

USCRossier

Professional

Learning

Mathematics

Instructional Added

Authorization (MIAA)

IPR Pre-Conditions	Institution Response	IPR Pre-Condition Requirements
<p>(1) Demonstration of Need</p> <p>To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate the need for the type of program in the service area in which it will operate or a need for educators prepared through the specific program delivery model. Proposals must include data on the number of individuals currently serving on less than full credentials, where available, in the service area of the proposed program, projected need based on a needs analysis, and affirmations from employers with their anticipated hiring need for individuals with the planned credential.</p>	<p>There is a Demonstration of need for a second MIAA program in the state of California.</p> <p>CA Dashboard 2023 All Student Achievement in Mathematics</p> <p>Rationale: The MIAA program is designed for current teachers. Under the Common Core State Standards, teachers must be able to design teaching and learning environments that include an application of the 8 Standards for Mathematical Practice in order for students to learn deeply instead of widely and build a solid foundation for the advanced study of Mathematics. Currently, 48.5 % of high school students are underperforming in advanced Mathematics outcomes (CDE DataQuest,2024). One opportunity for improvement is to ensure that all students have strong K-pre-algebra math skills necessary to access achievement in advanced Mathematics outcomes. Thus, teachers need strong Mathematics subject-matter and pedagogical content knowledge in order to provide students with those K-pre-algebra math skills. USC Rossier’s MIAA program aims to provide teachers with what they need to ensure that students thrive.</p> <p>Letters of affirmation confirm the need for educators prepared through the MIAA program.</p> <p>District Affirmation Outreach</p> <p>MIAA Draft Letter of Affirmation-District Template</p> <p>Rialto Unified School District Letter of Affirmation</p> <p>Placentia-Yorba Linda Unified School District Letter of Affirmation</p>	<p>Data that show the number of individuals serving on less than full credentials in the service area of the proposed program, if available (Educator Supply data can be found on the California Educator Supply webpage); OR Data that show the need for educators prepared through the specific program delivery model of the proposed program</p> <p>A needs analysis which may include, but not be limited to:</p> <p>Number of vacancies in the planned credential category in the service area of the proposed program</p> <p>Projected student growth for the service area of the proposed program</p> <p>Letters from one or more districts that affirm a hiring need for individuals with the planned credential(s)</p>

IPR Pre-Conditions	Institution Response	IPR Pre-Condition Requirements
<p>(2) Collaboration in Program Design and Implementation</p> <p>To be granted initial program accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the partners will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in the partnership agreement.</p>	<p>MIAA Program Design Team</p> <p>MIAA Program Team Meetings The MIAA program team meets on a weekly basis to collaborate on planning and program design decisions. The meeting notes indicate who was present and how they participated in the meeting.</p> <ul style="list-style-type: none"> • Thursday, 2/15/2024 • Wednesday, 2/28/2024 • Wednesday, 3/6/2024 • Monday 3/11/2024 • Wednesday 3/13/2024 • Wednesday, 3/27/2024 <p>MIAA Advisory Board Future program implementation will include a broader and more comprehensive Advisory Board.</p> <ul style="list-style-type: none"> • MIAA Advisory Board Overview • MIAA Advisory Board Invitation Email • MIAA Advisory Board MOU 	<p>A table showing the individuals involved in the program design including, but not limited to:</p> <p>Name, Title, Role, Relevant credentials/qualifications</p> <p>This table must show that the program sponsor included representatives from institutions of higher education, employers of credentialed educators, and TK-12 practitioners.</p> <p>Meeting agendas and minutes for program design meetings indicating who was present and how attendees participated</p> <p>Memorandum of Understanding (MOU) that demonstrates how these individuals have shared authority and responsibility for implementing the program, and for the continuous improvement of the program, as negotiated in the partnership agreement</p>

