

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: University of Southern California

Dates of Visit: October 13-16, 2013

Accreditation Team

Recommendation: Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The entire team reviewed each of the six NCATE/Common Standards and determined whether each standard was met, not met, or met with concerns. The site visit team found that NCATE/Common Standards are **Met with the exception of Common Standard 6: Advice and Assistance which is Met with Concerns.**

Program Standards –

Individual team members and the total team membership discussed findings and provided input regarding the programs at University of Southern California. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that standards are **Met in all programs with the exception of the following: Multiple/Single Subject Preliminary Standard 15: Qualifications of Individuals who Provide School Site Support which is Met with Concerns**

Overall Recommendation –

The team completed a thorough review of program documents and program data, and interviewed institutional administrators, program leadership, faculty, guided practice instructors (supervising instructors), guiding teachers (master teachers), candidates, completers, and Advisory Board members. Based on NCATE/Common and program standards findings the team unanimously recommends a decision of **Accreditation.**

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On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials	Advanced/Service Credentials
Multiple Subject	Administrative Services Preliminary Professional
Single Subject	Pupil Personnel Services School Counseling (inactive) Social Work Child Welfare and Attendance
Education Specialist Credentials Mild/Moderate Disabilities	Bilingual Authorization Reading Certificate

Staff recommends that:

- The institution's response to the preconditions be accepted.
- University of Southern California be permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of Southern California continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

**Accreditation Team
Joint NCATE-CTC Accreditation Team**

NCATE Co-Chair:

Jeff Wilson
Superintendent of Schools
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**NCATE/Common Standards
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Basic/Teaching Programs Cluster:

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**Advanced/Services Programs
Cluster:**

Marv Abrams
Brandman University

Jacky Bloom
San Jose State University

Staff to the Visit

Cheryl Hickey
Administrator

Bob Loux
Consultant

Documents Reviewed

University Catalog
Institutional Report
Course Syllabi
Candidate Portfolios
Fieldwork Handbooks
Follow-up Survey Results
Candidate Handbook
Program Assessment Feedback
Biennial Reports

Biennial Report Feedback
Program Assessment Documents
Field Experience Notebooks
Schedule of Classes
Advisement Documents
Faculty Vitae
Budget Documents
TPA Data

Interviews Conducted

	TOTAL
Candidates	25
Completers	26
Employers	7
Institutional Administration	11
Program Coordinators	34
Faculty	60
TPA Coordinator	1
Advisors	30
Field Supervisors – Program	4
Field Supervisors - District	15
Credential Analysts and Staff	1
Advisory Board Members	3
TOTAL	226

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Introduction

Table 1
Program Review Status

Program Name	Program Level (Initial or Advanced)	Number of program completers (2012-13 – as of June 2013)	Number of Candidates Enrolled
Multiple and Single Subject	Initial	On ground: 47	On ground: 65
		Online: 150	On line: 513
Education Specialist: Mild/Moderate Disabilities	Initial	0	14 online
Bilingual Authorization		On ground: 8	On ground:8
		Online: 3	Online: 3
Reading Certificate	Advanced	0	0 on hiatus
Pupil Personnel Services: School Counseling	Inactive	17	29
Pupil Personnel Services: Social Work		16	63
Pupil Personnel Services: Child Welfare and attendance		USC Campus 42 Orange Co. Ctr. 11 San Diego Ctr. 10	15/42 0/11 1/10
Preliminary Administrative Services	Initial	0 (Program Began in 2013)	0
Professional Administrative services	Advanced	8	8

The Visit

The visit to the University of Southern California was a joint NCATE/CTC visit. A 2 month out previsit was conducted on August 26, 2013 and was attended by the NCATE and CTC team leads, a Commission consultant, and the Administrator of Accreditation. The visit took place on October 13, beginning at noon with a team meeting. Interviews began the afternoon of Sunday, October 13, followed by a poster session in which team members were able to interact with candidates, faculty, and program completers of each of the programs offered by the institution. Interviews and data collection continued on Monday, October 14 and Tuesday, October 15, with the visit concluding on Wednesday, October 16. An exit report was provided to the institution in the late morning of October 16, 2013. Several of the interviews were conducted through an electronic platform. Interviews occurred on site at the main campus, at the nearby AT & T building, local K-12 schools, and the Los Angeles Science Center. Appropriate documents were

reviewed depending on where the program was in the approval/implementation process. Specific information about the approval/implementation process for each credential program is discussed below.

The USC Rossier School of Education offers seven credential programs. The MAT programs can be offered in on-ground and on-line formats. Within the MAT, candidates in the on-line format can be in one of three groups: 1) California residents working toward a California credential, 2) out of state residents working toward a California credential or 3) out of state residents working toward a credential in their state of residence. The site visit team reviewed documentation and interviewed credential candidates from all three categories. The findings of this report will not make any recommendations on standards nor accreditation status for the out of state credential candidates studying for their own state's credential. If a standard is found to be Met with Concerns, the specific population for which the concern is found is noted in the report.

The Reading Certificate program had just been restarted beginning in the fall 2013 after having been on institutional hiatus. No candidates had been admitted the prior year. The program remained active with CTC as no paperwork to declare the program inactive was submitted. Candidates and faculty were interviewed based upon curriculum and procedures noted in the Transition Plan submitted to CTC in 2013. A full Program Assessment Document will be due in the fall of 2014, one year after full transition to the new standards.

The Preliminary Administrative Services Credential program was recently approved and began in fall 2013. The Initial Program Report was the basis for review of documents and interviews with candidates and faculty.

The Preliminary Education Specialist (Mild/Moderate) program started in fall 2012 so there are no program completers at this point. Candidates and faculty were interviewed based upon the Initial Program Report submitted in 2012.

All other programs—Professional Administrative Services Credential, Pupil Personnel Services: School Social Work, Multiple and Single Subjects credentials and BCLAD Authorization—were a part of the Program Assessment process. Reports from the Program Assessment Reviewers, Biennial Reports, program standards and evidence reviewed at the site including interviews were the basis for the review.

An approved Single Subject Music Education program within the Thornton School of Music is not accepting applications at this point and will close due to low enrollment. In May 2014 the final candidates will have completed the program. It is expected that the program will be reviewed and revised, documents submitted and the program re-opened in the future, possibly within the Rossier School of Education.

The Pupil Personnel Services: School Counseling is Inactive following notification to the CTC. This program, too, may be reviewed, revised, and a proposal submitted to offer PPS: School Counseling in the future.

I.1 Brief Overview of the institution and the unit.

The University of Southern California (USC) is a private urban university in the city of Los Angeles. The institution was founded in 1880 with 53 students from the surrounding Los Angeles area and now the university serves over 38,000 university students from 47 states and 110 countries. The mission of USC states that the university is committed to the "development of individuals who contribute to the local, national and global society."

The educator preparation program (EPP), the Rossier School of Education, began as the Department of Education in 1909 and became the School of Education in 1918. The institution offers nine programs which lead to an initial or advanced certificate, credential or degree that prepare candidates to work in P-12 settings. The EPP also offers seven masters programs including one in conjunction with the School of Social Work which leads to a Pupil Personnel Credential. In the past the unit offered one program collaboratively with Thornton School of Music offering a single-subject Music Education Credential (in the process of being discontinued). The EPP offers both Ed.D. and Ph.D. degrees in education.

The stated mission of the Rossier School of Education is "to strengthen urban education locally, nationally, and globally through: high-quality field-focused translational research, graduates entering their profession fully prepared and able to improve learning in urban education, and field based partnerships that are integrated with degree programs and research efforts."

The EPP offers the following programs at the initial level:

- Multiple Subject Credential: offered alone, with an Master of Arts in Teaching (MAT) or Bilingual Authorization
- Single Subject Credential in mathematics English/language arts, science, history/social science, music education: offered alone, with an MAT or Bilingual Authorization
- Education Specialist (Mild to Moderate)

Each of the credential programs are offered both on ground and online, except single-subject music education.

The EPP offers the following programs at the advanced level:

- Doctor of Education (Ed.D.) in Educational Leadership (educational psychology, higher education administration, teacher education in multicultural societies, K-12 leadership in urban settings, Tier II Administrative Services Credential, MAT Capstone, TESOL
- Master of Education, Advanced Instruction: science, technology, engineering, mathematics in elementary school, mathematics in secondary school, differing abilities, secondary curriculum
- Other Educational Professionals: Master of Social Work, Pupil Personnel Services, Master of Education, Pupil Personnel Services Credential: School Counseling (inactive), and Reading Certificate.

The EPP offers programs at its main campus and houses classes and offices at the ATT building in downtown Los Angeles. The EPP also has extensive online offerings. Authorizations and certificates are taken as add-ons to MAT initial programs and these are also offered both on campus and on line. The Education Specialist Credential is offered as an initial add on or as an advanced preparation program when a candidate has a preliminary teaching credential. All advanced programs except for Social Work are offered both on campus and on line.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The USC visit was a joint visit with the state of California team and the NCATE BOE team. The California team provided two members of the BOE team and had a state team of 5 other members concurrently reviewing California state teacher preparation standards.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

Rossier School of Education initial and advanced programs, with the exception of School Social Work, are offered both on campus (at USC) and online in 47 states and around the world. The visit had an online strand of interviews which included faculty, candidates, and other key stakeholders.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

There were no unusual circumstances.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

The USC Rossier School of Education conceptual framework is based on a purpose of education "to improve the human condition through the interaction of individuals and society, locally, nationally, and globally." The conceptual framework was also developed with the premise that every student, regardless of personal circumstance, is able to learn. The EPP has established a conceptual framework with four Guiding Principles; Leadership, Learning, Accountability and Diversity.

The conceptual framework is defined by candidate leadership, learning, accountability and diversity proficiencies. The candidate leadership proficiencies include the ability to:

- Apply leadership strategies to create the structural, human relations, political and symbolic/cultural dimensions critical for high performing organizations.
- Demonstrate initiative in creating solutions to barriers to learning that are identified within the organization and community.
- Demonstrate an ability to create and sustain partnerships that effectively improve learning.
- Demonstrate a valuing of integrating multiple perspectives by building a community of stakeholders who advocate for high academic achievement for all learners in any

educational setting.

The candidate learning proficiencies include the ability to:

- Apply evidence-based theories, principles of learning, and cultural competence to optimize practice in educational settings locally, nationally, and globally.
- Demonstrate the belief that effective instruction is learner-centered, theoretically and content grounded, and contextually responsive to the individual needs of all learners.
- Demonstrate new media literacy and the ability to use media in educational settings.
- Demonstrate competency in academic writing.

The candidate accountability proficiencies include the ability to:

- Establish measurable goals and strategies that support improved learning within the organization
- Apply data-driven decision making to generate consistent and measurable outcomes that are responsive to established standards and the needs of students, community and society
- Demonstrate the belief that accountability and communication to all stakeholder groups leads to transparent and equitable educational outcomes that are responsive to all learners

The candidate diversity proficiencies include the ability to:

- Develop an unshakeable commitment to a diversity of thought and experience in their practice
- Identify practices, structures and policies that create barriers to learning
- Develop the skill and political savvy to negotiate, if not eliminate, those barriers for themselves and on behalf of others
- Demonstrate the value of using individual and cultural differences to inform practice.

The EPP has built the leadership, learning, accountability, and diversity proficiencies into courses as identified in course syllabi in both initial and advanced programs. Candidates, faculty, and the greater professional community were aware of the tenets of the conceptual framework. Interviews confirmed the coherence of the conceptual framework through each of the programs. Key assessments in both the initial and advanced programs are built around the four pillars of the conceptual framework.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The University of Southern California Rossier School of Education (USC) programs both initial and advanced, are organized around four Guiding Principles of the conceptual framework: Leadership, Learning, Accountability, and Diversity. Program faculty have defined a series of proficiencies for each guiding principle aligned to NCATE and California standards. The content of each program is organized so that candidates learn the knowledge, skills, and dispositions associated with identified proficiencies. Candidate learning is determined through Key Assessments specifically designed for each program. Programs have five to seven key assessments. Scoring for key assessments is through rubrics. Two years of assessment data were available for all programs; additional data were available for some programs.

