Program Review Submission for Approved Preliminary and Initial Educator Preparation Programs: English Language Development and World Languages

1. Program Summary

1.1 The following program summary provides an overview of the design, course of study, and assessment of candidates for two credential pathways: Single Subject English Language Development and Single Subject World Languages credentials.

Program Design

The Single Subject English Language Development (ELD) and Single Subject World Languages (WL) credential pathways are integrated into one course of study. This course of study resides in the MAT Single Subject degree program.

Leadership: Leadership for the ELD and WL credential paths are provided by the MAT administrative leadership and support structure as well as by a MAT-WL/ELD faculty governance committee. Course Coordinators are responsible for overseeing individual courses and provide another layer of leadership.

Communication: The formal lines of communication between stakeholders in this leadership structure include the following:
- Dean's Charge: Annual letter from Dean to Governance Committees outlining key schoolwide agenda items to focus on
- Associate Dean of Academic Programs: Monthly 1:1 with each Governance Committee chair and regular convening of all chairs
- Director of Accreditation and Evaluation and Director of Accreditation and Credentialing: Regular school-wide messaging out at faculty meetings and program governance meetings along with regular informal two-way communication with program chairs and governance committees
- Weekly staff meetings with the Director of MAT, Asst. Dir. of Fieldwork, Key Assessment & EdTPA Coordinator, and Governance Chairs

- Governance Committee and Course Coordinators: Minimum of monthly meetings and at least two 1.5- to 2-day retreats each academic year.

Course and fieldwork structure: The coursework and fieldwork experiences for the ELD and WL pathways are structured such that students pursuing the ELD or WL credential learn how to provide a comprehensive and systematic instruction in English or world language development over four semesters, on a full-time program of study. The program consists of nine courses. Fieldwork begins in the second semester and is distributed across five courses, with two of the courses, Clinical Practice Seminar in Language Teaching A and B (CPS A/B), comprising the bulk of the traditional student teaching requirement during the final two semesters.

Program modifications: Four program modifications have taken place over the last two years - three based on a university- and school-wide equity initiative and the other on an analysis of student performance data.

1. New MAT: ELD/WL program purpose statement, program objectives, and course learning outcomes: In response to a four-year equity initiative at USC and within Rossier, the Governance Committee developed in AY2018-19 a new program purpose statement and related program objectives designed to focus the program more squarely on racial justice, equity-minded language teaching, and advocacy on behalf of language learners. Subsequently, during AY2019-20, the Governance Committee developed new course learning objectives aligned to the new program purpose and goals. To ensure that this work reflected the best learning design principles, we engaged a consultant from USC's Center for Excellence in Teaching, Katherine Cherie Guevara, who worked with us during this two-year process. As a result, we are confident that our new program scope and sequence reflects greater program-wide alignment, both vertically (across courses in a semester) and horizontally (across courses within a semester), and a more explicit and more effectively scaffolded sequence of "introduce, practice, and assess" for desired learning outcomes. Further, a by-product of this program revision process is that course coordinators have even more shared knowledge about what other courses are designed to do and how the courses are interrelated.
2. Course change: In support of our new program goals and objectives, we have replaced a first semester course. In lieu of EDUC 510 Theories of Language Learning and Teaching, we have designed and introduced a new course, EDUC 599 Special Topics: Language Teaching: Planning and Instruction. The purpose of introducing this new course is twofold: a) provide an advanced organizer for the program to introduce students to the program goals and objectives and to the key elements of critical multilingual pedagogy; and, b) shift from a more theoretical orientation that characterized EDUC 510 to a more praxis orientation to more quickly introduce students to hands-on, practical engagements with teaching, while at the same time continuing to support those with robust theoretical concepts and frameworks.
3. Equity-minded syllabus revisions: Beginning in 2018, based on a school-wide mandate in the annual charge from our Dean, we began reviewing all of our course syllabi through an equity lens, using a toolkit provided by the USC Center for Urban Education (CUE). The review was organized as a half-day workshop in the spring of 2018 and involved each course lead reviewing their course using the CUE guidelines in collaboration with two to three other "outside" individuals,

representing other FT or PT faculty, program staff, and/or students. Through this review, we collectively identified both individual course-level syllabus changes to be made and program-wide components and language to be incorporated across all of the syllabi. Since this review, course coordinators have worked together to begin implementing these changes across all of the courses.

