

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

Institution	University of Southern California	Program	READING and LITERACY AA, READING and LITERACY LEADERSHIP SPECIALIST
Date of Review	November 4, 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 responses 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, 6, 8 USC Rossier only offers the RLAA program (standards 1-5).
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Standards Requiring More Information	Comment from Program Reviewers	Response from Program
Reading and Literacy Added Authorization		
Standard 2: Promoting a Culture of Literacy	Please provide evidence of candidates’ reviewing research on engaging students, their families, and the community in the acquisition of English literacy skills.	All readings in each course includes researched-based readings and lectures that prepares candidates with knowledge about students, families and community in the acquisition of English literacy skills. 528x Syllabus See syllabus for required texts and readings (pg. 2) Modules 1-10: lectures, readings and assignments. (pgs.6-10)

		<p>534x Syllabus See syllabus for required texts and readings (pg. 2) Modules 1-8: lectures, readings and assignments. (pgs. 8-13)</p> <p>529x Syllabus See syllabus for required texts and readings (pg. 2) Modules 1-9: lectures, readings and assignments. (pgs. 8-10)</p> <p>535x Syllabus See syllabus for required texts and readings (pg. 2) Modules 1-6 (pgs. 7-9)</p>
<p>Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention</p>	<p>Please provide evidence of candidates' developing skills needed to modify the curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs. Please provide evidence of opportunities for candidates to learn instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.</p>	<p>Skills to modify curriculum</p> <p>528x Syllabus Module 3 -10: lectures and readings Module 4: lecture on RtI and MTSS Modules 3-6: lectures and Critical Reflective Journals Module 7: lecture and Reading Strategy Paper (a key assignment for the course) Module 9: lecture and Article Critique assignment (pgs. 8-10)</p> <p>Learn instructional sequences</p> <p>529x Syllabus Module 1: lecture, readings and assignment Module 2: lecture and readings Modules 3-9: lectures, readings and assignments. Critical Reflective Journals. See syllabus pg. 2 for description Mentor Authors. See syllabus pg. 3 Content Area Writing Plan (a key assignment) See syllabus pg. 3-4</p> <p>535x Syllabus Modules 2-6: lectures and readings. See syllabus pgs. 2-3 and 7-9. Module 4: lecture and readings. RTI revisited. See syllabus pg. 8.</p>

		<p>Module 9: lecture and Literacy Leadership Plan assignment. See syllabus pgs. 3-4</p>
<p>Standard 5: Planning, Organizing, and Providing Literacy Instruction</p>	<p>Please provide evidence that candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences. Please provide evidence that candidates facilitate student and teacher use of multiple digital literacies for 21st century skills necessary for success in today's global economy.</p>	<p>Working with diverse students In 534x and 535x, candidates work with students who are different from them, with the exception of candidates who share the same ethnic and culture as their students. See 534x Syllabus pgs. 3 and 5 for student selection criteria. Also covered in synchronous Town Hall held at the beginning of the program.</p> <p>Planning and teaching lessons See 535x syllabus pgs. 2-3 for description of assignments Module 4: Diagnostic Teaching and Dynamic Assessment (RTI) Module 5: Comprehension Monitoring Module 6: Preparing students for the 21st century global economy (see syllabus pgs. 8-9).</p> <p>Multiple literacies In 528x Module 1: lecture, readings and Personal Philosophy of Teaching ELA and Philosophy of Reading Development and Instruction Revision assignments. See 528x syllabus (pgs. 2 and 4). All course modules cover multiple literacies. See syllabus pgs. 6-10. Module 7: lecture, readings and Reading Strategy paper assignment. See syllabus (pgs. 3 and 9).</p> <p>529x – candidates use multiple digital literacies to complete their Critical Reflective Journals. See syllabus pg. 2 for description Modules 3-5: lectures and readings See syllabus pg. 8 Module 9: lecture and assignment Content Area Writing Plan (a key assignment) See syllabus pgs. 3-4.</p>

		<p>In 535x Modules 4-6: Diagnostic Lessons (see syllabus pg. 2) Module 7: Instructional Literacy Profiles (see syllabus pg. 3) Module 9: Literacy Leadership Plan (see syllabus pg. 4)</p>
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