

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

<b>Institution</b>	University of Southern California	<b>Program</b>	<b>PRELIMINARY EDUCATION SPECIALIST: Mild/Moderate</b>
<b>Date of Review</b>	November 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 the items below, responses need only be added to your institution’s accreditation website.

<b>Standards Found to be Preliminarily Aligned</b>	<b>PS:</b> 1, 2, 3, 7, 8, 9, 12, 13, 15, 16 <b>M/M:</b> 3, 5, 6
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**General Comment:** *The MAT Prime Folder is listed on several documents, but reviewers were unable to access The link for Fall and Spring Retreats on the opening page of the document requires permission to access. Please ensure that all documentation is accessible to reviewers.*

<b>Standards Requiring More Information</b>	<b>Comment from Program Reviewers</b>	<b>Response from Program</b>
<b>Standard 4:</b> Effective Communication and Collaborative Partnerships	Link to rubric for Community Resource Map Only assignment linked to communicating with business community, public/non-public agencies for cohesive delivery of services and bridging transition. Defines only what resources are available, not how to	Additions have been made to two assignments to connect resources and student/family needs:  EDUC 674 Community Resources Map Assignment (See highlight, #3) – (pg5)

	<p>communicate with agencies about student needs. Provide evidence.</p>	<p><a href="https://drive.google.com/file/d/1l-jr150QioiSvAYrVK02dNTuR3JJ-nM/view?usp=sharing">https://drive.google.com/file/d/1l-jr150QioiSvAYrVK02dNTuR3JJ-nM/view?usp=sharing</a></p> <p>EDUC 674 Community Resources Map Rubrics <a href="https://drive.google.com/file/d/1u7W6BUIWQd9771Md-U0cXs1UnWE-r35a/view?usp=sharing">https://drive.google.com/file/d/1u7W6BUIWQd9771Md-U0cXs1UnWE-r35a/view?usp=sharing</a></p> <p>EDUC 678 Family Conversation Assignment (Part Two, highlight) (pg2) <a href="https://drive.google.com/file/d/1twONxQC39G-zzrRS5_uYpWpYhIL-u93h/view?usp=sharing">https://drive.google.com/file/d/1twONxQC39G-zzrRS5_uYpWpYhIL-u93h/view?usp=sharing</a></p> <p>EDUC 678: Family Conversation Rubric (pg2) <a href="https://drive.google.com/file/d/1twONxQC39G-zzrRS5_uYpWpYhIL-u93h/view?usp=sharing">https://drive.google.com/file/d/1twONxQC39G-zzrRS5_uYpWpYhIL-u93h/view?usp=sharing</a></p> <p><a href="#">Ed Spec Module 1</a> also addresses Case Management; connecting families to services</p>
<p><b>Standard 5:</b> Assessment of Students</p>	<p>Please provide more evidence to support demonstration of progress monitoring; statewide assessments; accountability systems (i.e., exploring SBAC only provides title of activity).</p>	<p><a href="#">Multiple Term 2 Strategies</a> (pg7) to describe progress monitoring and assessment. <a href="#">Specifically, SBAC Objective is linked here</a> (pg27).</p> <p>Multiple Term 3 Strategies to describe monitoring and assessment. (available upon request)</p>
<p><b>Standard 6:</b> Using Educational and Assistive Technology</p>	<p>Please provide further information about low tech components of Assistive Technology.</p>	<p><a href="#">IRIS Center Asynchronous Modules</a> on Assistive Technology will be added to <a href="#">Ed Spec Modules 3 part 3</a>.</p>
<p><b>Standard 10:</b> Preparation to Teach English Language Learners</p>	<p>Please provide more evidence to indicate that (I,P,&amp;A) are met for the following:</p> <ul style="list-style-type: none"> <li>• Candidates are knowledgeable of state and federal legal requirements for the</li> </ul>	<p>The Bilingual Authorization Standards are integrated into the DUAL Credential Program. <u>All students complete this coursework.</u></p> <p>Term 1 evidence: <a href="#">Integrated Language Development Across the Curriculum</a> <b>EDUC 672</b></p>

