

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	University of Southern California
Date of Review	4/14/21

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 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 Common Standards 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 in preparation for the 2021-22 Site Visit.

Standards Found to be Preliminarily Aligned	
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Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	1.2 Additional evidence needed to demonstrate that the institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	1.2 While documents were provided such as agendas and planning documents, minutes or evidence that feedback was utilized and implemented for continuous improvement for ALL programs will be needed at the site visit.	1.2 Institution involves faculty, <u>instructional personnel and stakeholders in coordination and decision-making</u> Programmatic Change Charts (right column designates how stakeholders participate in decision-making). Programmatic Change Charts by Program Stakeholder and Role Charts MAT-Teacher Preparation (inc. BILA & ED SPEC)

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			<p style="text-align: right;">Small Group Stakeholder Feedback BILA Stakeholder Input</p> <p>SLAPASC Stakeholders Roles SLAPASC Advisory Board RLAA (2018-2020 Contact List and Employer) PPSC Rossier PPSC_SSW (Stakeholders Involvement in Organization-SSW SBF-4) <ul style="list-style-type: none"> ● Log of Site-based collaboration </p>
	1.4 Insufficient evidence that the institution provides the unit with sufficient resources for the effective operation of each educator preparation program.	1.4. Additional evidence of the process, collaboration (e.g. with Provost/Dean, Associate Deans & Chairs), and implementation of resource allocation for each preparation program is needed at the site visit, especially for Social Work programs which are housed outside of the School of Education.	1.4 Evidence that the school provides each credential unit with sufficient resources to operate each unit (Advanced Programs:RLAA,SLAPAC). <ul style="list-style-type: none"> ● BUDGET and Resource Allocation Resource Allocation for Equity and Community Engagement (Advanced Programs: Non-degree).
	1.5 Insufficient evidence that Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	1.5 Organizational Chart and evidence is unclear as to who has the ultimate authority over all educator preparation programs, including Social Work. Evidence of clear lines of authority will be needed at the site visit.	1.5 Org Chart is unclear as to who has ultimate authority. Need clear lines of authority. RSOE Org Chart by Program SSW Org Chart

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			<p>Office of Equity and Community Engagement-Professional Development Org Chart</p> <p>Dean Sarah Gelhert, of the Suzanne Dworak-Peck School of Social Work and Dean Pedro Noguera, the Emory Stoops and Joyce King Stoop Dean of the USC Rossier School of Education have a collaborative working relationship focused on civic and community engagement and the roles that the School of Social Work and School of Education will play in the surrounding USC community. Currently they are focused on racial and social justice, summer offerings through the community, mental health support provided by professionals from each school and how to make schools better places for students to learn and grow. While neither Dean assumes a decision-making role for credential programs in the other’s school, the forum for discussion and problem-solving exists, should the need arise. Confirmation of each Candidate meeting all standards in all programs is tracked through the Office of Accreditation and Credentialing, <i>USC Rossier School of Education</i>. This is maintained through written documentation and a recommendation database.</p>
	<p>1.7 Additional evidence is needed to demonstrate that the institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and</p>	<p>1.7 Additional evidence needs to be provided at the site visit which demonstrates adherence of this standard</p>	<p>1.7 Institution assigns and retains only qualified personnel to teach courses and supervise clinical experience.</p>

