

Initial Program Approval for New Program Sponsors

June 2019

Overview

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. Fortune School, a public charter, has received provisional approval by the Commission as a new program sponsor in California. (See [item 3A - April 2018 Commission meeting](#)) It now seeks approval from the Committee on Accreditation to offer two educator preparation programs, the Preliminary Multiple Subject/Single Subject district intern credential program and the Preliminary Education Specialist district intern credential program. It is important to note two particular aspects about these proposals. Fortune School has been operating these credential programs in partnership with Mt. Diablo School District. Approval of these programs would allow Fortune School to operate independently as the program sponsor for these two district intern programs. If approved, Fortune School will be operating these programs through its educator preparation arm of the organization, Fortune School of Education.

Staff Recommendation

Staff recommends that the Committee on Accreditation grant initial accreditation for Fortune School's Preliminary Multiple Subject/Single Subject and the Preliminary Education Specialist district intern credential programs.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the [December 2015 Commission meeting](#), the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the [February 2016 meeting](#). A graphic detailing the five stages of the IIA process is provided on the following page.



I Prerequisites	II Eligibility Criteria	III Address Standards & Preconditions a) Common b) Program	IV Provisional Approval	V 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, the institution 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) Require 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 (Fortune School of Education)

Fortune School has completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	May 2016 - Attended Accreditation 101
Stage II: Eligibility Requirements	June 2017 - Approved by the Commission
Stage III: Preconditions and Common Standards	April 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

Fortune School’s responses to the Preliminary General Education Multiple and Single Subject program standards and the Preliminary Education Specialist program standards were reviewed by a team of Board of Institutional Reviewers. Reviewers collaborated on the feedback and found all standards to be Met. Below is a summary of Fortune School’s proposed Preliminary General Education Multiple and Single Subject program standards and the proposed Preliminary Education specialist program standards. [Appendix A](#) includes the Report of Findings for the Preliminary General Education Multiple Subject/Single Subject program and the complete submission of responses for the Preliminary General Education Multiple Subject/Single Subject program can be found in Attachment A to this agenda item. [Appendix B](#) includes a copy of the Report of Findings and the complete submission of responses for the Preliminary Education Specialist program can be found in Attachment B to this agenda item.

Fortune’s Preliminary General Education Multiple Subject/Single Subject Credential Program and Preliminary Education Specialist Mild/Moderate Credential Program

Fortune School’s Preliminary General Education Multiple Subject/Single Subject and Preliminary Education Specialist Mild/Moderate district intern credential programs are two-year programs that will include coursework, supervision, fieldwork and 160-hours of pre-service. Candidates will be from partnering public schools, non-public schools and charter schools. All candidates will be required to complete all coursework, supervision, and Multiple Subject/Single Subject candidates will be required to complete the teaching performance assessments (TPA’s) within the two years. During the 160 hours of pre-service, candidates will be required to complete fieldwork hours and will continue their site-based field experiences throughout their district intern programs. On-site supervisors will meet regularly with the candidates ensuring that 144 hours of support are provided including 45 hours of English Language which are in addition to 45 hours of EL support provided during the pre-service program. As district interns, candidates will be provided opportunities to experience issues of diversity and will be able to implement research-based strategies for improving teaching and student learning. Candidates will be introduced to current trends and issues of instruction as well as curriculum for students in ethnically, linguistically, and culturally diverse classrooms. The credential coursework will cover principles and strategies that include constructivist theory, Bloom’s taxonomy, and backwards design. Courses will be aligned to the institution’s conceptual framework which is based on the following components: (1) High Expectations; (2)

Choice and Commitment; (3) More Time; (4) Focus on Results; and, (5) Citizenship. Curriculum will also focus on English Language Learners and students with special needs.

Faculty and personnel will regularly, and systematically, collaborate with various stakeholders including colleagues in the K-12 settings, college and universities, and members of the broader educational community to improve educator preparation.

Course of Study

Coursework

While enrolled in the preliminary teacher preparation programs, candidates will take courses within modules. Via the online program Schoology, candidates will be able to collaborate and communicate with their peers.

During the first year of the program, modules for both the Multiple Subject/Single Subject and Education Specialist Mild/Moderate candidates will cover topics such as foundations of teaching, planning for data-driven instruction, supporting diverse learners and effective instructional delivery. During the second year of the program, Multiple Subject/Single candidates will complete coursework in general education instructional planning, methodology of teaching reading and writing in the content area, technology in the classroom, advanced planning and instructional delivery and healthy environments for student learning. Coursework for second year Education Specialist Mild/Moderate candidates will focus on special education topics such as behavioral, social and environmental supports for learning, healthy environments for student learning, application of legal issues in special education, transition planning in special education, collaboration, consultation and case management, strategies for teaching students with disabilities and assessing and evaluation of students with Mild/Moderate disabilities.

Fieldwork

As district interns and teachers of record in the classroom, fieldwork for the General Education Multiple Subject/Single Subject candidates and Education Specialist Mild/Moderate candidates will be ongoing throughout the two year programs. During their fieldwork opportunities, the district interns will collaborate with colleagues, field supervisors and on-site mentors and will complete log sheets, reflective journals and formative and summative assessments. Fieldwork hours will focus on diverse learners and the connection of theory to practice and related activities will address issues of diversity from theoretical perspectives, grade-level appropriate strategies and tools and personal reflections. Field supervisors will participate in a minimum of twelve supervisory activities including in-class observations, video observations and reflections and informal collaboration opportunities.

Assessment

Program effectiveness and candidate competency will be tracked in a variety of ways. At the entry into the program, Fortune School will collect what is called “entry assessments”. These include CBEST scores, a personal candidate statement, certificate of clearance and a minimum score panel interview.

Mid-point assessments such as the Cal TPA for Multiple Subject/Single Subject candidates and the TPEs for Mild/Moderate candidates, field experience assessments, competency artifacts, mentor orientation packet and professional disposition checklist will also be collected. All formal and informal supervisor visits and in-person site visits by supervisors will use TPE-aligned tools collected via the Learning Management System, *Schoology* to produce data that is aggregated and disaggregated to help determine candidate competence and program effectiveness. Supervision will also include video capture experiences using the platform, *Whetstone*.

Upon exiting the program, candidates will submit exit assessments including a portfolio, dispositions checklist, surveys and field experience log sheets and following the completion of the program, program and instructor surveys will be gathered. Each of these sets of data will be analyzed by the Higher Education Committee and Data Analytics Team at the time it is gathered during the program.

All candidates must meet the requirements of the district intern program prior to being recommended by the credential analyst for the teacher credential upon completion of the program. A program specific checklist is used to ensure that all requirements are met and the credential analyst monitors the progress of the candidates throughout the program.

Appendix A
Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback
Report of Findings
Commission on Teacher Credentialing Feedback
Initial Program Review

Preliminary Multiple Subject and Single Subject Credential Program Standards 2015

Institution	Fortune School (Fortune School of Education)
Date of initial review	February 2019
Subsequent dates of review	April 2019, April 2019
Date Program Standards Aligned	

General Comments:

Program - Responses in Green Font

Please respond to questions/requests in Red font. All other questions have been addressed.