MIAA Pre-Conditions	Institution Response	MIAA Pre-Condition Requirements
<p>The required Preconditions for the Mathematics Instructional Added Authorization Program are:</p> <p>Preconditions for Specialist Credentials and Certificates: Mathematics Added Authorization (1-3)</p>	<p>Per CTC Standards, the MIAA admissions requirements are the following:</p> <ol style="list-style-type: none"> 1. Have a valid Teaching or Designated Subjects Credential. 2. Hold English Learner Authorization. 3. Submit verification of experience. By the end of the program, you must complete a minimum of three years of successful, full-time teaching experience in any grade or subject. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may include teaching outside of California. 4. Verification of your level of mathematics content expertise (click here for elaboration of Mathematics subject requirements, pp.3-5) by uploading a transcript that provides sufficient information regarding course content, catalog descriptions, course syllabi, or a matrix identifying variations of course offerings across content areas, or ... <ol style="list-style-type: none"> a. Examination results that verify the Mathematics competency of the candidate. Nationally and state standardized 	<p>A program sponsor that operates a program for the Mathematics Instructional Added Authorization shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential requiring a bachelor's degree and a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent. The prerequisite credential must include an authorization to teach English learners.</p> <p>A Commission-approved program shall determine prior to recommending a candidate for the Mathematics Instructional Added Authorization Program, that the candidate has three years of teaching experience.</p> <p>Prior to admission, the program sponsor shall verify the candidate's level of mathematics content expertise. Full admission to the K through Pre-Algebra or the K through Algebra I program is contingent on candidate mastery of the relevant mathematics standards as</p>

	<p>assessment results can include passing scores on the GRE, CSET2, etc. in accordance with the CTC Mathematics subject requirements established here on pp.3-5.</p> <p>Prior to admission, candidates will submit preliminary requirements to the MIAA application page hosted on the MIAA Website here: https://connect.rossier.usc.edu/register/?id=2bfa52ad-8c1c-49ba-a882-fd3398e1810b</p> <p>As a final process during the program, candidates will submit their verification of experience to a secure Rossier Portal. The MIAA team will work in collaboration with the accreditation team to build the secure MIAA Portal.</p> <p>Student view: Example of MIAA accreditation portal</p> <p>Program Administrator view of MIAA accreditation portal</p>	<p>determined by the program (See elaboration of the required mathematics content knowledge Open PDF in current window.)</p>
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Initial Program Review Common Standard Response

Directions: Using the [Initial Program Review \(IPR\) Common Standards Submission Requirements](#), provide a brief narrative and links to supporting documentation/ evidence responding to the Common Standards elements below as it applies to the proposed program.

Organization Chart

IPR Common Standards	Institution Response	IPR Common Standards Submission Requirements
<p>The IPR Common Standards Response is intended to show how the proposed program will be integrated within the existing education unit. In addition to responding to the Common Standard elements below, please provide the unit organization chart.</p>	<p>This program chart describes the lines of authority within Rossier School of Education in relation to the MIAA program. Program Administrator, Paloma Saenz reports to the Director of Community Engagement, Dr. Xiomara Mateo-Gaxiola. The Director of Community Engagement reports to Dr. Darline Robles. Dr. Robles sits on the Dean's Executive Council and is responsible for ensuring that the MIAA program has the resources needed to support candidates. USC Rossier School of Education Credential Programs Organizational Chart</p>	<p>Provide an organization chart which shows how the proposed program will fit within the education unit. If the proposed program is not housed in the same school, college, or department as the majority of the institution's educator preparation programs, the organization chart must include lines of authority between each school, college, or department that show how the proposed program will be included in the education unit's operations.</p>

Common 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:

IPR Common Standard 1 Elements	Institution Response	IPR Common Standards Submission Requirement

<p>(1.1) 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 standards and curricular frameworks.</p>	<p>USC Rossier’s Mission: The mission of the USC Rossier School of Education (pronounced “ross-EAR”) is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.</p> <p>MIAA Vision: The MIAA program will develop an expertise in mathematics teaching that includes an understanding of the conceptual underpinnings of the content expectations, the development of mathematics concepts within and across grade levels, and the connection of these concepts to other key ideas targeted in each domain. Teachers will also develop important elements of pedagogical content knowledge, such as understanding students’ common strategies and struggles in a particular content domain and the instructional strategies and tools you can use to respond to students’ needs. Key aspects of pedagogical content knowledge are scaffolded across the five courses to provide teachers with substantial time to master these skills, gain knowledge in each course, and then build on these skills in the next courses. Each course is designed to provide teachers with significant experience in California public schools with diverse student populations and the opportunity to work with a range of students. MIAA website</p> <p>MIAA Overview: The Mathematics Instructional Added Authorization (MIAA) program includes five courses that are specifically designed to build the knowledge and skills needed to foster students’ understanding of mathematics concepts taught at the elementary and middle school levels (through pre-algebra).</p>	<p>Provide the education unit’s <u>vision statement</u> including evidence (<u>website</u>, <u>handbooks</u>, or other support materials) that link to the statement. Briefly describe how the proposed program will promote the unit’s vision.</p>
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IPR Common Standard 1 Elements	Institution Response	IPR Common Standards Submission Requirement
	<p>Rationale: The MIAA program is designed for current teachers. Under the Common Core State Standards, teachers must be able to design teaching and learning environments that include an application of the 8 Standards for Mathematical Practice in order for students to learn deeply instead of widely and build a solid foundation for the advanced study of Mathematics. Currently, 45.8% of high school students are underperforming in advanced Mathematics outcomes (CDE DataQuest, 2024). One opportunity for improvement is to ensure that all students have strong K-pre-algebra math skills necessary to access achievement in advanced Mathematics outcomes. Thus, teachers need strong Mathematics subject-matter and pedagogical content knowledge in order to provide students with those K-pre-algebra math skills. USC Rossier’s MIAA program aims to provide teachers with what they need to ensure that students thrive.</p> <p>USC Rossier link: https://rossier.usc.edu/about/mission-values MIAA webpage vision link: https://rossierprolearn.usc.edu/miaa/ MIAA Handbook link: Vision Statement</p>	
(1.2) The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision making for all educator preparation programs.	No additional information is required during the IPR Common Standards submission.	