Overall pass rates on content exams are above 90 percent for teacher candidates in initial credential or certification programs. A review of documents provide evidence that all candidates take and pass the state required assessments for all programs, both on campus and on line with the required 80 percent aggregate pass rate. Music education candidates and those candidates entering the online program had a 100 percent pass rate over the last two years. A course grade of B or better is required for M.A.T. candidates for selected undergraduate content courses, such as English and mathematics. Components of key assessments related to content knowledge are also employed. Pass rates vary slightly among program options, but all are above 90 percent. Biennial Reports submitted to the California Commission on Teacher Credentialing, as well as annual reports presented to the dean and unit faculty provided evidence of candidate proficiency scores. Procedures are in place to allow for multiple attempts to pass key assessments by candidates who do not pass on their first attempt.

Pedagogical content knowledge for teacher candidates is measured through Key Assessments 2 – 5. Components of the Performance Assessment for California Teachers (PACT) are used. Most pass rates have been above 90 percent, however pass rates vary. For example, mathematics candidates' initial pass rates were 80 percent in 2012. For Multiple Subject (elementary teaching credential) candidates have an additional measure of pedagogical content knowledge-the California Reading Instructional Competence Assessment. Since 2010 pass rates have averaged approximately 95 percent.

Professional and Pedagogical Knowledge and Skills are measured through key assessments 1, 3, 4 and 5. KA-1 evaluates the candidate's ability to understand the context of learning as related to several factors. KA-3 and 4 show how candidates apply knowledge and skills to planning lessons and units of instruction. Initial pass rates across preparation programs range from 71 to 100 percent. The Bilingual Authorization Program and the Education Specialist Program reported pass rates of 100 percent for the two-year period.

Student learning for teacher candidates is assessed through key assessments 2 – 5. An average 95 percent pass rate across all content areas and delivery formats was shown. The range was 80 to 100 percent. Faculty identified this area for greater attention in coursework and guided practice during interviews. Online program and on-ground (campus based programs) pass rates are the same according to statistical analyses conducted by the unit and reported by the Office of Advanced Programs for Teachers and Other School Professionals

Pass rates for candidates in advanced programs on key assessments and other evaluations are above 80 percent. At the time of the visit, internal annual reports, and California required Biennial Reports for programs leading to credentials were reviewed. Examples of key

assessments and pass rates were reviewed. The content knowledge key assessment for the Ed. D. program is completion of the four core courses with a grade of C or better. Pass rates for these courses are approximately 94 percent. The four courses align with the four Guiding Principles of the conceptual framework. TESOL candidates complete KA-2, the Language Minority Case Study Project, to demonstrate content knowledge; 2012-2013 candidates had a 95 percent pass rate.

Pedagogical content knowledge for the Ed. D. program is determined by KA-3. It is an oral defense of the first three chapters of the candidate's dissertation presented to three faculty who score the performance using a rubric. Dissertations focus on problems of practice. Pass rates have been 100 percent for the past two years. In TESOL KA-1 and 3 ask candidates to reteach a lesson using alternative means, and describe lesson options and contingency plans for target populations. Pass rates are above 95 percent. Masters in Education candidates complete KA-2, which is a self-evaluation of a teaching sample. Pass rates for 2012-2013 were 100 percent.

Advanced programs have also aligned program goals with key assessments. In the Ed.D. program candidates are assessed on their ability to integrate Professional and Pedagogical Knowledge and Skills across individual goals and program focus, writing ability, and engagement in the program. Pass rates across cohorts for recent years are above 90 percent. For those seeking a Professional Administrative Services Credential with the Ed.D. review of their Induction Plans describing how they will carry out school policy and procedures provides another measure. Pass rates were 100 percent for the three most recent years. The TESOL program uses its KA-4 and 5. KA-4 focuses on design of an assessment instrument; KA-5 focuses on a leadership portfolio. The pass rate for 2012-2013 was 100 percent.

Creating and maintaining a positive school environment is the focus of programs for preparing other school professionals. Each program assesses knowledge and skills through program specific key assessments that were designed in 2011. The Masters in Social Work Pupil Personnel Services (PPS) credential uses two key assessments, KA-3 and 4. These include a mid-program assessment aligned with PPS standards so that candidates can be provided with individualized assistance as needed. Pass rates were 100 percent. The Masters in Education School Counseling PPS credential program uses KA-1, Counseling and Collaborative Case Consultation, and KA-4, Development, Administration and Evaluation of PPS Final Exam. Pass rates for this program were 100 percent for 2011 and 2012. The Reading Certificate Program assesses candidates with the Diagnostic Teaching Video and Analysis key assessment and the Literacy Leadership Plan key assessment. Pass rates from 2009 – 2012 have been 84 percent to 100 percent.

As it began preparation for accreditation in 2010, the EPP identified professional dispositions or proficiencies related to the Guiding Principles. Each Guiding Principle is represented by two dispositions except Accountability, which has one disposition. Disposition proficiencies were aligned with key assessments for each program. Pass rates on key assessments associated with disposition measures for the last two years have ranged from 71 to 100 percent. The lower pass rates are due to small numbers of candidates in the online math and science credential pathways. Evidence includes interviews with faculty and candidates, California biennial reports, and internal annual program reports.

Follow-up studies of graduates, guiding teachers, and employers were conducted from 2003 –

2010 by the Center for Teacher Quality. For 2011-2016 the unit has contracted with WestEd to conduct an external evaluation of the M.A.T. programs. WestEd also conducted a follow-up for the Ed. D. programs in 2012. Overall findings showed that the unit prepared teachers as well as or better than other institutions. The School Social Work program conducts follow-up studies that include course evaluations, exit interviews with graduating candidates, and survey data from recent graduates, employers, and agencies. Interviews with faculty and students indicate that program improvements resulted from follow-up studies. Reports of follow-up studies were among the evidence viewed on-site.

1.2 b Continuous Improvement

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The AEGIS assessment system is collecting data and analyzing it for continuous improvement. The EPP procedures and annual program report for all programs. Data are systematically collected and analyzed and the EPP has a carefully designated communication system of committees which has resulted in many program improvements the EPP has implemented in campus based and online programs. The importance of data and a governance structure that focuses on continuous improvement were highlighted in interviews and explanations given by many of the unit faculty and staff interviewed. The EPP has used data to continually make program and unit improvements, for example adjusting course assignments, modifying key assessments, providing orientation for faculty, and changing support procedures.

1.3. Areas for Improvement and Rationales

1.3a What AFIs have been removed.

Not applicable, it was an initial accreditation visit

1.3b What AFIs are continued from last visit

Not applicable, this was an initial accreditation visit.

1.3 c What new AFIs are recommended?

None

1.4 Recommendations For Standard 1

Initial Teacher Preparation MET

Advanced Preparation MET

State Team Decision: MET

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant

qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The EPP has developed a comprehensive assessment system that includes a detailed description of the assessment cycle for each program. In addition, each program has developed a sequence of key assessments that are aligned with NCATE and CTC standards, and the EPP's conceptual framework. Field experiences in initial, advanced, and other school personnel programs, allow candidates to apply and reflect on their knowledge, skills, and dispositions in a variety of diverse settings. Interviews conducted during the visit with candidates, guiding teachers, employers, recent graduates, and guiding teachers and principals were uniformly positive regarding the preparation provided by the EPP. Interviews with on campus and online faculty, along with minutes from faculty and committee meetings confirm that the EPP has a clearly articulated assessment system referred to as the Assessment and Evaluation Guide for Improvement System (AEGIS). The EPP has invested resources and personnel in the office of program accreditation and evaluation to coordinate and oversee the assessment system. Feedback is provided to candidates regularly through formative and summative assessments completed through coursework and field experience evaluations.

Transition points are in place for all programs and include multiple assessments that are developed by program faculty and school partners. Candidates have access to academic and support advisors to assist with orientation to the program, academic requirements, and assessments. Should problems arise, the EPP has developed a system for formal candidate complaints and their resolution. The appeals process is clearly delineated on the Rossier School of Education website and confidentiality is ensured throughout the process.

Two years of data for the key assessments were provided for all programs in Exhibit 1.3.d in the IR Addendum. Examples of key assessments for candidate performance include state required basic skills and content examination results, G.P.A., scores from course rubrics, field experience and clinical evaluations, e-portfolios, unit plans, research projects, work samples, capstone projects, and PACT/TPA assessments needed for meeting state and professional standards.

The offsite report indicated concern over the implementation of the assessment system as described in the IR. The IR Addendum, Annual Program Reviews for 2012 and 2013 for the M.A.T. and Ed.D. in Educational Leadership Programs, as well as interviews confirmed that the assessment system is routinely implemented by EPP faculty and other participants such as guiding teachers and program coordinators. The Annual Program Reports identify program strengths and weaknesses as well as progress on the year's previous goals. Meeting minutes provided in the IR Addendum for the governance committees indicate further implementation and analysis of the evaluation and assessment system for both the M.A.T. and Ed.D. Programs. Additional evidence of assessment implementation was provided at the time of the visit through interviews with candidates, recent program completers, guiding teachers, employers, and alumni. The use of data for improvement of unit operations was identified as a concern during the offsite visit. Interviews with faculty, course coordinators, the program leadership group, and directors

of program evaluation and accreditation validated that data are regularly reviewed and analyzed for program improvements. Meeting notes from the M.A.T. Program Data Day and Senior Leadership Team Retreat held in 2013 included data and examples of program and unit improvements resulting from analysis of the assessment system. For example, based on assessment results gathered through TaskStream across programs as well as feedback from faculty and course coordinators, remediation, if needed, is now implemented earlier in the candidate's programs rather than at the time of final assessment.

Interviews with online and on ground faculty indicate that they provide input related to Key Assessments to course coordinators for each course through weekly faculty meetings. In addition, a private contractor, WestEd completed an external evaluation with recommendations for improvement for the M.A.T. program and the Ed.D. program. The EPP has used the WestEd data to make program changes. Based on survey data received from WestEd for recent graduates, the EPP incorporated additional strategies and practice in the curriculum for behavior management for M.A.T. candidates. Interviews with Ed.D. faculty indicate increased emphasis on post graduation support for program graduates as a result of the WestEd evaluation.

Lead faculty/course coordinators, Office of Program Assessment and Evaluation (OPAE) directors, and administrative staff meet regularly and systematically conduct evaluation of the assessment system at the program level. Meeting agendas, meeting notes, interviews with the program coordinators, assessment/evaluation committees for Ed.D. multiple/single subject data committees and program reports included in the IR Addendum indicate that assessment system feedback is regularly reported to the appropriate governance board. Each program has a governance board that gathers information from the course coordinators for each class. Each governance board now has a data committee that further analyzes the data and brings its recommendations back to the governance board for action. An exhibit of action plans and resulting actions based on this system was provided during the visit as well as in the Annual Program Reviews for 2012 and 2013.

An additional concern identified in the offsite review included the need to clarify how the EPP involved its professional community in the review of assessment data and how the data are used to improve program results and/or operations. The professional community is informally engaged as many adjunct faculty members are also current practitioners in P-12 schools. They provide feedback to their course coordinators through weekly required faculty meetings. In addition, there is a faculty council comprised of representatives from each program. The chairperson of this committee participates in a monthly academic program leadership committee composed of the Dean and other senior leadership to review progress on the EPP Strategic Plan and make further recommendations regarding EPP issues based on governance board input. In addition, there is a Dean's Superintendent Advisory Board which includes many former P-12 superintendents or other P-12 administrators who now teach candidates in the M.A.T. and/or Ed.D. programs.