Program Response – Purple Font

Status	Standard
<p style="text-align: center;">More Information Needed</p> <p style="text-align: center;">Aligned</p>	<p>1: Program Design and Curriculum</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • How does the program design, including scope and sequence, provide foundational knowledge and field experiences during the pre-service phase of the candidates' experience? Please see the <u>FSE Pre-Service Program</u> document (attached) The <u>FSE Pre-Service Program</u> document has been integrated/hyperlinked with the Program Standards as needed. • Do Multiple and Single Subject candidates attend the same classes? If so, how do candidates learn about their subject specific pedagogy and age- appropriate resources? Yes. The Course Matrix and TPE-Aligned artifacts ensure that course artifacts are relevant and competencies are measured by the Instructor of Record. In addition to the Instructor of Record, each Module/Course has a <i>Visiting Instructor</i> to address the needs of the candidates. <i>For example: if a module/course has a General Education: Single Subject Credentialed Instructor of Record, a General Education: Multiple Subject Visiting Instructor will be asked to teach a session (within that module/course) independently or to co-plan and co-teach with the Instructor of Record to (1) ensure Subject-Specific Pedagogy; (2) ensure Age-Appropriate Resources; and to</i>

Status	Standard
	<p data-bbox="430 235 1458 302"><i>(2) ensure variance in perspective. Visiting Instructors with Education Specialist and/or English Language Learner (ELA) are also Visiting Instructors as needed.</i></p> <p data-bbox="430 306 959 338">See Example of Visiting Instructor Evidence.</p> <p data-bbox="430 380 889 411">Evidence of Subject Specific Pedagogy:</p> <p data-bbox="430 415 1138 447">Practicum G Data, Analysis, Reflection, and Lesson Planning</p> <p data-bbox="430 451 867 483">See Example of Site-Based Evidence</p> <p data-bbox="430 487 941 518">See Example of Age-Appropriate Evidence</p> <p data-bbox="430 522 1086 554">Site-Based Learning Experience - Student Collaboration</p> <p data-bbox="430 588 1471 846"><i>Design a draft of a summative assessment that is <u>subject-specific and age-appropriate</u>. Provide a rationale for the resources used to develop the summative assessment. Provide the <u>subject-specific standard(s)</u> and goals that align to the standard(s) for the summative assessment. Then, in collaboration with students (whole class or with a focus group), solicit their feedback on the assessment in every way, including directions, questions, process, and product. Do students have any ideas to assess their own learning in a way that is different, unique, or builds on their strengths in different ways?</i></p> <ul data-bbox="383 877 1466 1864" style="list-style-type: none"> <li data-bbox="383 877 1466 1056">• If MS and SS candidates attend the same classes, is it also true that the Sacramento and Concord cohorts attend on the same night? Each campus holds classes for all program tracks on the same night. See Calendar for specific nights of class and courses for each program track. (See Calendar embedded in Program Standards) <li data-bbox="383 1104 1466 1524">• Program Standard 1 references the Pre-service Program. The link with the document takes the readers to the Scope and Sequence table (p. 32). Within the Scope and Sequence, there are no details included regarding Pre-service-Module A. There is also a lack of information on reading instruction. How will candidates be well prepared after completing pre-service? Please provide syllabi and links to materials listed in Module A. To include, but not limited to, organizing and managing the classroom, preparation to teach reading/language arts, and preparation to teach English Language Learners. Please see the FSE Pre-Service Program document (attached) The FSE Pre-Service Program document has been integrated/hyperlinked with the Program Standards as needed. <li data-bbox="383 1572 1466 1864">• How does the lesson plan template (p. 13) ensure diverse experiences? Program Standard 1 response indicates that Fortune School of Education (FSE) candidates will engage in field experiences at their own school sites. Page 13 then includes a planning instruction chart that references TPE 8. Please provide an updated TPE planning tool and explain HOW this is used to meet the standard for ALL California students The MOU states that support with planning for diverse experiences is shared with the FSE Support Supervisor and On-Site Mentor. To measure these experiences, the

Status	Standard																																								
	<p>candidate submits a completed FSE Lesson Plan template to the Supervisor for each observation, which ensures planning for diverse experiences.</p> <p>EVIDENCE: Lesson Planning per MOU ensures DIVERSE EXPERIENCES embedded in Program Standards</p> <p>Evidence: Updated Planning tool: Field Experience Performance and Participation Assessment (FEPPA) aligned to current TPEs embedded in Program Standards</p> <p>Correction with TPE mislabeling:</p> <table border="1" data-bbox="337 520 1471 1117"> <thead> <tr> <th data-bbox="337 520 1123 554">I. Planning Instruction and Designing Learning Experiences for All Students</th> <th data-bbox="1123 520 1234 554"></th> <th data-bbox="1234 520 1360 554"></th> <th data-bbox="1360 520 1471 554"></th> </tr> <tr> <th data-bbox="337 554 1123 613">PLanning Instructio and Designing Learnig Experiences for All Students</th> <th data-bbox="1123 554 1234 613">Present (3)</th> <th data-bbox="1234 554 1360 613">Emerging (2)</th> <th data-bbox="1360 554 1471 613">Weak (1)</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 613 1123 672">Uses students' current academic understanding and skills in planning instruction, including language proficiency, cultural background (4.1)</td> <td data-bbox="1123 613 1234 672"></td> <td data-bbox="1234 613 1360 672"></td> <td data-bbox="1360 613 1471 672"></td> </tr> <tr> <td data-bbox="337 672 1123 772">Designs and implements instruction and assessment that draws on multiple content areas and reveals the interconnectedness of content, as applicable (4.3)</td> <td data-bbox="1123 672 1234 772"></td> <td data-bbox="1234 672 1360 772"></td> <td data-bbox="1360 672 1471 772"></td> </tr> <tr> <td data-bbox="337 772 1123 806">Applies principles of backwards design (4.4)</td> <td data-bbox="1123 772 1234 806"></td> <td data-bbox="1234 772 1360 806"></td> <td data-bbox="1360 772 1471 806"></td> </tr> <tr> <td data-bbox="337 806 1123 840">Appropriately allocates and manages instructional time (4.4)</td> <td data-bbox="1123 806 1234 840"></td> <td data-bbox="1234 806 1360 840"></td> <td data-bbox="1360 806 1471 840"></td> </tr> <tr> <td data-bbox="337 840 1123 940">Plans and implements instruction that uses linguistically, culturally, and developmentally appropriate, making accommodations for English learners and students with special needs (4.4)</td> <td data-bbox="1123 840 1234 940"></td> <td data-bbox="1234 840 1360 940"></td> <td data-bbox="1360 840 1471 940"></td> </tr> <tr> <td data-bbox="337 940 1123 974">Incorporates technology where appropriate (4.4)</td> <td data-bbox="1123 940 1234 974"></td> <td data-bbox="1234 940 1360 974"></td> <td data-bbox="1360 940 1471 974"></td> </tr> <tr> <td data-bbox="337 974 1123 1033">Fosters student ownership of content, activities, and assessment (4.5; 4.7)</td> <td data-bbox="1123 974 1234 1033"></td> <td data-bbox="1234 974 1360 1033"></td> <td data-bbox="1360 974 1471 1033"></td> </tr> <tr> <td data-bbox="337 1033 1123 1117">Implements technologies as appropriate, providing opportunities to model and develop students' digital literacies, including digital citizenship and disciplinary practices (4.8; also 3.7; 3.8)</td> <td data-bbox="1123 1033 1234 1117"></td> <td data-bbox="1234 1033 1360 1117"></td> <td data-bbox="1360 1033 1471 1117"></td> </tr> </tbody> </table> <p>• It is not clear that the program design includes a coherent candidate assessment system to provide formative assessment to candidates. Please explain how the existing Summative Observation Form (p. 14) is aligned to the California Teaching Expectations (TPEs) and how progress is conveyed to the candidate?</p> <p>The Summative Observation Form has been phased out in the District Intern Program. It has been removed from the Program Standards document.</p> <p>TPE-aligned tools are used to gather and evaluate observation and collaboration data for District Interns (Embedded in Program Standards):</p> <ul style="list-style-type: none"> • Observation Tool • Action Plan • On-Site Mentor Log • Professional Disposition Checklist • Field Experience Performance and Participation Assessment (FEPPA) <p>These tools will be submitted via <i>Schoolology</i> for data analysis by the Coordinator of Field Experiences to better support District Interns, provide additional professional development opportunities for Field Supervisors and On-Site Mentors, and supplement</p>	I. Planning Instruction and Designing Learning Experiences for All Students				PLanning Instructio and Designing Learnig Experiences for All Students	Present (3)	Emerging (2)	Weak (1)	Uses students' current academic understanding and skills in planning instruction, including language proficiency, cultural background (4.1)				Designs and implements instruction and assessment that draws on multiple content areas and reveals the interconnectedness of content, as applicable (4.3)				Applies principles of backwards design (4.4)				Appropriately allocates and manages instructional time (4.4)				Plans and implements instruction that uses linguistically, culturally, and developmentally appropriate, making accommodations for English learners and students with special needs (4.4)				Incorporates technology where appropriate (4.4)				Fosters student ownership of content, activities, and assessment (4.5; 4.7)				Implements technologies as appropriate, providing opportunities to model and develop students' digital literacies, including digital citizenship and disciplinary practices (4.8; also 3.7; 3.8)			
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Status	Standard
	<p>Module and Practicum materials to develop District Interns’ connection of theory and practice.</p> <p>Field Supervisors will participate in a minimum of 12 supervisory activities, including in-class observations, video observations and reflections, and informal collaboration opportunities:</p> <ul style="list-style-type: none"> • Field Experience Syllabus • District Intern Field Supervision and assessment Manual (describes how progress is conveyed to candidate) <p>EVIDENCE: PROCESS FOR HOW PROGRESS IS CONVEYED TO THE CANDIDATE embedded in Program Standards</p> <ul style="list-style-type: none"> • The response within the Pre-service section of Standard 1 provides information about a candidate assessment system. However, it is unclear how the evidence provided (assessment cycle, the snapshot and the assessment artifact descriptions) supports a coherent candidate assessment system. Please provide a clearer discussion and supporting evidence that the program design includes a coherent candidate assessment system aligned to the TPEs as measured by the TPAs. <p>Please see the FSE Pre-Service Program document (attached) The FSE Pre-Service Program document has been integrated/hyperlinked with the Program Standards as needed.</p> <p>EVIDENCE: TPA Integration – Supporting English Learners EVIDENCE: TPA Integration – Universal Design for Learning (UDL) EVIDENCE: TPA Integration – Field Supervision</p>
<p>More information needed</p> <p>Aligned</p>	<p>2: Preparing Candidates to Master the <i>Teaching Performance Expectations</i> (TPE)</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> • It is not clear how the program design is aligned with the current Teacher Performance Expectations. Program response indicates that the FSE delivery model includes TPEs, yet the current TPEs are not referenced in narrative nor in course syllabi. <p>The following are embedded throughout the Program Standards:</p> <p>All syllabi are aligned with <u>current</u> TPEs The Course Matrix is aligned with <u>current</u> TPEs The Proficiency Matrix is aligned to <u>current</u> TPEs All Field Experience Tools are aligned to <u>current</u> TPEs All Professional Development and Orientations(s) are aligned to <u>current</u> TPEs All artifacts are aligned to <u>current</u> TPEs Example of TPE alignment chart located on ALL syllabi:</p>