4. Key Assessment refinement: The development of student competencies in the ELD and WL credential pathways is measured, in part, through five Key Assessments, which are embedded in courses across all semesters of the program. A review of our program's Key Assessments, including student performance data, was a focus of our two-day retreat in December of 2019. Participants at this retreat included 21 individuals, representing program faculty (full- and part-time), students, graduates, and program staff, including Rossier's Assistant Director of Fieldwork, Director of Accreditation and Evaluation, and Director of Accreditation and Credentialing. As a result of this review, it was determined that while the Key Assessments were well designed in general, there was not sufficient variability and nuance in the resulting scores for meaningful comparison and analysis. Therefore, refinement of the Key Assessment guidelines and rubrics has been commenced to produce greater score variation and therefore increased ability to analyze and diagnose students' skill development over time.

Stakeholder input: Feedback from multiple stakeholders to help inform the design and/or delivery of the ELD and WL credential pathways is routinely sought through the following means:
- Alumni survey: Conducted by the Rossier Office of Strategic Enrollment Services; most recent 2019
- Consultations with local school district representatives, e.g.
    - Jacob Guthrie, Talent Acquisition, LAUSD
    - Bryan Johnson, Director Certificated Workforce Management, LAUSD
    - Craig Yokoi, Talent Acquisition Specialist, LAUSD
    - Helen Hill, Director - Curriculum, Instruction & Professional Development, PUSD
- Consultation with school leaders, e.g. Elain Hu, Principal, City Terrace Elementary School
- Semi-annual Governance Committee Retreats: Additional participants always include representatives beyond full-time faculty, including:
    - Student representatives from both on-campus and online delivery modalities and from both masters-only and credential path
    - Part-time faculty from both masters only and credential path
    - Rossier school and program staff leadership
    - Other external stakeholders on occasion
- Consultation with instructional design consultant from USC's Center for Excellence in Teaching (two-year engagement)

Course of Study: Curriculum and Field Experience

Sequence of coursework: The design and sequencing of courses housing the ELD and WL credential pathways derive directly from the program's purpose, which is: *"to produce equity-minded language educators who embody effective teaching, critical inquiry and social justice. Our graduates are ambitious language teachers who facilitate learning experiences that are engaging and effective for all students.*

Graduates of our program are curious and reflective practitioners who engage in ongoing inquiry to ensure their instruction is evidence based and culturally sustaining. Our graduates are committed to positive social change and work with others to close opportunity gaps and solve injustices related to languages and language learners around the world.

Anchoring this purpose statement are the three main goals for graduates of the program: exceptional teaching, critical inquiry, and transformative advocacy. Each of these goals is in turn supported by three related program objectives, as outlined in the following table:

Program Goals	Program Objectives
Exceptional Teaching We develop critically ambitious language teachers who facilitate highly engaging learning experiences that are effective for all language learners.	**Planning** Graduates of our program are comprehensive and conscientious planners who design inclusive student-centered learning environments that are effective and engaging for every learner.
	Instruction Our graduates facilitate integrated language instruction that is content-based and contextualized and builds on the sociolinguistic capital of each learner.
	Assessment Graduates of our program strategically employ varied assessments and feedback promote learning, ensure equitable outcomes and inform instruction.
Critical Inquiry We produce graduates who routinely employ multiple strategies to deepen their understanding of their learners, the teaching context and their own practice.	**Learners** Our graduates are student-focused and utilize a range of methods to enhance their understanding of their learners and their learning.
	Community Our graduates recognize, analyze and mediate forces outside of the learning space that interact with and influence student learning.
	Practice Our graduates engage in continuous cycles of reflection and analysis in order to enhance the impact of their own instruction on student learning.
Transformative Advocacy We equip our teachers to be transformative intellectuals who work with others to correct injustice affecting languages, language education and language learners.	**Research** Our graduates identify and learn about issues in school or society that adversely affect language learners.
	Collaboration Our graduates multiply their knowledge and influence to better address language related issues by seeking out and cooperating with others.
	Action MAT-TESOL graduates exhibit leadership and initiative by planning and enacting collective change efforts to address issues they identify.