The EPP has initiated HUB visits to partner school districts throughout the United States that currently partner with USC's online programs. EPP faculty traveled throughout the nation to observe candidates in classrooms, collaborate with partner P-12 administrators, and gather feedback regarding the online programs. During these visits EPP faculty members received feedback on the online assessment system. As the result of this collaboration, the EPP has instituted an enhanced and improved system of communication among P-12 online partners. The EPP plans to alternate annual national HUB visits with similar visits within the state for future

years.

Meeting notes from the Senior Leadership Retreat and the new Strategic Plan (2012-2013) indicate that the EPP has plans to create additional partnerships with its professional community to ensure a diversity of perspectives and experiences. For example, the EPP has recently joined the Los Angeles Compact, a consortium with other higher education EPPs to improve collaboration among themselves and P-12 partners in the Los Angeles area and to acquire additional data regarding the performance of their graduates.

The offsite report requested additional evidence regarding efforts to assure that assessments are fair and consistent. Through TaskStream and improved statistical analysis methodologies the EPP is developing and testing different information technologies to improve the fairness, accuracy, and consistency of its assessment system. Through the use of exemplar key assessments, weekly faculty meetings, and increased use of double scoring, the EPP is also working to improve accuracy and consistency of its assessment procedures across programs and EPP operations. In order to ensure fairness, accuracy, consistency, and freedom from bias, assessments and rubrics are reviewed periodically by the Provost's Office, the Board of Councilors, the Dean's Superintendents Advisory Group, the Teacher Education Advisory Council, the School Counseling Advisory Board, and the School of Social Work Advisory Board.

The CTC Biennial Report for 2013 provided in the IR Addendum further documented the EPP's efforts to establish the fairness, accuracy, and consistency of its assessment procedures for both campus based and online programs. For example, from 2011-2013, a sampling (8%) of M.A.T. key assessments was double scored with an interrater reliability of 81%. All courses use the same syllabi and same rubric for delivery and assessment regardless of whether the class is taught face to face or online. A recent statistical analysis completed by OPAE indicated no statistically significant difference between on campus and online assessments completed for the same courses. Similarly there was no significant difference between in state and out of state assessments completed as part of the same courses. An external evaluation by WestEd provided additional evidence that the assessment system incorporates fairness and freedom from bias in the assessments conducted for the M.A.T. and Ed.D. programs through survey data from candidates, recent graduates, and employers. Interviews with faculty, chairs, and the director of program evaluation indicated that the EPP has plans to further develop selection, faculty training, and calibration for key assessments in other programs as part of program improvements. Finally, interviews with candidates and surveys from graduates and employers provided at the time of the on site visit confirm that these stakeholders feel the assessments are fair and consistent.

2.2.b. Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The EPP has developed a comprehensive assessment system that includes a detailed description of the assessment cycle for each program. In addition, each program has developed a sequence of key assessments that are aligned with NCATE and CTC standards, and the EPP's conceptual framework. Field experiences allow candidates to apply and reflect on their knowledge, skills, and dispositions in a variety of diverse settings.

Through TaskStream and feedback from WestEd the EPP is developing and testing different information technologies to improve its assessment system. The EPP has invested resources and personnel in the OPAE, to coordinate and oversee the assessment system. This system will facilitate increased statistical analysis and access to data and data bases for use in program improvements at the program and unit level.

The unit has developed a system for effectively maintaining records of formal candidate complaints and their resolution. The appeals process is clearly delineated in the student handbook and website and confidentiality is ensured throughout the process.

2.3 What new AFIs are recommended?

None

2.4 Recommendations For Standard 2

Initial Teacher Preparation MET

Advanced Preparation MET

State Team Decision: MET

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The EPP provides field experiences and clinical practice for teacher candidates and other school professionals. USC maintains partnerships with 700+ districts and 4000 schools in 47 states and 27 countries. The EPP contracts with 2U Inc. to provide student support and placement services for teacher candidates under the direction and input of unit faculty and academic leaders. 2U Placement Services Specialists identify school sites that meet specified criteria and a Memorandum of Understanding (MOU) is used to outline the responsibilities of school partners in the delivery of field experience and clinical practice.

Interviews with 2U placement services specialists, directors of fieldwork and field support coordinators as well as documents in the exhibits indicate that the EPP places candidates in high needs, low performing schools based on criteria related to student demographics and school performance. The criteria for placements include, but are not limited to, school sites in which

English Language Learners are prevalent and where 50 percent or more of the students qualify for free and reduce lunch. While there is some evidence that the placements are jointly made by the EPP and school district, there are some inconsistencies in the policies that are written in program documents and information provided by candidates during interviews. Online M.A.T. candidates indicate that in some cases, the placement did not meet the criteria outlined in documents and in other cases guiding teachers did not meet the criteria outlined in documents (3+ years teaching experience, a valid teaching credential, and the qualities inherent in a strong mentor).

Program documents and interviews with faculty, guiding teachers, school administrators and candidates indicate that the EPP collaborates with school partners and other members of the professional community in the design, delivery and evaluation of field experiences. The EPP works closely, in the on campus program, with administrators at school sites to determine the specific placement of student teachers with guiding teachers. The EPP depends on 2U to select schools for field placements and match candidates with guiding teachers. Guiding teachers, from both the on campus and online programs, report that the EPP is very responsive when issues arise.

School partners are given the opportunity to provide feedback through evaluations, focus groups, email and phone conversations. In addition, advisory boards within each school provide advice on the design, delivery and evaluation of field experiences. School partners indicate that the EPP is highly collaborative and that candidates are well prepared.

Field placement coordinators work closely with guiding teachers that supervise candidates at school sites and communicate regularly by phone and email. Interviews with guiding teachers confirmed that they participate in an online orientation and also receive a guided practice handbook that delineating roles and responsibilities of candidates, guiding teachers and guided practice instructors. Both the online orientation and the guided practice handbook have recently been redesigned to provide more support and direction for guiding teachers. Faculty teaching the guided practice courses A and B (known as guided practice instructors) meet weekly with guiding teachers. They provide materials to the guiding teachers and maintain communication with them through email, phone contact and live videoconferencing.

The School of Social Work collaborates with field-based partners in the delivery of the Masters in Social Work (MSW) and Child Welfare and Attendance credential in program in the greater Los Angeles area. The sites include school sites and local agencies affiliated with SSW or Child Welfare and Attendance. A field instructor is placed at each site. The field instructor is required to complete a field instruction course in order to qualify for the position.

In the Tier II administrative program, candidates perform fieldwork at their own school site and have a designated mentor. Candidates in the reading certificate program and bilingual authorization program perform fieldwork in their own classrooms. MAT. capstone candidates also work at the school or organization where they are employed. If they are not employed, candidates are required to complete two hours per week at a school site.

Specific criteria for entry and completion of student teaching are clearly delineated. Teacher candidates must show evidence of meeting the basic skills exam, content area exams and a background check in addition to successfully completing coursework for entry into student teaching. An entry interview prior to student teaching has recently been added as a requirement

that provides an opportunity for the candidate to meet with the guiding teacher and guiding practice instructor to discuss expectations, learning goals and assessments. At the end of their student teaching, candidates submit three to four videos of their teaching in an e-portfolio and participate in an exit interview with the guided practice instructor where they share their e-portfolio.

Interviews with candidates and faculty confirm that candidates participate in field experiences in diverse setting prior to student teaching. The candidates observe classrooms, develop case studies and are provided with opportunities to examine and analyze student work.

All teacher education candidates undergo a minimum of 20 weeks of student teaching as part of the Guided Practice A and Guided Practice B courses. During student teaching, candidates observe their guiding teachers and document their observations in journal entries and complete self-reflections in week four and 10 of each guided practice course. They also complete four teaching and learning events (TLEs). The TLE's involve a videotaped pre-planning conference, written lesson plan, video of lesson and a post lesson reflection forum that is instructor-mediated. During guided practice courses candidates view selected video clips of teaching and provide feedback to their peers. Interviews with guiding teachers and guiding practice instructors confirm that the guiding teacher shares formal lesson observation forms with the candidate and guided practices instructor on a weekly basis, as well as a summative Teacher Performance Expectation Form at the end of the semester which provides candidates with formalized feedback aligned with CTC standards.

Candidates in the SSW program must complete the foundational year Learning Agreement and Evaluation for entry into clinical practice. Site supervisors complete an evaluation of the candidates at the end of fall and spring semesters measuring CTC standards in School Social Work and Child Welfare and Attendance as well as the Council on Social Work Education EPAs in either the Mental Health or Children and Families Concentration. Candidates in the School Counseling program must complete the EDCO 506 exam prior to clinical practice and are evaluated by site supervisors mid semester and at the end of the semester.

An induction plan is completed by candidates in the administrative services credential as an entry requirement to fieldwork. An e-portfolio is submitted as part of the exit requirement. Criteria for school-based faculty are clearly articulated and these faculty receive specific preparation for their roles. In the M.A.T. program guiding teachers participate in an orientation course and guiding practice instructor faculty members hold weekly office hours to assist and support guiding teachers. Site supervisors in school counseling receive the program handbook and are given an introductory presentation, either in person or via video conferencing. SSW field supervisors participate in a semester long course as part of their orientation.

Assessment data gathered in 2011-2012 and 2012-2013 indicate that multiple and single subject teacher candidates met identified standards for pedagogical content knowledge with pass rates of 100 percent in all content areas and delivery modes for KA 3 & 4 with the exception of a few criteria in secondary social science and science. Pass rates in most content areas on KA 5, the TPA PACT teaching event, exceeded 95 percent with the exception of a few criteria in secondary math, science, English and social science. Recent comparisons between the performance of on ground and online candidates indicates that there are no statistical differences between the performance of candidates based on delivery mode. In state and out of state comparisons also

showed no significant differences. Pass rates for professional and pedagogical knowledge were also high for KA 3 & 4 with rates of 100 percent with the exception of secondary science online candidates who had a pass rate of 94 percent. Outcomes for KA 5 showed a broader range of pass rates across content areas and delivery models in both 2011-2012 and 2012-2013 with 75 percent as the lowest pass rate and 96 percent as the highest. Disposition assessments indicate a pass rate of 100 percent in 2012-2013 with the exception of secondary social science.

Guided practice instructors and guiding practice teachers both assess teacher candidates during student teaching and confer about candidate performance on a weekly basis. Guiding practice instructors view video-taped pre-teaching sessions between candidates and guiding teachers as well as the teaching and learning events and e-portfolio submitted in Guided Practice B. Candidates respond to guiding questions that inform their planning and reflection and share video-taped excerpts of their teaching with peers during the Guided Practice courses.

Pass rates on the SSW Concentration Year Field Practicum Evaluation based on CTC standards indicate that 100 percent of the candidates passed in both 2010 and 2011. Pass rates on candidate dispositions were also 100 percent in 2010-2012.

While there is no formal practicum in advanced programs, candidates complete key assessments that take place at the school site. Pass rates for the TESOL program indicate that 100 percent of on-line candidates passed the criterion related to pedagogical content knowledge through their completion of KA 1 that asks candidates to re-teach a lesson using alternative practices. For KA 1 and, 95 percent of on ground students and 100% of online candidates passed. Masters of Education candidates complete KA 2 in which they evaluate video clips of their teaching. In 2012-2013 all criteria were passed with a 100% pass rate. EdD candidates defend the first three chapters of their capstone event as part of KA 3. Pass rates for 2010-2011 indicate that 100 percent of candidates in the Los Angeles and Orange County Cohorts passed.

3.2. Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Data from Key Assessments are reviewed annually and shared with course developers who in turn share it with the faculty teaching the courses they oversee. Feedback from candidates, guiding teachers, and school site administrators is also solicited to determine areas for program improvement.