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	<p>supervise field-based and clinical experiences.</p>	<p>for all programs (eg. RLAA & BILA).</p>	<p>Job Listings / Characteristics of Faculty for Each Program MAT-Teacher Preparation RLAA BILA PPSC Rossier PPSC SSW SLAPASC</p> <p><u>MAT -Teacher Preparation</u> Criteria for Site-based Guiding Teachers <i>Additional BILA and Ed Spec requirements highlighted in document above</i></p> <p>Orientation for Site-based Guiding Teachers (2021): Program Introduction and Guiding Teacher Responsibilities (MP4 Video)</p> <p><u>SLAPASC</u> Criteria for Site-based supervisors Faculty Handbook Site Supervisor Handbook Site and Supervisor Role Agreement <i>(Jointly developed from data collected and analyzed through End of Term Site-based Supervisor Conference)</i></p> <p>RLAA are their own Teachers of Record and do not receive school-based mentoring for the Authorization Faculty Handbook</p> <p><u>PPSC SSW</u></p>
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			<p>PPSC SSW Field Education Manual SSW Instructor Training SSW Guidebook for Faculty</p> <p>PPSC_Rossier USC School Counseling Site Supervisors Requirements and Placement Process Site-based Supervisor Agreement Site-based Supervisor Training</p> <p>Hiring and Retention USC RSOE Promotion Criteria RTPC (Part I) USC RSOE Guidelines for Promotion Process SSW Guidelines for Promotion (Faculty Handbook - Section 4)</p> <p>Annotated list of PDs for Faculty MAT-Teacher Preparation Education Specialist Course Coordinator/ Pedagogy Leads Course Review Meetings</p> <p>SLAPASC Professional Development for SLAPASC Instructors RLAA</p> <p>PPSC_SSW School of Social Work has yearly Roundtables designed to professionally develop faculty and program stakeholders: Examples of Roundtable</p>
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			<p>Agendas (See analysis and report of outcomes on Programmatic Change Chart):</p> <p>3rd Annual Roundtable 4th Annual Roundtable 5th Annual Roundtable Field Instructor Tune-ups</p> <p>Responding to the need for greater faculty and professional community knowledge related to Covid-related Mental Health:</p> <p>Trauma Informed Practices to Inform Children and Family Institute</p> <p>PPSC-Rossier Antiracism PDs</p> <p>Faculty Charts</p> <p>Faculty MAP Rossier Credential Programs Faculty MAP SLAPASC RLAA: (Non-degree) Faculty MAP SSW</p>
	<p>1.8 Insufficient evidence that the education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p>	<p>1.8 While evidence provided articulates the process, oversight, and checklist documents utilized to demonstrate adherence, additional evidence is required to demonstrate that all candidates have met all requirements at the site visit (spreadsheets/database etc).</p>	<p>1.8 Need additional evidence to prove all candidates meet credential requirements.</p> <p>All credential recommendations are made through the Office of Evaluation and Accreditation, where two Credential Analysts review and verify Candidates' "Recommendation Package" <u>for all programs</u>. 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</p>

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			<p>Handbook (pgs. 23-24) 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.</p> <p>Credential Recommendation Checklist</p> <p style="text-align: center;">SSW Program Specific Checklist</p> <p>Credential Verification Checklist</p> <p>Credential Recommendation Request Form (Ex. MAT)</p> <p>Snapshot of Recommendation Database The Recommendation Database is a comprehensive list of all candidates processed for licensure across all credential programs.</p>
<p>Standard 2: Candidate Recruitment and Support</p>	<p>2.2 Limited evidence for all programs related to purposeful recruitment and admission of candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention into the program</p>	<p>2.2 Need to meet with the strategic enrollment services leadership team at the site visit to clarify purposeful recruitment and admission of candidates to diversify the educator pool in California.</p>	<p><u>2.2 Purposeful recruitment and admission to a diverse educator pool:</u> Office of Recruitment and Admissions functions for all USC Rossier onground programs. Recruitment plan/projections (20-21) For all degree programs. Please see TAB for each program</p>

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		<p>Please provide clarity regarding the formal process to purposefully provide the support, advice, and assistance to promote their successful entry and retention in the profession.</p>	<p>For non-degree programs: SLAPASC and RLAA Recruitment and Projections From Office of Equity and Community Engagement: Professional Development</p> <p>PPSC SSW Recruitment with DEI Strategies Children Youth and Families Road Map</p> <p><u>Ed spec comes from MAT pool</u>: Candidates choose the Ed Spec once admitted to the program. It requires no additional units or costs. <u>BILA comes from the MAT pool</u>: Candidates choose the BILA once admitted to the program. It requires no additional units or costs. <u>Residents come from the MAT pool</u>. They apply to the Residency once admitted to the MAT and participate in an interview process. It is funded. <u>Gifted Certificate</u>: Candidates choose the Gifted Certificate once admitted to the program. It requires no additional units or costs.</p> <p>MAT Credentials and Authorizations (additional credentials and support information) <i>on Rossier website.</i></p> <p>Activities and Strategies to Support Retention and a Diverse Candidate Pool. Examples of diversity achieved across Credential Programs</p>
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			<p>Candidate Orientation Materials to promote entry and retention- (including Standard 14:Healthy Environments)/Assistance</p> <p>Orientation Recording email to candidates Candidates are also given the option to view a recording of the orientation session.</p> <p>“Who Do I Contact?” Guidance for candidates on who to contact for assistance organized by area of need (MAT specific).</p>
	<p>2.3 Additional evidence is needed to ensure appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements for ALL programs.</p>	<p>2.3 Please provide additional evidence to demonstrate appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements for the Bila, SLAPASC and PPS programs.</p>	<p>2.3 Evidence to show appropriate information and personnel are clearly identified and accessible to guide candidate attainment of requirements: (Academic Advisers, Program Staff, Faculty).</p> <p>BILA students are part of the MAT Program, and receive all the support and services afforded all students.</p> <p>Where to go to for assistance across all Rossier Programs: “Welcome to the Trojan Family” <i>(Example of email from advisor to new candidates)</i> Student Support Services Website: Rossier and USC – provides contact information and services from Rossier and the USC community</p>

