

# USC Rossier

## School of Education

### Common Standards Submission Requirements

#### Submission Requirements Addressing the Common Standards

#### Standard 1 – Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

Common Standards	Required Documentation
<p><i>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted</i></p>	<p><b>The University of Southern California's strategic plan</b>, <i>Matching Deeds to Ambitions</i>, describes the leading role the university will play in "Answering the Call: Our mission is urgent, our energy boundless, our vision sweeping, and our Trojan Spirit indefatigable. The 21st century calls us to action, to lead now and long into the future."</p> <p><a href="#">The USC Strategic Plan</a></p> <p>In alignment with the USC Strategic Plan, The USC Rossier School of Education also holds a vision where every student, regardless of personal circumstance, is able to learn and succeed. The USC Rossier School of Education believes that they have the responsibility and the ability to prepare educational leaders who will develop the innovative practices, inclusive of equity and access, that will help realize this vision. This vision is supported by the USC Rossier Mission, which is the foundation of all work accomplished at Rossier.</p> <p><a href="#">Four Guiding Principles</a> (formerly called Pillars), <i>Leadership, Learning, Accountability and Diversity</i> represent the values which contextualize all programs. Since the Guiding Principles were developed in 2011, each credential program continues with improvement efforts within their lenses.</p>

***standards and curricular frameworks.***

This work was done through program retreats, where faculty and community stakeholders discuss current data. Outcomes from these retreats have contributed to the [Diversity Task Force Report](#), a new [Mission Statement](#) (revised 2018) and the [Dean's Charge](#). The Faculty Council, other faculty committees and Executive Council has examined these beliefs to affirm that they continue to represent shared aspirations. [This chart](#) documents each program's ongoing progress towards meeting the goals of the Dean's Charge. Data from each of these sources is collected as part of the [AEGIS](#) cycle and analyzed and evaluated yearly.

Themes of alignment between the Institution and USC Rossier are clear. This alignment includes:

- Preparing and developing leaders who share a commitment to equitable urban education locally, nationally and globally;
- Addressing the complex educational and social issues facing urban communities by engaging in collaborative and scholarly research on educational practices and policy; and
- Creating partnerships to rethink curriculum, improve learning environments, and develop sound policy (through cultivation and enrichment of the intellect and spirit).

The Theoretical Framework which supports implementation of the Guiding Principles as part of a conceptual framework is the *Developmental Learning Theory*. It is comprised of four essential stages, *Understanding the Self (Leadership)*, *Understanding Learning and Learners (Learning)*, *Theory into Practice (Accountability)* and *Solving Problems in Context (Diversity)*.

[USC Rossier website](#)

MAT Dual Credential Program [Vision of a Teacher](#)

The MAT *Visions of a Teacher and Domains* serves as the program's conceptual framework. It represents the collaborative efforts of the faculty to describe what Candidates are guided to accomplish. This set of beliefs evolved from a dialogue which began in the academic year of 2010. At that time the MAT faculty established working groups, each of which produced beliefs of professional competence within identified domains of practice, backed by current educational research (see document references). The domains of practice (Advocacy, Assessment, Critical Reflection, Critical Thinking and Discourse, Curriculum, Environment and Pedagogy) support the MAT Vision of a Teacher. This schema functions to integrate with program coursework to make certain that 1) course work addresses learning goals sufficiently, 2) candidates are being supported and authentically assessed, and 3) to ensure that Candidates progress toward meeting all teacher preparation standards within the vision and set of beliefs constructed in this document.

Faculty reviewed the document 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. 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 again reviewed and affirmed that it represented the program's aspirations. On-going review ensures its program alignment and that pedagogy and instruction come from a lens of equity.