Status	Standard
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MODULE DESCRIPTION:
 THROUGH THE SUCCESSFUL COMPLETION OF MODULE E, INTERNS WILL LEARN RESEARCH-BASED STRATEGIES FOR ALL LEARNERS, INCLUDING STRUGGLING READERS, STUDENTS WITH SPECIAL NEEDS, ENGLISH LEARNERS, SPEAKERS OF NON-STANDARD ENGLISH, AND ADVANCED LEARNERS. INTERNS WILL PLAN AND PRACTICE EFFECTIVE EXECUTION OF RESULTS-ORIENTED INSTRUCTIONAL DELIVERY WITH A KEY FOCUS ON DIFFERENTIATION FOR A PARTICULAR CLASS.

TEACHING PERFORMANCE EXPECTATIONS ADDRESSED IN COURSE:

TPE	TPE DESCRIPTION
TPE 1	ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
TPE 2	CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
TPE 3	UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING
TPE 4	PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
TPE 5	ASSESSING STUDENT LEARNING
TPE 6	DEVELOPING AS A PROFESSIONAL EDUCATOR

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Example of TPE-aligned Proficiency Alignment:



PROFICIENCY ALIGNMENT MATRIX

MULTIPLE SUBJECT COURSES	TPE 1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING AND GENERAL GOOD CITIZENSHIP	TPE 2 CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	TPE 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	TPE 4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	TPE 5 ASSESSING STUDENT LEARNING	TPE 6 DEVELOPING AS A PROFESSIONAL EDUCATOR
MODULE B FOUNDATION OF TEACHING	X	X				X
MODULE C PLANNING FOR DATA-DRIVEN INSTRUCTION	X		X	X	X	X
MODULE D SUPPORTING DIVERSE LEARNERS	X	X	X	X	X	X
MODULE E EFFECTIVE INSTRUCTIONAL DESIGN	X	X	X	X	X	X
ED 200 METHODOLOGIES OF TEACHING READING AND	X	X		X	X	X

- It is not clear how the program prepares candidates to master the subject-specific **pedagogical skills** of the teaching performance expectations (TPE). Each Course Syllabus contains a detailed description of each measureable artifact:

COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS:

THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.

1. **CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS (MEASURABLE ARTIFACT)**
 CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR SCHOLARLY DISCUSSIONS.
 - o FINDING THE BLACK NINJA FISH: REVISION AND WRITING GROUPS IN THE FIRST GRADE
 - o RIGOR AND RELEVANCE FRAMEWORK
 - o READ TO RESPOND
2. **ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION)**
 ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL).
3. **ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION)**
PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION
SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF
ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION
4. **PROFESSIONAL DISPOSITION CHECKLIST: (PARTICIPATION AND COLLABORATION)**
 DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.
5. **RIGOR AND RELEVANCE FRAMEWORK (MEASURABLE ARTIFACT)**

Status	Standard
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Each course artifact is aligned to the TPEs and Subject Specific Pedagogy is present:

FOR ADDITIONAL INFORMATION REGARDING THE GRIEVANCE POLICY AND ADDITIONAL PROGRAM EXPECTATIONS, PLEASE REFER TO THE DISTRICT INTERN HANDBOOK AND ASSURANCE FORM.

COURSE SESSIONS:

DATE	TOPIC(S)/ TEXT CHAPTER(S)	MEASUREABLE ARTIFACTS	ASSIGNMENT DUE DATES:	TPE; STUDENT LEARNING OUTCOMES
SESSION 1	CHAPTER/TEXT: ✓ OVERVIEW OF EFFECTIVE INSTRUCTIONAL DELIVERY ✓ RIGOR AND RELEVANCE FRAMEWORK ✓ EFFECTIVE ELL STRATEGIES	DO NOW • TPA WORKSHOP • WELCOME AND INTRODUCTIONS • REVIEW COURSE SYLLABUS, OBJECTIVES AND EXPECTATIONS • INTRODUCE RIGOR AND RELEVANCE FRAMEWORK • OVERVIEW OF PROPOSING PRACTICES IN ELL INSTRUCTION EXIT TICKET HOMEWORK: PRACTICUM	CURRENT TREND: RIGOR AND RELEVANCE FRAMEWORK DUE BY SESSION 2	TPE: 1-6 SLO: 1-4
SESSION 2	CHAPTER/TEXT: ✓ DIFFERENTIATE INSTRUCTION BASED ON STUDENT ASSESSMENT DATA AND DIVERSE LEARNING NEEDS. ✓ DEMONSTRATE THE SKILLS NECESSARY TO	DO NOW • ON SCHOLOGY: SELECT ONE CLASS (SES) OR ONE CONTENT (MS) ON WHICH YOU WANT TO FOCUS YOUR WORK FOR THE MODULE. CHART EACH STUDENT ON THE RIGOR AND RELEVANCE FRAMEWORK AND CONSIDER WHAT FACTORS		TPE: 1-6 SLO: 1-4

Subject Specific Pedagogy

- Reading and homework assignments are redundant across several courses, and the same chapters and homework are assigned in multiple sessions of one class. How are the assignments increasingly complex?