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			<p>:"Student Support Services at the USC Rossier School of Education and across USC" Specific Support type List via website: "Finding Support" USC Rossier Commitment <i>The Rossier Commitment is a promise to all graduates of professional support and guidance throughout their career</i></p> <p>Contact Sheet for All Rossier Support: Rossier Contact Sheet (table of FAQ and appropriate support type contact information)</p> <p>SLAPASC Student Support Services contacts Program specific contacts of support services for preliminary administrative services credential candidates.</p> <p>SWW Student Support Services Website- School of Social Work: "USC SSW New Students" PPSC Website University Wide Supports for Students information</p> <p>RLAA RLAA Candidate Handbook</p> <p>SLAPASC SLAPASC Candidate Handbook SLAPASC Fieldwork handbook</p>
	2.4 Limited evidence for ALL programs regarding the use of competency and	2.4 For all programs, provide clear, concise evidence to	2.4 Use of competency and performance expectations to guide and advise candidates'

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	<p>performance expectations to guide advisement and candidate support efforts as well as ensure that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</p>	<p>demonstrate the use of competency and performance expectations to guide, advise and candidate support efforts.</p> <p>Additional evidence is needed to support a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</p>	<p>support efforts. Ensure a clearly defined process to identify and support candidates who need additional support to meet competencies.</p> <p>MAT-Teacher Education: Each syllabus includes the competencies and expectations of that course. This is also repeated on the LMS for both on ground and online programs. Key assessments (3.2), Program Matrices (3.2). Resources for Term 1 Onboarding Additional Orientation Materials</p> <p>SLAPAC Formative and Summative Support and Assessment -Legacy Data Summary Legacy Data - Chorts 7,8,9, Candidate Handbook Course Curriculum Maps</p> <p>SSW See 3.2 Key Assessments connected to Competencies PPSC Website Field Education Manual</p>
<p>Standard 3: Course of Study, Fieldwork, and Clinical Practice.</p>	<p>3.1 Additional evidence is needed to demonstrate that the unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting</p>	<p>3.1 Please provide evidence that the PASC program designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the</p>	<p><u>STANDARD 3 (See 3.2 -Course Matrices)</u></p> <p>3.1 MAT-Teacher Education MAT Curriculum Maps.</p>

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	state-adopted content standards for ALL programs.	knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. (the SLA PASC program must provide evidence for all elements of Standard 3)	<p><u>SLAPASC</u> program designs and implements a planned sequence of coursework and clinical experience to demonstrate meeting. Knowledge and Skills to educate and support K-12 students toward meeting state adopted content standards.</p> <p>SLAPASC Course Maps SLAPSAC Course Content Matrix</p>
	3.2 Additional evidence is needed to demonstrate that the coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	3.2 Specific data regarding the candidates demonstration of competencies required of the credential they seek is needed across all programs.	<p>3.2 Competencies required for credential across all programs (TPE's in TE), other in PPSC (CAPES ETC). Specific data regarding candidates demonstration of competencies required for the credential they seek.</p> <p><u>KEY ASSESSMENTS BY PROGRAM</u></p> <p>MAT/MAT ED SPEC/MAT BILA KAs 2018 Key Assessment Analysis by Rubric 2020 Key Assessment Analysis by Rubric <i>(PPT presentation for Faculty on data)</i></p> <p>2018 2019 2020 KA2 KA3 Data Analysis <i>(Analysis of 3 annual cycles of KAs 2 and 3)</i></p> <p>PPSC ROSSIER (with analysis)</p> <p>RLAA Key Assessments</p> <p>SLAPASC Key Assessments (with rubrics)</p>