[MAT Website](#)

[MAT COURSE CURRICULUM MAPS](#), linking content, Vision of a Teacher Domains and the CA TPEs

[MAT TESOL \(ELD/WL\) Website](#)

	<p><a href="#">Preliminary Administration Brochure</a></p> <p><a href="#">RLAA Handbook</a></p> <p><a href="#">PPSC Rossier Handbook</a></p> <p><a href="#">PPSC_SSW Website</a></p>
<p><b><i>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</i></b></p>	<p>During the 2019-20 Academic Year, the <i>University of Southern California</i> launched the <i>USC Culture Journey Initiative</i>. The purpose of this initiative is for all members of the USC community, and its stakeholders to participate in identifying USC’s values and shaping the culture together “to both strengthen our community as we head into the immediate future together, and to ensure a strong and positive future for the generations of Trojans who will follow us.” The values that faculty, students and stakeholders identified were: Integrity, Excellence, Diversity, Well-being, Open Communication and Accountability. Letters from the USC President and The Rossier Dean, encouraging participation are included as evidence. This initiative was embraced by all academic units, including the <i>teacher preparation programs</i>.</p> <p><a href="#">Letter introducing the USC Culture Journey Initiative President Folt</a></p> <p><a href="#">Letter encouraging participation in the USC Culture Journey Initiative- RSOE Dean Gallagher</a></p> <p>In <a href="#">Fall, 2019 at the MAT Retreat</a>, all faculty and local stakeholders examined the <a href="#">VISION OF A TEACHER and DOMAINS</a> document to evaluate its fit with the current curricula and to insure it included instruction which addressed issues of equity and the USC community values. This process continued in <a href="#">December, 2019</a> and <a href="#">February, 2020</a>, where feedback was collected from school-based partners related to this and a variety of other topics. Meetings in April 2020, focused on Equitable practices, Key Assessments and the Domains document. At the final <a href="#">faculty and stakeholder meeting in MAY 2020</a> the document was shared in its revised form for implementation in the AY 2020-2021 syllabi.</p> <p><a href="#">MAT Dual Program Site-Based Partners and Collaboration Activities Chart</a></p> <p><a href="#">PPSC Rossier School/Community-Based Partners and Collaborative Activities</a></p> <p><a href="#">PPSC Suzanne Dworak-Peck School/Community-Based Partners</a></p> <p><a href="#">Preliminary Admin Site-Based Partners and Collaborative Activities</a></p> <p><a href="#">RLAA Site and District Based Partners</a></p>

<p><b><i>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</i></b></p>	<p>In the USC MAT Dual Teacher Preparation Program site-based partners are integral to the learning to teach process. The program chooses site-based “Guiding Teachers” to place Candidates with, who work directly with university professors, as the professors teach the Core, Pedagogy, and Practicum courses (<a href="#">EDUC 673</a> and <a href="#">EDUC 677</a>) in Terms 2 and 3. This coursework pairs IHE course content with onsite practicum in the same course. The Guiding Teacher and course professor work together as members of the Candidate’s team.</p> <p>Together, Professors, District Guiding Teachers and Candidates conduct <a href="#">Entry and Exit meetings</a>. Professors, Guiding Teachers and Candidates are encouraged to meet three additional times during the term to consult on the Teacher Candidates progress. Additionally, Professors attend a variety of professional organization meetings (AACTE, CAEP, AERA, CTE, Deans For Impact, Prepared to Teach), conferences, and professional developments and webinars provided by school districts and at the state level. Professors also present webinars at local, state and national conferences and provide professional development opportunities to school districts on a wide range of topics. Examples of topics presented are English Language Learners, Teacher Preparation in an Online Format and Racial and Intellectual Equity in Gifted Education.</p> <p><a href="#">MAT Faculty Guide</a></p> <p><a href="#">MAT District MOU Agreements</a></p> <p><a href="#">Rossier Part Time Faculty Policy</a></p> <p><a href="#">MAT Faculty Logs for Collaboration with P-12 Colleagues</a></p> <p><a href="#">SSW Faculty Guidebook</a></p> <p><a href="#">USC Suzanne Dworak-Peck Logs for Collaboration with School Districts</a></p>
<p><b><i>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/ instruction, field based supervision and clinical experiences.</i></b></p>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through <b>Program Review</b> submission.</p>
<p><b><i>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of</i></b></p>	<p><b>No additional information is required during the Common Standards submission.</b> Information is available through <b>Program Review</b> submission</p>

