

**Commission on Teacher Credentialing
Preliminary Report of Findings and Addendum**

Institution	USC ROSSIER SCHOOL OF EDUCATION	Program	PRELIMINARY MULTIPLE/SINGLE SUBJECT
Date of Review	OCTOBER 2020		

Please complete the table below for all programs that were deemed to require “more information needed” by reviewers during Program Review (PR). Brief narrative (less than 150 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution’s accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers. Please do not resubmit your response to the items below, responses need only be added to your institution’s accreditation website.

Standards Found to be Preliminarily Aligned	1, 4
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Standard 2: Preparing Candidates toward Mastery of the <i>Teaching Performance Expectations</i> (TPEs)	Provide evidence of supervisors assessing candidates’ pedagogical performance in relation to the TPEs and providing formative and timely performance feedback regarding candidates’ progress toward mastering the TPEs.	<p>The USC MAT doesn’t employ field-based supervisors. Pedagogy Instructors work directly with Guiding Teachers and Candidates. The pedagogy instructors serve as “supervisors”, reviewing candidates’ teaching video submissions and provide extensive feedback as part of the Reflective Teaching Event (RTEs) and Reflective Focus Video Assignments (RFVs). A rubric, aligning the TPEs and EdTPA is used to provide candidates comprehensive feedback. In addition, multiple measures are used by the Guiding Teacher to give Candidates feedback on progress toward mastering the TPEs. Guiding teachers in EDUC673 and EDUC677 (pedagogy/guided practice course) connect with the instructors as part of entry interviews, mid-semester check-ins, exit interviews and weekly observation forms submitted to the pedagogy instructor each week by the guiding teacher.</p> <p>Candidates post their videos on a program called Edthena. This site facilitates University/School-site communication, by storing and archiving teaching videos and feedback for the Candidate to share with both instructors and site-based Mentors. Feedback of instruction is exchanged right on the site, aligned with the specific lessons. Faculty and peers can review and respond to lessons at the same online site.</p> <p>6.6.1a Multiple Measures for Assessing Candidate Progress: Alignment of Course assignments with TPEs (pg23)</p>

		<p>Reflective Teaching Event Rubric and Guide</p> <p>Reflective Focus Video Guide</p> <p>Entry Interview with Rubric</p> <p>Exit Interview with Rubric</p> <p>USC Weekly Observation Form (with TPEs)</p> <p>Mid-Semester check in (Found in Faculty Guide)</p> <p>MAT Final Evaluation Form by Guiding Teacher</p> <p>Feedback from Guiding Teacher</p> <p>Edthena Feedback and Assessment cycle with accompanying feedback</p> <p>Summary of all Assessment Tools to Show Progress toward TPEs (available per request)</p>
<p>Standard 3: Clinical Practice</p> <ul style="list-style-type: none"> A. Organization of Clinical Practice B. Criteria for School Placements C. Criteria for the Selection of Program Supervisors D. Criteria for the Selection of District-Employed Supervisors 	<p>(A) Provide a chart showing coursework and number of hours to show the arc of the range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching.</p> <p>It is not clear if clinical supervision that is provided via video capture or synchronous video observation is being</p>	<p>A) Organization of Clinical Practice (Chart with linked syllabi)</p> <p>The Organization of Clinical Practice Chart is found in the EDUC673 and EDUC677 pedagogy/guided practice course syllabi. Students also receive it in their Guided Practice handbook. This Course Sequence chart A course sequence shows how fieldwork is part of each course in the MAT program and how classes are aligned within each term.</p> <p>Program coursework: Dual Paths</p> <p>Hours required in a typical program environment</p> <p>MAT Placement Process</p> <p>Criteria for the Selection of District-Employed Supervisors (Guiding Teachers who work with program faculty).</p> <p>Criteria for the Selection of Program Supervisors (USC MAT does not employ supervisors)</p> <p>Candidates post their videos to a program called EdThena. This site facilitates University/School-site communication, by storing and archiving teaching videos and feedback for the Candidate to share with both instructors and site-based Mentors.</p>