	<p>placement and instruction of English learners, and ethical obligations for teaching English learners.</p>	<p><a href="#">(I,P)</a>  <a href="#">Unit 2, Week 2 Reading</a> (pg9); Alfaro, C. (2016). Increasing cultural awareness in teachers. In N. Li (Ed.), <i>Teaching ELLs across content areas: Issues and strategies</i> (pp. 237-260).</p> <p>CA ELA/ELD Framework (2014), Chapter 9 Access and Equity</p> <p><a href="#">Unit 3, Week 3</a> (pg9) Li, N. (2016). Who are the ELLs? In N. Li (Ed.), <i>Teaching ELLs across content areas: Issues and strategies</i> (pp. 3–20).</p> <p>Peregoy, S., &amp; Boyle, O. (2017). Chapter 1: English Learners in 21<sup>st</sup> Century Classrooms. In <i>Reading, writing, and learning in ESL</i> (pp. 2–39).</p> <p>Genzok, M. Video lecture: <i>Why education for language minority students</i>.</p> <p><a href="#">Week 4, Readings, Guiding Question and Class Activities: HISTORY, POLICIES, PRACTICES and PROGRAMS for ELLs</a> (pg10)</p> <p><a href="#">Bilingual Authorization Competencies (All students complete) #1</a></p> <p>(A) <a href="#">CONNECTING THEORY TO PRACTICE TASKS</a> (p.3)  Task 1- Local Policies and Definitions  Task 2- ELL Scenarios-Proficiency Level Descriptors  Task 3- Video Reflection: Second Language Acquisition Theory in the Classroom  Task 4- Video Analysis: Supporting the Needs of English Language Learners</p>
<p><b>Standard 11:</b> Typical and Atypical Development</p>	<p>Please provide more evidence to indicate that (I,P,&amp;A) are met for the following:  Candidates demonstrate comprehensive knowledge of atypical development</p>	<p><b><u>Term 1:</u></b>  <b>EDUC 670</b>  <a href="#">Introduction to Curriculum and Pedagogy in Urban Schools</a></p> <p>(I,P)</p>

	<p>associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p> <p><i>NOTE: The program may have met the elements required for this standard, however, throughout Standard 11 several attempts were made to click on multiple documents cited as evidence that would open and then received a message: <b>File is in Owner's Trash. This resulted in an inability to read the document</b></i></p>	<p><a href="#">Week 4 Readings</a> (pg8)</p> <p>Anderson, L. W., Krathwohl, D. R., &amp; Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives (Complete ed.). New York: Longman. Chapters 3 &amp; 6</p> <p>Snowman, J., &amp; McCown, R. R. (2013). Ed psych. Belmont, CA: Wadsworth/Cengage Learning. Early Childhood Reading</p> <p><b>EDUC 671</b> <a href="#">Contexts for Educational Equity, Access, and Agency</a></p> <p>(I): <a href="#">Unit 2</a> (pg8), <a href="#">Unit 3</a> (pg9), Unit 4, <a href="#">Unit 5</a> (pg12), Unit 6, and <a href="#">Unit 8</a> (pg15)</p> <p>(A): <a href="#">Assignment 4 Lesson Planning; and Assignment 5</a> (pg4) Final Mini-Unit Plan. Candidates plan and design a mini-unit plan by systematically integrating knowledge of students' cultural and linguistic assets and needs, students' prior knowledge in the subject matter, <u>and students' developmental needs</u>. Candidates conduct self- and peer- analysis of culturally appropriate learning tasks in their lesson/unit design by responding to a series of unit and lesson analysis questions. in the planning of three comprehensive lessons, integrating differentiation strategies, formative and summative assessment, and measurable learning objective</p> <p><b><u>Term 2</u></b> <b>EDUC 674</b> <a href="#">Identifying and Teaching to Student Differences</a></p> <p>I) <a href="#">Week 3-5</a> (pg12) <a href="#">Annenberg Videos</a> (pg13)</p> <p><a href="#">Unit 2, Hammond, Culturally Relevant Teaching and the Brain</a></p>
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		<p><a href="#">(I)</a> (pg12) <a href="#">IEP Enactment</a> (pg16) <a href="#">Weeks 13, 14, 15 content IEP focus</a> (pg16)</p> <p>(I, P, A) <a href="#">FAB &amp; BIP</a> (pg7-8)</p> <p>Class Activity and Readings, <a href="#">Week 7</a> (pg14), <a href="#">Week 8</a> (pg14), <a href="#">Week 9</a> (pg14), <a href="#">Week 10</a> (pg15) and <a href="#">Week 11</a> (pg15)</p> <p><b><u>Term 3</u></b> <b>EDUC 677</b> Applications of Curriculum and Pedagogy for Students with Learning Differences</p> <p>(P, A) <a href="#">Assignment #3, IEP Meeting Participation</a> (pg7)</p> <p><b>EDUC 678</b> <a href="#">Applying Knowledge and Strategies for Teaching all Students</a></p> <p><a href="#">Assignment 1, Unit 1</a> (pg7)</p> <p>(P,A) <a href="#">Assignment 2 Environmental Analysis - Part One- Describe the Student in Depth</a> (pg8)</p> <p><a href="#">Wk. 9 Readings (Looking into the Future...</a> (pg15)</p> <p><a href="#">Readings and Class Activity, Week 1, Week 2, and Week 3</a> (pg13)</p> <p><a href="#">Collaborative Family Conversation</a> (pg9)</p> <p><b><u>(P, A)</u></b> <a href="#">Action Research: FAB &amp; BIP</a> <a href="#">Education Specialist Module #1, Parts 2, 3, 4, &amp; 5</a></p>
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		<p><a href="#">Rubrics for all 678 assignments</a> (available on request)</p> <p><b>EDUC 679</b>  <a href="#">Blended Learning Experiences for Students in Urban Schools</a></p> <p>P: <a href="#">Unit 5, Unit 6</a> (pg11-12); Wks 12-15; Maloy Chaps 6, 10-12; <a href="#">Assignments 4, 5</a> (pg3-4)</p>
<p><b>Standard 14:</b> Creating Healthy Learning Environments</p>	<p>Please provide more evidence for the following:</p> <ul style="list-style-type: none"> <li>● Candidates understand the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.</li> <li>● Candidates understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.</li> <li>● Candidates understand how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety.</li> <li>● Candidates know common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school.</li> <li>● Candidates know effective strategies for encouraging the healthy nutrition of children and youth.</li> <li>● Candidates have knowledge and understanding of the physiological and</li> </ul>	<p>The MAT Program has developed an asynchronous module called <i>Healthy Learning Environments</i>. It addresses and assesses Candidate knowledge on the components of Standard 14. This module is presented during the Program Orientation for Candidates to complete. The modules and additional resources are housed on LMS, Orientation. Candidates must present a certificate of completion during the Verification of Credential process.</p> <p><a href="#">Healthy Environments Modules</a></p> <p><a href="#">Healthy Environments Additional Resources</a></p>