<p><b>each program within the institution.</b></p>	
<p><b>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</b></p>	<p>USC is firmly committed to all applicable laws and practices which prohibit discrimination, or which mandate that special consideration be given, on the basis of color, race, religion, national origin, gender, age, disability, sexual orientation or another characteristic which may from time to time be specified in such laws or regulations. This perspective is described in the university document "<b><i>Casting the Net Widely.</i></b>"</p> <p>In 2016, in response to data collected and analyzed in preparation for the USC Rossier Academic Program Review of all Masters and Doctoral programs, Rossier embarked on a series of inquiries related to privilege, culture, race, and gender orientation and preference to better understand the RSOE student experience. Town Halls were held. Surveys, focus groups and interviews were conducted. The result of this effort was the <i>Diversity Task Force Report</i>, which clearly and with transparency took a position for non-discrimination and made recommendations toward equitable practices.</p> <p>One of the first steps the School took was to require all faculty sitting on faculty search committees to complete the <i>Equity Search Program</i>. This 2-part program, conducted by the <i>Center for Urban Education</i>, was aimed at helping faculty understand implicit bias in the hiring process. CUE also provided various <a href="#">Tools for Racial Equity Work</a>, for faculty to use in their instruction.</p> <p>Both the University and Rossier School of Education provide additional faculty opportunities to develop an understanding of equity and diversity. Through the Center for Race and Equity a 4-part program, <a href="#">Equity Now!</a>, is offered to all faculty, cost free, with multiple opportunities for discussion and sharing. The Rossier School of Education also holds an annual <a href="#">Scholars of Color Series</a> as a tool for faculty from peer institutions to share their work with Rossier faculty. Some of these scholars are recruited for full time positions. Through the Faculty Council, the School supports the <i>Diversity, Equity and Inclusion Committee</i>, and shares <a href="#">a commitment to diversity on the School website</a>. <i>The Mentoring Committee</i> is also supported through the Faculty Council. It provides a space for faculty to talk with peers about advancement, difficult conversations and work with other faculty and students. Additionally, <a href="#">The Intergroup Dialogue Training</a> provides practice and guidance for faculty to develop skills towards conducting difficult conversations.</p> <p>Rossier also established a school-wide book club to encourage bonding opportunities among faculty, staff, and students across all degree programs, and to connect readings to the Rossier Mission statement. It is part of the initiative of "The Rossier Way: Building a Culture of Practicing Everyday Equity." The goal is to help create a stronger sense of community within the school. Since 2018 the Rossier Community has read six books: <i>The Sympathizer</i>, (Viet Thanh Nguyen), <i>There There</i> (Tommy Orange), <i>Lost Children Archive</i>, (Valeria Luiselli), <i>The Other Americans</i>, (Laila Lalami), <i>The Water Dancer</i>, (Ta-Nehisi Coates), and <i>How to be an Antiracist</i>, (Ibram X. Kendi). Over 100 faculty, staff and students have participated in the book clubs.</p> <p>The MAT Program is also informed by the <a href="#">Advancing Racial Equity Committee</a>. A summary of a survey conducted with MAT students to collect data on their student experience in the program can be found <a href="#">here</a>. This survey was further disaggregated for grouping variables. Results of that</p>

