



Program Review Submission for the Multiple and Single Subjects Preliminary Credential Programs

History, Theoretical Foundation and Program Design

In 2015, in response to the newly revised California Standards for the Teaching Profession, the USC Rossier MAT Program embarked upon a comprehensive program revision. The goal was to align more effectively with the new standards and to move toward an integrated general education/Education Specialist (mild/moderate, with Autism Authorization) teacher preparation where Candidates completing the program could be eligible for recommendation for both credentials. The BILA was also an integral part of this new program format.

Leadership for this effort was shared by the Rossier School of Education and the MAT Program faculty. At the school level the Rossier School of Education Dean and the Associate Dean of Academic Programs participated in the conceptualization of a new program and decision-making related to resources, personnel and accountability with the MAT Program Chair. The Program Chair was guided by Course Coordinators (leads from each content area and Clinical Experience), as well as MAT Governance, a board of four faculty, one from each of the credential areas (Secondary, Elementary, Education Specialist and BILA and Clinical Experiences). Communication flowed through the sharing of each of these groups' meeting notes and multiple school and program emails, publications, and [meeting agendas](#) (ex., All Faculty and Staff Meeting). Program development documents and communication were/are kept in a Google doc file, MAT Prime, available to all faculty.

Site-based partners were (and continue to be) an integral part of this process. They attended [meetings dedicated to their input](#), and participated in [Fall and Spring Retreats](#). Partners whose role is also that of Guided Practice Mentor met with Core Pedagogy and Practicum professors each term to consult about Candidates. Partners teaching as adjunct and part time faculty attended course faculty meetings held every 2 weeks, where their contributions to assessment and curriculum could be made. Full time faculty were (are) frequently at schools where local Candidates are placed, to discuss ideas and consult with mentors. [Course Coordinator Meetings](#) and [MAT Governance Meetings](#) continue to discuss and represent the interests and concerns of *all* faculty.

After completing one cycle of the new program in December 2018, faculty continued to work on the integration plan, throughout Spring and Fall, 2019, integrating two of the four additional Education Specialist courses' content into the MAT Program. This work took place in Course Coordinator, MAT Governance, Course Faculty and Program Retreat Meetings. Faculty talked to other programs at CTE Fall and Spring Conferences, and consulted professionally with local programs

working toward the same goal (LMU and CSULB). In Spring 2020, the final two Education Specialist Courses were integrated into several of the MAT courses, through a redistribution of units, a broadening of content and assignments, [a series of asynchronous Education Specialist modules](#) and by providing two separate paths in Term 3 to assure the additional content and clinical hours required for the dual credential. The new program was implemented for incoming Candidates in Fall 2020. The implementation of the [DUAL CREDENTIAL Program](#) was the focus of a faculty professional development on Sept. 14 2020.

USC Rossier MAT Conceptual Framework : [VISION OF A TEACHER and DOMAINS](#)

The USC Rossier MAT Conceptual Framework, *VISION OF A TEACHER and DOMAINS* represents the ongoing and collaborative efforts of the MAT faculty to integrate and define what Candidates completing the program strive to accomplish. This set of beliefs evolved from a dialogue which began in and continued throughout the academic year of 2010-11. At that time the MAT faculty established working groups, each of which produced beliefs of professional competence within identified domains of practice. The domains of practice emanated from the MAT Vision of a Teacher, resulting in Advocacy, Assessment, Critical Reflection, Critical Thinking and Discourse, Curriculum, Environment and Pedagogy. Each domain was designed to provide program-specific definitions of, rationales for and learning competencies. This schema functioned as a conceptual framework and guiding tool for MAT faculty to integrate into program coursework to make certain that 1) course work addressed learning goals sufficiently, 2) candidates are being supported and authentically assessed, and 3) to ensure Candidate progress toward meeting all teacher preparation standards within the vision and set of beliefs constructed in this document.