Consistent Terminology is used to increase organization, which may appear to be repetitive but the context of the content is varied. The CBAs (Competency-Based Artifacts) are revisited throughout the program and a deeper development and higher level of critical thinking is measured as referenced by the Proficiency Alignment. The consistency of the terms in the following chart are used in every Syllabus:

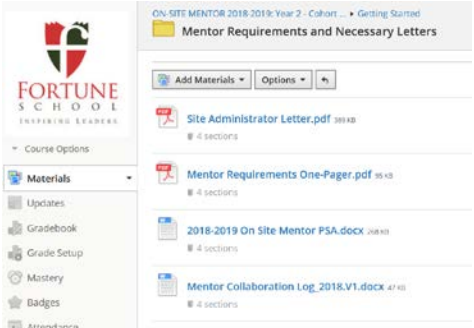

GRADED ASSIGNMENTS	%
CLASS PARTICIPATION AND COLLABORATION <ul style="list-style-type: none"> • ADMITS/EXITS • PROFESSIONAL DISPOSITION CHECKLIST 	25
MEASURABLE ARTIFACTS <ul style="list-style-type: none"> • PRACTICUM ARTIFACTS AND PRESENTATION • CURRENT TRENDS REFLECTIONS • RIGOR AND RELEVANCE FRAMEWORK 	50
COMPETENCY-BASED ARTIFACT <ul style="list-style-type: none"> • FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES 	25

Status	Standard		
	<table border="1" data-bbox="609 233 1198 289"> <tr> <td data-bbox="609 233 1073 289">TOTAL</td> <td data-bbox="1073 233 1198 289">100</td> </tr> </table> <ul style="list-style-type: none"> <li data-bbox="386 331 1469 485">• How does the coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect? Please provide updated course syllabi that include the correct Teacher Performance Expectations and details of the pedagogical assignments. <p data-bbox="430 489 1461 695">The Field Supervision and Practicum activities are designed to support District Interns' development as teachers. Supervision activities center on goal setting and growth for District Interns at the beginning of the year in collaboration with both their FSE Field Supervisors and their On-Site Mentors, moving through the academic year with a sequence that increases attention to specific areas of need within the District Interns' classroom practice, all driven by the assessment and observational tools:</p> <ul style="list-style-type: none"> <li data-bbox="488 699 1356 737">• Practicum Syllabus (integrated Field Experience within coursework) <li data-bbox="488 741 846 772">• On-Site Mentor Log sheet <li data-bbox="488 777 760 808">• Observation Notes <li data-bbox="488 812 673 844">• Action Plan <li data-bbox="488 848 836 879">• Field Experience Syllabus <li data-bbox="488 884 1008 915">• District Intern Field Supervision Manual <p data-bbox="430 919 1203 951">The following are embedded throughout the Program Standards: All syllabi are aligned with <u>current</u> TPEs All Field Experience Tools are aligned to <u>current</u> TPEs All Professional Development and Orientations(s) are aligned to <u>current</u> TPEs All artifacts are aligned to <u>current</u> TPEs</p> <li data-bbox="386 1140 1469 1293">• Course Matrix and Proficiency Alignment Matrix are both based on current TPEs. However, the course syllabi are NOT updated. The matrix says that something (a topic) is introduced, or assessed, but the syllabi present conflicting evidence? <p data-bbox="430 1297 1203 1329">The following are embedded throughout the Program Standards: All syllabi are aligned with <u>current</u> TPEs All Field Experience Tools are aligned to <u>current</u> TPEs All Professional Development and Orientations(s) are aligned to <u>current</u> TPEs All artifacts are aligned to <u>current</u> TPEs</p> <p data-bbox="430 1507 1442 1608">The Course Matrix is hyperlinked to evidence. The links take the reviewer to the artifacts list and then he/she must distinguish between (i)Introduced (p)practiced, or (a)assessed based on the artifact chart:</p> 	TOTAL	100
TOTAL	100		

Status	Standard															
	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <thead> <tr style="background-color: #00FF00;"> <th colspan="2" data-bbox="602 254 971 331">GRADED ASSIGNMENTS</th> <th data-bbox="971 254 1049 331">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 331 602 422" style="text-align: center;">INTRODUCED</td> <td data-bbox="602 331 971 422"> CLASS PARTICIPATION AND COLLABORATION ADMITS/EXITS PROFESSIONAL DISPOSITION CHECKLIST </td> <td data-bbox="971 331 1049 422" style="text-align: center;">25</td> </tr> <tr> <td data-bbox="443 422 602 527" style="text-align: center;">PRACTICED</td> <td data-bbox="602 422 971 527"> MEASURABLE ARTIFACTS PRACTICUM ARTIFACTS AND PRESENTATION CURRENT TRENDS REFLECTIONS RIGOR AND RELEVANCE FRAMEWORK </td> <td data-bbox="971 422 1049 527" style="text-align: center;">50</td> </tr> <tr> <td data-bbox="443 527 602 632" style="text-align: center;">ASSESSED</td> <td data-bbox="602 527 971 632"> COMPETENCY-BASED ARTIFACT FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES </td> <td data-bbox="971 527 1049 632" style="text-align: center;">25</td> </tr> <tr> <td colspan="2" data-bbox="602 632 971 695" style="text-align: right;">TOTAL</td> <td data-bbox="971 632 1049 695" style="text-align: center;">100</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • Course Syllabi are vague and do not provide enough evidence to determine if a candidate will be well prepared <ul style="list-style-type: none"> Each course syllabi provides a description of each artifact along with a copy of the description of the artifact and rubric for each artifact – Reviewer must scroll through the entire syllabus and each course template/description and rubric is located at the end of each accompanying syllabus: <div style="margin-top: 10px;"> <p>COURSE REQUIREMENTS AND GENERAL DESCRIPTION OF ASSIGNMENTS: <small>THE ASSIGNMENTS AND READINGS ARE DESIGNED TO CONNECT THEORY TO YOUR PRACTICE. YOUR PREPAREDNESS FOR EACH CLASS WILL ENABLE YOU TO CONTINUE INCREASING YOUR SKILL AND KNOWLEDGE AS YOU DEVELOP YOUR EXPERTISE AND EARN YOUR CREDENTIAL.</small></p> <ol style="list-style-type: none"> 1. CURRENT TRENDS REFLECTIONS/PRACTICUM ARTIFACTS (MEASURABLE ARTIFACT) <small>CANDIDATES WILL READ SCHOLARLY ARTICLES ASSIGNED BY THE INSTRUCTOR AND RESPOND USING VARIOUS TOOLS TO PROMOTE CONSTRUCTIVE COMMUNICATION SKILLS AND TO DEVELOP PEDAGOGY. FOR EACH INFORMATIONAL LITERACY ASSIGNMENT, CANDIDATES MUST BE PREPARED FOR CLASS OR SCHOLARLY DISCUSSIONS.</small> <ul style="list-style-type: none"> ○ FINDING THE BLACK NINJA FISH: REVISION AND WRITING GROUPS IN THE FIRST GRADE ○ RIGOR AND RELEVANCE FRAMEWORK ○ READ TO RESPOND 2. ADMIT/EXIT SLIPS (PARTICIPATION AND COLLABORATION) <small>ADMIT AND EXIT SLIPS ARE WRITTEN STUDENT RESPONSES TO QUESTIONS POSED BY THE INSTRUCTOR AT THE BEGINNING AND/OR END OF A CLASS/LESSON. THESE INFORMAL ASSESSMENTS ALLOW FOR PROMPT ASSESSING OF STUDENTS' UNDERSTANDING OF THE MATERIAL AND PROMOTE CRITICAL THINKING (ALSO ALLOWS FOR MODELING COMPONENTS THAT MAY BE USED WHILE IMPLEMENTING THE WORKSHOP MODEL).</small> 3. ACTIVE CLASS PARTICIPATION ELEMENTS (PARTICIPATION AND COLLABORATION) <small>PREPARATION: PARTICIPANTS COME PREPARED TO CLASS BY HAVING THOROUGHLY COMPLETED ALL ASSIGNED TASKS FOR THE CLASS SESSION SUBSTANTIVE CONTRIBUTIONS: MAKE APPROPRIATE AND THOUGHTFUL INDEPENDENT, CRITICAL, AND CREATIVE SUBSTANTIVE CONTRIBUTIONS TO IN-CLASS LEARNING EXPERIENCES WHICH EXTEND THE THINKING OF OTHERS AND SELF ATTENDANCE: ATTEND THE ENTIRE CLASS SESSION</small> 4. PROFESSIONAL DISPOSITION CHECKLIST (PARTICIPATION AND COLLABORATION) <small>DEMONSTRATE A WILLINGNESS TO LEARN, ACTIVELY ENGAGE IN LEARNING EXPERIENCES, SHOW RESPECT FOR OTHERS AND THEIR WORK AND INPUT, AND DO NOT ENGAGE IN SIDE CONVERSATIONS, INTERRUPT CLASS EVENTS, AND/OR USE CELL PHONE/EMAIL/TEXT MESSAGING DURING CLASS SESSION AS REFLECTED BY A PROFESSIONAL DISPOSITION CHECKLIST.</small> 5. RIGOR AND RELEVANCE FRAMEWORK (MEASURABLE ARTIFACT) </div> <div style="text-align: center; background-color: #00FF00; padding: 5px; margin: 10px 0;"> EXAMPLE of Specific Evidence Collected - Practicum Syllabus </div> <ul style="list-style-type: none"> • Additionally, please ensure that the following are provided: <ul style="list-style-type: none"> ○ Syllabi that provide curriculum details (pedagogical) Syllabi were revised with additional details ○ Syllabi to include homework and reading appropriately specific to course content Syllabi were revised with homework and reading appropriately (specific) to course content 	GRADED ASSIGNMENTS		%	INTRODUCED	CLASS PARTICIPATION AND COLLABORATION ADMITS/EXITS PROFESSIONAL DISPOSITION CHECKLIST	25	PRACTICED	MEASURABLE ARTIFACTS PRACTICUM ARTIFACTS AND PRESENTATION CURRENT TRENDS REFLECTIONS RIGOR AND RELEVANCE FRAMEWORK	50	ASSESSED	COMPETENCY-BASED ARTIFACT FSE LESSON PLAN TEMPLATE, WITH CLASS ROSTER, IDENTIFIED SUBGROUPS, RIGOR AND RELEVANCE FRAMEWORK IDENTIFICATION, AND DIFFERENTIATED STRATEGIES	25	TOTAL		100
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TOTAL		100														