	<p>analysis can be found <a href="#">here</a>. The Program holds <a href="#">movie nights</a> and <a href="#">social hours for BIPOC students</a>. The Program has also launched a committee effort to review course syllabi, with regard to the use of equitable practices. One-third of the syllabi are reviewed annually.</p> <p>In November 2020, the Masters in School Counseling students elected representatives to join the Master’s Program Office Ad-Hoc Student Advisory Committee. This committee is charged with promoting equity via disrupting white supremacy and anti-Blackness in Rossier’s Master’s programs. Members of the committee will serve as ad-hoc members of the Master’s Governance Committee in representing students’ perspectives, interests, and priorities.</p> <p>The <a href="#">Mission of the Rossier School of Education</a> supports the education of educators who prepare leaders to achieve educational equity through practice, research and policy.</p> <p><a href="#">Casting the Net Widely</a> (update 2019)</p> <p><a href="#">Diversity Task Force Report, July 2019</a>,</p> <p><a href="#">Admissions Page Anti-discrimination Policy</a></p> <p><a href="#">EquityNowSeries.com</a>,</p> <p><a href="#">MAT Advancing Racial Equity</a></p>
<p><b><i>The institution employs, assigns and retains only qualified persons to teach courses; provides professional development, and supervised field- based and clinical experiences.</i></b></p> <p><b><i>Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content</i></b></p>	<p>At the Institutional level, The Provost's Office must approve all T/TT faculty hires recommended by the education unit’s Faculty Search Committees. The Dean of the School of Education must approve all Research/Teaching/Professional/Clinical (RTPC) positions. Adjunct hiring is approved by the Associate Dean of Faculty Affairs. All positions are offered through <a href="#">a specific job announcement</a> which is published to recruit the best applicants. Once a professor has been selected by a faculty search committee through written documents and in person (virtual) interview, the recommendation is sent to the Dean, who in agreement, forwards it to the Provost’s Office, or acts upon it himself. “Field-based supervision” is shared by teacher education professors and Guided Practice site-based teachers. Choice of Guiding Teachers is based on MAT <a href="#">program-wide criteria</a> as is <a href="#">the selection of placement schools</a>. Guiding Teachers are evaluated by their <a href="#">peer professors</a> and <a href="#">Candidates</a>.</p> <p>The institution requires each educational unit to conduct Instructor <a href="#">course evaluations</a> for all sections of a course. In these evaluations, students evaluate professors on a myriad of items and rank them from 1-4 (4 highest). These evaluations are included in the <a href="#">Faculty Annual Performance Reviews</a> (FAPR) for the purpose of merit increase. FAPRs are required for each school, completed by each professor, and evaluated by a committee of peers, who rank the professor on a scale of 1-5, normatively across the faculty.</p> <p>The institution provides an extensive list of committees for faculty to self-nominate, to extend their professional development and to participate in university decision-making and governance. The Institution also holds quality teaching as a priority, providing opportunities for instructional improvement. The department with the most extensive offering for professorial support across all educational units is the <a href="#">Center for Excellence in Teaching</a>. These resources are offered to fulltime and part time, RTPC and Tenure-line faculty.</p>

***standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.***

The educational unit provides an extensive list of committees for faculty to contribute to as a result of an elected role, an interest or to increase their participation in governance. The educational unit holds quality teaching as a priority, providing additional opportunities for instructional improvement. Presently the [Rossier Plan for Excellence in Teaching](#) provides a comprehensive school-based plan to support and evaluate teaching in Rossier. This plan provides for the establishment of Faculty Learning committees, focusing on improving instruction through an equity lens.

At the Program level, [program specific professional developments](#) are offered to all full-time, part-time and site-based faculty. [Regular meetings are also held with school-based mentors](#) to maintain communication, address questions and problems and a consistent understanding of expectations, particularly during the Covid adaptations. All Guiding Teachers participate in a [10-hour Orientation](#). All program professional developments are evaluated through this short [feedback survey](#).

Because the role and profile of faculty is rapidly changing in relation to student success, and because Rossier would like to use data collected from the FAPR to inform the School, related to a wide range of faculty productivity, the Dean has appointed a committee to study the findings from the work of Dr. Adrianna Kezar, in [Faculty Work for the 21st Century: Delphi Project on the Changing Faculty and Student Success](#). Dr. Kezar's work has been presented to the School and the University Academic Senate. The study will move forward as the *Future of Faculty Taskforce*.

***The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.***

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 repeated during the Guided Practice Orientation during review of the [MAT Guided Practice Handbook](#), pgs. 52-53. Two documents collect and verify recommendation requirements and a third requests recommendation when all requirements are met.

[Credential Recommendation Checklist](#)

[Credential Verification Checklist](#)

[Credential Recommendation Request Form](#)

In the Preliminary Admin Program Students are required to complete and submit CalAPA Leadership Cycle 1 during Term I (aligned with EDUC 537x), CalAPA Leadership Cycle 3 during Term II (aligned with EDUC 549x) and CalAPA Leadership Cycle 2 during Term III (aligns with EDUC 641x), sequentially. At the completion of the academic sequence, the Program Administrator collects students' Transcripts, Verification of Experience letter(s) signed by the school or district's HR Director or HR Assistant (confirming 5 years or more of full time experience), the Credential Recommendation Request (signed by the student, Faculty Advisor and USC Credential Director or Credential Analyst ), Summative Assessment (Fieldwork Showcase) and the CAPE-aligned Competency Record for 200 hours fieldwork experience (signed by the student, School Site Supervisor, University Site Supervisor Coordinator, and Faculty Advisor) for submission to the CTC. On the Competency Record, students must have at minimum met Basic requirements from the choice of Basic, Intermediate and Mastery.