<p>(1.3) 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.</p>	<p>The MIAA program team is composed of a distributive set of Mathematics educators with varied backgrounds and perspectives in the development of teaching and learning environments. The program team has sought out diverse perspectives throughout its process of developing the MIAA program. Examples of department activities and/or participation include:</p> <p>Current MIAA Program team</p> <ul style="list-style-type: none"> ● Program Design Team table ● K-8 Teacher Focus Group <ul style="list-style-type: none"> ○ MIAA program team members extended an invitation to current MAT guiding teachers to attend an MIAA Learning Session focus group. Guiding teachers attended and shared their insights on teacher education in mathematics, mode of delivery for teachers, and the most pressing needs in Math Education. Link to focus group data. <ul style="list-style-type: none"> ■ MIAA Pre-program Focus Group - Item Questions 	<p>Provide published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring that faculty and instructional personnel, including those for the proposed program, are informed of the requirement to 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.</p>
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	<ul style="list-style-type: none"> ○ Assistant Dean of Equity and Community Engagement, who is on the MIAA program team, meets regularly with P-12 county and district level superintendents, both at the Dean Superintendent Advisory Group and at Office of Professional Learning events and activities. When asked about interest in a MIAA program, superintendents overwhelmingly express a need for improvements in teaching and learning in Mathematics. State level and P-12 district level data support this need, especially when we analyze Mathematics outcomes for our most vulnerable student groups. Students with disabilities, African American students, English learner students, and foster youth are underperforming in Mathematics across the State of CA. CA Dashboard, Mathematics ● Weekly MIAA Program Team Meetings <ul style="list-style-type: none"> ○ The MIAA program team meets on a ○ Thursday, 2/15/2024 ○ Wednesday, 2/28/2024 ○ Wednesday, 3/6/2024 ○ Monday 3/11/2024 ○ Wednesday 3/13/2024 ○ Wednesday, 3/27/2024 ● Check-in Meetings with Rossier Director of Accreditation, Dr. Cathy Cresia <ul style="list-style-type: none"> ○ Tuesday, February 27, 2024 ○ Friday, March 8, 2024 ○ Wednesday, March 27, 2024 ○ Thursday, April 11, 2024 ● CTC IPR Office Hours <ul style="list-style-type: none"> ○ Wednesday, March 20, 2024 ○ Wednesday, April 3, 2024 ● Future MIAA Advisory Board 	
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IPR Common Standard 1 Elements	Institution Response	IPR Common Standards Submission Requirement
	<ul style="list-style-type: none"> ● Future program implementation will include a broader and more comprehensive Advisory Board. ● MIAA Advisory Board Overview ● MIAA Advisory Board Invitation Email <ul style="list-style-type: none"> ■ We are in the process of recruiting P-12 professionals to consistently provide program design and program improvement efforts. ■ The district that provided the Letters of Affirmation, Rialto and Placencia-Yorba Linda USD, will continue to provide support as collaborative partners. ● MIAA Advisory Board MOU 	
(1.4) 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.	No additional information is required during the IPR Common Standards submission.	
(1.5) The 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.	No additional information is required during the IPR Common Standards submission.	

