
3E

Action

Educator Preparation Committee

Initial Institutional Approval – Stage V: Consideration of Full Institutional Approval for Fortune School

Executive Summary: This agenda item presents, as part of the Initial Institutional Approval process, the report from the Provisional Site Visit and the Committee on Accreditation’s recommendation for an accreditation decision for Fortune School. The Commission will consider granting Fortune School full institutional approval.

Recommended Action: Staff recommends that the Commission review the Fortune School Provisional Site Visit report and the Committee on Accreditation’s recommended accreditation decision and consider granting Fortune School full institutional approval.

Presenter: Sarah Solari Colombini, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

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

Initial Institutional Approval – Stage V: Consideration of Full Institutional Approval for Fortune School

Introduction

This agenda item presents, as part of Stage V of the Initial Institutional Approval (IIA) process, the report from the Provisional Site Visit for Fortune School well as the Committee on Accreditation's recommended accreditation decision. The Commission granted initial Institutional Approval to Fortune School in April 2018. The Committee on Accreditation (COA) approved Fortune School's Preliminary Administrative Services Credential in November 2018 and its Multiple Subject and Single Subject Intern programs and an Education Specialist: Mild to Moderate Disabilities Intern program in June of 2019. The Commission will consider granting Fortune School full institutional approval.

Background

California Education Code §44372(c) sets forth the Commission's responsibility to rule on the eligibility of an applicant for initial accreditation for the purpose of offering a program of educator preparation. The Commission has established the IIA process whereby an institution seeking to offer one or more educator preparation programs in California must first satisfactorily complete five stages to be approved as a program sponsor.

At its December 2015 meeting, the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. Updates to the IIA process were subsequently approved during the February 2017 Commission meeting. An institution that is granted Provisional Approval in Stage IV of IIA, and subsequently approved by the COA to offer its proposed credential program(s), is required to host a Provisional Site Visit the year after its first cohort of candidates completes the program, as indicated in the highlighted column of the chart on the following page. The conclusion of the IIA process is determination by the Commission of whether to grant or deny the institution Full Approval (Stage V).

Pursuant to the *Accreditation Framework*, "The Commission may grant or deny full institutional approval or may grant institutional approval with a requirement that the COA's draft stipulations must be addressed and presented to the COA for action within a designated timeframe." If the Commission grants full approval, the Administrator of Accreditation will assign the institution to one of the seven established accreditation cohorts, and the institution will participate in all activities of the seven-year accreditation cycle established by the Commission. Granting full approval with a requirement that COA's draft stipulations be addressed will remand the issues back to the COA for follow up to ensure that the program sufficiently addresses all concerns raised by the team. Alternatively, the Commission may keep the institution in the provisional stage of the approval process for another year while the institution works with staff to address all stipulations. In this case, the COA will consider any quarterly or year-out reports on the institution's progress in meeting stipulations, as it does

with fully approved institutions, and within one year make a new accreditation determination. At that time, the new decision of the COA will come back to the Commission for its decision. If the Commission denies full approval, the Administrator of Accreditation will inform the institution that it is no longer permitted to admit additional candidates to its programs and will work with the institution to develop a teach-out plan for any current candidates.

Five Stages of the Initial Institutional Approval Process

IIA Process	Stage I	State II	Stage III	Stage IV	Stage V
Action	Prerequisites	Eligibility Requirements	Preconditions & Common Standards	Program Standards	Provisional Site Visit
Purpose	Ensures legal eligibility of institution in California Ensures institution understands requirements of Commission's accreditation system	Ensures that institution has capacity to sponsor effective programs	Ensures institution meets all relevant preconditions Ensures institution meets all Common Standards	Ensures all proposed programs meet all relevant program standards	Program operates for 2-4 years and hosts a provisional accreditation site visit
Requirements	Institution must: 1. Have legal eligibility 2. Attend Accreditation 101 with institutional team	Submit responses to: • 12 Eligibility Criteria	Submit responses to: • Preconditions • Common Standards	Submit responses to: • Program Standards	Institution must: • Collect data • Host provisional site visit
Reviewed By	Staff	Staff	Preconditions: Staff Common Standards: BIR	BIR	Site Visit Team and COA
Authority	Staff	Commission	Commission	COA	Commission
Decision	Determine Eligibility for Stage II	Eligibility: 1. Grant 2. Deny	Provisional Approval: 1. Grant 2. Deny	Program(s): 1. Approve 2. Deny	1. Grant Full Approval 2. Grant Full Approval & Remand to COA to Address Stipulations 3. Continue Provisional Status for 1 Year to Address Stipulations 4. Deny
IIA Status	Not Approved	Not Approved	Provisional Approval**	Provisional Approval***	Full Approval

*At conclusion of stage

**Institutionally approved but cannot offer programs

***May begin offering approved program(s)

Fortune School completed the first four stages of the Initial Institutional Approval process including hosting a provisional site visit. The timeline for these activities is illustrated in the following table.

Activity	Date
Stage I: Prerequisites	May 2016 – Completed Accreditation 101
Stage II: Eligibility Requirements	June 2017 – Commission Granted Eligibility
Stage III: Preconditions and Common Standards	April 2018 – Commission Granted Provisional Approval
Stage IV: COA Approval of Preliminary Administrative Services Credential Program	November 2018 - Committee on Accreditation Granted Initial Program Approval
Stage IV: COA Approval of MS/SS Intern Program	June 2019 – Committee on Accreditation Granted Initial Program Approval
Provisional Site Visit Conducted	November 2021
Report of Provisional Site Visit to Committee on Accreditation	February 2022
Stage V: Commission considers Full Approval	April 2022

The Provisional Site Visit was conducted in accordance with the procedures approved by the Commission and the Committee on Accreditation (COA) and outlined in the *Accreditation Handbook*. Fortune School submitted a complete Program Review submission, Common Standards Review submission, and responses to preconditions within six months preceding its Provisional Site Visit. The Board of Institutional Review members assigned to the visit worked together to review all evidence submitted as part of Program Review and Common Standards Review and provided feedback to Fortune School regarding its preliminary alignment to the Commission’s adopted standards. Staff assigned to the Provisional Site Visit reviewed the institution’s responses to preconditions to ensure full alignment. In November 2021 the institution hosted its Provisional Site Visit and the results of the visit, including the team’s findings and accreditation recommendation, are included in the report in [Appendix A](#) that was presented to the COA at its February 2022 meeting.