MAT Course Coordinators returned to the document for review in 2013. It was approved as the Conceptual Framework for the joint state and national accreditation completed in October, 2013. The document was again formally reviewed in 2015, by both faculty and stakeholders, as the MAT Program responded to new state teacher preparation standards by re-envisioning the program. It is presented to Candidates at the beginning of Term 1 and is integrated throughout course syllabi. In December, 2018 when the first cycle of the new program was completed, faculty and stakeholders affirmed that the framework continued to represent program aspirations. The on-going responsibility to return to the document ensures its program alignment. In [Fall, 2019 at the MAT Retreat](#), all faculty and local stakeholders examined the document to evaluate its fit with the curricula. This process continued in [December, 2019 and February, 2020](#), where feedback was collected from [local school-based partners](#). The document came back to faculty at the [Spring Retreat in February, 2020](#), with two follow-up writing meetings in April 2020. At the final [faculty and stakeholder meeting in MAY 2020](#) the document was shared in its updated form for implementation in the AY 2020-2021

[Program Design - Curriculum and Field Experience](#)

The initial revision made during the first phase of change was that coursework addressing pedagogy/instruction, and field experiences were integrated into one course, called Core Pedagogy and Practicum (CPP). This is a consistent format across each of the three terms, where CPP courses remain as the pedagogical core for the two other series of coursework, *Teaching Students with Learning Differences* (Seminar A Continuum) and *Language and Literacy* (Seminar B Continuum). The three strands were designed to connect to each other through shared content, foci of assignments and the use of reflection as a developmental tool in each term. Some faculty teach more than one course in a term, or across terms which facilitates integration. [A course sequence](#) (ex. Term 1) shows how they support and enhance each other for a more holistic and unified approach toward learning to teach.

Standards framing the Multiple/Single Subjects Preliminary credential, Preliminary Education Specialist/Mild-Moderate with Autism Authorization credential and the Bilingual Authorization (BILA) are addressed through this integrated approach.

Program Design - Curriculum and Field Experience

Courses specifically supporting Dual Credential Candidates are highlights below:

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 ELEM: ELA, SS, ART SEC 670: Secondary Subject Specific</p> <p>671 3 units 672 3 units</p>	<p><u>Mult Subjects</u></p> <p>EDUC 673 4units ELEM: Math, Sci, PE</p> <p>674 3units 675 3 units</p>	<p><u>Single Subjects*</u></p> <p>673 4 units Subject Specific *</p> <p>674 3 units 676 3 units</p>	<p>Seeking Gen Ed, MST/SST 677 4 units: Pedagogy focuses on general education.</p> <p>678 2 units 679 2 unit (same across all paths)</p>	<p>Seeking dual Ed Spec with Gen Ed 677 4 units: Course is consistent with other 677 but focuses on special needs.</p> <p>678 2 units 679 2 units</p>

Program Key Assessments completed by all Candidates, with Ed Spec and BILA Highlights

<p>KA 1 Planning for Instruction and Assessment: Final Mini-Unit Plan Elem rubric Secondary Rubric</p>	<p>KA 2 Teacher Candidate Video Portfolio Analysis Elem Rubric Secondary Rubric</p>	<p>KAs 3: EdTPA developed, implemented, submitted https://www.edtpa.com/Content/Docs/edTPAMGC.pdf KA 4: Capstone Rubric KA 5: Action Research Focused on a Student With a Learning Difference Rubric KA 5: Rubric for this assignment KA 6: BILA Authorization Fieldwork Competencies (only completed by BILA Candidates)</p>
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Total units: 28 units

The initial revision made during the first phase of change was that coursework addressing pedagogy/instruction, and field experiences were integrated into one course, called Core Pedagogy and Practicum. This is a consistent format across each of the three terms. This series of courses, (one in each term) provides the foundation for the two other series of coursework, *Teaching Students with Learning Differences* (Seminar A Continuum) and *Language and Literacy* (Seminar B Continuum). The three strands were designed to connect to each other through shared content, foci of assignments and the use of reflection as a developmental tool in each term. [A course sequence](#) (ex. Term 1) shows how they support and enhance each other for a more holistic and unified approach toward learning to teach, and addressing the learning characteristics of all students. Standards framing the Multiple/Single Subjects Preliminary credential, Preliminary Education Specialist/Mild-Moderate with Autism Authorization credential and the Bilingual Authorization (BILA) are addressed through this integrated approach, with regard to both content and clinical experiences.