The EPP has made several changes or improvements with regard to field experiences and clinical practices for teacher candidates over the past few years. Based on feedback from guiding teachers the guiding teacher orientation has been redesigned and a more comprehensive guidebook was developed. The number of video recorded lessons that candidates submit as part of the Teaching and Learning Events (TLEs) in the guiding practice course has been reduced from 8 to 4 to provide more opportunities for in depth analysis of each videotaped lesson. More of an emphasis has been placed on classroom management and assessment during the pre and post lesson reflection process based on survey data received from recent graduates. The sequencing of courses has also been adjusted so that multiple and single subject candidates take a course related to English learners before they begin guided practice courses.

The SSW also made changes with respect to when candidates are evaluated. Field instructors indicated that they added a mid-year evaluation during the concentration year so they could address gaps in the types of field experiences that may occur. In addition, based on feedback from candidates, field instructors are conducting a pilot project that allows candidates to get their credential in their foundation year rather than waiting until their concentration year so that they can have diversity in their field experiences.

3.2 b.i Strengths

What areas of the standard are being addressed at the target level?

Candidates work collaboratively with other candidates and guiding instructors to critique and reflect on each other's practice and their effects on student learning with the goal of improving practice.

3.3 c. What new AFIs are recommended?

AFI

There are inconsistencies in the implementation of student teaching placement procedures.

AFI Rationale

Interviews with candidates and guiding teachers reveal examples of candidates not being matched with guiding teachers who ensure that candidates develop the competencies delineated in standards. Candidates indicated that in some cases the placement did not meet the criteria outlined in the placement documents and in other cases guiding teachers did not meet the given criteria (3+ years teaching experience, a valid California teaching credential, and the qualities that are inherent in a strong mentor).

3.4 Recommendations For Standard 3

Initial Teacher Preparation	MET
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Advanced Preparation	MET
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State Team Decision: MET

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The Offsite Report assertions regarding design, implementation, evaluation and experiences were verified by interviews, record reviews, and observations during the on-site visit. Interviews with candidates revealed that coursework and clinical practice does indeed result in recent candidates reporting that they feel prepared to address the needs of diverse P-12 learners from exceptionalities and ethnicity to English language learners and students from poverty. A review of syllabi, an exhibit not available at the time the Off-Site Report was written, reveals numerous courses that address diversity related content in all programs.

In particular, extra efforts were made to ensure consistency across sections of a course so that initial credential candidates had a thorough understanding of diversity. Moreover, one underrepresented M.A.T. candidate conveyed a compelling story about the transformational nature of classroom experiences related to diversity. Initial practice candidates referenced the ethic of care as central to how they are approaching their vocation. There was a palpable sense that some candidates have adopted access and diversity as a moral imperative during the onsite interviews. Results from a West Ed survey of candidate satisfaction, reveal that candidates' perspectives on their preparation are improving; however, West Ed cited teaching special populations as one of the lowest points of candidate satisfaction.

In interviews with SSW and Ed.D. candidates, several individuals revealed that coursework related to diversity had been both useful in their current employment situations and prompted greater empathy and perspective just as advanced practice should. This finding was consistent with the West Ed data reported in the Offsite Report.

Faculty expertise in the area of diversity, as evidenced by a review of faculty curriculum vita, indicate that many faculty members have vast resources to offer candidates in developing skills to address the needs of P-12 diverse learners. Evidence indicates that there are sufficient resources in the school to allow for continuous improvement in the preparation of candidates to address the needs of diverse P-12 students.

The EPP actively seeks faculty from underrepresented and non-traditional backgrounds. According to the IR, since 1991 the number of faculty from diverse backgrounds has increased by approximately 45 percent and the number of women has increased by 46 percent. Currently, 54 percent of the School of Education's faculty who teach only in Initial Teacher Preparation programs and 47 percent who teach in Advanced programs are from diverse groups. The on-line M.A.T. programs located in Hawaii, New England, Louisiana, South Korea, and South America also bring diversity into the classroom. The onsite interviews confirmed both the diversity of the faculty and candidate opportunities to teach in a variety of settings. The EPP also recruits faculty who have experience or conduct research in urban settings. Curricula vitae indicate that full-time faculty have superior levels of expertise to prepare candidates in working with students from diverse cultural backgrounds and students with exceptionalities. Faculty research focuses on an abundance of diversity issues with some of these including civil rights, racial equity, learning in urban schools, second language learners, language acquisition curricula, exceptionalities, helping students to develop multiple perspectives, and college preparation of students from low income backgrounds. Interviews with faculty suggest that program coordinators often contact individuals to serve as adjuncts who are in diverse setting and that they recognize as having the desired qualities for that position—guiding teachers, school administrators, and past program graduates. The adjunct faculty participate in two orientation modules so they understand the importance of diversity and collaborate with full-time faculty. It was clear from the interviews that the adjuncts felt "a part of the program." To show its commitment to diversity, the Faculty Council assembled

a Diversity Committee who review syllabi, provide resources and mentoring for inclusive teaching, present pertinent speakers and research, and assist search committees in developing a diverse candidate pool. Adjuncts also have a diverse set of experiences and backgrounds and are mentored by course coordinators who ensure diversity proficiencies are met within course objectives.

The EPP indicates that they are committed to recruiting a diverse body of credential and degree seeking candidates. They participate in recruitment activities held at local and national institutions of higher education. The Advisory Council and the unit's leadership established goals and objectives related to recruitment of candidates from traditionally underrepresented groups and have begun several initiatives to support these goals.

Data provided in the IR regarding the demographics of candidates in initial and advanced programs indicate a diverse candidate population. Candidates interviewed represented a diverse candidate population. With regard to gender differences, the M.A.T. annual report indicates that 30 percent of candidates in the multiple and single subject programs are male and 70 percent are female. Of the candidates in the school counseling program 14 percent are male and 86 percent are female. The SSW includes 17 percent males and 83 percent females. Interviews with candidates, guiding teachers and faculty in on ground and online programs confirm that candidates have opportunities to interact with candidates from a broad range of diverse groups.

Candidates in initial preparation programs as well as other school professionals in the online and on ground programs are placed in a variety of rural, suburban and city schools. The IR provides examples of placement locations in three different school districts as part of artifact 4.3f. Students receiving free and reduced lunch at schools in these districts range from 43 percent in the Montebello Unified School District, to 60-90 percent in the Pasadena Unified School District, to 68-100 percent in Los Angeles Unified School District. In the online initial preparation program 41.9 percent of candidates are in placements with students receiving free and reduced lunch 50 percent of the time. Half of that 41.9 percent are in classrooms with over 70 percent free and reduced lunch. Interviews with candidates, guiding teachers and guiding Instructors confirm that candidates are placed in diverse settings. School visits to local elementary, middle, and high schools revealed very rich diversity.

Programs for other school professionals place candidates in the same schools and districts as the initial preparation programs. The SSW also places candidates in Orange County where the percentage of students receiving free and reduced lunches ranges from 10 percent in Laguna Beach USD to 96.9 percent in the Santa Ana USD, with 18 of 24 placement locations having above 80 percent free and reduced lunch.

Candidates are required to observe in classrooms with a range of learners, think critically about what they observe and draw conclusions about what does and does not support learning. Interviews with faculty, students and guiding teachers confirm that candidates work with English language learners and students with special needs as part of course assignments and during clinical practice.

4.2b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The EPP has presented evidence of a major commitment to diversity and urban education. The EPP is engaging in research that is having a positive impact on the academy.

4.2b.i Strengths.

What areas of the standard are being addressed at the target level?

Candidates in the USC School of Education in on ground and online learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups. The EPP has a very diverse faculty and are committed to diversity and research, which focuses on effective practices in high-need urban schools and those schools with students from diverse backgrounds.

4.4 What new AFIs are recommended?

None

4.5 Recommendations For Standard 4

Initial Teacher Preparation MET

Advanced Preparation MET

State Team Decision: Met

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

A review of faculty vitae reveals that all full-time tenure-track faculty members have terminal degrees in their field, exceptional expertise in their fields of study, and relevant professional experience. The only exceptions were faculty who teach foundations and technology courses who have exceptional expertise but do not necessarily hold terminal degrees. In addition, most non-tenure track and adjunct faculty members (80%) have terminal degrees and have relevant professional experience. As confirmed by the on-ground visit and interviews, faculty without terminal degrees have relevant experience in the areas they teach and supervise. Contemporary experiences include administration, teaching, evaluating school district programs, counseling, and consulting. Moreover, school-based faculty, known as, guiding teachers have a minimum of three years of teaching experience and are recommended by a school administrator. Partner faculty within the social work field are highly qualified, have an MSW, and two years of postgraduate school experience. Interviews confirm that all faculty collaborate in designing syllabi, reviewing candidate performance, and modifying course content and assessments, which addressed questions raised in the offsite report.

Faculty model best professional practices in teaching. Interviews with faculty confirm that faculty have an in-depth understanding of the conceptual framework and integrate these proficiencies into courses and research. Faculty demonstrate a strong research base and many are considered leading scholars in their fields of study. For example, faculty have conducted research related to "translational urban education" which is one of the School of Education's strategic plan goals and conceptual framework's tenants regarding diversity. Other research topics include student teaching in urban schools, educators' actions to promote equity, uses of technology in counseling education, classroom management strategies for difficult students, and leading and learning with diverse families. Faculty also demonstrate best practices in teaching through using a variety of instructional delivery models. Based on student interviews, they encourage reflection, critical thinking, creative thinking, and problem solving through field experiences, group learning, case studies, video projects, class discussions, school-based problem finding, and creation of artifacts. One candidate reported, "faculty taught in the way they wanted us to teach kids." Faculty also integrated technology into their M.A.T., M.A.T.-TESOL, and Ed.D. programs with an online version, which is facilitated in both synchronous and asynchronous formats. Faculty use teleconferencing, real-time chat, polling, and whiteboard technology. From interviews, candidates in the online program reported their excitement in working with a diverse group of peers who were from different states and countries.

Interviews from the visit confirmed faculty frequently communicated with one another in reviewing candidate performance, assessing assignments, and modifying syllabi to address individual student needs. Faculty teaching expertise was acknowledged in both of the West Ed External Evaluation Reports: The "program strengths were dedicated staff and faculty, effective use of technology . . . and infusion of learning theories, research and practice"; students "were pleased with the knowledge of instructors"

Faculty model best professional practices in scholarship. The EPP includes clinical and tenure-track faculty. The workload for Tenure track is 40 percent research, 40 percent teaching, 20 percent services. Interviews confirmed that while some Tenure track faculty teach on campus and on line, most teach the majority of their courses on campus. Scholarship is also encouraged among clinical faculty. Scholarship is broadly defined and includes scholarly work through teaching, learning, and within the field of specialization. In reviewing vitae and exhibits, all of the professional education tenure track/tenured faculty, more than 90 percent of clinical faculty, and more than 50 percent of adjunct faculty members are actively engaged in inquiry, scholarly work, and presentations at professional conferences. They have a high level of productivity as evidenced by journal articles, books, book chapters, presentations, grants, and other awards. The IR reported and onsite interviews confirmed that faculty have written 155 peer-reviewed journal articles, 43 books, and made 445 conference presentations. Grants received during the 2010-2011 year totaled more than \$6.3 million and in 2011-2012, more than \$6.7 million. For example, in the area of exploring the effectiveness of teaching, research and grants have focused on learning outcomes, teacher learning, reading comprehension and conceptual change, online teaching tools, digital storytelling, and teaching language development through science. Evidence presented indicates this high level of productivity has been maintained over a number of years for faculty in initial and advanced programs.

In addition to their outstanding teaching and scholarship, all clinical faculty members and the vast majority of the tenure-track/tenured faculty members provide service to local urban schools and educational agencies through consultation and professional development. For example, faculty engage in collaborative research on gifted education, oversee the Algebra Project in the

LA Unified School District and have served on the steering committee of a public charter school. Clinical faculty in the M.A.T., School Counseling, Reading Certificate, and Clear Administrative Credential Programs actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Faculty also engage in leadership roles in professional organizations, ranging from committee memberships to officer positions. For example, William Tierney is the President of the American Educational Research Association (AERA) and Dean Gallagher serves on President Obama's initiative to add 10,000 new STEM teachers in 10 years.