The COA reviewed the report and discussed the site visit findings with the team lead and the representatives from Fortune School. Following the discussion, the COA agreed with the team recommendation and confirmed that if Fortune School were a fully accredited institution and the site visit report resulted from a regularly scheduled Year 6 site visit, that the COA’s accreditation decision would be to accept the recommendation from the team for **Accreditation**.

Staff Recommendation

Staff recommends that the Commission grant full approval to Fortune School.

Next Steps

Depending upon the Commission's decision staff will take the appropriate next steps, which are:

- Full Approval: The Administrator of Accreditation will assign the institution to one of the seven established accreditation cohorts and the institution will participate in all activities of the seven-year accreditation cycle established by the Commission.
- Full approval with a requirement that the Committee on Accreditation's (COA) draft stipulations must be addressed and presented to the COA for action within the timeframe designated in the team report. Commission staff assigned to the institution's Provisional Site Visit will work with the institution to obtain timely and appropriate evidence addressing all stipulations within the time frame designated in the report and report back to the COA for their further consideration and action.
- Keep the institution in the provisional stage of the approval process for another year while the institution works with staff to address all stipulations. Commission staff assigned to the institution's Provisional Site Visit will work with the institution to obtain timely and appropriate evidence addressing all stipulations within the time frame designated in the report and report back to the COA for their further consideration and action. Within one year, the COA will make a new decision about the institution's accreditation status and the report will come back to the Commission for its decision about the approval status of the institution.
- Denial: The Administrator of Accreditation will inform the institution that it is no longer permitted to admit additional candidates to its programs and will work with the institution to develop a teach-out plan for any current candidates.

Appendix A

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Fortune School Professional Services Division February 2022

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Fortune School**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject Intern	6	6	0	0
Preliminary Single Subject Intern	6	6	0	0
Preliminary Education Specialist – Mild/Moderate Disabilities -Intern	22	22	0	0
Preliminary Administrative Services	9	8	1	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Initial Institutional Approval Provisional Site Visit Team Report**

Institution: Fortune School

Dates of Visit: November 14-17, 2021

Accreditation Team Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation recommendation of **Accreditation** for the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards for the Preliminary Multiple and Single Subject Intern Credential program were found to be met.

All program standards for the Preliminary Education Specialist Mild to Moderate Disabilities Intern Credential program were found to be met.

All program standards for the Preliminary Administrative Services Credential program were found to be met with the exception of Standard 2: Collaboration, Communication, and Coordination which was found to be met with concerns.

Common Standards

All Common Standards were found to be met.

Overall Recommendation

Based on the fact that the team found all of the Preliminary Multiple and Single Subject program standards were met, all of the Preliminary Education Specialist credential program standards were met, all of the Preliminary Administrative Services Credential Program standards were met with the exception of Standard 2 being met with concerns, and all of the Common Standards were met, the team recommends Accreditation.

In addition, staff recommends that:

- Fortune School's response to the preconditions be accepted.

- Fortune School be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple and Single Subject Subjects Intern
Preliminary Education Specialist – Mild to Moderate Disabilities Intern
Preliminary Administrative Services

Accreditation Team

Team Lead/Common Standards:

Cynthia Grutzik
San Francisco State University

Programs Reviewers:

Kitty Fortner
California State University, Dominguez Hills

Allan Hallis
Riverside County Office of Education

Patricia Pernin
Los Angeles Unified School District

Staff to the Visit:

Sarah Solari Colombini
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard
Fortune Achievement Report 2021

Interviews Conducted

Stakeholders	TOTAL
Candidates	15
Completers	19
Employers	8
Institutional Administration	12
Program Coordinators	6
Faculty	14
TPA /APA Coordinator	1
Mentors	2
Field Supervisors – Program	12
Credential Analysts and Staff	1
Advisory Board Members	4
TOTAL	94

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Fortune School is the Commission approved program sponsor for Fortune School of Education (FSE) which was originally established in 1989 as Project Pipeline by Center Unified School District Superintendent Dr. Rex Fortune. It was supported by a grant from the California Post-Secondary Education Commission. Its primary focus was to provide an alternative strategy for filling the education “pipeline.” Dr. Rex Fortune saw an opportunity to bring more diverse teaching candidates into public schools, especially in the urgently needed areas of science and mathematics instruction.

Fortune School originally was in a partnership with the Sacramento County Office of Education to offer educator preparation programs and then with Mount Diablo Unified School District. In April 2018, the Commission granted Fortune School Provisional Institutional Approval. Currently, Fortune School is a Local Education Agency that runs nine charter schools focused on closing the African American achievement gap. FSE operates three credential programs. These programs were founded with the vision of preparing educators for service in public schools with competence and sensitivity that enable them to develop students to their fullest potential. FSE is committed to developing and implementing standards-based curriculum and scholarly research. A proficiency alignment of artifacts and culminating projects ensure candidate

understanding of content at varying levels of depth of knowledge and with diverse theoretical perspectives.

FSE campuses are located in Sacramento and Concord. Since March 2020, due to the COVID-19 pandemic, the delivery model shifted to completely online and has now begun to operate using a hybrid model.

Education Unit

The Higher Education Department at FSE offers three credentialing programs: Preliminary Administrative Services, District Intern Preliminary Education Specialist (M/M), and District Intern Preliminary General Education (MS/SS). The most immediate leaders of the program are the Dean, the Program Director, and the Credential Analyst/Registrar. They oversee 14 instructors, 10 field supervisors, and partnerships with several schools and district partners.