<p>(1.6) Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p>The Project Administrator and Director of Community Engagement will be responsible for the development and implementation of the MIAA program. The Faculty positions will be filled over the next year.</p> <p>Recruitment Efforts Include: Instructor positions will be posted on the USC Career website. There will be job postings for each course: MIAA Instructor job Postings, for a total of 5 positions.</p> <p>USC is an equal opportunity employer and has very detailed Guidelines: USC Non-Discrimination Hiring Policies USC Rossier’s Office of Professional Learning is committed to recruiting and retaining diverse faculty for the MIAA program.</p> <p>Retention Efforts Include: Faculty Development Supporting Diversity: The following links will provide examples of faculty development activities that assist in supporting diversity: USC Employee Resource and Affinity Groups)</p> <p>Retention Efforts Include: Faculty Professional Development that Assists in Supporting Diversity and Excellence</p> <ul style="list-style-type: none"> • Aligning the Needs of Diverse Students with Subject Competence & Pedagogical Content Knowledge, 2.15.2024, Faculty & Program Team Meeting • Understanding opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies during course work & fieldwork 3.6.2024, Faculty & Program Team Meeting • Diverse Student Selection Criteria for Fieldwork, 3.27.2024, Faculty & Program Team Meeting • Educational Equity Framework: Program Design Indicators for Continuous Improvement, 4.10.2024, Faculty & Program Team Meeting 	<p>Provide recent documentation (within the past two years) pertaining to:</p> <ul style="list-style-type: none"> • recruitment (such as recruitment flyers, links to websites where openings are posted, affinity group agendas, etc.) and • faculty development activities including strategies that assist faculty in supporting diversity (such as agendas/slides for professional development, etc.) <p>Briefly describe the ongoing efforts that address this element as it relates to the proposed program.</p>
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IPR Common Standard 1 Elements	Institution Response	IPR Common Standards Submission Requirement
	<p>Retention Efforts Include: USC Rossier’s Office of Professional Learning is committed to advancing educational equity through our professional development opportunities for TK-12 teachers and administrators, as well as for our faculty and program design groups. The MIAA team plans to continue professional development opportunities in implementing Equity Framework Indicators as audits for course design, Andragogies for Culturally Sustaining Instruction, and Culturally Relevant Instruction for K-12 students.</p>	

<p>(1.7) The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to:</p> <ul style="list-style-type: none"> a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content 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. 	<p>All five MIAA courses will be taught by Instructors with a minimum of five years of full-time experience as a Mathematics teacher at a school with a diverse student environment. they must have leadership experience in a range of context and hold a California Clear Credential for Teaching English Learner Authorization. MIAA Instructor job posting</p> <ul style="list-style-type: none"> a) see job qualifications in posting b) see knowledge & skills in posting c) see overview in posting d) see knowledge & skills in posting <p>In addition to instructor positions, there will also be posting for Teaching Assistants for each MIAA course: MIAA Teaching Assistant job posting</p> <p>The Program Administrator & Program Director will be responsible for evaluation of qualified instructors using the following tools:</p> <ul style="list-style-type: none"> Mid-Semester Course Evaluation MIAA End of Term Candidate Course Evaluation Fall Fieldwork Candidate Evaluation Spring Fieldwork Candidate Evaluation Faculty Evaluation & Feedback End of Course Meeting Agenda Faculty Course Evaluation Meeting Protocol <p>Additional Data 2.4 Candidate Formative and Summative Assessment</p>	<p>Provide copies of the job descriptions for faculty and other instructional personnel for the proposed program, which include required qualifications items (a) – (d) as noted in this CS element. Provide blank evaluation forms for instructors, professional development providers, and field-based supervisors as appropriate to the proposed program.</p> <p>Briefly describe by whom these qualified persons would be evaluated.</p>
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IPR Common Standard 1 Elements	Institution Response	IPR Common Standards Submission Requirement
(1.8) The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	No additional information is required during the IPR Common Standards submission.	