Faculty have developed relationships with other units in the institution and work very closely with the USC School of Social Work. The School of Education and the School of Social Work have conducted multiple programs to prepare practitioners and research in PK-12 learning environments. Sixty-eight percent of research and clinical faculty collaborate with P-12 educators by conducting research in the Los Angeles School district, coordinating a nationwide network of guided practice instructors, serving on educational partnerships and steering committees, implementing curriculum, and conducting action research. From interviews, it is clear that faculty act as a community of learners in refining specific programs and in improving the quality of education for candidates, which addressed questions raised in the offsite report.

Procedures for faculty evaluation and guidelines for tenure and promotion are in place for tenure-track/tenured and clinical faculty, which addressed some of the concerns raised in the offsite report. These faculty participate in a regular and comprehensive review that includes four phases: self-reflection, completion of the Faculty Annual Performance Review (FAPR), a review of the FAPR by a subcommittee that makes recommendations for merit pay, and the submission of goals for professional growth and improvement. The Provost's Office then requests performance assessment ratings by faculty peers. Within the School of Education, one-third of the faculty have been assigned a 4-5 with 5 as the highest merit for the past two years. In the School of Social Work, the highest rating was assigned to 74 percent of the faculty in 2010 and 70 percent in 2011. Based on the evaluations, underperforming faculty members receive individualized development plans, faculty mentoring, and/or developmental guidance. According to the evidence presented (IR), adjunct faculty are reviewed on an ongoing basis by course coordinators, program directors, and candidate evaluations. However interviews with adjuncts, revealed that in many cases, the formal process was not used in evaluating adjunct faculty. While adjunct faculty met with course coordinators often and discussed evaluations informally, adjuncts are not involved in self-assessment and were unclear about the criteria used for their evaluations. The unit has no systematic and comprehensive process for evaluating the teaching performance of adjunct faculty members.

All teacher education faculty (online and on site) participate in the same training, preparation, and orientation to teaching on an online platform. As confirmed by evidence presented and interviews during the on-ground visit, adjuncts participate in two online orientation modules. One course focuses on managing the course, using technology, and teaching. The other course addresses employment and understanding the MAT program (e.g., key assessments, support systems, and expectations). In addition to these orientation packages, the Vice Dean of Faculty is available to support faculty. This information addressed some of the questions in the offsite report. The university offers professional development in technology, teaching, leadership and development, mentoring, research, and in work and family life. In the past, faculty members have received funds in the amount of \$2,500 to participate in conferences and associations or pursue their own professional development activities. However, this money has been reduced

this academic year to \$1,000 because of budgetary concerns. The School of Education offers guest lectures, faculty retreats and workshops and as a result of a faculty needs assessment recently offered a two-day faculty development retreat on reflective teaching practice. Vitae reviews indicate that faculty regularly attend professional meetings.

5.2b. Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The EPP has provided clear, convincing and sufficient evidence demonstrating that faculty are well qualified and performing at the target level in their teaching and scholarship:

- Faculty are committed to research, which focuses on diversity, urban education, and effective practices in high-need schools.
- Clinical and research faculty have exceptional expertise and are well recognized for their competence in their field.
- Clinical faculty have an in-depth understanding of the fields they teach, integrate technology in their courses, use assessments to adjust instruction, and are recognized as outstanding teachers by candidates and peers.

The EPP continues to work on more involvement of all faculty, both clinical and research, in increasing their collaboration and providing meaningful services to P-12 educators.

5.2.b.i Strengths

What areas of the standard are being addressed at the target level?

Professional education faculty have exceptional expertise, are highly productive, and are meaningfully engaged in all forms of scholarship. Faculty have an in-depth understanding of the fields they teach, integrate technology in their courses, use assessments to adjust instruction, and are recognized as outstanding teachers by candidates and peers. Faculty are involved in research that improves their own practice and generates new knowledge for their respective fields. Clinical and research faculty are therefore well recognized nationally and internationally for their competence in their respective fields. Faculty use technology for the delivery of some of their M.A.T. programs and have the use of technology integrated it into their coursework. Faculty also provide leadership at the local, national, and international levels.

5.3.c What new AFIs are recommended?

AFI

The unit does not regularly and systematically evaluate adjunct faculty.

AFI Rationale:

Adjunct faculty report that their evaluations are often informal. Adjuncts reported that they would like to be more engaged in EPP professional development and understanding the overall EPP operations.

5.4 Recommendations For Standard 5

Initial Teacher Preparation MET

Advanced Preparation MET

State Team Decision: MET

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The Rossier School of Education governance structure provides the leadership to effectively prepare educators through an array of programs for service in P-12 educational roles. The dean is responsible for all operations and there is a faculty council that is composed of full-time faculty members. Through this shared-governance model, the five year unit strategic plan is executed. The unit is supported by three vice-deans who serve on the dean's executive council. This structure was verified during the on-site visit through observation and interviews with faculty and candidates.

Programs are served by a governance committee and a program office that both have regular meetings, and ad hoc interactions to address specific issues. Interviews with program leaders and candidates during the onsite visit along with minutes indicated that there is an effort to keep courses and programs well-articulated. Course coordinators hold faculty meetings with instructors teaching particular course sections to ensure course and program consistency. These programs are supported by stakeholder advisory boards that meet annually to review various aspects of program. These boards allow for the participation of P-12 educators in the governance of the unit. There was evidence of strong collaboration with the School of Social Work for Pupil Personnel Service (PPS) certification. The Rossier School of Education retains credentialing authority in this area.

The M.A.T. program had extraordinary online expansion through a partnership with 2U, a firm that provides universities with the technology, infrastructural support and capital they need to convert on-campus programs into web-based programs. Interviews with faculty and staff revealed that 1,700 M.A.T. candidates have graduated in the online program and over 1,000 candidates are currently enrolled. The 2U firm provides services for this program, but the related governance issues are clearly defined. This was verified in interviews with administrators, faculty, and candidates. The EPP's focus on programs rather than traditional departmental structure has resulted in several documented continuous improvements including: the placement of the classroom management course in the M.A.T., an increased effort to address P-12 English learners' needs, the need for a doctoral dissertation abstract template, etc. The learning management system used in the M.A.T. is a robust system of synchronous instruction, video review, and social networking. It is supported by a 24/7 access line for students and faculty. Even with rapid expansion and a close partnership with 2U and the School of Social Work, the

evidence provided for this standard verifies the governance structure is working to facilitate the preparation of educators and other school-based personnel with a strong effort toward continuous improvement in each program.

The EPP budget has appropriate resources and budget personnel to support operations. The budget supports all the programs in the unit and the dean has established a participatory process within the EPP that allows for each program to submit requests. Revenues are primarily driven by EPP tuition with the unit spending about 43 cents on every tuition dollar supporting central university costs and revenue sharing with 2U. At the time of this writing, the unit has enjoyed budget enhancements associated with the increased enrollment in the online M.A.T. program. The on campus M.A.T. program is currently under-enrolled and the EPP is looking for ways to increase the on campus enrollment.

Despite a tight budget, the EPP provides many services to the institution and to P-12 education. For example the EPP has supported the development of Hybrid High, a local high school. The EPP provided support from faculty to help develop the curriculum and instructional practices at Hybrid High. The high school has become a fertile ground for collaborative research. The EPP also provides webinars to various P-12 school personnel. For USC, Rossier provides an English language program for international students, a revenue generating service that is very valuable to other units on campus. USC budget policy requires each unit to operate with a balanced budget.

The EPP has an appropriate budget and a staff of personnel to support various budget operations including a budget process that is driven by university timeline. The budget supports all the programs in the unit and the dean has established a participatory process within the EPP that allows for each program to submit requests. The School of Education is ranked 7th among the university's 14 academic units in revenue generation.

Revenues are primarily driven by tuition with the unit spending about 43 cents on every tuition dollar supporting central university costs and revenue sharing with 2U. At the time of this visit, the unit has enjoyed budget enhancements associated with the increased enrollment in the on line M.A.T program. These enhancements have resulted in faculty expansion and an increase of scholarships for candidates. Recent budget cycles have not resulted in continued expansion; in fact, there have been some budget reductions. The on ground M.A.T. program is currently under-enrolled.

In general, the budget for curriculum, instruction, faculty, clinical work, and scholarship support high quality work within the unit and its school partners through the careful management provided by the Dean and budget-personnel. There is a clear commitment to continuous improvement in budget management with the EPP advocating for and participating in a movement toward various relational data management systems.

Professional development activities and opportunities are provided in various traditional forms; however, interviews with faculty and the Dean reveal that a recent budget reduction has resulted in a \$1,000 funding limit rather than the \$2,500 allocated per faculty previously. There are numerous on campus professional development activities. There is also training related to instructional technologies provided by 2U Inc. Interviews with the dean, faculty, and administrators indicate that there are extensive options provided for faculty professional development.

Visitations to a variety of locations on the main campus and the expanded campus located in the ATT building located in downtown Los Angeles confirmed that the EPP has excellent facilities. On campus, Rossier is located in the Phillips building. It is an 11 story facility of classrooms, offices, conference rooms and storage with a small foot print. The Los Angeles facility has four state-of-the-art classrooms, faculty offices conference rooms, and gathering areas for students occupying two floor in the tower. 2U is also located in this same structure which facilitates communication.

The investment in and the use of technology has been a defining characteristic of the unit for the last several years. Through this partnership and in cooperation with USC central technology services, the EPP provides the most recent developments in technology, allowing faculty to model the use of technology. In addition, it allows candidates to practice using technology for instructional purposes. Online interviews demonstrated that the technology is reliable, consistent, and generally of high quality. Interviews with 2U administrators revealed that in the last two quarters, up time has been at 100%. Faculty and candidates all have technical checks and substantive training to ensure that the 1,500 hours of online instruction per week occur with minimal issues. The EPP provides integrated projection, sound, and wireless technology in all classrooms available through the program of central services at USC and supported by Rossier resources. An impressive list of software is available and PC and Mac are supported. Digital cameras, desktops, laptops, and iPads are all provided to faculty. In addition to various USC central services, 2U provides instructional technology to support faculty members. Candidates also have access to a variety of software and hardware options, thus allowing them to become technologically competent teachers. Ed.D. candidate interviews indicated a preference for the current classroom instruction model. Some M.A.T. candidates did indicate a desire for a specific technology course courses to hone their technology skills for use in instructional settings, while others were comfortable with the program as designed.

In interviews with doctoral candidates, M.A.T. candidates, SSW candidates, and faculty, all indicated that library services were excellent. Doctoral candidates mentioned that the after hours telephone and online support from the library were superior. The USC libraries have an array of library services to on ground and online candidates. The effort to make the entire library accessible online is noteworthy. Candidates and faculty can request a digitized copy of any hard copy; it is provided. There is 24/7 access to a librarian. Instructional videos on the use of various data-bases and search tools exist. The library will also provide faculty members with any book purchase requested, according to interviews with library faculty.

Interviews with the Dean, faculty, and administrators indicate that professional development resources are available. As mentioned earlier, budget actions have reduced the individual professional development accounts to \$1,000 rather than the \$2,500 reported in the IR. However, there are extensive options for in unit professional development for faculty, especially as it relates to unit data and research meetings and through USC and 2U for technology.

At USC Rossier School of Education there are adequate resources for assessment, technology, professional development and distance learning that allow candidates to meet the standards. .

6.3 c. What new AFIs are recommended?