In the Fall of 2021, FSE has 49 District Interns enrolled: 17 in the first year and 32 in the second year of the program. Detailed information on the current academic year’s enrollment is provided in Table 1 below.

Of the 49 District Interns currently enrolled, 26 (53%) are women and 23 (47%) are men. A total of 27 (55%) identify as White, 8 (16%) as Latino, 5 (10%) as African American, 2 (4%) as Asian, 4 (8%) as mixed-race, and 3 (6%) did not disclose their racial background.

Table 1: Program Review Status

Program Name	Number of Program Completers (2020-21)	Number of Candidates Enrolled (2021-22)
Preliminary Administrative Services	5	New Cohort Begins in January 2022
Preliminary Education Specialist – Mild to Moderate	6	14
Preliminary Multiple Subject	6	4
Preliminary Single Subject	10	31

The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology (Zoom). Nonetheless, the visit went smoothly, with excellent planning and preparation on the part of FSE leadership and staff. The visit schedule was well organized in advance, and interviewees were timely in their participation. Additional evidence was submitted promptly when requested, and all materials were accessible to the site visit team throughout the visit.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved programs, in this case a Preliminary Multiple and Single Subject Intern program, a Preliminary Education Specialist Intern program and a Preliminary Administrative Services Credential program, have only operated for a short time, three years, as the Fortune School of Education under the approved LEA, Fortune School.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple/Single Subject Intern Programs

Program Design

Fortune School is a local education agency that runs nine charter schools focused on closing the African American achievement gap. Dr. Rex Fortune founded the Fortune School of Education (FSE) program under the umbrella of Fortune School in 1989 through the establishment of Project Pipeline. FSE vision “incorporates preparing educators for service in public schools with competence as well as sensitivity that enable them to develop students to their fullest potential.” This vision continues in the program today and is propelling FSE forward to expand the program in the future as indicated by the President and CEO of Fortune School. Presently FSE provides intern credentialing programs that include the preliminary Multiple Subject (MS) program and Single Subject (SS) program for English, Mathematics, Physical Education, Science, History/Social Studies, and World Languages.

The leadership framework includes the President and CEO, the Chief Operating Officer, the Chief Financial Officer (who together form the Cabinet), and the Board of Directors. As indicated in the documents and interviews, the Dean of FSE, the department chair (now program director) for all credentialing programs, and credential analyst meet weekly to collaborate on all aspects of the programs. The dean and program director run all credentialing programs and meet frequently each week to discuss any issues that may arise. Both also are instructors for many of the courses. In addition, they work with the 14 instructors and 10 field supervisors to ensure that the vision and integrity of the programs are maintained. Faculty indicated in interviews that the dean and program director have established a collaborative environment within FSE and they are able to meet with them if needed. The dean and program director support new faculty members to ensure the FSE expectations are met for all candidates, which includes the FSE curriculum standards. The dean meets bi-weekly with the President/CEO, monthly with the Cabinet, and monthly with the Higher Education Committee.

As noted by the dean, access and communication is key to the functioning of the credentialing programs.

Currently FSE serves 35 Interns who are in either the first or the second year of their multiple subject or single subject program. The communication between all stakeholders is instrumental to the “smooth functioning of the programs.” Candidates indicated that both the administration and faculty were consistently available to address any concerns and/or issues that may arise. They indicated consistently that the program always listened to their concerns and changes were made to the program, when possible, based on candidates’ feedback.

Recruitment is ongoing and is done in collaboration with the consortium of charter and public schools at scheduled meetings throughout the year. As reported by the dean, principals and district personnel have reached out to FSE indicating some of their needs in the future, including moving up the preservice orientation to ensure that candidates are able to begin the program at the beginning of the school year. To accommodate, FSE has decided to have a mid-year preservice in winter 2022, to ensure that candidates are ready to begin their credential in the spring of 2022.

Program changes over the past two years due to COVID 19 include classes being held virtually both synchronously and asynchronously. Other modifications in the program include a change in administration, which today includes the dean and the program director. In addition, discipline – specific courses and practicums were added to the preservice, year 1 and year 2. Through data analysis, the program increased the assessment support by including more than 40 hours of support for candidates who needed to complete the RICA and CalTPA. Second year candidates indicated that the increased support was evident in the program.

Course of Study

Both the MS and SS program begin with a preservice orientation consisting of 5 hours with an additional 170 hours of coursework/fieldwork that includes organizing and managing the classroom, positive behavior management, reading and writing in the content area, teaching exceptional children, content specific instructional planning, and field experience. During the field experience, candidates were able to visit classrooms and observe various settings. Candidates indicated that the preservice orientation was valuable and helped their transition into the classroom.

Both programs are two years in length and consist of 18 courses for multiple subjects and 17 courses for single subject. The courses during the first year for both programs continue to build on exploring the teaching profession, assessment, and building “positive relationships in a diverse environment.” The reflective component of the courses provides an opportunity for candidates to connect theory to classroom practice and provides the connection to their clinical practice and the work they do with their supervisor. Consistently, many candidates indicated that the coursework was pertinent to their daily teaching and that they were able to implement “the next day” what they discussed in their courses. In addition, their clinical practice under the guidance of the supervisor, combined with their coursework, provided support for the CalTPA for MS and SS, and the RICA for the MS candidates. Many candidates indicated that the courses

and support for ensuring a safe and organized classroom were important for the first year of teaching. Classroom management and building a positive learning environment were repeatedly referenced as being the area that best supported their success during the first year. Candidates also indicated that the connections to the CalTPA and the additional workshops for the CalTPA were vital to their success.

In year two, the MS and SS program emphasizes content specific courses and the use of technology in the classroom. The courses increase the candidate's capacities in the areas of planning and instructional delivery and support them through the second cycle of the CalTPA. Candidates indicated that this connection of coursework and clinical support from their supervisor and mentor was important for their successful passage of the CalTPA.