Common Standard 2: Candidate Recruitment and Support

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

IPR Common Standard 2 Elements	Institution Response	
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<p>(2.1) The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p>	<p>Per CTC Standards, the MIAA admissions requirements are the following:</p> <ul style="list-style-type: none"> ● Have a valid Teaching or Designated Subjects Credential. ● Hold English Learner Authorization. ● Submit verification of experience. By the end of the program, you must complete a minimum of three years of successful, full-time teaching experience in any grade or subject. Acceptable experience does not include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may include teaching outside of California. ● Verification of your level of mathematics content expertise (click here for elaboration of Mathematics subject requirements, pp.3-5) by uploading a transcript that provides sufficient information regarding course content, catalog descriptions, course syllabi, or a matrix identifying variations of course offerings across content areas, or ... <ul style="list-style-type: none"> ○ Examination results that verify the Mathematics competency of the candidate. Nationally and state standardized assessment results can include passing scores on the GRE, CSET2, etc. in accordance with the CTC Mathematics subject requirements established here on pp.3-5. 	<p>Provide draft admission requirements for the proposed program.</p> <p>Briefly describe where the admission requirements will be housed, and how prospective applicants will have access to the admission requirements once the proposed program is approved.</p>
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IPR Common Standard 2 Elements	Institution Response	
	<p>These requirements are housed on the MIAA Website. Upon program approval, the site will be made available to the public and potential candidates. The Website also includes a link to the CCTC information on the MIAA qualifications and requirements.</p>	<p>Briefly describe where the admission requirements will be housed, and how prospective applicants will have access to the admission requirements once the proposed program is approved.</p>

<p>(2.2) The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</p>	<p>The unit will recruit and admit candidates through the Website and Registration portals online, in accordance with USC Rossier DEI principles.</p> <p>In collaboration with district partners, we will ensure that all candidates meet the requirements. USC will collaborate with district partners as outlined in MOUs to recruit qualified teachers and support their professional development to retain them in the profession. See letters of affirmation and sample MOU.</p> <p>Letters of Affirmation Rialto Unified School District Letter of Affirmation Placentia-Yorba Linda Unified School District Letter of Affirmation</p> <p>During the 2024-2025 academic year, informational Webinars will assist candidate entry and success in the program.</p> <p>Diverse populations of candidates MIAA program will reach and recruit diverse populations of candidates by collaborating with affinity groups throughout CA to promote access to the program. Some affinity groups will be teacher directed, others will be administrator directed to address teacher shortages and needs for Mathematics instruction at scale.</p> <ul style="list-style-type: none"> ● Candidate Recruitment Flyer ● Affinity Groups: professional learning opportunities postings, including but not limited to: <ul style="list-style-type: none"> ○ CA Math Symposium, annual ○ CABE ○ CAASA ○ ALAS 	<p>Describe the process the unit currently has in place to purposefully recruit and admit candidates to diversify the educator pool in California.</p> <p>Describe the process that will be used for the proposed program and include draft recruitment materials (website, flyers, etc.).</p> <p>Describe the structures and practices the unit has in place to provide support, advice, and assistance to promote candidates' successful entry and retention in the profession and include supporting documentation.</p> <p>Describe how these structures and practices will be used to support and retain candidates who represent diverse populations within the proposed program.</p>
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IPR Common Standard 2 Elements	Institution Response	
	<p>Retention Feedback 2.4 Candidate Formative and Summative Assessment and one-on-one check in meetings between candidate and Project Administrator will help support and retain candidates in the program by providing timely support and feedback.</p>	
<p>(2.3) Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</p>	<p>Candidates will be introduced to their Program Administrator and receive details on how to access resources that guide their success at Orientation and in the Handbook</p> <p>In the handbook, when a student is in need of support or clarification, their first communication is with their course instructor. If the student needs further support, they may contact their program administrator. In addition, students have access to university support as outlined in the Handbook.</p> <p>Student Support Communication Flow Support Services (Linked from Candidate Handbook)</p>	<p>Provide draft manuals, handbooks, or advising materials that describe how and when candidates in the proposed program will be told of/receive information regarding how to access the resources and personnel they need to guide their success in meeting program requirements. Draft manuals, handbooks, or advising materials must include the key personnel positions who will guide the candidates in the proposed program.</p>

IPR Common Standard 2 Elements	Institution Response	
<p>(2.4) 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.</p>	<p>Candidate progress will be assessed by faculty in the Candidate Formative and Summative Assessment document.</p> <p>The clearly defined program process is identified in the Orientation deck and the Website</p> <p>Candidates who need additional assistance will be identified on the Early Watch log by the Project Administrator and logged</p> <p>There is a clearly defined process for student support:</p> <p>Student Support Communication Flow Support Services</p>	<p>Describe how candidate’s progress in meeting competency and performance expectations will be tracked and documented, and how that information will be used to guide advisement and support.</p> <p>Provide draft manuals, handbooks, or advising materials that include a clearly defined process that the proposed program will have in place to identify and support candidates who need additional assistance to meet competencies/performance expectations.</p> <p>Describe how candidates will be informed of this clearly defined process</p>

Common 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 its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. 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.

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.