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		<p>PPSC SSW KEY ASSESSMENTS: Tools providing assurance that all competencies are met: SSW PPSC Comprehensive Skills Evaluation ; Children, Youth and Families Department Evaluation and Learning Agreement: Dept of Children Youth and Families Learning Agreement Candidates who need additional support in Field Education Internship: SSW PPSC Student Performance Improvement Plan; Candidate Micro Reflective Learning Tool: SSW PPSC Micro RT; Candidate Mezzo (Group) Reflective Learning Tool: SSW PPSC MEZZO RT; Candidate Macro Reflective Learning Tool: SSW PPSC MACRO RT; Field Internship Liaison Site Visit Template: SSW PPSC Student Note Template</p> <p>Analysis findings from Key Assessments are on Row 3 of SSW Programmatic Change Chart</p> <p><u>MAT Matrices</u> <i>(for all Matrices imbedded documents available upon request)</i> MAT Term 1 Matrix MAT Term 2 Matrix MAT Terms 3 Matrix</p> <p><u>Education Specialist Matrices.</u></p>
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			<p>EdSpec Term 1 Matrix EdSpec Term 2 Matrix EdSpec Term 3 Matrix</p> <p>BILA Matrix</p> <p>PPSC SSW Matrix</p> <p>PPSC Rossier Matrix</p> <p>RLAA Matrix</p> <p>SLAPASC Matrix</p>
	<p>3.3 Limited evidence supporting collaboration with partners in regard to the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program, was available to review.</p>	<p>3.3 Evidence which supports that 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 will need to be verified on site during interviews</p>	<p>3.3 How we choose site-based supervisors (GUIDING TEACHERS and SITE-BASE SUPERVISORS)</p> <p><u>MAT- TEACHER EDUCATION (SS, MS, BILA, ED SPEC)</u></p> <p>Guiding Teachers are chosen based upon district networks and principal recommendations. They are re-chosen based upon feedback from Candidates and Pedagogy and Instruction Professors. They must meet individual criteria and the school must meet expected demographics (below).</p> <p>CRITERIA FOR GUIDING TEACHERS Guiding Teacher Selection Process Guiding Teacher Vetting Process: Communication and Confirmation</p>

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		<p>School District Participation in Selection of Guiding Teachers Outreach to faculty for GT Suggestions Recommendations Guiding Teacher Demographic Survey Guiding Teacher Feedback Form from Candidates Guiding Teacher Feedback Form from Professors</p> <p>CRITERIA FOR SCHOOL SITES MAT District and School Partner FEMOU Report</p> <p><u>RLAA</u> For RLAA, the instructors for EDUC 534x and 535x serve as the fieldwork supervisor. Here is a job description. The candidates in the program use their classroom site and one other student at their school if they teach in an elementary school setting or a student from a feeder elementary school, if they teach in a middle/high school.</p> <p><u>SLAPASC</u> In the SLAPASC Program, Candidates’ supervisors are in fact their supervisors at their school site. They are identified by the Candidates and are verified to meet a set of program criteria. Site Supervisor Orientation Site Supervisor Handbook Site Supervisor Information</p> <p><u>PPSC ROSSIER</u> Site-based Supervisor Training</p>
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			<p>Site-based Supervisor Agreement</p> <p>PPSC_SSW Criteria for Site-based Fieldwork Supervisors (website)</p>
	<p>3.4 Additional evidence is needed to demonstrate that through site-based work and clinical experiences, programs offered by the unit provide candidates with the opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning</p>	<p>3.4 For each program, provide focused evidence of opportunities for candidates to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.</p>	<p>3.4 Demonstrate that all candidates experience issues of diversity that affect school climate and implement research based strategies for improving teaching and learning.</p> <p>MAT – TEACHER EDUCATION (SS, MS, BILA, Ed Spec) PROGRAM PLACEMENT DEMOGRAPHICS MAP : Schools, Locations, % of FRL, % of ELL, % of SPED % of Cred teachers, % of Cred Admins, School Mission.</p> <p>PPSC_ROSSIER: PLACEMENT DEMOGRAPHICS</p> <p>PPSC_SSW: PLACEMENT DEMOGRAPHICS: Placement Agency List with Demographics</p> <p>SLAPASC: CANDIDATES, PLACEMENT AND SITE-BASED PARTNERS' PLACEMENT DEMOGRAPHICS SLAPASC Equity Framework</p> <p>RLAA : PLACEMENT DEMOGRAPHICS</p> <p>ALL PROGRAMS SHOWING IMPLEMENTATION OF RESEARCH-BASED STRATEGIES</p>