	<p>archived either by annotated video or scripted observations and evaluated based on the TPEs that produce data that can be <u>aggregated and disaggregated</u>. Provide clarification.</p> <p>(B) Reviewers did not see evidence of partnerships with appropriate social and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Provide clear evidence of fully qualified site administrators.</p>	<p>Feedback of instruction is exchanged and archived right on the EdThena site, aligned with the specific lessons and their rubrics which are aligned with TPEs. Faculty and peers can both review and respond to lessons. Every student has an Edthena account. Edthena is capable of disaggregating and analyzing data in many ways (see A4 below)..</p> <p>Edthena Feedback and Assessment cycle with accompanying feedback</p> <p>Number of coaching sessions posted on EdThena Fall 2020</p> <p>(B) A snapshot of school placements (p. 2, PR, see PLACEMENT tab at bottom) provides 245 local and national placements where the MAT provides partnerships with appropriate social and community entities that support teaching and learning. Data includes district, school, whether these are online or on ground placements, the course that students placed were taking that semester, content area, FRL, %of ELL student, % of student with learning differences, % of credentialed teachers (Column M), # of credentialed administrators (Column N) and the mission of each school.</p> <p>District MOUs</p>
<p>Standard 5: Implementation of a Teaching Performance Assessment</p> <p>A. Administration of the Teaching Performance Assessment (TPA)</p> <p>B. Candidate Preparation and Support</p> <p>C. Assessor Qualifications, Training, and Scoring</p>	<p>(A) Please clarify or specify if the program is part of a local scoring process for edTPA. (4) For Program Improvement purposes, content-level data may not be sufficient. (7) Provide evidence of an edTPA appeal policy.</p> <p>(B) (1) Prove evidence that scoring rubrics are explained to candidates. (2) Provide evidence that feedback is provided to candidates relative to candidate competency on the domains of the TPEs.</p>	<p>(A) All EdTPA scoring is conducted through Pearson. The MAT does not participate in local scoring. However, our Program Specialist for Key Assessments continues to lead the faculty through analysis of edTPA data for program improvement</p> <p>(4) Analysis on Multiple edTPA Rubrics</p> <p>Secondary Leads meeting: Discussion and Analysis of Stronger edTPA Prep</p> <p>7) Appeals are referred to the edTPA appeal process: https://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html</p> <p>(B) Curriculum Maps align course assignments with TPEs. Candidates are given holistic feedback on all assignments across the program on the Learning Management System (LMS), to provide feedback on progress toward meeting TPEs. TPEs addressed in each course are annotated in each syllabus.</p> <p>Summary of All Candidates Assessment tools from LMS</p>

	<p>C) Provide evidence that the program follows the process for using the local scoring option and ensures all potential assessors pass initial training and calibration prior to scoring and remain calibrated throughout the process.</p>	<p>Alignment of Course assignments with TPEs (pg23)</p> <p>EdThena is another evidence source, where Candidates’ post all video assignments and work for the 3-4 tasks required for completion of the edTPA. Each of these tasks include multiple rubrics. edTPA data are collected from EdThena and analyzed for program improvement (see A4 above).</p> <p>Alignment of the TPEs and edTPA rubrics are provided.</p> <p>Timeline for completing the edTPA</p> <p>EdTPA Timeline and Guiding Questions</p> <p>Support Synopsis from Prog Specialist for TPA</p> <p>Faculty PD to Guide Candidate Support</p> <p>(C) All edTPA are scored by Pearson.</p>
<p>Standard 6: Induction Development Plan</p>	<p>Provide evidence that, before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate’s clear program.</p>	<p>The IDP is Assignment 7 in EDUC 677 (p.12). Candidates complete an evaluation of their prior work and plan for the future. This document is reviewed with the guiding teacher and Instructor for EDUC677 pedagogy course as part of their exit interview. It is archived on the Learning Management System (2SC) under assignments for EDUC677.</p> <p>Assessment 7: The Exit Interview and Induction Individual Development Plan</p> <p>The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and to assess the candidate’s progress in this course, and to provide descriptive feedback on the candidate’s growth, strengths, and challenges as s/he continues into professional practice. Prior to starting the Exit Interview, the Candidate should complete the Induction Individual Development Plan using the template provided and be prepared to discuss the strengths, areas for improvement, and professional learning goals described in that document. The Induction Individual Development Plan and Exit Interview are mandatory components of this</p>

		<p>program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments (i.e., planning and teaching videos). In particular, candidates must be prepared to respond to the questions provided in the unit description on p. 21. Candidates will be assigned a date and time for their Exit Interviews. The Induction Individual Development Plan should be uploaded to EdThen.</p>
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