in public schools or private schools with equivalent status
- Proof of passing the CBEST

Once enrolled in an FSE program, a candidate’s progress will be monitored on a continuing basis. Candidates will receive regular updates on their progress via a snapshot of their transcript. FSE candidates will be required to sign assurance agreements stating that continuation and completion of the program(s) are contingent upon satisfactory progress towards meeting program requirements and candidate competencies.

FSE assures that it will provide an adequate budget and resources needed for the preparation of candidates including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, supervision and clinical experiences, qualified personnel, and facilities.

Common Standard 3 - Course of Study, Fieldwork and Clinical Practice	Aligned
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FSE’s curriculum and field experience requirements will follow California state standards and frameworks and will be designed to prepare candidates to develop and support TK-12 students. The program(s) will provide candidates the opportunity to implement research-based strategies for improving teaching and student learning.

The two year district intern coursework is organized by semester. The FSE’s lesson plan will be standards-based and will focus on the Teaching Performance Expectations. District interns will be required to complete field experience during pre-service and throughout the teacher preparation program. During the field experience district interns will work with a full range of diverse TK-12 students and experience various classroom settings, student populations and grade levels.

Administrative Services candidates will be required to participate in supervised fieldwork experiences that will provide an opportunity to work with diverse TK-12 students. The Administrative Services Credential candidates will focus on increasing student learning outcomes through the development of a strong school culture. Candidates will utilize a lesson plan template that will provide opportunities to focus on instruction that meets diverse learner needs. A course titled Diverse Learning Communities: Political, Cultural and Social Implications will provide candidates with best practices identified in high-performing schools that serve high-minority and high-poverty student populations and communities.

Fieldwork will be evaluated in the district intern program using multiple tools such as logs, journals, goal setting, summative observations, and candidates in the preliminary administrative services program will use reflective practitioner coaching tools and assessments.

FSE’s field supervisors (site-based supervisors) will be required to:

- Be nominated by their school administrator
- Have a valid corresponding clear or life credential
- Have three years of successful teaching experience
- Have English Learner Authorization
- Be trained in a program-approved mentor training program
- Be effective in classroom management and subject specific pedagogy

Common Standard 4 - Continuous Improvement	Aligned
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FSE will maintain an assessment cycle in which there will be a systematic and continuous collection and analysis of data. Data will be gathered in December and May from multiple sources including course surveys and exit surveys. Feedback provided via a “comment box” will also be considered. In June data will be aggregated and analyzed and recommendations for changes will be formulated. In July FSE’s Higher Education Committee will review the recommendations for program changes for the next academic year and in August the Higher Education Committee will approve recommendations.

Common Standard 5 - Program Impact**Aligned**

FSE ensures that candidates preparing to serve as professional school personnel will know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. The district intern candidates will be determined to have met all TPEs through the use of a matrix that will identify when each of the TPEs is addressed through coursework. Preliminary Administrative Service candidate competency will be determined using a matrix that indicates when a candidate has been introduced to (I), practiced (P) and has been assessed on (A) each of the California Administrator Performance Expectations (CAPE).

This Common Standard was determined by two Board of Institutional Reviewer members (BIR) to be aligned. As a part of the strengthening and streamlining of the Common Standards, this standard is new so their determination was based on FSE's plan to require candidates to record in logs and journals the ways in which they might establish within their classrooms a positive environment as well as any "aha" moments or any specific accomplishments they might have with their students. It is expected that this plan will become more specific as FSE's programs are implemented.

Staff Recommendation

The Board of Institutional Review has found the Common Standard response to be aligned to the standards and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval. Provisional approval would allow Fortune School of Education's proposed programs for a Preliminary Multiple Subject/Single Subject District Intern credential, Preliminary Education Specialist District Intern credential and Preliminary Administrative Services Credential to be reviewed by the Committee on Accreditation.

Because the district intern program is designed to be two years in length, staff recommends that if Provisional Approval is granted to Fortune School of Education by the Commission, the period of Provisional Approval be three years such that in Year Three a site visit could occur and data will be available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for Fortune School of Education.