Term 1

In Term 1, *Core Pedagogy and Practicum*, [EDUC 670 Elementary and Secondary](#), is a general introduction to curriculum and instruction affecting teaching and learning across disciplines, grade levels, and the different social contexts of schooling. The understanding of theories and research related to curriculum design and instructional models is a prerequisite to the development of professionalism and prospective teachers' abilities to implement and advocate for appropriate practices responsive to needs, interests, abilities of all K-12 students in all educational settings. The explicit knowledge of curriculum designs and instructional models is intended to provide the foundation to assist educators in becoming "teacher leaders" within the classroom, school, district, and community/state/federal context. Throughout the program the Core Pedagogy and Practicum continuum coordinates the alignment of coursework and fieldwork.

[EDUC 671, Contexts in Educational Equity, Access and Agency](#), the first course in the Seminar A continuum. It addresses issues of varying educational contexts, equity and access to quality educational experiences, influences of a wide range of student characteristics and begins a program long critical conversation focused on reflection, discourse and culturally relevant pedagogy.

Seminar B, [EDUC 672, Integrated Language Development Across the Curriculum](#), connects to this foci from a language development perspective. It explicitly presents candidates with the clear connection between language and learning in school, across all curricular areas. The focus on the role of language in schools is evidence of the role language plays in the academic success of all children. At the core of all learning is language. Students access knowledge and information through language and in turn use language to communicate their learning. Seminar B contains the majority of course work meeting BILA standards.

Term 2

Term 2 begins simultaneous on-site Guided Practice and continued study of pedagogy and instruction in the integrated [EDUC 673 Integrating Social Studies, Language Arts and Guided Practice \(Multiple Subjects\)](#) and [EDUC 673 Applications of Curriculum and Pedagogy, Part A \(Secondary\)](#). [The Guided Practice Scope and Sequence](#) for students entering the MAT Fall 2020 (beginning Guided Practice Spring 2021) illustrates a gradual release toward independent teaching in this Term 2 integrated pedagogy and Guided practice course. Candidates begin with a co-teaching experience with their Guiding Teacher in Week 3, increasing the number of lessons taught every other week, to 4 sequential lessons a week, Weeks 11-13.

Seminar A coursework, [EDUC 674 Identifying and Teaching to Student Differences](#), explores instruction, differences in how students learn and how to address those differences in relation to school expectations and challenges to equal access to learning. EDUC 674 connects to 673 and 675/676 in that

it proceeds with greater depth in examining the range of learners from typical students to those needing more support or challenge, presenting strategies to differentiate, scaffold, and assess fairly for high student outcomes. This course fulfills many of the Education Specialist Standards.

Seminar B coursework, [EDUC 675 Literacy Instruction in Elementary Education](#) and [EDUC 676 Literacy Instruction in Secondary Education](#) are designed to prepare teachers and prospective teachers in the application of a balanced, integrated, and interactive perspective to teaching reading/language arts in grades K through 8. The focus of the course is on the foundational skills and strategies needed in the developmental phase of "learning to read," which is essential to the next phase of "reading and learning for life." This course examines how to foster literacy learning and support student's ways of learning, *including those with special learning needs*; those from language backgrounds other than English; and those from diverse cultures and/or socioeconomic backgrounds.

Term 3

In Term 3 (as in Term 1 & 2), assignments in Seminar A and B courses are aligned with the work in *Core Pedagogy and Practicum* continuum in the classroom setting. Key Assessments bring together both clinical experiences and coursework as applied assessments, inclusive of general education, students needing extra support, students who are second language learners and students who are advanced learners.

Secondary Students complete their subject specific curriculum and pedagogy course in [EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary History and Social Science Classrooms](#)(course example) is designed for candidates to progress the quality and quality of classroom teaching and apply content knowledge of her or his chosen discipline (e.g., Math, Science, English Language Arts, Social Science, or Multiple Subjects) with the models of teaching introduced in this program by demonstrating a repertoire of pedagogical practices responsive to the needs and interests of diverse learners. They engage in various forms of inquiry, and facilitate instruction that enables learners to become collaborative and independent problem-solvers, as well as critical and creative thinkers. Candidates enroll in content specific sections of this course.