*Preliminary Admin Candidate Progress Monitoring Document* [Competency Record](#)

At the end of the SSW candidate's program, Candidates are invited to a meeting aimed at guiding the Candidate through the credential recommendation process. In this meeting the [Candidate Progress Checklist](#) is reviewed so that candidate's understand all PPSC Requirements. All candidates are instructed to electronically submit a complete PPSC File to the Director of the Social Work in Schools Program and the Credential Analyst at the School of Education. Once a file has been reviewed and the contents are complete, the candidate is recommended for the PPSC electronically to the CCTC.



## Standard 2 – Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

Common Standards	Required Documentation
<p><i>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</i></p> <p><i>The education unit purposefully recruits and admits candidates to diversify the educator pool in California.</i></p>	<p><b>Recruitment and Admissions</b></p> <p>This link provides the USC Rossier non-discrimination policy on the Rossier <a href="#">admissions home page</a>. The education unit accepts applicants for its educator preparation programs based on clear criteria that include <a href="#">multiple measures of candidate qualifications</a>. The education unit purposefully recruits and admits candidates to diversify the educator pool in California and meet the needs for teachers. <a href="#">A Recruitment Report</a> and <a href="#">Annual Goals for Recruitment</a> describe the strategies used to access potential Candidates from a wide range of sources.</p> <p>The MAT has just completed a Residency Program in collaboration with Bank Street College of Education/Prepared to Teach (2019-2020) and is in development of another <a href="#">Residency with LAUSD</a> (Fall 2021) where the target population for recruitment is ten BIPOC and/or male Candidates. Residents will receive support from both Rossier and LAUSD to defray the costs of their preparation and make Rossier a viable option for a wider range of applicants. This will bring beginning teachers who represent greater diversity to local schools and according to literature on Residencies, enhance teacher retention especially in hard to staff schools.</p> <p>The MAT Faculty has restructured the program to integrate pedagogy and knowledge for teaching general education students with that for special needs into one course of study, with no additional units or costs. Completing both credentials used to cost 10K more than an MS/SS credential. Students now have the option to seek <a href="#">a Dual Credential</a>, meeting teacher shortage needs in Los Angeles and California at no extra charge.</p> <p>Upon application all students are eligible for scholarship, based on need. <a href="#">A breakdown of scholarships</a> awarded in Fall 2020 is provided. Rossier and the MAT continues to collect data and analyze its scholarship process toward fair and equitable awarding of funds. <a href="#">Demographics of applications</a> are provided, as well as a <a href="#">MAT Data Plan</a>, developed to help the program study and improve recruitment and funding strategies and outcomes.</p> <p>The link below provides a description of program expectations, requirements and priorities for students applying to the USC Suzanne Dworak-Peck School of Social Work and Child Welfare and Attendance Programs Requirements:  <a href="https://msw.usc.edu/academic/electives-options/school-social-work/">https://msw.usc.edu/academic/electives-options/school-social-work/</a></p> <p>Admissions:  <a href="https://msw.usc.edu/admissions/">https://msw.usc.edu/admissions/</a></p>

***The education unit purposefully provides the support, advice, and assistance to promote their successful entry and retention in the profession.***

### **MAT Candidate Advisement and Assistance**

The Rossier admissions team collaborates with the MAT program team to support applicants with program information. Applicants nearing formal admission status are assigned an academic advisor. Academic advisors provide candidates direct support with program enrollment, requirements, and progress monitoring as well as general student services, resources, and referrals. Upon admission, candidates receive their first communication from their academic advisor which contains general registration information, and compiled resources for their successful enrollment. From then on, academic advisors serve as a first point of contact for all questions in support of candidates throughout their time in our program.

