



**Commission on Teacher Credentialing
Preconditions Submission Review
Due March 2020**

Institution: **University of Southern California**

Program Cohort: **Violet Cohort**

The information provided by your institution to demonstrate that each Commission approved credential program is operating in compliance with preconditions have been reviewed by staff. For preconditions that have been determined are met, no further action is necessary. **If additional information is needed, the precondition responses must be revised (use a different colored font), and resubmitted to Preconditions@ctc.ca.gov.** Institutions failing to submit revised preconditions within this time frame will be included in the next Committee on Accreditation meeting agenda for discussion and possible action. If you have any questions about the feedback provided here, please contact Preconditions@ctc.ca.gov.

Programs	All Met	Needs Additional Information
General	Met	
Preliminary Multiple/Single Subject		Precondition 2- No evidence that shows the university allows candidates to complete no more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. See below
Preliminary Education Specialist		No response to the Preliminary Education Specialist preconditions were found. Please respond to the preconditions. See Below
Preliminary Administrative Services		The program has successfully produced evidence of notification of preconditions to the candidate and the document that tracks completion of the preconditions but does not include an explanation of the process it uses to verify each candidate has met the preconditions. Please explain how the program personnel verifies the preconditions. See Below

Pupil Personnel Services: School Psychology	Met	
Pupil Personnel Services: School Counseling	Met	
Pupil Personnel Services: Child Welfare and Attendance	Met	
Bilingual Authorization		<p>Precondition 1- Provide link to admission requirements on program website, admission form/checklist, or specific page in handbook that indicates that candidates must hold a prerequisite teaching credential.</p> <p>Precondition 2- Provide link to program material that describes how a candidate can meet the English Learner Authorization. Provide analyst’s checklist or equivalent showing how and when the program verifies that a candidate’s prerequisite teaching authorization includes an English Learner Authorization.</p> <p>See Below</p>
Reading and Literacy Added Authorization	Met	

Response to Preconditions’ Feedback for Preliminary Multiple and Single Subjects, Preliminary Education Specialist, Preliminary Administrative Services and BILA (revised August 6, 2020)

Preliminary Multiple/Single Subject		<p>Precondition 2- No evidence that shows the university allows candidates to complete no more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools.</p>
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2) Limitation on Student Teaching Prerequisites. *No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve*

semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7.

All candidates seeking the MS/SS and Education Specialist Credentials simultaneously complete all MAT coursework and clinical expectations of the Multiple Subjects or Single Subjects course of study. All Preconditions for those programs apply to both courses of study.

The USC MAT Program was reconceptualized for implementation in Fall 2017. In its new format the program consists of 3 terms, each with 3 courses, for a total of 28 units (10, 10 and 8 units). The program is designed to be a dual certification program where all students take the same course of study, except a different section of EDUC 677, ***Applications of Curriculum and Pedagogy for Students with Learning Differences Units: 4*** in Term 3. This course is a Core Pedagogy and Practice section specifically designed for Education Specialist Candidates.

In Term 1 (prior to Guided Practice) coursework includes the introductory course for teaching students with differences (EDUC 671) and the introductory course for alternative methods for teaching students for whom English is not their first language (EDUC 672). Links below provide evidence for this format, number of units and coursework focused on alternative methods for teaching English Language Learners. Appendices are screenshots of the web pages associated with the links provided.

[Appendix C 1.a USC Catalogue of Courses, Multiple Subject Course of Studies](#)

[Appendix C 1.b USC Catalogue of Courses, Single Subject Course of Studies](#)

[Appendix C 1.b2 Published course sequence from Course Catalog for Integrated MS/SS, Ed Specialist, BILA](#)

[Appendix C 1.c Orientation Materials Course of Study by term](#)

MULTIPLE PATHS FOR DUAL CERTIFICATION_INTEGRATED MODEL

TERM 1 10 units	TERM 2 10 units		TERM 3 – 2 paths, 8 units each (Candidates choose 1)	
<p><u>All students</u></p> <p>EDUC 670 4 units</p> <p>ELEM: ELA, SS, ART</p> <p>SEC 670: Secondary Subject Specific</p> <p>671 3 units 672 3 units</p>	<p><u>Mult Subjects</u></p> <p>EDUC 673 4 units</p> <p>ELEM: Math, Sci, PE</p> <p>674 3 units 675 3 units</p>	<p><u>Single Subjects*</u></p> <p>EDUC 673 4 units</p> <p>Subject Specific*</p> <p>674 3 units 676 3 units</p>	<p>Seeking Gen Ed, MST/SST</p> <p>EDUC 677 4 units: Pedagogy focuses on the general education</p> <p>678 2 units 679 2 units (same across all paths)</p>	<p>Seeking dual Ed Spec with Gen Ed</p> <p>EDUC 677 4 units: Course is consistent with other 677 but focuses on special needs.</p> <p>678 2 units 679 2 units</p>
<p>Program Key Assessments completed by all Candidates</p>				
<p>Program Key Assessments completed by all Candidates, with Ed Spec and BILA Highlights</p>				
<p>KA 1 Planning for Instruction and Assessment: Final Mini-Unit Plan</p> <p>Elem rubric</p> <p>Secondary Rubric</p>	<p>KA 2 Teacher Candidate Video Portfolio Analysis</p> <p>Elem Rubric</p> <p>Secondary Rubric</p>		<p>KAs 3: EdTPA developed, implemented, submitted</p> <p>EdTPA Guide Making Good Choices</p> <p>KA 4: Capstone Rubric</p> <p>KA 5: Action Research Focused on a Student With a Learning Difference Rubric</p> <p>KA 6: BILA Authorization Fieldwork Competencies</p>	