Over the last two years, no candidates have opted for the early completion option. Candidates indicated that they felt it was important to have the support and coursework as new teachers, as many indicated they were career changers.

Each candidate is required to have an annual minimum of five formal observations, five collaborations and two video observations. In total, there are twelve observations conducted throughout the year, divided into these three different categories for the purpose of supervisor compensation. The supervisors indicated that they often had additional interactions with the candidates, as they would reach out via email, text or phone for support. Candidates indicated that the supervisors were very knowledgeable and supportive and that the observations and feedback helped them to grow in their teaching practices as well as prepare them for their CalTPA.

In addition, each candidate is required to work with their principal to secure a like-credentialed site mentor with the condition that FSE trains the mentors. The candidate is responsible for logging the time they meet with their mentor as well as any other meetings that would indicate they had met the 144 hours of general support and 45 hours of specific support for addressing the needs of English learners. Candidates indicated that the on-site support was important for their success in the program. The mentors indicated that they supported their candidates based on what the candidates needed including co-planning.

During the exit interview, which occurs about two months prior to completion of the program, the dean, program director and analyst, carefully use the checklist to ensure that all requirements have been met before the credential analyst submits the appropriate documents to the CTC for issuance of the credential. The dean indicated that this exit interview was important and provided an opportunity for candidates to provide feedback to the program as well as suggestions for improving the program.

Candidates indicated that they provide input to the program through end of course surveys, an end of year survey, and end of program survey. Candidates also indicated that they can go directly to the instructors, the dean, or program director should they have concerns or need additional support. The dean indicated that they also have weekly office hours throughout the year, where candidates are able to speak with the dean, program director, or credential analyst.

Candidates indicated that there was access to all staff to ask for support and/or to provide feedback about the program.

Assessment of Candidates

Candidates have access to the District Intern Handbook and Clinical Experience Manual that outline all of the requirements of the program including Class Attendance and Grading Policy, and rubrics for clinical practice. Candidates indicated that they understood the grading policy.

Assessment of MS and SS candidates occur at the end of each course and during the six checkpoints for field supervision and mentorship. As verified by the candidates and the syllabi, each course contains a Competency- Artifact assessment and a Professional Disposition Checklist assessment completed by the instructor. All coursework is required to be a B level or above. Some faculty indicated that they would allow for resubmission if the score was below a B. Candidates indicated that the feedback was timely and relevant for their growth.

Field supervision includes the three categories of observation – formal observation, video observation, and collaborations – that are conducted throughout the year. The field supervisor also completes a Professional Disposition Checklist three times a year and assesses program competencies through the Field Experience Performance and Participation Assessment (FEPPA) rubric during the specified supervision cycle (both formal observation and follow-up discussion) for each. This information is used to assess the growth of the candidate over time. The cycle consists of pre-observation review of the lesson plan with feedback, observation of the lesson with a supervisor scoring the lesson using the FEPPA rubric and debrief after the observation with a candidate-submitted reflection that includes next steps. Candidates and supervisors indicated that this process was effective in increasing the capacity of the candidate. The supervisors indicated that the observations in conjunction with the TPEs and the reflections are valuable in assessing the progress of the candidate.

Should a candidate fall behind in completing work, the Professional Growth Plan (PGP) is developed with the program director, candidate, field supervisor, and/or instructor(s). Once approved by the Higher Education Committee (HEC), the PGP is signed by the program director and the candidate. Follow-up by the program director with the candidate is provided to ensure that there is growth as reflected in the PGP. Non-compliance with the terms of the agreement or lack of sufficient growth can result in withdrawal from the program at the discretion of HEC.

Findings on the Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, mentors, and supervising teachers, the team determined that all program standards are **met** for the Preliminary Multiple and Single Subject Intern Credential Program.

Preliminary Education Specialist Mild/Moderate Intern Program

Program Design

The Fortune School of Education (FSE) offers a Mild/Moderate Disabilities (M/M) Education Specialist Preliminary Credential through an intern pathway. The FSE Education Specialist Intern program serves candidates from within their own charter school network, along with candidates from other geographically close districts in the Sacramento and Bay Area region. The program is designed for individuals who want to be employed as an intern teacher while earning a teaching credential in a hybrid teaching model with a mix of online classes and face-to-face sessions in the Sacramento and/or Concord area. The program provides an added emphasis for preparing teachers aligned to the FSE focus of “closing the African American achievement gap.”

The FSE Education Specialist Mild/Moderate Intern Program includes their overall vision focused on “ensuring an understanding of content at varying levels of depth of knowledge and with diverse theoretical perspectives.” The program supports the overall mission of FSE where Instructional strategies and standards-aligned tools are used for evidence collection and data analysis. It was clear through interviews with candidates that their field experiences gave them the opportunity to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

Communication occurs through video conferencing and in-person interactions. Information is shared through collaborative team meetings, program materials, and electronic messaging (email, learning management system, webpage).

The FSE Preliminary Education Specialist Mild/Moderate Intern Program is a job-embedded, two-year internship. Internship placements in the program are based upon employment as the teacher of record in Fortune School or partner districts in positions that correspond to the credential area being pursued. For this and the other intern programs, FSE partners with up to 60 schools and districts. Candidates stated they can work with students in a range of grades, ages, disabilities, and diverse backgrounds. The program follows a cohort model with fieldwork supervised by field supervisors through required semester practicum courses.

Programs shifted to fully online during the height of the pandemic but have now returned to offer hybrid options. A new integrated Learning Management System (LMS) and Information Management System (IMS), called Populi, was implemented for the 2021-2022 program year. The EDU578 Strategies for Teaching Students with Disabilities class was modified to allow candidates to participate in the Special Education CalTPA pilot and field tests.