Scope and sequence: The program purpose, goals, and objectives shown above are achieved through carefully designed course learning objectives that are arranged to support the development of key conceptual knowledge and skills across four semesters, as illustrated in our Scope and Sequence table. The course learning objectives are arrayed so as to support: a) the introduction, reinforcement, and mastery of skills over time; b) an emphasis on different goals of the program within each semester,

beginning with instruction in semester one, shifting to inquiry in semester two, and culminating with a focus on advocacy in semester three. Each of the courses in the program is designed to support candidates who are pursuing either the SS ELD credential or the SS WL credential. A brief description of each course is provided in this Course Summaries document.

Fieldwork: Fieldwork begins in the second semester and is distributed across five courses, with two of the courses, Clinical Practice Seminar in Language Teaching A and B (CPS A/B), comprising the bulk of the traditional student teaching requirement during the final two semesters. An overview of type of fieldwork activities, approximate hours associated with each, and courses in which fieldwork is situated can be found in our Fieldwork Table.

Field experiences take place in school sites in California and in international settings, depending on the needs and location of candidates. All placements for candidates pursuing a credential are made in schools that meet CCTC requirements and with Guiding Teachers that meet CCTC required criteria. Students who are pursuing the ELD credential complete their student teaching in CPS A/B with a Guiding Teacher and classroom approved for the ELD credential; students pursuing the WL credential complete their student teaching in CPS A/B with a Guiding Teacher and classroom approved for their respective target world language.

Candidates complete their student teaching in courses EDUC 660A/B, during semesters 3 and 4. A candidate's fieldwork team is made up of a site-based Guiding Teacher, university professor of EDUC 660A/B, and their Academic Adviser. Other support personnel (writing coach, placement coach, etc.) interact with the candidates as needed. Candidates complete their student teaching four days a week, with university courses on Fridays. Review and feedback of student teacher instruction is facilitated through videotaped lessons for both the on ground and online programs. Faculty and peers review and respond to lessons.

Assessment of Candidates

Internal measures: Internal measures used to assess teacher candidates include both informal evaluation such as participation and collaboration in class activities and professionalism in coursework and at the school site and formal course evaluation. Forma course evaluations include all class assignments, as described in course syllabi, and which include five Key Assessments. The Key Assessments are aligned to the EdTPA and are designed to enable students and faculty to benchmark students' skill development over time.

External assessment measures: External measures used include the administration of the Common Indicator System (CIS) tools in partnership with Deans for Impact. Candidates also prepare for and complete the EdTPA during the courses EDUC 660A/B. Additional external assessments are analyzed after Candidates complete the MAT Program. The Beginning Teacher Survey is conducted nine months after graduation for a self-report of how prepared graduates feel to teach, as well as the Employer Survey,

which assesses beginning teacher preparation, but from the administrator's perspective. Each of these has been conducted once and the MAT Program is working to increase the response rate on all measures.

Other external measures include the CCTC Program Completer Survey and the CCTC Master Teacher Survey. The Los Angeles Educator Pathways Partnership (LAEPP) is another source of data used. LAEPP collects data on graduates working in the LAUSD from 8 teacher preparation programs in the Los Angeles Basin. One hundred, fifty-four (154) MAT graduates, with partial evaluation data, were identified as working in LAUSD between the years of 2012-16. Of those full data was received and analyzed for seventy-six graduates. Four were rated Highly Effective, sixty-two were rated Effective, seven were rated Developing and three were rated Ineffective.