Status	Standard
<p>More information needed</p> <p>Program Response</p> <p>Aligned</p>	<p>3a: Clinical Practice Organization of Clinical Practice Experiences</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> It is not clear (there is no evidence) how the program aligns with the requirement for early field experience for interns. Please see the FSE Pre-Service Program document (attached) The FSE Pre-Service Program document has been integrated/hyperlinked with the Program Standards as needed. It is not clear how the program uses feedback from on-site mentors (p. 21). The program uses feedback from surveys collecting feedback from on-site mentors to determine candidate progress and influence program change as needed to improve effectiveness. Mid-Program Mentor Survey (via Survey Monkey) embedded in Program Standards End of Year Program Mentor Survey (via Survey Monkey) embedded in Program Standards It is clear that you collect data from on-site mentors, but once you receive this data, what is the process to make any needed changes? Program Changes are taken to the Higher Education Committee and reviewed by an academic panel. If needed, additional members are invited to the committee meetings to address changes (ex: President/CEO, Director of Analytics, Stakeholder, etc.,). When needed, program changes are presented to the board. See Higher Education Committee When the need for additional levels of support were evidenced via the Survey, a Search Committee was formed to hire a Coordinator of Education (see Attached). Higher Education is a standing item on the Board Agenda to gain input or approval on necessary changes
<p>More information needed</p> <p>Aligned</p>	<p>3b: Criteria for School Placements</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> Private schools are included in the list of partnering agencies; how does the program ensure that candidates complete at least 150 hours in a diverse school setting (if necessary)? The MOU secures an agreement of a diverse setting. Various tools also secure these diverse settings (ex: log sheet and FSE Lesson Plan). The MOU states that support with planning for diverse experiences is shared with the FSE Support Supervisor and On-Site Mentor. To measure these experiences, the candidate submits a completed FSE Lesson Plan template to the Supervisor for each observation, which ensures planning for diverse experiences. EVIDENCE: Lesson Planning per MOU ensures DIVERSE EXPERIENCES embedded in Program Standards

Status	Standard		
	<p data-bbox="488 233 1458 338">Evidence: Updated Planning tool: Field Experience Performance and Participation Assessment (FEPPA) aligned to current TPEs embedded in Program Standards</p> <ul data-bbox="435 380 1372 453" style="list-style-type: none"> <li data-bbox="435 380 1372 453">• How does the program select sites for clinical experience that reflect socioeconomic and cultural diversity? <p data-bbox="526 457 1471 737"><i>Excerpt from MOU: The EMPLOYER must ensure that the District Intern has opportunities for field experiences that allow him/her to observe and/or participate in the instruction of students other than his/her regular assignment. District Interns must have access to a student body with at least 10% comprised of each of the following: ELLs, students with disabilities, and students from low socio-economic background. These field experiences must be in the subject area of the District Intern’s credential and coordinated in collaboration with the PROGRAM.</i></p> <ul data-bbox="435 743 1422 816" style="list-style-type: none"> <li data-bbox="435 743 1422 816">• How does the program ensure that the clinical sites have a fully qualified site administrator? <p data-bbox="480 821 1443 894">MOU link in FSE MS SS PS Responses on page 25 does not show MOU with “fully qualified site administrator” as a responsibility of the district.</p> <p data-bbox="480 898 1438 1089">See MOU (updated organization-wide, April 2019) stating the following: Page 2 A. ii. Site Administrator: Ensures that a qualified Site Administrator is in place and possesses a current, appropriate administrative-level credential.” and this requirement will be validated by the Coordinator of Field Experience.</p> <table border="1" data-bbox="480 1129 1377 1751"> <tr> <td data-bbox="509 1150 808 1738"> <p data-bbox="509 1150 748 1199">B. CRITERIA FOR SCHOOL PLACEMENTS</p> <p data-bbox="509 1203 808 1738">CLINICAL SITES (SCHOOLS) SHOULD BE SELECTED THAT DEMONSTRATE COMMITMENT TO COLLABORATIVE EVIDENCE-BASED PRACTICES AND CONTINUOUS PROGRAM IMPROVEMENT, HAVE PARTNERSHIPS WITH APPROPRIATE OTHER EDUCATIONAL, SOCIAL, AND COMMUNITY ENTITIES THAT SUPPORT TEACHING AND LEARNING, PLACE STUDENTS WITH DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE), PROVIDE ROBUST PROGRAMS AND SUPPORT FOR ENGLISH LEARNERS, REFLECT TO THE EXTENT POSSIBLE SOCIOECONOMIC AND CULTURAL DIVERSITY, AND PERMIT VIDEO CAPTURE FOR CANDIDATE REFLECTION AND TPA COMPLETION. CLINICAL SITES SHOULD ALSO HAVE A FULLY QUALIFIED SITE ADMINISTRATOR.</p> </td> <td data-bbox="821 1150 1349 1339"> <p data-bbox="821 1150 1349 1339">DISTRICT INTERNS ARE REQUIRED TO HAVE VARIOUS EXPERIENCES WITH DIVERSE STUDENT POPULATIONS AS ASSURED BY OUR MOU WITH OUR CONSORTIUM OF PARTNERING SCHOOL DISTRICTS. THE MENTOR COLLABORATION LOG SHOWS EVIDENCE OF THE DIVERSE EXPERIENCES AND THOSE EXPERIENCES ARE ASSURED BY THE MENTOR DURING VARIOUS CHECKPOINTS WITHIN THE ACADEMIC YEAR AND SUBMITTED VIA THE LEARNING MANAGEMENT SYSTEM, SCHOLOGY.</p> </td> </tr> </table> <p data-bbox="526 1791 850 1820">This is addressed in the MOU:</p>	<p data-bbox="509 1150 748 1199">B. CRITERIA FOR SCHOOL PLACEMENTS</p> <p data-bbox="509 1203 808 1738">CLINICAL SITES (SCHOOLS) SHOULD BE SELECTED THAT DEMONSTRATE COMMITMENT TO COLLABORATIVE EVIDENCE-BASED PRACTICES AND CONTINUOUS PROGRAM IMPROVEMENT, HAVE PARTNERSHIPS WITH APPROPRIATE OTHER EDUCATIONAL, SOCIAL, AND COMMUNITY ENTITIES THAT SUPPORT TEACHING AND LEARNING, PLACE STUDENTS WITH DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE), PROVIDE ROBUST PROGRAMS AND SUPPORT FOR ENGLISH LEARNERS, REFLECT TO THE EXTENT POSSIBLE SOCIOECONOMIC AND CULTURAL DIVERSITY, AND PERMIT VIDEO CAPTURE FOR CANDIDATE REFLECTION AND TPA COMPLETION. CLINICAL SITES SHOULD ALSO HAVE A FULLY QUALIFIED SITE ADMINISTRATOR.</p>	<p data-bbox="821 1150 1349 1339">DISTRICT INTERNS ARE REQUIRED TO HAVE VARIOUS EXPERIENCES WITH DIVERSE STUDENT POPULATIONS AS ASSURED BY OUR MOU WITH OUR CONSORTIUM OF PARTNERING SCHOOL DISTRICTS. THE MENTOR COLLABORATION LOG SHOWS EVIDENCE OF THE DIVERSE EXPERIENCES AND THOSE EXPERIENCES ARE ASSURED BY THE MENTOR DURING VARIOUS CHECKPOINTS WITHIN THE ACADEMIC YEAR AND SUBMITTED VIA THE LEARNING MANAGEMENT SYSTEM, SCHOLOGY.</p>
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Status	Standard
	<p>A) District Intern Support Responsibilities of the EMPLOYER</p> <ol style="list-style-type: none"> i. Provide a qualified On-Site Mentor <ol style="list-style-type: none"> 1. Nominated by their school administrator 2. Valid corresponding Clear or Life credential 3. Three years successful teaching experience 4. English Learner Authorization (An individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for ELs, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.) 5. Effective in classroom management and subject specific pedagogy 6. Trained in PROGRAM-approved Mentor Training Program ii. Site Administrator: Ensures that a qualified Site Administrator is in place and possesses a current, appropriate administrative-level credential. iii. Focus: to assist each District Intern with developing teaching competencies with regard to design and delivery of curriculum and classroom management practices iv. English Learners: Support will include in-classroom coaching specific to the needs of English learners <p>In addition, we verify that the On-site Mentor process is vetted through a collection system via the Learning Management System, Schoology:</p>  <p>The Site Administrator is part of the vetting process per the Site-Administrator Letter:</p>  <p>Dear Site Administrator:</p> <p>Fortune School of Education would like to take this opportunity to thank you for your partnership and to your commitment of success for our District Intern Teacher Candidate.</p> <p>These experiences will help our candidates meet the necessary requirements for our teacher education course work mandated by our program and our institution. The ultimate goal is to provide these District Interns the opportunity to implement varied learning styles, practice teaching strategies, develop standards-based instruction, and implement pedagogical structures in the classroom.</p> <p>As per our Memorandum of Understanding, our District Interns will be provided a Mentor selected by his/her site administrator. In order to be in compliance with the California Commission on Teacher Credentialing, the Mentor selected will need to hold a <u>valid credential that matches the credential that the District Intern is seeking.</u> Thank you for your participation in our teacher preparation courses. This collaborative effort will help make our candidates and our program a success.</p> <p>ADDITIONAL EVIDENCE: On-Site Mentor Qualifications</p> <ul style="list-style-type: none"> It is not clear how the field supervisors or on site mentors learn the requisite skills to successfully support interns. How does the program train and provide ongoing support for these individuals? <p>The following is embedded in the Program Standards (SEE Program Standard Document):</p>