None

6.4 Recommendations For Standard 5

Initial Teacher Preparation MET

Advanced Preparation MET

State Team Decision: MET

Common Standard 1: Educational Leadership

The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Interviews with Program Coordinators and the Credentials Analyst confirmed the credential recommendation process as follows:

- Candidates are advised of credential requirements by program coordinators.
- Paperwork is completed by candidates, sent to a general e-mail address or program coordinators.
- A database is kept by the Credential Analyst. Program coordinators may also keep files with candidate credential paperwork as they work through the program.

Upon completion of the requirements, confirmed by program coordinators, candidates are referred to the credential analyst for completion of the credential application process. In programs with fewer candidates, program coordinators may meet with the credential analyst to review the application and requirements.

It is planned that new credential programs (Education Specialist and Preliminary Administrative Services) will follow the same process.

State Team Decision: MET

Common Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement.

Several members of staff and the unit may be assigned to advise applicants and candidates. Among those who advise candidates are the recruiters, admissions advisors, faculty advisors and academic advisors. For on-line candidates, advice and assistance may include information from both the University as well as the University contractor, 2U. This may include student support and placement advisors. Although there are many to assist, this can lead to multiple responses to questions. Some candidates in programs in the Rossier School of Education noted that there was misinformation from multiple sources and their perceptions were that requirements were changing frequently.

PPS: Social Work candidates who were interviewed reported that they had appropriate advising and assistance and knew to whom to turn to when they had questions.

University Counseling Services helps USC candidates handle the stresses and challenges in their academic, professional and personal lives. Candidates may avail themselves of services as needed.

Appropriate information is accessible to guide each candidate's attainment of all program requirements.

Candidate information is in a variety of places—from handbooks to checklists to websites and individuals. In interviews, some candidates noted that they were sometimes confused as to where what the correct information was. Their perception was that program requirements were changing frequently.

There are support personnel who are responsible for groups of candidates once they are admitted to the program. However, in some programs, candidates reported conflicting information given by different sources.

The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.

Program coordinators and faculty spoke of the multiple ways that support and assistance were available to candidates. Data on enrollment and completion numbers indicate that not everyone finishes credential programs and only those “suited for entry or advancement in the education profession” were recommended for the credential as evidenced by multiple measures.

PPS: School Social Work candidates noted that they felt comfortable in asking for help and where to go to for assistance and support throughout the program. The program coordinator is aware of candidate progress throughout the program. Each semester group meetings are held for information and advising purposes. Individual conferences are held to provide input and feedback on evaluations completed during fieldwork. When remediation is necessary, contracts are written, reviewed and signed by the candidate and his/her advisor.

State Team Decision: MET WITH CONCERNS

Multiple and Single Subject Credential Programs

Program Design

Leadership of the MAT credential programs resides with the Senior Leadership Team of the Rossier School of Education. Decision making, related to the MAT Program is led by the Dean, in consultation with the Associate Dean of Academic Programs, the Deputy Associate Dean for Academic Programs, and the Director.

The credential programs within the MAT Program are coordinated through the Masters Programs Office. The Director conducts regularly scheduled meetings of program office staff, the MAT Governance and Curriculum Committees, and program faculty. The Director interacts with credential faculty related to intellectual and governance issues, acts as primary spokesperson for the program, represents the program in school-wide planning and operational meetings, and maintains active relationships with alumni and other partners. The Director of Field Placement oversees all observation and Guided Practice placements both on ground and online.

The MAT Program recognizes a socio-cultural approach to learning. This theoretical approach acknowledges that learning is a social, societal and academic endeavor, which is enhanced through the inclusion of diverse human and learning characteristics in students' learning experiences. Program candidates and completers voiced this belief and provided examples on how it has guided their teacher development.

Each course in the MAT Program has a Course Coordinator who mediates course-related decisions. The Course Coordinator holds a weekly faculty meeting for all full-time and adjunct faculty teaching the course. At the program level, Course Coordinators meet bi-monthly to address curricular content, program coherence and assessment questions. Issues evolving from Course Coordinator Meetings are addressed at the monthly MAT Governance Committee Meeting. MAT Governance, made up of a representative from each component of the MAT Program, makes recommendations related to programmatic questions, innovation and policy to the Senior Leadership Team. Minutes from MAT Governance meetings are distributed to the entire faculty. The Director of Field Placement attends Course Coordinator and MAT Governance Meetings.

The MAT Program is a 13-month full time program of study which can be completed on a part time basis and clinical experiences, four terms, culminating in a California multiple or single subject teaching credential and a Masters of Art in Teaching. MAT faculty has reviewed and re-designed its preliminary teacher preparation program, so that it is aligned with current research, acknowledges the developmental characteristics of learning to teach through the graduated expectations for coursework, California teacher preparation standards including the Teaching Performance Expectations guided observation and guided practice, and assesses candidates' competency through five key assessments and summative course assessments. Interviews with candidates, completers, guided practice teachers (master teachers), faculty, and P-12 school partners emphasized the importance of rigor and theoretical underpinnings of the course of study as well as appropriateness of the sequence of clinical experiences

In 2009, the undergraduate program was phased out and a revised and reformatted MAT Program, on-line and on-campus, launched, with three start dates per year. With this development, enrollment, school district partners, and faculty increased substantially, in multiple states and countries. In 2010, faculty reviewed the new MAT Program and made content, structural and instructional revisions. In Fall 2011, the MAT Program implemented the revisions. In Spring 2011, Rossier began a 5-year program evaluation of the MAT Program with West Ed Evaluation.

Credential Programs Data Day, June 10, 2013, revealed that faculty was in favor of retooling Key Assessment 4 and 5, where Key Assessment 4 would be the Teaching Performance Assessment (TPA) and Key Assessment 5 would be a focused project based on that TPA feedback. In addition, a review of Faculty Course Evaluations recommended that adjunct faculty with low evaluations should not be rehired.

Multiple local, regional, and national school districts partner with the MAT Program. Guided Practice Course Coordinators hold weekly course faculty meetings that include Guided Practice instructors, Pedagogy instructors, and current school district employees, where feedback about candidates' placements, performance, and preparation is elicited. As corroborated by interviews, guided practice teachers address candidate development through discussion in the Guided Practice seminar and review of candidate videotapes.

Course of Study (Curriculum and Field Experience)

The MAT Program is delivered both on-line and on-campus with identical curricula, faculty and expectations. The design and sequence of the MAT Program includes a developmental course of studies, divided into one 12 week session (session1) and three 10 week (sessions 2-4) sessions.

Session 1 focuses on the theoretical foundations of education: EDUC 516: Framing the Social Context of Schooling, Learning Theory, Literacy Foundations for Elementary Teaching, and New Media Literacy for Secondary candidates.

Session 2 introduces pedagogy: Elementary Literacy and Social Studies, Teaching Secondary Mathematics, Teaching Science in Secondary Classrooms, Teaching English Language Arts in the Secondary Classroom, Teaching Social Studies in Secondary Classrooms, Integrating Literacies in Secondary Content Instruction, and Instruction for English as a New Language.

Session 3 aligns instructional strategies for teaching to human differences with daily-directed teaching and subject matter pedagogy: Human Differences, Guided Practice A, Elementary Math Science Pedagogy, Teaching Mathematics in Secondary Classrooms, Teaching Science in Secondary Classrooms, Teaching English Language Arts in the Secondary Classroom and Secondary History/Social Studies.

Session 4 includes daily-directed teaching: Guided Practice B and concurrent elementary pedagogy coursework, Visual and Performing Arts and Physical Education. It also offers elective coursework, such as Culture Learning in Schools: Latino, for candidates to complete the Bilingual Authorization or do additional work in areas of interest.

Clinical experience is a part of every MAT session. Candidates complete the following types of fieldwork in the MAT Program: Session 1 includes 4 hours per week, for 10 weeks and guided

observation (40 hrs.). Session 2 includes 4 hours per week for 10 weeks of Guided Observation Small Group Teaching (40hrs.). Session 3 includes 4 days per week, for 10 weeks, seven hours per day, Guided Practice A, (280 hrs.). Finally, Session 4 includes 4 days per week, for 10 weeks, seven hours per day Guided Practice B, (280 hrs.).

Guided observation are aligned with each session's pedagogy courses to enhance the opportunity for candidates to apply what is learned in coursework to what they are experiencing in fieldwork. Subject matter knowledge verification is required before daily-directed teaching, Guided Practice A and B, in terms 3 and 4.

During guided practice, candidates construct their learning experiences in response to guiding questions from the Guided Practice syllabus (EDUC 568 A/B). These guiding questions frame the design of classroom students' learning experiences and correspond to the Teacher Performance Expectations (TPEs). TPE's are among the multiple measures used to facilitate candidates' and guiding teachers' reflective dialogues following each teaching experience.

The Placement Office for the MAT Program has two divisions, Online and On-Ground, to assist with national and local placement of candidates in the MAT Program. The process consists of a school identification followed by the nomination of a guided practice teacher. Placements for online students are arranged by 2U, a contractor. USC staff place students in local partner schools.

Program documents indicate that school sites selected for placements are diverse settings that include English Language Learners, students with special needs, students from low socioeconomic backgrounds, and are hard to staff. The Director of Clinical Placements oversees both on-ground and on-line placements. The Office of Candidate Placement for Online (the contractor, 2U) students utilizes data from the NCES, school administrators, and other agencies to identify high poverty, high diversity hard to staff schools whereas the on ground placement relies on its established school partners.

Once identified, the contact at the school site or district nominates a Guiding Teacher who has 3+ years teaching experience, a valid teaching credential, and the qualities that are inherent in a strong mentor. The nominee completes a questionnaire and application to verify his/her qualifications. Reviewers could not find evidence that all guiding teachers supervising California credential candidates had EL authorization and three or more years of teaching experience in California per California standards.

Evidence gleaned from graduates and candidates in the online model who live outside of California but will be granted a California credential reveal some inconsistency in the selection of sites and guiding practice teachers placements who were not aligned with the program's professional expectations and theoretical framework. The inconsistencies reveal that sometimes the published program criteria are not followed. Once notified of placement problems, the program resolved such issues.

Guiding teachers give daily feedback to teacher candidates and communicate with guided practice instructors through emails, phone calls and weekly seminars. Guided practice instructors and guiding teachers use the same criteria and decide on the C/NC summative grade collaboratively. Guiding teachers also collaborate with guided practice instructors when addressing the needs of struggling candidates. There is clear, consistent and frequent

communication among the candidate, the guided teacher, and the guided practice instructor.

Completion of an on-line orientation is provided for and required of adjunct guided practice instructors and guiding practice teachers. The Guided Practice Handbook and the Guiding Teacher Orientation addresses program policies and practices pertaining to the advisement of candidates, development and sequence of curriculum, delivery of instruction, selection of field sites, design of field experiences, selection and preparation of guiding practice teachers, and assessment and verification of teaching competence. Course evaluations are conducted to solicit feedback for both guided practice instructors and guiding practice teachers in the online and on the ground models.

In the MAT Program, candidates have multiple courses and clinical experiences to support their learning of strategies to facilitate language and literacy development for all students, including English Language Learners and students with special needs. They acquire methodological practices to critically analyze mandated curricula, make decisions about curriculum and pedagogical practices to meet the needs of learners, the community and society, and utilize the Common Core State Standards for language arts.

Candidates assess student learning and language abilities and understand when students demonstrate atypical developmental trajectories. They demonstrate skills for developing differentiated lessons and appropriate interventions techniques to address student needs. If data indicate these alternative approaches are ineffective, candidates are familiar with the special education referral process and their role as teachers. They demonstrate skills in selecting and using appropriate curricular materials to meet the needs of all learners, e.g. students who are typically developing, English language learners, children with disabilities, students identified as gifted and talented. Their primary motivation is to serve students in the general education classroom and provide them the necessary accommodations that provide access to the curriculum.

Assessment of Candidates

Candidates competency is evaluated by five key assessments: The Teacher, Student and Content Paper, The Learning Event, the E-Portfolio formative assessment, the E-Portfolio Summative Assessment, and the Teaching Performance Assessment (TPA). Key assessments measure candidate progress and knowledge in foundations, pedagogy and directed teaching experience. The TPA is a culminating assessment, which includes a narrative of planning and instruction, an examination of classroom student work samples, assessment choices and a reflective piece.