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			Matrices of research-based instructional experiences by program (see 3.2)
	<p>3.5 Additional evidence is needed to ensure that site-based supervisors are certified and experienced in teaching the specified content or performing the services authorized by the credential for ALL programs.</p> <p>3.6 Limited evidence regarding the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates for ALL programs.</p>	<p>3.5 Evidence which demonstrates that site-based supervisors are certified and experienced in teaching the specified content or performing the services authorized by the credential is needed, specifically for the Bila, PASC and RLAA programs.</p> <p>3.6 Additional evidence regarding the process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates is needed, specifically for the Bila, PASC and RLAA programs</p>	<p>3.5/3.6 Evidence which demonstrates that <u>site-based supervisors are certified and experienced in teaching the specified content</u> or performing the services <u>authorized</u> by the credential is needed:</p> <p>MAT GT Teacher Selection - TEACHER EDUCATION: MAT/BILA/ED SPEC</p> <p>Guiding Teacher Demographic Survey</p> <p>SLAPASC: Verification of experience</p> <p>RLAA students are teachers of record placed in their own classrooms. SITE-BASED SUPERVISORS are program instructors for Candidates.</p> <p>PPSC_ROSSIER</p> <p>Site-based Supervisor Training</p> <p>Site-based Supervisor Agreement</p> <p>PPSC-SSW(website): Criteria for Field Based Supervisors</p>
	3.7 Additional evidence is needed to ensure site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and	3.7 Please provide specific evidence demonstrating that site-based supervisors are trained in supervision,	3.7 TEACHER EDUCATION_MAT/Ed Spec/ BILA MAT GT Training and Guidance information

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	<p>recognized in a systematic manner for ALL programs.</p>	<p>oriented to the supervisory role, evaluated and recognized in a systematic manner for the PASC and RLAA programs.</p>	<p>SLAPASC – Verification of Experience # 4</p>
	<p>3.8 Limited evidence documenting that ALL programs effectively implement and evaluate fieldwork and clinical practice.</p>	<p>3.8 Provide additional evidence that ALL programs effectively implement and <u>evaluate</u> fieldwork and clinical practice.</p>	<p>3.8 Additional evidence that programs effectively <u>implement and evaluate fieldwork and clinical practice</u>:</p> <p>MAT DUAL: MS/SS, Ed Spec/BILA Assignments/ Assessment in clinical courses: Field-based Assignments in EDUC 674 and 678 Fall 2021 Changes made to update EDUC 673 and 677 for Fall 2021 Changes made at meeting with Site-based partners Dec. 2, 2019 Feb 10, 2020 Dec. 7, 2020 May 10, 2021 EdThena (MAT): WHERE ALL FIELD-BASED ASSIGNMENTS ARE HOUSED AND ARCHIVED. (Reviewers will have access to edThena at site visit).</p> <p>PPSC_SSW See Assignments and Assessments 3.2 PPSC_ROSSIER Site Supervisor Training Nov 2020</p> <p>SLAPAC</p>

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			Site Supervisor Orientation Site Supervisor Handbook Site Supervisor Information Site Supervisor Selection and Verification End of Term Shared Document
	<p>3.9 Additional evidence is needed to demonstrate that for each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards for ALL programs.</p>	<p>3.9 Please provide evidence that candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards for the Bila, PASC and RLAA programs.</p>	<p>3.9 Significant experience where curriculum aligns with California adopted content standards:</p> <p>MAT – Teacher Education: All assignments and assessments are aligned with the California Teacher Preparation Standards and adopted content standards (See 3.2 Matrices, 3.8 Field Assignments and Assessments).</p> <p>Opportunity to work with range of students identified in program standards for:</p> <p>MAT/BILA/ED SPEC: PROGRAM PLACEMENT DEMOGRAPHICS MAP : Schools, Locations, % of FRL, % of ELL, % of SPED % of Cred teachers, % of Cred Admins, School Mission.</p> <p>SLAPAC Diverse School Settings</p> <p>RLAA Diverse School Placements</p> <p>SSW: Placement Agency List with Demographics</p>