[EDUC 678 - Applying Knowledge and Strategies for Teaching All Students](#). Inclusion is an increasing opportunity for Candidates to experience teaching across a full range of educational needs. While general education may be their educational home, integrated education has changed the professional lives of special educators and general educators; their practices (and the standards that guide their preparation) are more intertwined than ever before. Their work in collaboration with each other might include co-teacher, consultant / resource teacher, curriculum specialist, tutor, behavior specialist, or any combination to these. In each of these roles, today's educators must have the collaborative skills to accomplish this, to make the curriculum accessible to ALL students. This course is intended to prepare Candidates to develop effective educational interventions for all students through assessment, curriculum and instruction and classroom environment management. While all teacher education candidates may not seek to become teachers of students with special needs, all teachers will have students who require differentiation.

[EDUC 679: Blended Learning Experiences for Students in Urban Schools](#). This course is designed for teacher candidates to design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for K-12 students. Candidates will integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support *all* students in learning the appropriate standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning. The concept of literacy has expanded considerably, given that being literate means more than reading and writing. Not only does literacy include listening and viewing, but a number of other literacies have emerged as a result of the

diffusion of information and communications technologies (ICT) into teaching and learning environments. This course expands the definitions of literacy through the lenses of digital media, technology, and information.

[Field Experience: Guided Practice](#)

Offering both online and on ground learning formats, 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](#). [Guiding Teachers also meet specific criteria](#). Each Candidate's Team is made up of a site-based Guiding Teacher, University Professor, an Academic Adviser, and the Candidate. Other support personnel (BILA coach, Education Specialist coach) interact with the Candidates as needed. Guiding Teachers and University professors teaching the *Core Pedagogy and Instruction* communicate directly. This format facilitates 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 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. The BILA standards are integrated into Guided Practice expectations as noted on matrix and syllabi. All standards are met through this integration. [A Clinical Scope and Sequence is provided here](#).

[During the pandemic flexibility has required the MAT to diversify how hours are being met, in accordance with the CTC's acceptable options](#). In this context, 15-20 Guided Practice hours per week are expected. Of these, hours 5-8 hours weekly will be spent in an inclusion, RSP or SDC setting for Candidates seeking the dual credential. These hours will be met through a variety of professional development and virtual contact with students. Activities designed to meet these categories are virtual instruction, webinars, instructional monitoring of student growth and feedback on work submitted.

Program Design - Curriculum and Field Experience

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Total units: 28 units

The curriculum aligns with several local district calendars. While subject matter placements vary by grade (elementary) and/or subject matter within their discipline (secondary), most Candidates are at the same site for two consecutive terms. Elementary Candidates experience both an upper and lower elementary grade placement. Secondary Candidates experience a more than one subject matter placement within their discipline. The Master of Arts in Teaching degree prepares teacher Candidates to pursue subject matter concentrations in the Elementary (Multiple Subjects) and Secondary (Social Science, Science, English, Math) content, and encourages Candidates to pursue the BILA. [A snapshot of Spring 2020](#) shows 52 on-ground and 194 online Elementary and Secondary placements. Of those placements, 6 on-ground were in STEM related fields, as were 34 online Candidates. Eight on-ground Candidates were seeking the Education Specialist Credential. Four were adding the BILA authorization to their credential.

Assessment of Candidates

All Candidates are assessed through internal and external measures which are conducted during and after the completion of the MAT Program. The goal for this use of multiple methods is to maintain reliability and validity through documentation of progress toward 1) meeting California Teacher Preparation Standards and TPEs, 2) meeting the educational values of the *Domains* document, which embodies the MAT Conceptual Framework, and 3) providing evidence of impact in K-12 classrooms. Examples of mapping the connectedness of assessment efforts during the program in [EDUC 670 SS](#) Domains and [EDUC 670 MS](#) Domains are provided here.