The FSE Advisory Committee was recently formed to share information and feedback from the program and stakeholders. Candidates said they provide feedback through course feedback surveys and weekly office hours with program staff. Interns stated that the program is receptive to their feedback and provides support in a timely manner. Field supervisors and instructors stated they have ongoing individual and cohort meetings with program staff where feedback about their work and the quality of the program is provided. The program director discussed

the frequent informal contact with site mentors and administrators. Documentation showed consortium meetings occur throughout the year to seek input from district partners.

Course of Study

Preservice courses, now offered three times a year, consist of a 170-hour “bootcamp” covering the foundational aspects of teaching, including classroom management, developing IEPs and teaching English Learners. Candidates stated in interviews that the preservice component was rigorous and prepared them to enter their own classrooms. Year One of the intern program is designed to expand on the foundational themes covered in preservice with additional complexity and an additional fieldwork component. The program handbook shows Mild/Moderate interns also receive a 15-hour practicum in Year One which is focused on specific concepts in special education. Year Two coursework adds a much greater focus on special education strategies and practices. The Field Supervision and Mentorship Manual outlines that field experience includes an annual minimum of five formal observations, five informal collaborations, and two video observations. Candidates shared that an emphasis is placed on ongoing opportunities to reflect on their growth and teaching through structured reflection activities and assignments in both coursework and fieldwork. Interviews confirmed that candidates had frequent interactions with instructors; it was reported that instructors take a relational view with students and monitor closely how students are doing academically.

The Field Supervision and Mentorship Manual documents the required practicum course for each semester for interns, with topics and themes that link course content with internship applications. Documentation shows that program staff collaborate with instructors and field supervisors to ensure selected TPEs are included in coursework and fieldwork experiences at targeted times throughout the program. The annotated faculty list showed that courses are taught by educators who are current in their practice and emphasize understanding and application to real students and classrooms.

The course sequence documents show coursework is designed to build off the framework established in pre-service. Candidates stated that year one courses deepen their learning in general pedagogy. Candidates stated that year two courses focus more on strategies and applications specific to students in special education.

Agreements with local education agencies (LEAs) show that placements are contingent on employment as the teacher of record in Fortune School or partner districts within the Mild/Moderate Disabilities credential area pursued by candidates. Signed documentation shows that partnering districts agree that interns will have the opportunity to work with students with a range of grades, ages, disabilities, and diverse backgrounds based upon their school culture and assignments. Candidates stated they have opportunities to observe other programs and to work with teachers with diverse assignments through release time and purposeful learning collaborations.

The course sequence illustrates that fieldwork assignments are coordinated with instruction and content in the intern coursework. As an example, interns complete EDU 531 A: Planning for Data-Driven Instruction while also applying those concepts in the field during EDU 531 B:

Practicum: Planning for Data-Driven Instruction. Instructors and field supervisors stated they are encouraged to collaborate with the Higher Education Committee to ensure alignment between instruction and fieldwork expectations.

Practicum courses include assessment of program competencies and fieldwork through observations, professional disposition checklists, collaborations, and formal reflections. Observations, feedback, and advisement are provided by the FSE field supervisor. The Field Experience Performance and Participation Assessment (FEPPA) rubric is used by the FSE field supervisor to measure growth in the TPEs for all informal and formal assessments. This process is repeated every semester with increasing depth and application demonstrated by the intern. The practicum courses are Pass/Fail with the requirement that candidates complete all activities with a minimum 80% competency score each semester.

Assessment of Candidates

Candidates are assessed for specific program competencies in each course with a program requirement to maintain a grade point average (GPA) of 3.0 or above with no failed courses. A passing grade for a course is “B or above” with practicum courses graded on a Pass/Fail basis (minimum 80% competency score).

Documentation showed that candidate progress is tracked by program staff and reviewed every semester. Program policy states that any candidate who falls below the required level of competence will have their standing reviewed by the Higher Education Committee with additional support offered through an individualized Professional Growth Plan.

Ongoing reviews of completed requirements are documented in a spreadsheet and verified by the dean, program director and credential analyst. A formal exit interview, conducted with each individual intern by program staff, is used to determine eligibility for recommendation for the Preliminary Education Specialist Credential. Completers cited the exit interview as valuable in ensuring all requirements are met and to provide feedback directly to the program.

Program staff meet with candidates multiple times throughout the program to review their intern status. Candidates stated that they receive grades and feedback on coursework from the instructor, both directly and in the online gradebook system. Interns said during interviews that the feedback was consistently timely and personalized to their growth. Support hour logs indicate that communication occurs weekly with field supervisors, and site mentors, who provide support and feedback through informal and formal observations. Yearly transcripts are available to candidates that document grades and progress towards credential requirements.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, mentors, and supervising teachers, the team determined that all program standards are **met** for the Preliminary Education Specialist Mild /Moderate Disabilities Intern Credential Program.

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Service Credential (PASC) program at Fortune School of Education for School Leadership is known as Administrative Service Credential (ASC). The program design aligns with the focus of the organization to close the African American achievement gap. The specific focus of the program is to produce school leaders who will develop and lead high quality schools in high-needs areas. The vision of ASC is to prepare educators to develop students to their fullest potential. Evidence of this intentional focus can be found on the website, in the Candidate Handbook, and in the course syllabi in the reiteration of their Mission Statement. Interviews and documentation showed that the ASC is well supported, by the CEO, the Dean, the Program Director, the Credential Analyst/Registrar. Although the Program Coordinator is new to the position, she worked with the organization previously and has the capacity to support candidates at a variety of levels. Through the review of documents and through interviews with completers, faculty and leadership, evidence of a traditional pathway was clear. The school did move to alternative instruction during the COVID-19 pandemic but will return to the traditional pathway with the new cohort in January.