Once enrolled in the program, candidates are supported in their progress towards program completion by multiple personnel and offices, including program faculty, fieldwork, credentialing, and assessment. Proactive communication with questions, concerns, or requests for assistance is strongly encouraged to our candidates.

In order to provide early identification and support to candidates struggling in their courses, the program developed an internal notification system through which program faculty can submit information. After program faculty have communicated their concern to the candidate and identified ways to help support their academic performance, the program faculty may submit a notice or “flag”. The notice is sent to academic advisors, who then communicate with their candidate to follow-up and provide additional support. While this notification system is currently being re-envisioned to better reflect the support needs of our candidates, it serves as evidence of the program’s central concern with providing early and comprehensive support to candidates towards program completion.

Candidates requiring additional support based on their individual case may be referred up to the program leadership (the faculty chair and program director) as needed. The combination of support systems and multiple points of communication ensure all program candidates are supported to be successful in the program. [Candidates with a range of learning characteristics](#) are also supported through programs available through the university.

Each Candidate completing the programs completes an [Individual Induction Development Plan](#) as part of Key Assessment 4, to bridge teacher preparation with Induction.

[Orientation Agenda/Slides](#)

[Advisor Welcome Email](#)

[Academic Warning Database](#)

#### **List of personnel positions assigned to supporting, advising, and placing candidates.**

- Director of MAT Program
- Program Coordinator
- Senior Academic Advisor
- Academic Advisor (x2)
- Administrative Assistant

	<ul style="list-style-type: none"> <li>● Director of Fieldwork</li> <li>● Fieldwork Placement Coordinator</li> <li>● Faculty Chair</li> <li>● Faculty/Course Leads</li> </ul> <p>The Suzanne Dworak-Peck School of Social Work also has multiple layers of student support. Two examples of systems meant to support students are the <a href="#">Candidate Support and Feedback Process</a> and the multiple services provided by the <a href="#">USC Dworak-Peck School of Social Work Student Support Services</a>.</p>
<p><i>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</i></p>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through <b>Program Review</b> submission.</p>
<p><i>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.</i></p>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through <b>Program Review</b> submission.</p>

### Standard 3 – Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

***Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.***

In the MAT Program, site-base clinical placements are made through the [Office of Clinical Experience](#). These programs include the MAT Dual Credential Program: Integrated MS, SS and Ed Specialist paths, with or without BILA and MS, SS general education path including the SS World Languages. *Pedagogy, Instruction and Guided Practice are blended into the Core Pedagogy and Practice (CPP) courses* continuing through all three terms. This strand is the content and practice core for two other strands: Language and Literacy and Equity and Access. In each term the Pedagogy and Instruction portions of each CPP course connect research-based teaching strategies with Guided Practice (directed teaching, Terms 2 & 3) in an integrated approach. A summary of data collected from the [Teacher Candidate Guided Practice Feedback Survey](#) can be found here. An example of notes from the monthly meetings of the [Office of Clinical Experience](#) can be found [here](#).

[The MAT Course of Study](#)

[MAT Placement Chart and Hours Distribution](#) (see both tabs at bottom).

[Practicum Syllabi](#) and the [Field Experience Manual](#) documents the alignment of content and practicum with research-based strategies for the Rossier PPS – School Counseling.

In Suzanne Dworak-Peck School of Social Work all PPSC Field Instructors attend the [School Social Work Roundtable: a Joint University Field Symposium](#) and an [Annual Field Instructor Luncheon](#) to maintain a focus on current Social Work in public schools and keep up with research-based strategies.

The Reading and Literacy Added Authorization Program [provides a chart](#) to show alignment of research-based course content with clinical experience.

In The Leadership Academy (Preliminary Administrative Credential) each candidate completes two field work courses. These courses reflect the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) as adopted by the Council of Chief State School Officers, the California Commission on Teaching Credentialing (CCTC) standards and the California Administrator Performance Expectations (CAPE). A minimum of 200 hours, over two semesters, of supervised apprenticeship experience is required at completion of [EDUC 648x Course Syllabus](#) and [EDUC 649x Course Syllabus](#)