Total units: 28 units

Preliminary Education Specialist	No response to the Preliminary Education Specialist preconditions were found. Please respond to the preconditions.
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(1) **English Language Skills.** *In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.*

MS/SS course structure, including English Language Development coursework described above, is completed by all Candidates, including those seeking an Education Specialist Credential. All Candidates seeking an Education Specialist (and MS) Credential must successfully complete the RICA.

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

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

Candidates seeking an Education Specialist Credential must first meet all admissions requirements for admissions to the MAT Program. It is during that admissions process that they declare interest in seeking the Education Specialist simultaneously.

Currently, all on-ground and online Candidates are encouraged to successfully complete all parts of the CBEST and CSET before they enroll in course work, TERM 1. If this is not accomplished they must pass before progressing into Term 2, Guided Practice. If they do not accomplish this, they must take a Leave of Absence until both tests are successfully completed. They cannot progress into Term 2 without passing these exams.

Admissions requirements for the MAT Program can be found at this link:

Teacher Education Programs: [MAT Program Application Requirements](#)

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

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

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

Currently, all on-ground and online Candidates are encouraged to successfully complete all parts of the CBEST and CSET before they enroll in course work, TERM 1. If this is not accomplished they must pass before progressing into Term 2, Guided Practice. If they do not accomplish this, they must take a Leave of Absence until both tests are successfully completed. They cannot progress into Term 2 without passing these exams.

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

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Satisfaction of the Basic Skills Requirement
- Completion of an accredited professional preparation program

- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the [Reading Instruction Competence Assessment \(RICA\)](#) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

All requirements listed are required of every Credential Candidate. Credential checklists must be completed before a Candidate is recommended for a credential. No Candidate is admitted to the USC MAT Program without an undergraduate degree from an accredited university.

Appendix C_ [7a](#), [7b](#), and [7c](#) Credential Checklists

Preliminary Administrative Services		The program has successfully produced evidence of notification of preconditions to the candidate and the document that tracks completion of the preconditions but does not include an explanation of the process it uses to verify each candidate has met the preconditions. Please explain how the program personnel verifies the preconditions.
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The program handbook, *School Leadership Academy* provides criteria for admissions, information and guidance. **Preconditions 1-5 are addressed and conveyed to Candidates in this handbook** on the final pages 1-4, which is CL-574C (4/2017) issued by the State of California, Commission on Teacher Credentialing.

[Appendix F 1.1 School Leadership Academy Brochure](#)

Completion of Preconditions are tracked and verified by the Administrator of the Preliminary Administrative Services Credentials Program. This is documented on the form found at the link below:

[School Leadership Academy Checklist](#)

This documentation is sent to the Office of Evaluation and Accreditation for review. They are also verified on the *Credential Recommendation Document Verification* before a candidate is recommended for a Preliminary Administrative Services Credential.

[Appendix F 1.2 Credential Recommendation Document Verification](#)

Beginning in Fall 2020, a learning management system will be accessed by all Candidates, Faculty and Administrators. Moving forward evidence verifying the meeting of all Preconditions will be posted to this platform in an e-portfolio format.

Bilingual Authorization	<p>Precondition 1- Provide link to admission requirements on program website, admission form/checklist, or specific page in handbook that indicates that candidates must hold a prerequisite teaching credential.</p> <p>Precondition 2- Provide link to program material that describes how a candidate can meet the English Learner Authorization. Provide analyst's checklist or equivalent showing how and when the program verifies that a candidate's prerequisite teaching authorization includes an English Learner Authorization.</p>
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Candidates seeking the Bilingual Authorization (BILA) must first meet all admissions requirements for admissions to the MAT Program. It is during the admissions process that they declare interest in seeking the BILA simultaneously.

Currently, all on-ground and online Candidates are encouraged to successfully complete all parts of the CBEST and CSET before they enroll in course work, TERM 1. If this is not accomplished they must pass before progressing into Term 2, Guided Practice. If they do not accomplish this, they must take a Leave of Absence until both tests are successfully completed. They cannot progress into Term 2 without passing these exams.

Admissions requirements for the MAT Program can be found at this link:

Teacher Education Programs: [Application Requirements](#)

California Bilingual Authorization in Spanish: [Bilingual Authorization Handout.pdf](#)

California Bilingual Authorization in Spanish Criteria Checklist:
[Bilingual Authorization Fieldwork Competencies](#)

Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.

The prerequisite teaching authorization must authorize instruction to English learners. Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.

While there are no additional units required to add the California Bilingual Authorization in Spanish to your MAT program of study, you must complete additional exams and student teaching.

[Rossier USC Bilingual Certification Information](#)

Candidates seeking the Bilingual Authorization additionally complete a set of criteria which meet the standard in a BILA-specific Key Assessment. They are also required to successfully complete the LOTE III and V exams.