Due to the size of Fortune School of Education, communication takes place both informally and formally. Interviews confirmed that informal communication within the program occurs regularly through email and in virtual settings involving candidates, program staff, field supervisors, and program faculty. Formal communication within the unit occurs through a variety of meetings, including one-on-one meetings with the CEO, the Dean, and the program director as well as weekly department meetings with the Dean, the Program Coordinator, and the Credential Analyst/Registrar, monthly meetings of the Cabinet (President/CEO, CFO, and COO) and the Dean, and monthly meeting of the Higher Education Committee. Additionally, the newly formed Advisory Committee meets three times a year with a focus on program improvement. Completers reported in interviews that the program goals, guidelines, and procedures were clearly articulated and that they were well supported by their instructors and the program leadership.

The structure of coursework and field experiences in ASC is evaluated by the Dean, the candidates, the faculty, the coaches, and the credential analyst to ensure the program is meeting the needs of both candidates and the schools being served. Candidates in the program complete 8 courses of which two are focused on their field experience. One course is closely connected to the CalAPA while the other is connected to the Leadership Project that each candidate completes. A document review corroborated what was heard in the interviews with instructors, completers, and the leadership about the structure of the classes. One candidate stated, "The activities and the regularity of communication from the instructor helped me to complete the CalAPA successfully."

This year a modification was made whereby candidates will begin their program in January rather than August. For this reason, at the time of the visit there were no current candidates

enrolled. According to an interview with the Dean, this change was based on the requests of students in exit interviews and surveys.

The Administrative Services Credential (ASC) program includes a course (EDU 592 Field Experience) in direct response to new program and teaching standards from the Commission and the adoption of the California Administrator Performance Assessment (CalAPA). Although all courses focus on particular sections of the California Administrative Performance Expectations (CAPEs), EDU 592 is taught by their Field Experience Supervisor and includes direct support for the CalAPA Cycles. This design was confirmed in interviews with completers, the Field Experience Supervisors, and Instructors.

Through candidate interviews and document reviews, evidence confirmed that candidates had multiple opportunities to provide feedback to the program for program improvement purposes. Additional stakeholder input is gathered through a principal partnership within the organization. Interviews with instructors concluded they had opportunities to speak informally to the leaders when they had concerns. Interviews identified program feedback as an area where the school will focus its efforts to provide a program that meets the needs of candidates and stakeholders. The newly formed Advisory Committee is evidence of the establishment of these efforts. Although this is a program focus, the Advisory Committee is still in its initial phase with no written evidence of clearly defined roles and expectations of sharing the responsibility for the implementation and success of the program. Interviews with the dean and the program director verified that a verbal agreement existed for shared responsibility for program quality; candidate recruitment, selection, and advisement; curriculum development; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of field experience supervisors, and assessment and verification of candidate competence.

Course of Study (Curriculum and Field Experience)

Candidates confirmed that they begin the ASC program with an orientation and continue through a sequence of eight courses that emphasize supporting diverse learners, creating socially just learning environments, and understanding the role of schooling in a democratic society. This was also confirmed by the instructors and a review of documents. The first and last courses are taught by the dean and the intervening courses are taught by instructors from within the organization who are experienced practitioners. The instructors have an in-depth understanding of the duties of a school administrator as well as knowledge of their needs such as human resources or fiscal management. Because the organization is growing from within, they believe that it supports open and direct communication between the staff and administrators when they can build relationships through their coursework. The instructor and completers verified through interviews that candidates engage in a variety of practical job-related activities designed to assist them in building proficiency as school leaders. Two completers talked extensively about how in EDU 590: Diverse Learning Communities: Political, Cultural, and Social Implications they were able to have in depth conversations that allowed them to reconsider their dispositions considering the learning that was taking place. They both spoke about how they really enjoyed this experience.

Candidates have two types of required fieldwork experiences. One is connected to the organization's yearly priorities. Candidates have a fieldwork supervisor who provides support, reviews candidates' reflections on their learning, and ensures candidates are working to complete program requirements. Each candidate is responsible for completing a Field Experience Project and presenting it to a group of mentors at its completion. Projects are aligned with the organization's priorities and take place at the school site or across multiple school sites. The second field experience requirement is connected to the California Administrator Performance Assessment (CalAPA). The fieldwork supervisor meets with the candidates to discuss and support candidates' progress on the CalAPA as confirmed by interviews of both the field experience supervisor and the completers. The program requires a minimum of fifty-eight hours of fieldwork. These aspects of the program were confirmed through interviews with candidates, completers, the Field Experience Supervisor, and a review of documents.

Assessment of Candidates

Documentation showed that candidates are assessed through multiple modalities throughout the program including class and field experience assignments. Instructors verified that they work together to ensure a diverse and broad amount of reading, writing, and collaborative presentation opportunities. Courses are clearly grounded in current educational research, including the role that adult learning theory plays in candidate learning. Candidates are also assessed on the California Administrator Performance Expectations (CAPEs) through class assignments that include written work, presentations of case studies, reflective assignments, and a culminating leadership project. The program works to make direct connections between coursework, and the California Administrator Performance Assessment (CalAPA). This was supported by statements provided in interviews of completers and instructors. Interviews demonstrated that candidates see the connections between coursework, fieldwork, and reflections done as part of their Candidate Self-Assessment Tool, Leadership Practice Tool and Educational Leadership Project Post Workshop Reflection Rubric.

Candidates confirmed that they are informed of program requirements through the program handbook and course syllabi along with ongoing guidance through meetings with instructors, fieldwork supervisors, and the program director. The program director and the faculty serve as the assessment staff who provide individual feedback through marks and comments in the learning management system and individual advisement meetings which was confirmed during interviews with completers and instructors.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully **met** for the Preliminary Administrative Services Credential Program except for the following:

Standard 2: Collaboration, Communication and Coordination – Met with Concerns

Interviews with stakeholders and a review of program documents indicate that while partnerships exist with schools and districts, and while a strong and diverse advisory committee has recently been established, these partnerships are not yet formalized through documents or partnership agreements that “clearly define the roles and expectations of all partners sharing responsibility for the implementation and success of the preliminary administrative services credential program.”