#### Standard 4 – Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Common Standards	Required Documentation
<p><b><i>The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.</i></b></p> <p><b><i>The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</i></b></p> <p><b><i>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</i></b></p> <p><b><i>The continuous improvement process includes multiple sources of data including 1) the extent</i></b></p>	<p>The USC Rossier School of Education implements an assessment system called <a href="#">AEGIS (Assessment and Evaluation Guide for Improvement System)</a> as a structure for ongoing program and unit evaluation and improvement. The purpose of AEGIS is to provide the USC Rossier School of Education with a continuous improvement system derived from its Conceptual Framework and grounded in its Mission, Guiding Principles and Strategic Plan.</p> <p>Evaluation occurs throughout five phases of an annual assessment cycle, at critical transition points within every program to ensure a strong fit with the School's mission, the California Commission on Teacher Credentialing, the Council for the Accreditation of Educator Preparation, the School's Conceptual Framework, the Dean's Charge and the Strategic Plan.</p> <p>AEGIS provides a timeline for (a) data-oriented evaluative connections between professional standards and program generated proficiencies to produce teachers and other school personnel who can help all students learn; (b) an annual cycle of data collection, interpretation and meaning-making for program review and revision; and (c) analysis of both school and program data and evaluation activities to maintain a dynamic and developing picture of candidate progress through programs and into practice over time.</p> <p><i>The Strategic Plan</i> plans for and assesses unit and program improvement. It is a 5-year plan which embodies initiatives and goals for all programs across the School. A new plan was in progress in 2019, when it was determined that the new Dean would also want to have input. The new Dean arrived in July 2020; the Strategic Plan will be completed in February, 2021. Also, at the unit level, <a href="#">The Deans Charge</a> is a set of goals developed by the School and ascribed to by each program. It is <a href="#">reviewed annually</a> for progress and for goals to be carried into the next year. The annual outcomes of the Dean's Charge are reviewed by the Associate Dean for Academic Programs and the Program Director of each program. Each program has a director who is responsible for overseeing committees that collect and analyze data. Some of these committees are Course Coordinators, Program Governance, and other content specific committees.</p> <p><u>Data collected for all Credential Candidates</u> Candidates are assessed through internal and external measures which are conducted during and after the completion of the MAT Program. The goal for the use of these 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 <i>Domains</i> 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 <a href="#">EDUC 670 (SS)</a> and <a href="#">EDUC 670 (MS)</a> are provided here.</p> <p><u>Internal measures</u> 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 and posted and archived on <a href="#">EdThena</a>. EdThena allows the MAT Program <a href="#">to give feedback on progress toward learning to teach</a> and to <a href="#">collect and analyze data from multiple perspectives</a>. Internal formal course evaluation includes all class assignments, as described in both the</p>

**to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.**

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 and after completion of 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 administrators 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](#) after the 2019-20 AY, findings suggested that Candidates did not feel confident when working with families, across their communities. The Family Interview, conducted in 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](#)). Currently, all elementary Candidates must successfully complete the RICA. This is also true for secondary dual credential Candidates.

***Annual data submission, analysis, and feedback will be reviewed.***

Data were reviewed in June 2020. This chart, [the Programmatic Change Chart](#), documents the changes made in each program based upon the collection and analysis of this data.

## Standard 5 – Program Impact

Common Standards	Required Documentation
<p><i>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.</i></p>	<p><b>No additional information is required during the Common Standards submission.</b></p> <p>Information is available through <b>Program Review</b> submission.</p>
<p><i>The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California's students</i></p>	<p>USC Rossier's program data demonstrate the degree to which graduates feel they are ready to enter the profession. These data cause program analysis and reflection on how the strengths can be maintained and the challenges examined and acted upon. These tools are described above in Standard 4. Rossier's Programs also look beyond graduation to assess the impact graduates are having in the field. Anecdotally, Stakeholders share our graduates' successes as they mentor them after hiring them. They describe the level of readiness for being able to teach all students the first day as high.</p> <p>More formally 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 (<a href="#">the most recent report</a>). 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. <a href="#">The Beginning Teacher Survey</a> (Deans for Impact Common Indicator System) 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. <a href="#">The Employer Survey</a> 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. Recently the Credential Programs have developed <a href="#">a plan to construct case studies</a> of randomly chosen graduates to realize the impact they are having in their classrooms. This plan will be implemented in March 2021.</p>