IPR Common Standard 3 Elements	Institution Response	
(3.1) 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.	No additional information is required during the IPR Common Standards submission.	
(3.2) Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	No additional information is required during the IPR Common Standards submission.	
(3.3) The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	No additional information is required during the IPR Common Standards submission.	
(3.4) Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	No additional information is required during the IPR Common Standards submission.	
(3.5) All programs effectively implement and evaluate fieldwork and clinical practice.	No additional information is required during the IPR Common Standards submission.	

IPR Common Standard 3 Elements	Institution Response	
<p>(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.</p>	<p>The Diverse Site Selection Agreement Contract that candidates sign ensures experiences with diverse student populations.</p> <p>Fieldwork Assignments 1:1 Mathematics Pedagogical Mentoring Monthly up to 30 min. personalized meetings between Math Mentor/Fieldwork Course Instructor and candidate provides the candidate with individual time and space to reflect on fieldwork progress and provide immediate feedback/evaluation of fieldwork experiences. During these meetings, candidates engage in fieldwork through planning, troubleshooting, reflection, and evaluation connections between fieldwork experiences and CAPE.</p> <p>Candidate Formative and Summative Assessment</p>	<p>Describe how the unit will ensure that candidates are provided opportunities to experience issues of diversity that affect school climate and that candidates have significant experience in California public schools with diverse student populations.</p>

Common 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.

IPR Common Standard 4 Elements	Institution Response	
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<p>(4.1) 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.</p> <p>Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program complete data as well as data reflecting the effectiveness of unit operations to improve programs and their services.</p>	<p>MIAA Continuous Improvement Plan will be used to assess the program effectiveness each semester.</p> <p>The data collected to be analyzed will include: Mid-Semester Course Evaluation MIAA End of Term Candidate Course Evaluation Fall Fieldwork Candidate Evaluation Spring Fieldwork Candidate Evaluation Faculty Evaluation & Feedback_End of Course Meeting Agenda Faculty Course Evaluation Meeting Protocol</p> <p>Additional Data 2.4 Candidate Formative and Summative Assessment</p> <p>Annotated List of Data Sources Used per the Continuous Improvement Plan</p> <ul style="list-style-type: none"> ● Program Design Team Meetings ● Pre-program Teacher Focus Groups ● Program Design Team Input and Contribution ● Demonstration of Need Research ● Documents from Other CTC Accredited Programs ● MIAA CTC Manual / Handbook 	<p>D</p> <p>Describe how the unit uses data to inform continuous improvement. Provide a link to the education unit’s continuous improvement process.</p> <p>Include evidence of how the unit will regularly assess the effectiveness of the proposed program in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.</p> <p>Any other relevant data that will be gathered as part of the continuous improvement process must also be included.</p> <p>Provide an annotated list of data sources (i.e., draft surveys, draft evaluation forms) for the proposed program that will be included in the unit’s continuous improvement process.</p>
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IPR Common Standard 4 Elements	Institution Response	
<p>(4.2) The continuous improvement process includes multiple sources of data including</p> <ul style="list-style-type: none"> a. the extent to which candidates are prepared to enter professional practice; and b. feedback from key constituents such as employers and community partners about the quality of the preparation. 	<p>No additional information is required during the IPR Common Standards Submission.</p>	

Common Standard 5: Program Impact

IPR Common Standard 5 Elements	Institution Response	
<p>(5.1) Describe how the unit will include the proposed program in its evaluation and demonstration that its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.</p>	<p>No additional information is required during the IPR Common Standards Submission.</p>	
<p>(5.2) The unit and its 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’s students.</p>	<p>Math instructional Added Authorization will be evaluated regularly by the Program Administrator. The evaluation process will include:</p> <p>In addition to compiling a report on student achievement data from the CA Dashboard for past candidates’ schools, we will conduct focus groups at the 6-month post program point for each cohort group:</p> <p>5.2 MIAA Post-program 6-month Candidate Survey Working Draft</p>	<p>Describe how the unit and the proposed program will evaluate and demonstrate that the proposed program, once operational, is having a positive impact on:</p> <ul style="list-style-type: none"> • candidate learning and competence and on • teaching and learning in schools that serve California’s students. <p>Provide links to supporting evidence within the description.</p>

**Initial Program Review Submission
USC Rossier School of Education
Mathematics Instructional Added Authorization (MIAA)**

1. Program Summary

Two exhibits are required:

1.1 Specific credential program being offered with a table depicting location, delivery models, and pathways

1.1: The specific credential program the institution proposes to offer. In addition to the specific credential program being proposed, the institution must also include a table showing proposed delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) available for each location (if more than one). A sample is provided below.