INSTITUTION SUMMARY

Fortune School of Education (FSE), one of the oldest alternative certification programs in the state, is an LEA educator preparation-based program sponsored by the charter school, Fortune School. The Fortune Schools network consists of nine TK-12 schools. The credential programs comprise the Department of Higher Education at FSE: the General Education Intern Program (Multiple and Single Subjects), the Special Education Intern Program (Mild/Moderate), and the Preliminary Administrative Services Credential Program. In addition to creating a strong educator pipeline to the Fortune School, the credential programs serve a consortium of 60+ schools and districts by helping to fill teacher vacancies.

Fortune School is set apart by its singular focus on closing achievement gaps for underrepresented students, and especially for African American students. As a school system, Fortune School and Fortune School of Education are succeeding with a group of students who experience challenges in school and are preparing teachers and leaders who know how to do this work in the classroom and on a school-wide basis. The same values, goals, and practices that define the Fortune School are embedded in FSE’s Department of Higher Education: care and support for each candidate, meaningful projects to demonstrate learning, and high expectations for success.

Interviews with multiple stakeholders revealed additional strengths of Fortune School of Education. At every level, interviewees talked about the willingness of FSE leaders to listen to feedback and to make changes accordingly. Responsiveness and care were described as hallmarks of the organization. Candidates noted the timely and useful feedback they consistently receive. They expressed appreciation for being able to approach the dean or their instructors to ask questions, and this openness was cultivated intentionally at FSE. Interviewees also described a culture of collaboration among instructors, leaders, and partners. Overall, Fortune School of Education’s well-defined focus, clearly articulated by leadership and embedded in the course of study and fieldwork, gives its educator preparation programs a unique purpose and outcome. Fortune School of Education is growing its own teachers and school leaders who deeply understand their vision, know how to close achievement gaps, and have a comfort level around this very specialized practice based on strong relationships. This is transformational work.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
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.	Consistently
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.	Consistently
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.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
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.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Fortune School of Education and its educator preparation programs operate with a well-defined infrastructure in service of a clear and research-based mission: to prepare teachers and leaders with the expertise, competence, and sensitivity necessary to close the achievement gaps for underrepresented students, especially African American students.

The Fortune School and the Fortune School of Education system, including the Higher Education Department, is overseen by the Cabinet which includes the Chief Executive Officer, the Chief Operations Officer, and the Chief Financial Officer. The leadership authority for the credential programs in the Higher Education Department lies with the Dean, who reports to the Cabinet. The Board of Directors governs the whole organization. Regular and well-planned meetings at the leadership level and within programs ensure that communication is open, that operations are transparent and understood, and that all stakeholders are involved. Interviews with the Advisory Committee, members of the Board of Directors, and employers confirmed that the leadership of the Fortune School is characterized by a commitment to quality and high expectations, care, reflection, responsiveness to feedback, and a shared commitment to their mission. Interviewees also spoke to the skill, empathy, and dedication of the FSE leadership during these challenging months of the pandemic.

Fortune School provides the Fortune School of Education with sufficient resources for the effective operation of its credential programs. The Cabinet, along with the Board of Directors, ensures that the credential programs are well supported, and are responsive to the needs of the programs. Resources for the credential programs include a program director, with plans to bring on a second one next year; a highly functional website; IT services and support for faculty and candidates; a new and integrated Learning Management System, Populi; a librarian and access to online library resources; a marketing and recruitment team; an admissions coordinator who is also the COO, fiscal operations through the CFO; and a credential analyst/registrar. A student lounge, two classrooms, and a conference room provide candidates with appropriate space and learning environments.

Fortune School of Education has established policies and practices for hiring well-qualified instructors who are committed to FSE's core mission, and who work closely with the dean and program director to update the curriculum and instructional materials. They are evaluated each year using a rigorous protocol that includes student feedback and classroom observations, and also participate in professional development and FSE projects.

Fortune School of Education's credential analyst, in collaboration with the dean, monitors an effective process for tracking candidates from the time they're admitted through their program completion. In interviews with the credential analyst and the dean, team members were shown the online Learning Management System and all the components for tracking applications, program requirements, coursework completion, and readiness for final application. Three months prior to completion, the dean, program director, and credential analyst meet with each candidate to go over all remaining requirements, and to create the Individual Development

Plan. Finally, the exit survey meeting with the dean ensures that requirements are met, and if not, that the candidates have a clear plan and timeline for doing so. Nearly all candidates complete the requirements in time to be recommended at the end of their program. This was consistent even during the pandemic.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
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.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Fortune School of Education accepts applicants into its program based upon clear criteria that includes multiple measures of candidate qualifications including, a personal statement, a resume, three professional recommendations, and other requirements that meet statutory requirements for intern programs. The unit purposefully recruits candidates to increase the diversity of teachers in California. The diversity of candidates in Fortune’s programs include a higher percentage of males (47%) when compared to the statewide average (26.7%). In addition, 45% of Fortune’s candidates represent people of color whereas the statewide average is 34%.

Fortune School of Education provides a system of support throughout its programs that includes three orientations: one before Pre-service, a second before Year 1, and a third before Year 2. Orientations are followed with weekly administrative office hours that are open to all candidates seeking assistance. Faculty, field supervisors, mentors, and principals are all additional sources of support for all candidates in all programs. A formal system of support is the professional growth plan (PGP) which includes a structured format of support for

candidates to accompany their coursework and assessments. Candidates who earn a grade lower than a “B” on an assignment or are struggling to meet deadlines are placed on a PGP which must be approved by the Higher Education Committee (HEC) to ensure that the plan is fair and one that will support the candidate’s growth and development.