Status	Standard
	<p>Program-assigned Field Supervisors and On-Site Mentors are trained in supervision, oriented to the supervisory role, and informed of program expectations for supervision. these expectations include knowledge about program curriculum and assessments, including the TPEs and the TPAs:</p> <ul style="list-style-type: none"> • Field Supervisor Orientation Agenda • On-Site Mentor Orientation Agenda • The program provides On-Site Mentors a minimum of 10 hours of initial orientation: • On-Site Mentor Orientation • On-Site Mentor Professional Development Agenda • On-Site Mentor Professional Development Calendar <p>This orientation additional provides professional development on effective supervision approaches (i.e. Cognitive Coaching) and collaboration opportunities with the District Intern. This orientation and professional development are available as either in-person or on-line workshops via the Learning Management System, <i>Schoology</i>.</p>
<p>More information needed</p> <p>Aligned</p>	<p>3c: Criteria for the Selection of Program Supervisors <i>Questions, Comments, Additional Information Needed:</i></p> <ul style="list-style-type: none"> • How does the program provide and assure that supervisors are knowledgeable about the TPE’s and TPA? The professional development tentative calendar does not include current TPEs, and appears to be mute on the topic of the TPA. <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – District Interns</p> <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – Field Supervisors</p>
<p>More information needed</p> <p>Aligned</p>	<p>3d: Criteria for the Selection of District-Employed Supervisors <i>Questions, Comments, Additional Information Needed:</i></p> <ul style="list-style-type: none"> • How does the program ensure that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations? <p>The following is embedded in the Program Standards (SEE Program Standard Document): Program-assigned Field Supervisors and On-Site Mentors are trained in supervision, oriented to the supervisory role, and informed of program expectations for supervision. these expectations include knowledge about program curriculum and assessments, including the TPEs and the TPAs:</p> <ul style="list-style-type: none"> • Field Supervisor Orientation Agenda • On-Site Mentor Orientation Agenda • The program provides On-Site Mentors a minimum of 10 hours of initial orientation:

Status	Standard
	<ul style="list-style-type: none"> • On-Site Mentor Orientation • On-Site Mentor Professional Development Agenda • On-Site Mentor Professional Development Calendar <p>This orientation additional provides professional development on effective supervision approaches (i.e. Cognitive Coaching) and collaboration opportunities with the District Intern. This orientation and professional development are available as either in-person or on-line workshops via the Learning Management System, <i>Schoology</i>.</p>
<p>More information needed</p> <p>Program Response</p> <p>Aligned</p>	<p>4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <ul style="list-style-type: none"> • It is not clear that guidance and advisement is provided. The narrative references “Multiple Levels of assistance”, however, the link in the narrative provides personnel Roles – Higher Education. <p>How does the program advise and assist struggling candidates?</p> <p>A Quantitative Scale is used to measure the <i>Professional Disposition Checklist</i> (Coursework version and Field Experience version) and collected with every course module and with every Formal Field Observation. A composite score of below 29 results in the District Intern being placed on a <i>Professional Growth Plan</i> designed to support the District Intern in an individualized manner to address the areas of need. While on a Professional Growth Plan, the District Intern is supervised and mentored by the FSE Coordinator of Field Experience.</p> <p>- See Example of Professional Growth Plan</p> <p>EVIDENCE: FSE Contacts within the Higher Education Department + Specific Roles</p> <p>EVIDENCE: Student-Specific Program Snapshot – Provided By Credential Analyst</p> <ul style="list-style-type: none"> • Please provide more information on how the program supports candidates’ progress. Where is the “clearly defined process to identify and support candidates”? • It is unclear that the appropriate program requirement information is accessible to candidates. <p>How is appropriate information accessible to guide candidates of all program requirements?</p> <p>District Interns are provided with the following documents throughout their District Intern Program experience:</p> <ul style="list-style-type: none"> - District Intern Assurance Form - District Intern Handbook - Program Snapshot - Pending Program Completer Email

Status	Standard
	<p data-bbox="527 241 1469 451">○ The handbook and application paperwork do not address Subject Matter competency for Multiple Subject candidates in the same way The Field Supervision and Assessment Manual addresses Subject Matter Competency and the FEPPA measures Understanding and Organizing Subject Matter for Student Learning (embedded in Program Standards). Excerpt from Handbook:</p> <p data-bbox="678 472 1172 493">CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS</p> <p data-bbox="605 504 1247 571">The Teaching Performance Expectations (TPEs) describe the set of knowledge, skills, and abilities that California expects of each candidate for a Multiple Subject, Single Subject, and Education Specialist Teaching Credentials. Candidates must demonstrate that they meet the TPEs through successful completion of the Teaching Performance Assessment. The salient features of the TPEs are provided for reference.</p> <p data-bbox="605 615 1109 636">TPE 1 – ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <p data-bbox="605 646 1211 682">TPE 2 – CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <p data-bbox="605 695 1187 730">TPE 3 – UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <p data-bbox="605 743 1239 779">TPE 4 – PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <p data-bbox="605 791 906 812">TPE 5 – ASSESSING STUDENT LEARNING</p> <p data-bbox="605 825 1010 846">TPE 6 – DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <p data-bbox="574 867 1195 898">EVIDENCE: Field Supervision & Assessment Manual</p> <p data-bbox="527 940 1448 1050">○ The Multiple Subject application process and paperwork do not reference Subject Matter competency, except for Early Completion Option candidates</p> <p data-bbox="430 1060 1448 1228">The program requires that each Multiple Subject District Intern admitted into the program has passed the Commission-approved subject matter examinations for Multiple Subject or completed the subject matter preparation program for Liberal Studies (will begin accepting in 2018). Applicants are required to submit one of these items with their application materials.</p> <ul data-bbox="479 1239 1416 1339" style="list-style-type: none"> • Example of Subject Matter Examination (embedded in Program Standards) • Fortune School of Education’s What Can I Teach? Document (embedded in Program Standards) <p data-bbox="527 1381 1347 1455">○ Subject Matter Competency is not included on the Program Snapshot</p> <p data-bbox="430 1465 1383 1539">EVIDENCE: Student-Specific Program Snapshot – Provided By Credential Analyst</p> <p data-bbox="430 1549 1469 1654">PLEASE NOTE: Subject Matter Competency is a requirement for entry into the District Intern Program and is not a part of continued student monitoring as the competency is already attached and validated by their credential.</p> <p data-bbox="430 1696 1399 1770">ADDITIONAL EVIDENCE: Ensures continued support within subject-specific program areas:</p> <ul data-bbox="527 1780 1058 1875" style="list-style-type: none"> See Example of Visiting Instructor Evidence. See Example of Site-Based Evidence See Example of Age-Appropriate Evidence