1.1 Proposed credential Location Delivery Model Pathway

Required exhibits/links:

Location	Delivery Model	Pathway
Main Campus - USC-UPC	On-line	Mathematics Instructional Added Authorization Coursework
School Sites	In-person	Fieldwork

1.2: The Initial Program Summary provides context for the IPR reviewers. A template for completing the summary is available. The Initial Program Summary provides a brief overview of the structure, course of study, and assessment of candidates for the planned program. A clear description will also help the reviewers understand the remaining evidence submitted during IPR but is not repetitive for exhibits that can stand on their own. It might, however, be important to provide the reviewers with information regarding how the program is being designed. The guiding philosophies for the program, or specific mission, should be included to help reviewers better understand the program.

1.2 Program Summary

Required Exhibits:

[1.2 Initial Program Summary \(2-4 pages\)](#)

2. Organizational Structure

Two exhibits are required:

2.1: Provide an organizational chart to show how the program leadership and proposed faculty/staff are organized within the program. Also, provide information regarding how the program fits into the education unit, including faculty serving in non-teaching roles and the roles and responsibilities of those involved in field placement aspects of the program. The organizational chart must depict the chain of authority and include individuals up to the dean or superintendent level.

2.1 Organizational Chart

- The location of the MIAA program within USC Rossier School of Education is in the Office for Professional Learning, which is supervised by the Associate Dean of Equity and Community Engagement. This program chart further describes the lines of authority within USC Rossier School of Education in relation to the MIAA program. The Office of Professional Learning's Program Administrator, reports to the Director of Community Engagement, who reports to the Associate Dean for Equity and Community Engagement. The Associate Dean reports to the Dean and is a member of the Dean's Executive Council, which is responsible for ensuring that the MIAA program has the resources needed to support candidates.

2.1 Organizational Chart

Required Exhibits/Link: [USC Rossier School of Education Credential Programs Organizational Chart](#)

2.2: In addition, if any third party entity will offer any of the coursework, identify the third party entity and what the entity will provide in this program.

- None

3. Faculty Qualifications

Three exhibits are required:

3.1: Submit a table that provides an overview of the program's proposed faculty. The table must include numbers of full-time, part-time, and adjunct faculty. Proposed additional faculty positions must also be noted.

3.1 Proposed Faculty

Required Exhibits/Link: [USC MIAA Proposed Faculty](#)

3.2: Programs must also submit a proposed annotated faculty list denoting which courses will be taught by which faculty, including part-time faculty members. It is not necessary to include intermittent adjunct faculty unless they will be the only instructor for a particular course. The annotated list must include the faculty member's name, degree and/or credential, status (full-

time, part-time, adjunct), and list of the courses they will teach. The faculty member's name must link to their vita. The courses must link to their proposed syllabus for the courses noted.

3.2 Annotated Faculty List

Required Exhibits/Link: [MIAA_Proposed Faculty Annotated](#)

3.3: Provide links to documentation or drafts of documentation (e.g. job descriptions, online advertisements, recruitment documents, contract language) regarding the experience and qualifications that will be used to select additional faculty including adjunct or part-time faculty.

3.3 Recruitment

Required Exhibits/Link:

The Project Administrator and Director of Community Engagement will be responsible for the development and implementation of the MIAA program. The Faculty positions will be filled over the next year.

Recruitment Efforts Include: Instructor positions will be posted on the USC [Career website](#). There will be job postings for each course: [MIAA Instructor job Postings](#), for a total of 5 positions.

USC is an equal opportunity employer and has very detailed Guidelines: [USC Non-Discrimination Hiring Policies](#) USC Rossier's Office of Professional Learning is committed to recruiting and retaining diverse faculty for the MIAA program.

Retention Efforts Include: Faculty Development Supporting Diversity: The following links will provide examples of faculty development activities that assist in supporting diversity: [USC Employee Resource and Affinity Groups](#))

4. Course Sequence

One exhibit is required:

4.1: Clear information about the sequence in which candidates will take courses must be submitted. This must be a link to website, course catalog, advising documentation, or other application materials that will be available to candidates and prospective candidates. If the program will be offered via more than one pathway or model, a link to a course sequence must be provided for each pathway or model.

4.1 Link to draft or published course sequence from a website, course catalog, advising documentation, or application materials that provide this information.