	<p>sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems.</p>	
<p>Mild/Moderate (M/M) Disabilities</p>		
<p><b>M/M Standard 1:</b>          Characteristics of Students with Mild/Moderate Disabilities</p>	<p>Please provide evidence for how candidates identify characteristics of students with M/M disabilities and implications for service delivery.</p> <p>NOTE: Support documents for a few links gives message: <b>File in Owner's Trash</b> there are elements of the standard that may be met but cannot determine due to lack of access to document.</p>	<p><b><u>Term 2</u></b>          EDUC 674          (I)  <a href="#">Case Study</a> (pg8)  <a href="#">Case Study Rubric</a></p> <p><a href="#">(I,P) IEP Participation</a> (pg15)</p> <p><a href="#">Unit 2</a> (pg13)  <a href="#">Hammond, Culturally Relevant Teaching and the Brain</a> (pg12)</p> <p><a href="#">Annenberg Videos</a> (pg12)</p> <p><a href="#">Week 16, Summative Assessment, EDUC 674 component of EDUC 673 Key Assessment 2: differentiation of instruction assignment.</a> (pg17)</p> <p><b><u>Term 2 or 3</u></b>  <a href="#">Ed Spec Module #1</a>  <a href="#">Ed Spec Module # 2</a></p> <p><b><u>Term 3</u></b>          EDUC 677          (P, A)  <a href="#">Assignment #3, IEP Meeting Participation</a> (pg7)</p> <p>EDUC 678          I)  <a href="#">Wk. 9 Readings (Looking into the Future...</a> (pg15)</p>