1.1.1. The following table displays delivery options available for students pursuing the ELD or WL credential.

Location	Delivery Model	Pathway
USC City Center One start annually each fall	In-Person	Traditional Student Teaching
California and approved international locations One start annually each fall	Online	Traditional Student Teaching

2. Organizational Structure

The link below provides an **organizational chart** showing how the school and program leadership is organized within the Rossier School of Education (slides 1-14) and MAT (**Slide 10,** which included the WL/ELD Programs). The Dean of the Rossier School of Education has the final responsibility for all decision-making. He is supported by an Executive Council with representatives from Finance, Research and Faculty Affairs, Faculty Council, Equity and Inclusion, Academic Programs and Communications. Each of these areas has an organizational chain to define decision-making and governance.

2.1 Organizational Chart/Graphic

3. Faculty Qualifications

Currently 5 full time *Research, Teaching, Professional, Clinical Track* (RTPC) faculty are designated as MAT-WL/EDL professors. In the Fall 2020 term the faculty also includes 3 Adjunct professors.

"Full-time research-track, teaching-track, practitioner-track, or clinical-track faculty (RTPC) appointments are made in accordance with University policy and school-specific guidelines. All initial appointments of such faculty must be approved by the dean or Provost. Full-time RTPC faculty are treated equally with tenured and tenure-track faculty with respect to all fringe benefits as defined by the established faculty

policies. Each school must have active participation by RTPC faculty members in faculty governance, including on faculty guidelines for those tracks. RTPC faculty are appointed to fixed-term contracts that must specify the starting and ending dates of the appointment. (Section 4-C 2, USC Faculty Handbook, 2019)." RTPC faculty can apply for promotion by meeting the following criteria.

USC recognizes the importance of part-time faculty, who are essential and integral to maintaining the high standards of the School's academic programs and fidelity to its mission. Therefore, the School sets forth in a document guidelines for part-time faculty appointments, compensation, promotion and evaluation. Part-time faculty are appointed to a fix-term contract and are eligible to be elected or appointed to faculty governance bodies. Criteria for Adjunct Assistant Professor are:

Required Exhibits and links:

3.1 Faculty Distribution Table

3.2 Annotated ELD Faculty List with links to Faculty Vitae and Syllabi

3.3 Published Adjunct Experience and Qualifications Requirements

3.4 Faculty Recruitment Documents: Currently, the university has no openings as a result of a Covid19 related hiring freeze.

3.5 MAT Faculty Guide

4. Course Sequence

The following link provides a summary of the course sequence and is readily available to candidates and prospective candidates.

4.1 *USC Rossier Website MAT-TESOL Course Sequence Page*

5. Course Matrices

The links below lead to matrices illustrating candidates' opportunities to master the General TPEs and the subject-specific competencies for the ELD and WL credentials. For each matrix, course names are listed across the top and candidate competencies down the left side. Each course item linked to a competency is noted with an I, P or A.

5.1.1. Course Matrix: ELD and WL General TPEs

5.1.2 Course Matrix: Single Subject: English Language Development

5.1.3 Course Matrix: Single Subject: World Languages

6. Fieldwork and Clinical Practice

Field experiences take place onsite in several states and in international settings, depending on the current needs of Candidates. All placements are made in schools that meet specific criteria. Mentor Teachers also meet specific criteria. A Candidate's Team is made up of a site-based Guiding Teacher, University Professor, an Academic Adviser, and the Candidate. Other support personnel (writing coach, placement coach, etc.) interact with the Candidates as needed. Guiding Teachers and University professors teaching the *Core Pedagogy and Instruction* communicate directly. This format facilitates the University/School-site communication. Review and feedback from instruction are exchanged through videotaped lessons for both the on ground and online programs through the use of the *Edthena* platform where faculty and peers can review and respond to lessons at the same online site. The lessons can be archived for term review and use in the MAT clinical course curricula.

The newly revised program consists of three, 15-week terms, with three courses per term for a total of 28 units. Candidates are in the classroom Terms 2 & 3, (four days a week, with university courses on Fridays) implementing a gradual release format towards teaching full time. The program assures the 600 (typically 756 hours) clinical hours for General Education and the 150 additional hours for Education Specialist eligibility. A Clinical Scope and Sequence is provided here.