Internal assessment measures include informal evaluation such as performance in class activities, collegial support and collaboration in coursework and at the school site and on-going individual and shared reflective activities which are part of each course. Each of these activities are integral to more formal course evaluation. Internal formal course evaluation includes all class assignments, as described in both the Program Review Matrix and course syllabi and five of the six [Key Assessments](#) (Key Assessment # 3 is the edTPA). All Candidates in all subject matter areas must successfully complete Key Assessments 1- 5. Only BILA Candidates complete the Key Assessment # 6. Examples of internal formal assessment which Candidates complete during Guided Practice are:

- Assignments submitted for review and feedback in EDUC 673 (Guided Practice A) include: 1 Entry Interview, 12 Goal Setting & Lesson Observation Forms completed by the Guiding Mentor Teacher, 3 Reflective Teaching Events, 2 Reflective Focus Videos, 1 Mini-Unit, 1 Video Portfolio Analysis, 1 Exit Interview.
- Assignments In EDUC 677/677B (Guided Practice B) include: 1 Entry Interview, 6 Goal Setting & Observation Forms completed by the Guiding Mentor Teacher, 6 Focused Videos, 1 edTPA Submission, 1 Capstone Project, 1 Exit Interview, 1 Final Performance Evaluation completed by Guiding Mentor Teacher.

External assessment measures conducted during the MAT Program include the administration of [Common Indicator System \(CIS\)](#) tools in partnership with Deans for Impact. [The Teacher Belief and Mindset Survey](#) given 3 times during the MAT Program (the beginning, beginning of Guided Practice and the conclusion of the program). The purpose of this measure is to gauge attitudes toward commitment to the profession, inclusion, diversity and equity for alignment with the [Rossier Mission Statement](#). [The Beginning Teacher Survey](#) is conducted when Graduates are in their first teaching position, nine months after graduation for a self-report of how prepared they felt to teach all children when entering their own classroom. [The Employer Survey](#) measures this same performance, from the administrator's perspective. Each of these have been conducted once. The MAT Program is working to increase the response rate on all measures.

Analyzing data from [The Teacher Belief and Mindset Survey Data](#) after the 2019-20 AY, findings suggested that Candidates did not feel confident when working with families, and in their communities. The Family Interview, conducted on EDUC 674 and 678 was adapted to become the [Family Collaborative Conversation](#). In the Family Collaborative Conversation Candidates practice building skills related to working with families. Data from this assignment are aligned with pertinent items on The Teacher Belief and Mindset Survey for future comparative analysis.

[Key Assessment # 3, completion of the edTPA](#), the national Teacher Performance Assessment is conducted in Term 3. Internal Key Assessments 1 and 2 work toward preparing the Candidate to successfully complete the edTPA. [The pass rates for each content area](#), of the edTPA, disaggregated for online and on ground populations, is also an evaluation indicator. Additional external assessments are analyzed after Candidates complete the MAT Program. The purpose of these measurements is to evaluate the level of skill and competence graduates feel they have developed, ([CCTC Program Completer Surveys](#)) and the degree to which site base Mentors feel they have acquired the skills to teach all students ([CCTC Master Teacher Surveys](#)). The Los Angeles Educator Pathways Partnership (LAEPP) is another source of data. 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 ([the most recent report](#)). 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.

Currently, all elementary Candidates must successfully complete the RICA. This is also true for secondary dual credential Candidates.

1.1.1 Table depicting location, delivery models, and pathways

Location	Delivery Model	Pathway
USC City Center MAT – MS and SS: 1 start per year Fall of each Academic Year	In-Person	Traditional Student Teaching
National and International Locations MAT- MS and SS: Start # 1: Fall of each Academic Year Star # 2: January of the same Academic year	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 Teacher Preparation programs (Slide 10). 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 14 full time *Research, Teaching, Professional, Clinical Track* (RTPC) faculty are designated as MAT professors. In the Fall 2020 term the faculty also includes 22 online and four on-ground Part Time or 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. 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 also 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 also appointed to a fix-term contract and are eligible to be elected or appointed to faculty governance bodies.

Required Exhibits and links:

3.1 [Faculty Distribution Table](#)

3.2 [Annotated 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 course sequence has been described in both narrative and chart form in the program summary. 4.1 provided 2 links with descriptions of overall program information for candidates seeking the dual credential and BILA Authorization.

Required Exhibits/Link:

[4.1 Published course sequence from Course Catalog for Integrated MS/SS, Ed Specialist, BILA](#)

5. Course Matrix

5.1.1, 5.1.2, and 5.1.3 provide **matrices** which support each set of standards denoting the candidates' opportunity to learn and master the competencies for that credential in this dual program. The required course matrix templates for each program have been used, using course names across the top and Candidate competencies down the left side. Each syllabus link connecting with a competency is noted with an I, P or A.