Status	Standard
	<ul style="list-style-type: none"> ○ TPA information in multiple Handbook locations is out of date. Wrong revision of the Handbook was attached once. Unable to find error “multiple” times, but error was corrected.
<p>More information needed</p> <p>Aligned</p>	<p>5: Implementation of a Teaching Performance Assessment <i>Questions, Comments, Additional Information Needed:</i></p> <p>Please update the responses to 5a, 5b and 5c to reflect the redeveloped CalTPAs.</p> <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – District Interns</p>
<p>More information needed</p> <p>Aligned</p>	<p>5a: Administration of the Teaching Performance Assessment (TPA)</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Please update the responses to 5a, 5b and 5c to reflect the redeveloped CalTPAs.</p> <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – District Interns</p>
<p>More information needed</p> <p>Aligned</p>	<p>5b: Candidate Preparation and Support</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Please update the responses to 5a, 5b and 5c to reflect the redeveloped CalTPAs.</p> <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – District Interns</p>
<p>More information needed</p> <p>Aligned</p>	<p>5c: Assessor Qualifications, Training, and Scoring Reliability</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Please update the responses to 5a, 5b and 5c to reflect the redeveloped CalTPAs.</p> <p>EVIDENCE: Program Standards reflect Redeveloped CalTPA with evidence – District Interns</p>
<p>More information needed</p>	<p>6: Induction Individual Development Plan</p> <p><i>Questions, Comments, Additional Information Needed:</i></p>

Status	Standard
<p data-bbox="159 275 277 348">Program Response</p> <p data-bbox="167 394 266 426">Aligned</p>	<p data-bbox="334 275 1455 499">The program’s narrative response does not address the language of the standard. The narrative response addresses the intern program, and states that Fortune School does not currently implement an induction program. However, the standard calls for collaboration between the program, candidates, supervisors, and program supervisor in the individual development plan, which the candidate then takes with them to the induction program.</p> <p data-bbox="334 548 1468 810">Fortune School of Education provides a Pathway to Induction for all District Interns beginning in Pre-Service. This Pathway is created via the Learning Management System, <i>Schoology</i>, through an interactive portfolio. This portfolio collection includes various examples of Competency-Based Artifacts, Reflections and Goal Setting examples from clinical experience, evaluation forms, assessments, and surveys in order to meet the standards for collaboration between the program, candidate, supervisors, and the induction program.</p> <p data-bbox="334 821 1393 926">Please provide evidence an Individual Development Plan, IDP, is created for every candidate that they can take to their induction program. This IDP must be a collaboration between the candidate, district supervisor and program supervisor</p> <p data-bbox="334 974 1430 1199">The <u>Goal Setting</u> is a requirement included in the <u>District Intern Program Portfolio Rubric</u>. District Interns will complete a Goal Setting activity over three phases. The goals will be submitted via Schoology and reviewed by the Field Supervisor and Director of Teacher Education or Coordinator of Field Experience. The Goal Setting assignment is a tool for District Interns to use to facilitate professional discourse and professional growth with the FSE Supervisor and On-Site Mentor.</p> <p data-bbox="334 1247 889 1278">EVIDENCE: Pathway to Induction Example</p> <p data-bbox="334 1327 1157 1358">EVIDENCE: FSE and Induction Program Collaboration Example</p> <p data-bbox="334 1407 1430 1549">Please describe how candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s clear program.</p>

Appendix B
Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback

Special Education Program Standards
Mild/Moderate with Intern Pathway

Institution	Fortune School (Fortune School of Education)
Date of initial review	August 2018
Subsequent dates of review	October, 2018; January, 2019; April 2019, April 2019

General Comments (August): Readers were not able to access Module A for a number of the standards, and for clarity regarding candidates’ learning and evaluation. There were a number of courses that directly addressed the standard and that was very beneficial. However, the standards requiring additional information either did not have all of the standard items addressed, or were not addressed completely or clearly. Overall, the narrative for each standard was too brief to clearly understand how standards were met. The reviewers had to read through syllabi not referenced in each standard to find needed information.

General comments (October): Module A was still not accessible. Narrative was still brief and lacking in detail about how concerns for the “more information needed” standards was addressed.

General comments (January): The program is encouraged to provide the specific evidence that is requested by the readers.

Mild/Moderate Standard 1 is the only standard still needing to be addressed – (ALIGNED in FINAL)

Status	Standard
<p style="text-align: center;">More Information Needed</p> <p style="text-align: center;">More Information Needed</p> <p style="text-align: center;">Aligned</p>	<p>Program Standard 1: Program Design, Rationale and Coordination</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Though students were expected to participate in class, and were given points for participation, it was not clear how those points were delegated and by what standard. Further information regarding the standards for classroom work is needed. The matrix of artifacts and culminating projects was useful, but a description of assignments is needed to determine alignment. It would be helpful to see the survey that was modified from the University of Tampa for Dispositions. The reader needs the “module-style setting” to be defined and described. In addition, the document states TK-12 grade students. Additional information about the TK students is needed to ensure that the program stays within the guidelines of K-12 credentialing. Although a matrix was referred to the readers, it began with Standard 2, not standard 1. The readers need to see a matrix that relates to standard 1.</p>

Status	Standard
<p>More Information Needed</p> <p>More Information Needed</p> <p>More information needed</p> <p>Aligned</p>	<p>Program Standard 2: Professional, Legal and Ethical Practices</p> <p>Questions, Comments, Additional Information Needed:</p> <p>It is unclear how candidates provide opportunities for demonstration for ethical standards of teaching.</p> <p>Additional information that was to be provided for ESMM 205 could not be located.</p> <p>In examining ESMM 205, the readers found only a single mention of ethical standards within the co-planning and co-teaching form; however, there was no indication of the program “instruction in the...ethical practices of special education,” nor in the assessment of such knowledge. One part of one assignment is not sufficient to address the ethical standards of teaching for an entire program.</p> <p>PS 2--Corrected reference to IFSP in ESMM 205. Added language to ESMM 205 practicum. See highlights.</p>
<p>More Information Needed</p> <p>More Information Needed</p> <p>More information needed</p> <p>Aligned</p>	<p>Program Standard 3: Educating Diverse Learners</p> <p>Questions, Comments, Additional Information Needed:</p> <p>It was not evident how the program provides instruction and acceptance of differences in religion, gender identity/expression, and sexual orientation. It is unclear how the program addresses knowledge and application of pedagogical theories and development of academic language. All other aspects of the program standard are covered.</p> <p>Information to address this standard was not provided.</p> <p>The use of academic language was addressed in ESMM 201. However, there is no evidence of instruction and acceptance of differences in religion, gender identity/expression and sexual orientation except for one article students read. There is no evidence of what the students are to do with the article or how it will be evidenced in their as classroom teachers. ESMM201 does not address standard 3 in its chart.</p> <p>PS 3--updated syllabus for ESMM 201 (see highlights) with intersectionality article, assignment, and references to Program Standards 3 (attached in email)</p>
<p>More Information Needed</p> <p>More Information Needed</p> <p>More Information Needed</p> <p>Aligned</p>	<p>Program Standard 4: Effective Communication and Collaborative Partnerships</p> <p>Questions, Comments, Additional Information Needed:</p> <p>The reader could not find evidence of candidates collaborating regarding the ITP form within the courses presented. It is unclear how the program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</p> <p>The readers did locate information related to the ITP. However, the readers still need information about how the program informs candidates of the importance of communicating effectively with and bridging to community businesses and agencies.</p> <p>The readers located evidence regarding communication with SELPA, and a link to a different course that referenced with regard to community involvement. Evidence provided by the program did not address the ITP.</p> <p>PS 4--Updated ESMM 204 syllabus to include ITP writing and compliance (see highlights)</p>