Course syllabi provide documentation of alignment with Teacher Preparation Standards including the Teacher Performance Expectations and describe a graded course summative assignment, evaluated with a rubric. Both multiple and single subject options require candidates to complete all coursework, a minimum of 32 units, complete guided practice teaching, and pass all key assessments, including the Teaching Performance Assessment for credential recommendation.

Candidates are informed of MAT Program expectations and all required assessments through program orientation, course orientation, information sessions, academic advisors, distributed printed material, MAT Candidate Handbook, course descriptions and expectations on the

Learning Management System (LMS), and office hours with faculty. Rubrics are provided to candidates in foundation courses, pedagogy courses, and guided practice.

The Coordinator of PACT reviews the TPA requirements and processes with candidates in session 3 before the submission due date. Candidates receive timely score results. Unsuccessful candidates meet with content pedagogy faculty and receive an individualized remediation plan.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, coordinators, faculty, employers, other P-12 partners and guided practice teachers, the team determined that program standards are met with the exception of Standard 15, which is Met with Concerns.

Rationale:

- Reviewers could not find evidence that all guiding teachers in schools where out of state candidates were placed had EL authorization and three or more years of teaching experience in California.
- Evidence gleaned from graduates and candidates in the online model reveal some inconsistent placements with guided practice teachers who were not aligned with the program's criteria for placement.

Bilingual Authorization Program

Program Design

Leadership of the MAT Program resides with the Senior Leadership Team of the Rossier School of Education. The credential programs within the MAT Program are coordinated through the Masters Programs Office. The Director conducts regularly scheduled meetings of program office staff, the MAT Governance and Curriculum Committees, and program faculty. The Director of Field Placement oversees all observation and Guided Practice placements both on ground and online.

The MAT leadership has identified key positions to support the Bilingual Authorization program, including faculty and staff. The program is led by a full-time faculty member who ensures all faculty and staff working within the Bilingual Authorization program are knowledgeable about the authorization and the specific USC program requirements leading to the recommendation of a Bilingual Authorization.

Communication within the program and the college of education

Course Coordinators communicate frequently with one another to ensure that the authorization courses are filled with committed and qualified faculty, and fieldwork placements demonstrate effective teaching and learning practices for English Learners. A designated student advisor provides guidance to candidates as they complete the requirements for the Bilingual Authorization. A second full-time staff position includes a placement coordinator who supports

the program by ensuring teacher candidates are placed in schools where they can teach in the primary language to meet the Bilingual Authorization competencies.

Structure of coursework and field experiences in the credential program

In both online and on-ground formats, multiple subject and single subject candidates have the option to complete the added requirements for the Bilingual Authorization. The Authorization has three additional requirements: 1) coursework, EDUC 558: Culture Learning in Schools: Latino; 2) language competency, CSET LOTE subtest III: Content Domains for Subject Matter Understanding and Skill in Languages Other the English (Spanish); and 3) meeting the Bilingual Fieldwork Competencies.

Bilingual Authorization candidates take EDUC 568 A: Guided Practice concurrently with EDUC 501: Instruction for English as a New Language. To meet program criteria candidates must be able to plan and provide instruction in the primary language, Spanish. Candidates are required to meet all competencies for teaching in bilingual settings identified on the program's Key Assessment One: Bilingual Authorization Fieldwork Experience Competencies.

Program modifications over the recent two years

Program faculty revised the Fieldwork Experience Competencies to improve the monitoring of candidates' progress in the acquisition of Bilingual methodology. Faculty also adopted the PACT Bilingual Rubric.

Course of Study

Four courses are required to obtain the Bilingual Authorization. EDUC 501:Instruction for English as a New Language presents a systematic study of effective ways to structure learning opportunities for diverse student populations. EDUC 568A and EDUC 568B (Multiple and Single Subject): Guided Practices, require candidates to apply language acquisition and learning theories in school settings. EDUC 558: Culture Learning in Schools: Latino enables candidates to understand the socio-cultural context of Latinos in order to apply more effective teaching and engagement strategies.

Coordination of coursework with field work

All students working towards a Bilingual Authorization do guided practice teaching in diverse, bilingual, urban contexts that serve English and Dual Language Learners.

Types of coursework in critical areas

In the MAT Program, candidates have multiple courses and clinical experiences to support their learning of strategies to facilitate language acquisition, access to core content knowledge, and literacy development for English and Dual Language Learners. They acquire methodological practices to critically analyze mandated curricula and make decisions about curriculum and pedagogical practices to meet the needs of English learners, the community and society.

Candidates assess student learning and language abilities and understand when students demonstrate atypical developmental trajectories. They demonstrate skills for developing

differentiated lessons and appropriate interventions techniques to address student needs and avoid the over representation of bilingual students in special education. If data indicate these alternative approaches are ineffective, candidates are familiar with the special education referral process and their role as teachers. They demonstrate skills in selecting and using appropriate curricular materials. They learn how to support and develop primary language literacy and use it to support the learning of content and English development.

Field placements

During 568B, Guided Practice, students are placed in Bilingual settings where they can plan, implement and reflect on primary language instruction. Lessons are designed based on the credential candidates learning from their pedagogy classes, including EDUC 501, Instruction for English as a New Language and EDUC 558, Culture Learning in Schools: Latino. These two courses require additional formative assessments that monitor the content knowledge credential candidates are acquiring as they make informed instructional decisions in Guided Practice.

The collaboration of the Bilingual Authorization program lead, and the full-time placement coordinator ensures a positive and supportive fieldwork experience for all Bilingual Authorization candidates. Guiding Teachers hold a bilingual authorization in Spanish in addition to a clear multiple or single subject credential and have more than three years of teaching experience.

Assessment of Candidates

In addition to meeting the requirements for the multiple or single subject preliminary credential, candidates for a Bilingual Authorization demonstrate appropriate language proficiency and satisfactory performance in bilingual instruction. Students meet the Bilingual Authorization Fieldwork Experience Competencies in addition to being evaluated by the Bilingual PACT aligned rubrics.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, coordinators, faculty, and guided practice teachers the team determined that program standards are met.

Preliminary Education Specialist – Mild/Moderate

The Preliminary Education Specialist Credential Program was developed in response to a repeatedly expressed request from candidates and the P-12 community. The program was two years in planning and was vetted by experts in the field. The program is designed for already credentialed multiple or single subject teachers or candidates may also complete the programs concurrently. In order to prepare for the education specialist focus, candidates take four courses and guided practice experience. This program requires candidates to successfully complete two multi-faceted key assessments for credential recommendation. Candidates in California may seek the Education Specialist credential as a stand-alone certificate provided they already have a general education teaching credential or they can seek the credential through a blended program concurrent with the MS/SS. The program began in the Fall of 2012 and as of yet has not had any program completers.

If the Education Specialist Credential is completed during Initial Preparation, candidates must complete the MAT Program, including all Key Assessments, successfully. If the Education Specialist Credential is completed as Advanced Preparation, they must successfully complete the two additional Education Specialist Key Assessments. Key Assignment 1 is an interview of a family where the candidate will be able to provide an understanding of the family and its culture, and how the family views the services they are receiving. Key Assignment 2 is a student case study where the candidate determines the baseline of the student, a curriculum analysis and intervention, and IEP preparation.

The Preliminary Education Specialist (Mild/Moderate) program started in fall 2012 so there are no program completers at this point. Candidates and faculty were interviewed based upon the Initial Program Report submitted in 2012.

Reading Certificate Program

Program Design

The USC Rossier School of Education Program of Professional Preparation: Reading Certificate was granted initial accreditation in April 2007. This Authorization is conducted online through the Office of Professional Development, and offered to educators already holding a California teaching credential. In 2012-13 the program went into hiatus to complete revisions in response to new program standards and to review enrollment trends. In February, 2013 the program was restarted operation in Fall, 2013, under the revised program standards. A program document responding to the new standards will be required in Fall 2014, one year after implementation of the revised program. At the time of the site visit, there were about 35 students in the program.

Curriculum

The Reading Certificate Authorization consists of four courses taught over two semesters. These courses are:

- Foundations of Reading Instruction
- Foundations of Writing-Research and Practice
- Diagnosis of Reading Disabilities
- Remediation of Reading Disabilities.

Candidates complete site-based work where they are employed. Through the development of a Diagnostic Literacy Profile, participants in the program identify a child or adult experiencing difficulty in reading, and through a series of prescribed, guided activities, participants learn to administer various holistic assessment strategies. A targeted individual may also be someone whose reading skills are significantly below his/her grade level expectations. They also learn to interpret the results, then formulate a plan for reading improvement. Program participants are primarily experienced general education or special education teachers, school administrators, and district office personnel.

The goal of the Reading Certificate Program is to train urban educators as leaders in literacy instruction, mentorship, and curriculum design in diverse public school settings.

Objectives for the program include preparing: 1) highly competent literacy leaders in urban settings; 2) educators who can provide comprehensive professional development to pre-service and novice educators; and 3) high quality, experienced teacher leaders who can diagnose reading difficulties and design and implement comprehensive instructional programs that will positively affect diverse learner outcomes in various settings, including those found in juvenile detention centers.

A recent request by students for additional pedagogical tools has been addressed by focusing attention on special needs students. Courses continue to be reviewed with this emphasis in mind. Additionally, technology is being infused into the curriculum for the purposes of helping students to assess new knowledge and to encourage collaboration.

Curriculum and Field Experience

The two courses that concentrate most comprehensively on theoretical principles are Foundations of Reading Instruction and The Teaching of Writing: Theory and Research. The two courses that comprehensively apply the theories are Diagnosis of Reading Disabilities and Remediation of Reading Disabilities.

Candidates complete Foundations of Reading Instruction concurrently with Diagnosis of Reading Disabilities. They complete The Teaching of Writing: Theory and Research concurrently with Remediation of Reading Disabilities. In Diagnosis of Reading Disabilities, candidates apply and practice theoretical premises discussed in Foundations of Reading Instruction. In Remediation of Reading Disabilities, candidates apply and practice instruction related to the theories and principles that they learn in Foundations of Reading Instruction and The Teaching of Writing: Theory and Research.

Candidate Assessment

Students are assessed through challenging assignments in each of the four courses. In addition to the Diagnostic Literacy Profile there are two other key assessments. One is the Teaching Video and Final Instructional Report. In this project, students demonstrate diagnostic teaching through a videotaped diagnostic lesson. In addition, participants use a rubric to self-evaluate and analyze their diagnostic teaching. A final instructional report is submitted that includes instructional recommendations. Finally, students are assessed through their self-designed Literacy Leadership Plan, a comprehensive plan designed to promote literacy. Plans include data that supports need, research-based instruction, the involvement of stakeholders, an implementation proposal, and provisions for plan maintenance.

The above has been confirmed through a review of a variety of program materials and documents including current program syllabi. Further, interviews with faculty and the program director were conducted. Both positions evidenced dynamic leadership focused on providing students with the latest research-based literacy strategies across a vast spectrum of reading instructional needs. These interviews, in particular, provided ample evidence that all program standards are met. Additionally, telephone interviews were conducted with program completers who were enrolled in the program under its original authorization.

Findings on Standards:

After review of the institutional report and supporting documentation the team determined that program standards are met.

Preliminary Administrative Services Credential**Program Design**

The Preliminary Administrative Services credential program has been designed in accordance with current research in the field of educational leadership, in accordance with the CTC Standards of Quality and Effectiveness for the Administrative Services Credential and the *USC Rossier School of Education Strategic Plan, 2012-2017*. The program is designed to effectively prepare leaders to assess the culture of the organization and commence a change process intended to positively impact student outcomes. The University utilizes a cohort model, and all courses are offered online. Each course revolves around two authentic case studies representing large-scale improvement efforts in K-12 settings. These case studies serve as examples for the application of program concepts, processes, principles, and strategies taught within the curriculum. The program is open to students within and outside of California. All are responsible for passing CBEST.