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<p>Standard 4: Continuous Improvement</p>	<p>4.1 Additional evidence is needed to ensure that 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.</p>	<p>4.1 Provide evidence as to how the PPS-SW, Prelim Admin, RLAA and supplementary authorizations are included in the continuous improvement process.</p>	<p>4.1 Evidence that PPS – SW, PPSC_ROSSIER, SLAPAC, RLAA and supplemental authorizations <u>are included in continuous improvement.</u></p> <p>All programs are involved at the school level and at the program level through the DEAN’S CHARGE.</p> <p>Deans Charge Summary 2017-2018 Deans Charge 2018-2019 – Schoolwide Deans Charge 2019-2020 –School wide Summary MAT -Teacher Education Response Deans Charge 2020-2021- School wide Summary MAT- Teacher Education Progress Response</p> <p>SLAPASC- Program Improvement Plan Advisory Board Issues and Outcomes</p> <p>PPSC_SSW Deans Charge 2020-21 Analysis of End of Year Student Program Evaluations and Original Data Candidate Evaluation Summary and Original Data</p> <p>PROGRAMMATIC CHANGE CHARTS By Program MAT, MAT DUAL (Ed Spec), MAT BILA;</p>
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			<p>MAT DATA PLAN: Collection, Analysis and Application of Data Findings</p> <p>MAT Deans for Impact Inquiry Teacher Belief and Mindset Survey: Measuring Candidate Alignment with our <u>Rossier Mission</u>. 2018 2019 Analysis and Actions form The Deans for Impact Inquiry Institute 2020</p> <p>PPSC Rossier</p> <p>PPSC SSW (Outcomes from KEY Assessment Analysis - row 3)</p> <p>SLAPASC-Programmatic Change Chart Program Improvement Plan</p> <p>RLAA-Programmatic Change Chart</p>
<p>Standard 5: Program Impact</p>	<p>5.1 Limited evidence of assessments which indicate that candidates meet Commission adopted competency requirements as specified in the program standards for ALL programs.</p>	<p>5.1: Provide evidence as to how candidate performance is assessed in relation to CTC program standards for RLAA, Prelim Admin, PPS-SC, & PPS-SW programs.</p> <p>5.2 Provide additional evidence (e.g., qualitative</p>	<p>5.1 How is performance assessed in relation to CTC standards</p> <p>KEY ASSESSMENTS BY PROGRAM (with analysis of outcomes) MAT/MAT ED SPEC/MAT BILA 2018 Key Assessment Analysis by Rubric 2018 2019 2020 KA2 KA3 Data Analysis 2020 Key Assessment Analysis by Rubric</p> <p>PPSC ROSSIER</p>

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	<p>5.2 Additional evidence is needed to ensure that the unit and programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California students.</p>	<p>data) other than the employer survey (small sample) to demonstrate that the unit and programs are having a positive impact on teaching and learning in schools. If available, provide results of the case studies examining impact on pupils.</p>	<p>RLAA SLAPASC</p> <p>PPSC SSW KEY ASSESSMENTS: Tools providing assurance that all competencies are met: SSW PPSC Comprehensive Skills Evaluation ; Children, Youth and Families Department Evaluation and Learning Agreement: Dept of Children Youth and Families Learning Agreement Candidate Micro Reflective Learning Tool: SSW PPSC Micro RLT; Candidate Mezzo (Group) Reflective Learning Tool: SSW PPSC MEZZO RLT; Candidate Macro Reflective Learning Tool: SSW PPSC MACRO RLT;</p> <p>PPSC_Rossier How grads feel exiting the program.</p> <p>RLAA This file contains the course evaluations (a tool used across the university) for the four courses making up the program. All mean scores were above 4 on a 1-5 scale, with the majority of ratings being above 4.5. Comments are positive and helpful toward making positive change. Suggestions for that change was focused on more culturally relevant instruction which was implemented, as reported on the Programmatic Change Chart. These Candidates are teachers of record, so impact can be described as happening in current classrooms.</p>
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			<p>Additional data (to demonstrate programs have a positive impact). MAT Program Impact Case Study</p> <p>CTC MS Surveys 2016-18 (updated analysis available during site visit) CTC SS Surveys 2016-2018 (updated analysis available during site visit)</p> <p>Grads self-report of accomplishments.</p> <p>SLAPASC Legacy Data, Cohorts 7,8,9 (raw data from 3 cycles of candidates' competencies as reported by mentor teachers)</p>
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