Personnel specifically designated to support and advise candidates include the recruiting team, who identify candidates for possible enrollment in the programs. The Admissions Coordinator, who is also the Chief Operating Officer, is responsible for assisting candidates through the admission process. The credential analyst begins tracking candidates from the beginning of their program to ensure that requirements are met along the way. Every candidate is supported by the instructors, supervisors, and the mentor assigned to the candidate throughout the program. All of this is overseen by the program director, credential analyst and the dean who serve as support from admission through program completion. Interviews with candidates confirmed that they experience this support and that communication is clear and frequent.

Fortune School of Education’s Higher Education Committee (HEC) holds monthly meetings to review the progress of all the candidates in each preparation program. The process of support for candidates is described in detail in the handbook that is presented to candidates at the beginning of the program and again at the yearly orientations. It is also available on the Fortune School of Education website.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and 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.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
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.	Consistently
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.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Fortune School of Education provides its candidates with a sequence of coursework and clinical experiences designed to educate the students in California. In the intern programs, coursework is paired with clinical practice to support the growth and development of candidates in their professional practice. With the support of field supervisors, candidates receive personalized support to meet their individual needs within the context of their teaching assignment, while fulfilling the content requirements associated with the coursework aligned to the teaching performance expectations (TPE).

All of the educator preparation programs offered by Fortune School of Education provide opportunities for candidates to learn, practice, and demonstrate competencies through both coursework and fieldwork. The clinical experiences of candidates in the educator preparation programs associated with Fortune School provide candidates with opportunities to experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and learning. Fortune School is focused on closing the achievement gap for African- American students and have been successful in doing so. Candidates placed in Fortune Schools experience schools comprised of 63% African-American students and 24% Latino students. From the 2014-15 school year to the 2018-19 school year, students in these schools improved 24 percentage points which is more than three times that of the students statewide. Fortune School of Education has taken the Five Pillars of Success model that has proven results and implemented it within its educator preparation programs. These pillars include high expectations, choice and commitment, more time, focus on results and citizenship.

To ensure that every candidate in Fortune’s educator preparation program receives a qualified site-based supervisor, the program utilizes a professional services agreement (PSA) which is a four-way agreement between the mentor, the intern, the school administrator and program leadership. This agreement outlines the expectations of each party and the services to be provided. In addition to the clearly established expectations for all parties involved, Fortune School of Education provides extensive professional development to all of its participants and partners. The most recent professional development offerings include “Anti-Racist Education” by Dr. Abul Pitre, “Socio-emotional Support of LGBTQ+ students” by Vinisha Rana and “IEPs and Their Impact of Minoritized Groups” by Dr. Zoe Bartholomew. These professional development offerings are open to the site-based supervisors in addition to the regular training that is provided which orients them to their role as a supervisor. Site-based supervisors receive feedback about their performance in a variety of ways including through candidate evaluations, the use of a professional development plan, a self-reflection form that identifies their summary of accomplishments, and an overall evaluation of their performance from program leadership.

Common Standard 4: Continuous Improvement	Team Finding
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.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
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.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Fortune School of Education has developed and implements a comprehensive and continuous improvement process at both the unit and program level that identifies program and unit effectiveness and makes appropriate modifications based on findings. The unit collects candidate feedback about coursework, mentors, field supervisors and the program’s design at regular intervals. Based upon candidate feedback, the preliminary administrative services credential program altered its start time from the fall semester to January. Other changes based upon feedback include the implementation of study groups for candidates as they prepared for assessments in their courses. Upon completion of the program, candidates

participate in an exit interview. This interview is designed to gather information about the candidate’s experience in the program which can be used to inform future program modifications.

The unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. Candidates reported having several opportunities throughout their program to provide feedback and noted that changes were always being made. In interviews, completers complimented the program about the continual changes and requested to “keep them coming.” Data collected from interviews and the program’s website illustrate the program’s responsiveness to recommendations for improvement. An Advisory Council was formed to assist with assessing unit effectiveness. With the board’s approval, program leadership developed an intentional scope of membership for the Advisory Committee with the idea of providing critical thought partners for the development of all of the educator preparation programs within the unit. The Advisory Committee is representative of each of the programs offered in the unit but also has a larger perspective as the members on the committee include individuals from across the state, serving in higher education and even from other states to bring a national perspective.

Common Standard 5: Program Impact	Team Finding
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.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The team’s review of the CTC Accreditation Data Dashboard and performance assessment outcomes confirmed that interns in the preliminary credential programs, and candidates in the Preliminary Administrative Services credential program are meeting Commission-adopted competency assessments. The team found through interviews with program leadership and staff, and review of documents and candidate performance data, that candidates are supported in developing the knowledge and skills they need to be effective teachers and leaders for students in California’s schools, which are represented by the FSE charter schools and the consortium of school and district partners. Employers of interns and program completers described Fortune teachers as supportive of their students, believing in their potential, prepared to work in their schools’ settings, and agreed that what is being taught in the FSE

curriculum translates to their classrooms. As one principal stated, FSE teachers celebrate students of color and have high expectations for them.

Fortune School of Education's positive impact on teaching and learning in schools that serve California's students was evident through interviews with FSE leadership, district partners, and review of FSE data reports. Interns and program completers often work as teachers and leaders of Fortune's nine charter schools. Their positive impact, having been carefully prepared to close achievement gaps, is evident in FSE's data on student achievement. The FSE 2021 Demographics report shows that across nine charter schools with 2,211 students in TK-12, Fortune students are performing above county and statewide averages. Even more, the Black student achievement gap is closing in both Math and English Language Arts, with a distinct rise in scores for Black students at Fortune over the last two years compared with Black students statewide.

The credential programs also have a positive impact on the region's teacher supply. Employers confirmed that they count on Fortune School of Education to help fill vacancies in their districts. Members of the Board of Directors and the Advisory Committee agreed that Fortune provides qualified candidates at a time when teacher shortages are rising, and that FSE has had a huge impact in the Sacramento area. Fortune's CEO further confirmed that the career ladder developed through their credential programs fosters leadership development that is essential to school stability.