Required Exhibits/Link: [MIAA Course Sequence](#)

[MIAA Course Sequence in Candidate Orientation](#)

[MIAA Candidate Handbook](#)

[MIAA Website - not public](#)

5. Course Matrix

One exhibit is required:

5.1: The proposed program must complete a matrix denoting the candidates' opportunity to learn and master the competencies for that credential. Required course matrix templates for each program can be found on the Commission's Program Review webpage. These templates provide the candidate competencies for each program and must be used.

The required courses for the proposed program (course names not just course numbers) must go across the top row of the matrix. Additional competencies specific to the proposed program may be added in the first column (if needed); however, do not delete or edit the competencies included in the matrix. For each competency, it must be noted when the candidate will be introduced to (I), will practice (P), and will be assessed (A) for the competency. These notations may occur under more than one course heading. Each notation must directly link to the specific section in the syllabus demonstrating where the competency is being introduced, practiced, and/or assessed. A partial sample follows.

5.1 Course matrix with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Assessment (A) must link to the assessments that will be used to determine competence.

Required Exhibits/link: [MIAA Course Matrix](#)

6. Fieldwork and Clinical Practice

Seven exhibits are required:

Provide specific evidence for the proposed program regarding how it will meet the requirements of clinical practice as described in the Commission standards for that program.

The required documentation is:

6.1: A table that denotes the number of hours each candidate will be required to participate in early fieldwork and supervised clinical practice and how those hours will be divided across fieldwork/clinical experiences. It is appropriate for programs to label fieldwork experiences using the institution's nomenclature.

6.1 Table denoting the planned number of hours of fieldwork, clinical practice

- o Fieldwork is completed during Fall Semester Number Theory course and Spring Semester Algebraic Reasoning Course. Each fieldwork course provides an opportunity for candidates to apply and refine their knowledge and skills according to the CA Teaching Performance Expectations. Fieldwork includes a minimum of 20 hours of engagement with the TPE as displayed on the

Required Exhibits/Link: [MIAA Fieldwork Hours Table](#).

6.2: Memorandum of Understanding (MOU), partnership agreement, or link to published supporting document that clearly delineates the requirements of each candidate placement in alignment with the program standards for that program. Include the following: expectations and criteria for veteran practitioner selection; training and evaluation; and support and assessment roles and responsibilities for the program and the district.

6.2 Signed or Draft MOU or Agreement for each placement

Required Exhibits/Link: [District-MIAA MOU](#) - Draft

[MIAA Site Selection, Site Supervisor & Candidate Agreement\(1\)](#) - Draft

6.3: Training materials that will be used to train veteran practitioners (for example, master teachers) serving in support and/or supervisory roles.

6.3 Proposed veteran practitioner training material.

Required Exhibits/Link: [MIAA Math Mentor Orientation](#)

6.4: Documentation such as a spreadsheet or table that will allow the program to verify appropriate placements for all candidates (no candidate names are needed at this time). This evidence must align with the specific program standards for the proposed program. For example, in a Preliminary Multiple or Single Subject credential program, the spreadsheet would verify that placements reflect socioeconomic and cultural diversity, support English learners, provide opportunities to work with students with disabilities, and have a fully qualified administrator; whereas in a Preliminary Administrative Services credential program, the spreadsheet would verify that field experiences include a variety of diverse and realistic settings both in day-to-day functions, and in long-term policy design.

6.4 Documentation to track candidate placements

Required Exhibits/Link:

- o Placement with a Math Mentor will be tracked on a [Math Mentor Tracking Form](#).
- o Each candidate will work with their site supervisor and/or district personnel to complete their fieldwork at their assigned school. In situations where a candidate needs to work with a case study student at a different school, the site supervisor will agree to support the student in finding an appropriate site per the stated [MOU](#) with the district and the [site supervisor agreement](#)
- o Each candidate will submit to the program a form that [collects school demographic data](#) to indicate that they have opportunities to learn from diverse students.

6.5: Provide published or DRAFT manuals or handbooks or advising materials that provide

information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

6.5 Clinical practice handbook/manual-draft is acceptable
Required Exhibits/Link: [MIAA Candidate Handbook](#) - Draft

6.6: Draft syllabi for supervised clinical experiences. The syllabi must include information regarding how the candidate will be assessed during clinical practice.

6.6 Fieldwork/clinical practice syllabi-draft is acceptable
Required Exhibits/Link:

- [Number Theory](#) - Draft
- [Algebraic Reasoning](#) - Draft

6.7 Copies of blank assessment instruments must be provided.
Required Exhibits/Link: [Assessment Instruments](#)