At the time of the site visit, the program had been in place for only a few weeks. The initial cohort of 19 students was in the process of completing the third of twelve courses. . Data on candidate progress were being gathered for faculty review.

Curriculum and Fieldwork

The program leading to the Preliminary Administrative Services Credential consists of 28 units divided among 12 courses which are sequenced. The courses are:

- School Leadership Theory and Practice.
- Creating Communities of Interest.
- Leading with the Community and Culture in Context.
- Data-Driven Leadership for Schools.
- Entrepreneurial School Leadership
- Advancing Community Support Through Social Media
- Apprenticeship in School Administration and Leadership
- Leading with Human Capital within the School Organization
- Supervising Instruction for Optimal Learning
- School Leadership Seminar
- National Perspective on School Leadership
- Apprenticeship in School Administration & Leadership

The syllabi for the coursework reflect an array of textbooks, numerous research articles, and multi-media technologies that enhance the knowledge of the candidates in the area of leadership. The goal of the coursework is to prepare future leaders with the knowledge, skills and dispositions to lead effectively in urban school settings. Experiences include advocating a shared

community-driven vision, creating a high performance school culture and solving complex performance problems in K-12 schools. Further, the curriculum aims to teach candidates to collect data to diagnose causes of achievement gaps, plan appropriate research-based solutions gather and manage resources, effectively communicate one's vision to faculty, staff and the community, and evaluate progress toward achieving school improvement.

Fieldwork

Each candidate for the Preliminary Administrative Services Credential must complete four units of apprenticeship in the form of EDUC 648ab Apprenticeship in School Administration and Leadership. This course reflects the Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) as adopted by the Council of Chief State School Officers. A minimum of 400 hours of supervised apprenticeship experience is required.

Assessment of Candidate Performance

The Preliminary Administrative Services utilizes several key assessments, in addition to the ongoing course assessments and capstone portfolio that is required to be developed throughout the program and submitted at the completion of the program. In each term there are assessments which measure a student's readiness to move ahead in the program that are aligned to USC's guiding principles: accountability, leadership, learning, and diversity. The candidate must complete the required assessments in the fall, spring and summer courses to move successfully through the program.

The Capstone Portfolio, along with the development of a school leadership study and school strategic plan, demonstrates the candidate's proficiencies that are aligned to the ISSLC and the CTC standards for a Preliminary Administrator Services Credential.

The above information has been verified through documentation, interviews with program leadership and course instructors. Given the recent launch of this program, course evaluations had not yet been completed at the time of the review. However, interviews with program leadership indicated that student course evaluations are to be closely monitored for evidence of efficacy and the need for modifications to course design.

Clear Administrative Services Credential Program

Design

Coordination of the Clear Administrative Services Credential program is facilitated through the Ed.D. Program Office. The Executive Director conducts regularly scheduled meetings of program office staff, the Ed.D. Governance and Curriculum Committees, and the K-12 Concentration faculty. A part-time faculty member, whose title is Administrative Services Credential Coordinator (ASC), oversees mentoring positions. The Executive Director of the Ed.D program is responsible for the implementation of the credential program design. After all requirements have been met, the Executive Director of the Ed.D. program approves the recommendation for the credential. Candidates have to be employed in an administrative position during this program.

The Executive Director collaborates with the faculty in ongoing processes of program evaluation. Through a collaborative process the Executive Director and faculty develop and meet goals for program quality. Program management incorporates planned efforts to ensure that the Ed.D. Program and the Administrative Services Credential Program meet the standards in the California Professional Standards for Education Leadership (CPSEL) and the mission of the Rossier School of Education. The Dean's Superintendent Advisory Group (DSAG) also contributes professional expertise to this administrative program.

The candidates indicated that the Doctoral Support Center offers valuable assistance to Clear Administrative Services Credential candidates.

Curriculum

Completion of all Ed.D. courses is required as part of earning the Clear Administrative Services Credential. The core courses are:

- Accountability
- Diversity
- Leadership
- Learning

The five concentration courses are:

- Instructional Leadership
- The Policies and Politics of Education Governance
- Schooling as an Economic Enterprise
- Maximizing Human Resources in Education
- Leadership for Principals OR Superintendents.

In addition to all Ed.D. K-12 Concentration coursework, Clear Administrative Services Credential candidates complete the Fall and Spring sections of 625A&B, *Induction Plan and Assessment of Candidate Competence*. These two field-based courses apply the concepts that are most prevalent in Ed.D. K-12 Concentration coursework.

Candidate Assessment

Candidates are advised throughout the program as to how they will be assessed and the meaning of those assessments. Strategies for advisement include program orientation, the program handbook, and one-on-one conversations with cohort advisers.

There is ongoing assessment within the coursework required of all Ed.D. students, including those seeking a Clear Administrative Services Credential. To meet the applied requirements in an educational setting, students need two field base courses to complete the standards for their Clear Administrative Services Credential. It is in this environment that the two "key assessments" are conducted. These assessments are aligned with CTC competencies.

Key Assessment 1, the Induction Plan, identifies focal areas of professional growth. In consultation with the Administrative Services Coordinator and mentor, each candidate constructs his/her individualized plan. The Induction Plan is comprised of a personal statement, career

objectives and action plan along with a program of study. The Portfolio has three components, including Portfolio Advisement, Pre-presentation Portfolio Evaluation, and Assessment Portfolio Presentation.

Key Assessment 2, The Portfolio, has three main components and includes evidence that candidates have engaged in activities that meet the Commission's Clear Administrative Services Standards:

- Portfolio Advisement: The Portfolio is continuously critiqued by the ASC Coordinator until the pre-presentation.
- Pre-presentation Portfolio Evaluation: Candidate is responsible for arranging a meeting with the ASC Coordinator two weeks before the final presentation of your Assessment Portfolio to review the completed portfolio.
- Assessment Portfolio Presentation: Candidates present their portfolios at an Exit Conference with the mentor and ASC Coordinator to verify that they have met the performance standards outlined in their Induction Plan.

Conclusions

Through documents and interviews with students, graduates, full-time faculty dedicated to the Clear Administrative Services Credential, and the Director of Ed.D. Programs, it has been determined that the standards for the Clear Administrative Services Credential are met.

School Social Work and Child Welfare and Attendance Credential Program

Program Design

USC's program is designed around the principles of global connection, concern for social problem solving, and an emphasis on research. The educational program at the USC School of Social Work prepares candidates to qualify for the Pupil Personnel Services: Social Work (PPS) credential as part of a 60-unit graduate social work program culminating in a Master of Social Work (MSW) degree. Candidates may take the program on a two-year full-time basis or a part-time basis, which may take up to four years to complete. The graduate program is structured in accordance with accrediting standards of both the California Commission on Teacher Credentialing (CTC) and the Council on Social Work Education (CSWE). The School is connected to the local community through close relationships with neighboring school districts, and contributes to state and national school social work dialogues through faculty participation and leadership.

Documents reviewed and interviews conducted provide evidence of a well-designed program that embeds the PPS credential into the requirements for the MSW degree. The first year provides a strong generalist practice experience on which the concentration year of school social work is based. Current students and graduates report the strong foundation year prepares them for the demands of field work in diverse and challenging schools. The strength of program leadership was commented on in multiple interviews.

Curriculum and Field Education

All MSW and MSW PPS candidates enroll in a minimum of 60 semester units of credit during the degree program. This includes 14 units of supervised fieldwork for a total of no less than 450 hours for first-year (foundation year) and no less than 600 hours for second-year (concentration year) fieldwork. Graduate courses in the School of Social Work are organized in five sequences: social work practice, social policy, human behavior in the social environment, research, and field education. The first academic year (31 semester units) consists of a standardized foundation program, which all MSW candidates must take. The courses offered during the foundation year of the program provide a generic foundation of knowledge and skills for social work practice with individuals, families, groups, organizations and communities. Successful completion of the foundation courses is required for the advanced curriculum of the second year.

In the second academic year, candidates choose an area of special interest in which to concentrate their study. PPS candidates choose either the Family and Children Services Concentration or the Mental Health Concentration with an emphasis or sub-concentration in School Social Work and Child Welfare and Attendance. The focus in the sub-concentration is on social work practice with and on behalf of families, children and schools. Schools are viewed both as organizations and as the primary context, along with the family, in which most child development occurs. In the classroom and in the field, students learn the knowledge, skills and practices necessary to provide services at micro, mezzo and macro levels.

Review of all documents and interviews with current students, graduate completers, faculty members, field instructors, School of Social Work administrators, and other school personnel provided evidence of a clear and well-constructed PPS credential program. In interviews, current students and graduate completers reported being well prepared for field placement and work in schools through their classwork, particularly SOWK 614, Social Work Practice in School Settings, taken in the fall semester of the concentration year. They reported that the class provided a means of gaining skills as well as providing training for practicing at the family, group, school and community level. Students reported that SOWK 614 helped them to integrate different levels of practice and understand the differences between individual and school based interventions. In addition, current students commented on additional training in evidence based practices (Motivational Interviewing and Cognitive Behavioral Therapy) that the School provided, and that they were able to use immediately in their work with students. Current students, graduates and faculty emphasized the importance of research and data use in students' understanding and success impacting change in school settings.

By program design, the PPS credential has only been available for students to pursue in their concentration year. The innovative spirit of the University and willingness to experiment are evidenced by the piloting of a project to allow a small number of foundation year students to work toward a PPS credential. These students are being closely monitored to determine if the PPS credential can be made available to students in their foundation year. The School is also piloting placing students in the Community Organization, Planning and Administration Concentration (COPA) in school based field placements so that they too may earn PPS credentials. Current students are excited about this opportunity and voiced opinions that COPA is a good fit for the PPS credential because of the focus on systems practice and interventions as an integral part of school social work.

Current students and graduate completers commented that the advising structure and support

from faculty members is of assistance in multiple ways. They expressed their appreciation for the open door policy of faculty members and discussed feeling comfortable asking and receiving assistance from them. Specifically, current students mentioned the speed at which they receive answers to email and the general responsiveness of faculty members. Current students and graduate completers also received the support they needed in the concentration and placement decision-making process, and help managing placement challenges. Field instructors also report easy access to field faculty for assistance with field related needs and concerns.

Assessment of Candidates

Candidates are assessed in course work throughout their tenure in the program. One example is the assessment for candidates in the Family and Children Services Concentration who take SOWK 603, Merging Policy, Planning and Research for Change in Families, in the spring semester of their final year. In this course students are assessed on their design of a new project for their placement school. Candidates are assessed for program competencies with multiple key assessments. The first key assessment is the mid-year Field Practicum Evaluation, in December, when candidates are reviewed on their progress in the field (based upon CSWE standards). Candidates are also assessed on the same evaluation in April at the completion of the academic year. The PPSC Evaluation, also in April, measures progress on PPS: Social Work Competencies. All candidates are required to complete a Child Welfare and Attendance Log that tracks the required hours towards the PPS specialization and includes descriptive content of activities engaged in to complete the hours.

Field instructors noted that a mid-semester assessment on the PPSC evaluation is a recent addition to the assessment schedule. This change resulted from their conclusion that there was a need at mid-semester for feedback regarding student progress on PPS standards. The mid-semester PPSC Evaluation is being used to make immediate corrections as needed, so that students are able to meet all standards, and there are no surprises at the end of the academic year. “No surprises” was a recurrent theme that emanated among students, candidate graduates, faculty members and field instructors. They reported that assessment and good communication allow student progress to be tracked in ways that supported learning and achievement.

After review of all evidence in reports, documentation, and extensive interviews, the team determined that all standards for the PPS: School Social Work and Child Welfare and Attendance are found to be met.