		<p><a href="#">Wk. 9 (Reading- Vignette Robert)</a> (pg15)</p> <p>(I) <a href="#">Education Specialist Module #1, Parts 1, 2, 3, 4, &amp; 5)</a></p> <p>P,A)  <a href="#">Assignment 1, Individual Lesson Plan: Unit 2 Content Frames</a> (pg7)</p> <p>(I,P) <a href="#">Education Specialist Module #2, Parts 1 &amp; 2</a></p> <p>P, A)  <a href="#">Action Research: FAB &amp; BIP</a>  <a href="#">Education Specialist Module #2, Parts 1, 2, &amp; 3)</a></p> <p>(I)  <a href="#">Wks. 5-6 IRIS Modules Revisited</a> (pg7)</p>
<p><b>M/M Standard 2:</b>  Assessment and Evaluation of Students with Mild/Moderate Disabilities</p>	<p>Please provide evidence/clarification regarding how candidates will assess career and community life skill needs of students, and monitor students’ progress. Also need (P, A) evidence for how candidates plan for participation in state-mandated accountability.</p>	<p><b><u>Term 1</u></b>  EDUC 670  <a href="#">STURM 9</a> (pg5)</p> <p><a href="#">Week 13 Readings</a> (pg10)</p> <ul style="list-style-type: none"> <li>• Saphir et al., (2008) Chapter 19: Assessment.</li> <li>• Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 8-Assessing Social Studies Learning</li> </ul> <p>EDUC 671  <a href="#">Unit 2 Understanding the Barriers and Possibilities of Equity and Access</a> (pg8)- Weeks 4 &amp; 5: Essential Questions, discussion, analysis and participation.</p> <p><b><u>Term 2</u></b>  <a href="#">(I,P)</a> (pg14)  <a href="#">Week 11: Case Studies in Special Education, Torres and Barber (2017)</a> (pg15)  <a href="#">Rubric for Case Study</a>  <a href="#">Unit 2</a> (pg12)  <a href="#">Hammond, Culturally Relevant Teaching and the Brain</a> (pg12)</p>



		<p><a href="#">Annenberg Videos</a> (pg13) (I) <a href="#">Wk. 6 (IRIS Modules)</a> (pg13)</p> <p><b><u>Term 2 or 3</u></b> <a href="#">Ed Spec Module #1</a> <a href="#">Ed Spec Module # 2</a></p> <p><b><u>Term 3</u></b> EDUC 677 <a href="#">(P, A)</a> <a href="#">Assignment #3, IEP Meeting Participation</a> (pg7)</p> <p><a href="#">(P, A)</a> <a href="#">p. 8, Assignment #5, Assessment Instrument Review Presentation</a> (pg8)</p>
<p><b>M/M Standard 4:</b> Positive Behavior Support</p>	<p>Please provide more evidence for: The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</p> <p><i>NOTE: Support documents for a few links gives message: <b>File in Owner's Trash</b> there are elements of the standard that may be met but cannot determine due to lack of access to document.</i></p>	<p><b><u>Term 2</u></b> EDUC 674</p> <p>(I) <a href="#">Community Resource Map</a> (pg17)</p> <p>(I,P) <a href="#">Week 2 Readings</a> (pg12); Oakes, Lipton, Anderson, &amp; Stillman. (2018). <i>Teaching to Change the World, 5/e</i>. New York: Routledge, pp. x-36. <u>CHAPTER 11 The Community: Engaging with Families and Neighborhoods</u>. (available upon request)</p> <p><a href="#">Unit 2 Hammond, Culturally Relevant Teaching and the Brain</a> (pg12)</p> <p><a href="#">Collaborative Family Conversation</a> (pg7)</p> <p>(A) <a href="#">Week 6 -Class activities</a> (pg13) <a href="#">Week 11, Week 12, Week 13 and Week 14, Enactment of IEP</a> (pg15-16)</p> <p>(I, P, A) (Completed in both Term 2 and 3) <a href="#">FAB &amp; BIP</a> (pg15)</p> <p><a href="#">FAB/BIP Rubric</a> (available upon request)</p>

		<p><b><u>Term 3</u></b> EDUC 678 <a href="#">Wk. 9 Readings (Looking into the Future... (pg15)</a></p> <p>(P,A) <a href="#">Assignment 2 Environmental Analysis - Part Two- Classroom mileu (pg8)</a></p> <p><a href="#">Education Specialist Module #1, Part 4</a></p> <p>EDUC 679 <a href="#">P, A: Unit 5, Unit 6 Wks 12-15 (pg11);</a> Maloy Chaps 6, 10-12; <a href="#">Assignments 4, 5 (pg3-4)</a></p>
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