The curriculum aligns with several local, national and international district calendars. While subject matter placements vary by subject matter within their discipline (secondary), most Candidates are at the same site for two consecutive terms. A snapshot of Spring 2020 shows 52 on-ground and 194 online Elementary and Secondary placements. Of those placements, four Candidates were in ELD placements

Required Exhibits and links:

6.1_6.4 Table denoting number of hours of fieldwork (tab 2), clinical practice /Documentation of Candidate Placements (sorted by school).

6.2 Signed MOU or Agreement for each placement

6.3 Veteran Practitioner Training Material

6.5 Clinical Practice Handbook/Manual

6.6 Fieldwork/Clinical Practice Syllabi:

> *EDUC 655: Social Foundations of Language Education: Weekly 2-hour classroom observations and collection of data begin in week 3.*

> *EDUC 660a: Clinical Practice Seminar*

> *EDUC 660a: Clinical Practice Seminar*

6.6.1 *Clinical Practice Assessment Instruments*

6.6.1a *Formal Assessment Instruments for Candidates*

6.6.1.b Assessment Instruments Guiding Teachers

7. Credential Recommendation

All credential recommendations are made through the Office of Evaluation and Accreditation, where two Credential Analysts review and verify Candidates' "Recommendation Package." When a Candidate enters the program they are presented with the process to be recommended for California Preliminary Credential through review of the MAT Student Handbook during the program orientation. This information is again a part of the Guided Practice Orientation through review of the MAT Student Teaching Handbook, pgs. 52-53. Students are encouraged to connect with the Accreditation Office early in their program. Two documents collect and verify recommendation requirements and a third requests recommendation when all requirements are met.

Required Exhibits and links:

7.1.1a Credential Recommendation Checklist

7.1.1b Credential Verification Checklist

7.1.1c Credential Recommendation Request Form

Moving toward program improvement in the Preliminary and Initial Educator Preparation Programs: English Language Development and World Languages

The MAT- WL/ELD faculty team has together identified several strengths of the ELD and World Languages pathways. These include: A high degree of alignment and collaboration among faculty, staff, and other stakeholders dedicated to ensuring a high quality program that is coherent, data-driven, and student-outcomes oriented; strong student-mentoring to enhance professional development, including a high number of conference presentations and publications co-led with students and focusing on teaching and teaching improvement; and, an explicit and comprehensive focus on equity-minded teaching, critical inquiry, and advocacy on behalf of languages and language learners.

The faculty has also identified areas for improvement, including data needed to inform this improvement and actions to be taken. These include:
1. Improving program outcomes for African American and Asian students. The online program reflects lower admit rates for African American students (40% versus 75% all group average), lower retention rates (68% for Asian and 70% for African American, compared to 88% for White and 84% for Hispanic/Latino), and lower program completion rates (55% for African American and

64% for Asian, compared to 79% for White and 78% for Hispanic/Latino). Lower completion rates are also observed in the on-ground program for African Americans and Whites (both 71%, compared to 90% average for all groups combined). Given these data, faculty and staff have already undertaken strategies to address admissions, recruitment, advising, curriculum, and instruction practices to enhance diversity. Next steps include requesting that the Dean ensure the continued provision of quality, disaggregated student performance data and that analysis of student performance and assessment of outcomes be included in the annual Dean's charge.

2. Complete the equity-minded syllabus revisions: Through this review process, the faculty has collectively identified both individual course-level syllabus changes to be made and program-wide components and language to be incorporated across all of the syllabi. Changes have begun to be implemented, but this process will be completed in AY20-21. A request to help expedite these changes across all of the courses will be for staff support.

3. Key Assessment refinement: As a result of data gathered during our 2029 review of Key Assessments, it was concluded that rubrics for these assessments needed to be refined in order to produce greater score variation and more meaningful and nuanced analysis of results. and better ability to compare and analyze student performance. This process will be completed by Spring 2020.