Required Exhibit:

5.1. *Course Matrix for MS/SS Education Specialist*

[5.1.2a Term 1](#)

[5.1.2b Term 2](#)

[5.1.2c Term 3](#)

6. [Field Experience: Guided 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 (BILA coach, Education Specialist coach) 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. The BILA standards are integrated into Guided Practice expectations as noted on matrix and syllabi. All standards are met through this integration. [A Clinical Scope and Sequence is provided here](#).

The curriculum aligns with several local district calendars. While subject matter placements vary by grade (elementary) and/or subject matter within their discipline (secondary), most Candidates are at the same site for two consecutive terms. Elementary Candidates experience both an upper and lower elementary grade placement. Secondary Candidates experience a more than one subject matter placement within their discipline. The Master of Arts in Teaching degree prepares teacher Candidates to pursue subject matter concentrations in the Elementary (Multiple Subjects) and Secondary (Social Science, Science, English, Math) content, and encourages Candidates to pursue the BILA. [A snapshot of Spring 2020](#) shows 52 on-ground and 194 online Elementary and Secondary placements. Of those placements, 6 on-ground were in STEM related fields, as were 35 online Candidates. Eight were seeking the Education Specialist Credential. Four were adding the BILA authorization to their credential.

When reviewing the data provided by this chart, findings suggested that a very small number did not have signed MOU/contracts. Schools within the United States will be required to have signed contracts by Fall 2020, or they will no longer be part of the MAT Placement network. However, most of the schools unable to provide data related to MOUs, English Language Learners or Special Education populations were international schools. As of Spring 2020 the MAT is no longer recruiting or accepting students who will need an international placement, since these schools most often do not meet USC or CTC placement criteria.

Required Exhibits and links:

[6.1 Documentation of Candidate Placements](#).

[6.2 Signed MOU or Agreement for each placement](#)

[6.3 Veteran Practitioner Training Material](#)

[6.4 Table denoting number of hours of fieldwork \(tab 2\)](#)

[6.5 Clinical Practice Handbook/Manual](#)

[6.6 Fieldwork/Clinical Practice Syllabi](#)

[EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools \(ELEM\) Units: 4](#)

[EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools \(SEC\) Units: 4](#)

[EDUC 673: Integrating Language Arts, Social Studies, and Guided Practice \(Elem\) Units:4](#)

[EDUC 673: All Subject Specific Syllabi](#)

[EDUC 677: Curriculum and Pedagogy: An interdisciplinary approach \(Elem\) Units: 4](#)

[EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary History and Social Science Classrooms \(Slight differences between secondary subject specific syllabi\) Units: 4](#)

[EDUC 677: Applications of Curriculum and Pedagogy for Students with Learning Differences Units: 4](#)

6.6.1 Clinical Practice Assessment Instruments:

[6.6.1a Formal Assessment Instruments for Candidates](#)

Examples of external and internal assessments conducted during Guided Practice are provided on page 9.

[6.6.1.b Assessment Instruments Guiding Teachers](#)

7. Credential Recommendation: Description of process ensuring appropriate 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 MAT 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 Guided Practice 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. The Credential Verification Checklist includes verification of all Dual Credential requirements.

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 Education Specialist (part of the dual credential) Program

The incoming class of Candidates, Fall 2020, will be the first cohort eligible for the dual credential program. When seeking feedback from site-based partners, graduates and current

Candidates, dual credentialing was fully supported as long as Candidates did not *have* to apply for both credentials. We believe however, that more Candidates will take advantage of this option to afford themselves a greater pedagogical and instructional knowledge base for teaching across general education, inclusion and special day classes, since no additional courses are required.

Another area of inquiry moving forward is related to Candidates comfort in working with families and forming constructive relationships with the school and greater community. A data collection protocol aligning items on the *Teacher Belief and Mindset Survey* with the *Collaborative Family Conversations* has been developed. Data collected will focus on Candidates' work with families and resulting choices in managing the academic and social environment, since faculty believe these are related.