Status	Standard
<p>More Information Needed More information needed Aligned</p>	<p>Program Standard 5: Assessment of Students Questions, Comments, Additional Information Needed: It is unclear how the program provides candidates with the knowledge and skill to assess students from diverse backgrounds and from varying language, communication, and cognitive abilities. Accommodations/modifications mentioned are related to lesson planning, not assessment. It is unclear how the program provides the opportunities for each candidate to demonstrate the knowledge of require statewide assessments and local, state, and federal accountability systems. Although cursory information was provided related to statewide assessments, the other areas of concern mentioned by the readers was not addressed.</p>
<p>More Information Needed Aligned</p>	<p>Program Standard 6: Using Educational and Assistive Technology Questions, Comments, Additional Information Needed: I There was no clear evidence of how assistive technology is presented to the candidates within the course of study, nor if they are equipped to use it. There was no evidence of how candidates demonstrate their use of computer-based technology to facilitate the teaching and learning process, and to use assistive technology to facilitate communication and curriculum access and skill development of students with disabilities.</p>
<p>More Information Needed More Information Needed Aligned</p>	<p>Program Standard 7: Transition and Transitional Planning Questions, Comments, Additional Information Needed: It is unclear how the program allows candidates to demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills. It is unclear how the candidates shows competency for collaborating with personnel from other educational and community agencies to plan for successful transitions by students. Although information was provided about student led IEPs and self-determination, information about how candidates show competency for collaborating with personnel from other educational and community agencies to plan for successful transitions was not provided.</p>
<p>Aligned</p>	<p>Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning Questions, Comments, Additional Information Needed: The reviewers had difficulty locating relevant information referenced in the standard, which was eventually found in Standard D. This should be referenced in the narrative.</p>
<p>Aligned</p>	<p>Program Standard 9: Preparation to Teach Reading/Language Arts Questions, Comments, Additional Information Needed: Reviewer could not access module A which had course descriptions related to this standard, however other courses were accessible. The reader needs a more detailed description about how the courses mentioned develop candidate competencies for Reading and language arts.</p>
<p>More Information Needed Aligned</p>	<p>Program Standard 10: Preparation to Teach English Language Learners Questions, Comments, Additional Information Needed: Reviewer could not access module A which had course descriptions related to this standard, as well as candidate requirements. Other courses were mostly related to students with special needs rather than ELL learners. Specific skills that candidates demonstrate for this standard</p>

Status	Standard
	<p>should be made easily accessible to readers. Continuity of this standard throughout the program is evidenced through the pre-service scope and sequence of the program.</p>
<p>More Information Needed More Information Needed More information needed Aligned</p>	<p>Program Standard 11: Typical and Atypical Development Questions, Comments, Additional Information Needed: Reviewer could not access module A which had course descriptions related to this standard. Additional information presented did not clearly explain how the candidates will learn and produce evidence of their learning specifically with developmental stages and the atypical and typical child/student. Additional and clearly explained information is requested.</p> <p>Module A was still not accessible to the readers nor was information about typical and atypical development provided.</p> <p>Evidence provided was based on an accommodated lesson plan, but did not indicate knowledge of a variety of different atypical and typical development for different children with exceptional needs.</p> <p>PS 11-Updated Pre-Service Syllabus in Pre-Service document (attached to email)</p>
<p>More Information Needed Aligned</p>	<p>Program Standard 12: Behavioral, Social, and Environmental Supports for Learning Questions, Comments, Additional Information Needed: It is clear that the candidates learn about BIP and replacement behaviors. What was not clearly evident was candidates’ instruction and evidence of candidates’ abilities to “assess behavior and apply social skills training” to all students including those who “present complex social communication, behavioral and emotional needs”. Additional evidence of this is warranted. In addition, evidence of candidates’ learning “laws and regulations pertaining to promoting behavior that is positive and self-regulatory, and keeping schools safe” was not clearly evident.</p>
<p>Aligned</p>	<p>Program Standard 13: Curriculum and Instruction of Students with Disabilities Questions, Comments, Additional Information Needed:</p>
<p>More Information Needed More Information Needed More information needed Aligned</p>	<p>Program Standard 14: Creating Healthy Learning Environments Questions, Comments, Additional Information Needed: There is evidence that candidates learn about healthy environments and school safety. However, there is no apparent evidence of candidates’ learning how “personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being.” Also not evident was how candidates learn of “diverse family structures, community cultures, and child rearing practices ...to develop respectful and productive relationships with families and communities. Evidence of this should be clearly available.</p> <p>Although the readers were referred to ESMM 202, this content did not address the concerns for this standard.</p> <p>As stated above, the course referred to did not clearly evidence how candidates will learn and utilize information about students’ background and relate this to their development.</p>

Status	Standard
	PS 14- Updated Pre-Service A5 Syllabus (see attached Pre-Service document in email) and updated ESMM 201 and ESMM 207 Syllabi (see highlights).
Aligned	Program Standard 15: Field Experience in a Broad Range of Service Delivery Options Questions, Comments, Additional Information Needed:
More information needed Aligned	Program Standard 16: Assessment of Candidate Performance Questions, Comments, Additional Information Needed: It is unclear how it is determined that at least one assessor shall hold authorization in the candidate's credential area.

Mild/Moderate Standards

Status	Standard
More Information Needed More information needed More information needed More information needed More information needed Aligned	M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities Questions, Comments, Additional Information Needed: Evidence was not available regarding candidates' ability to "identify the characteristics of students with mild to moderate disabilities..." Additional evidence on how candidates take these characteristics into consideration when designing instruction is also warranted. Although the readers were referred to ESMM 206, this did not address the concern with this standard. Readers did not find clear evidence to address the standard as explained above, candidates' ability to "identify the characteristics of students with mild to moderate disabilities...", which includes 5 disability categories. MM 1-Updated Pre-Service A5 Syllabus (see attached Pre-Service document in email) How are candidates provided opportunities to be able to identify characteristics of students with mild to moderate disabilities and determine the implications?
More information needed More information needed More information needed Aligned	M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities Questions, Comments, Additional Information Needed: It is unclear how candidates assess developmental, academic, behavioral, social, communication, career, and community life skill needs of students. Although information about assessment as provided, the readers could not locate assessment content related to our prior concern areas. The readers are grateful for the added curriculum item addressing assessment in academic areas, however, how candidates assess the "behavioral, social, communication, career, and community life skill needs of students" were not located. MM 2- Updated ESMM 201 & ESMM 204 syllabi (see highlights)
More information needed	M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction Questions, Comments, Additional Information Needed:

Status	Standard
Aligned	<p>The program did not supply sufficient descriptive narrative on how the candidate will plan and implement curriculum and evidence based instructional strategies across an” array of environments and activities”. The use of standards based assessment and instruction for core curriculum was presented. Additional evidence of candidates’ knowledge of <u>effective evidence-based instructional strategies</u> is needed. Additional evidence of strategies and interventions used with students who are <i>not</i> responding to the current instructional environment is also warranted.</p>
<p>More information needed More information needed Aligned</p>	<p>M/M Standard 4 Positive Behavior Support Questions, Comments, Additional Information Needed: It is unclear how candidates demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive and respectful of students. Although the readers were referred to information regarding candidates reading materials about “coercion” it is unclear what candidates do with this information as it relates to the standard. No information about punishment or positive, proactive, and respectful interventions was provided.</p>
<p>More Information Needed Aligned</p>	<p>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities Questions, Comments, Additional Information Needed: The narrative spoke to candidates’ learning of teaching reading and writing strategies. Evidence of teaching listening and speaking skills as well as mathematics was not found. In addition, the preparation for candidates to know <i>how</i> m/m disabilities impact student learning in these academic areas was not evident. Evidence of how candidates select supplementary materials in the skill areas was not found. Evidence of learning in these areas should be included.</p>
Aligned	<p>M/M Standard 6: Case Management Questions, Comments, Additional Information Needed:</p>