



Commission on Teacher Credentialing 2013 Biennial Report

Professional Preparation Programs

University of Southern California
July 23, 2013

**Commission on Teacher Credentialing
Biennial Report 2013
Academic Years 2011-2012 and 2012-13**

Institution	UNIVERSITY OF SOUTHERN CALIFORNIA
Date report is submitted	July 23, 2013
Program documented in this report	USC Rossier School of Education
Name of Programs	MAT - Masters of Arts in Teaching MASTERS PROGRAMS – Masters in School Counseling DOCTORATE OF EDUCATION, K-12 Concentration (EdD) CHILD WELFARE AND ATTENDANCE, School of Social Work
Please identify all delivery options through which these programs are offered (Traditional, Intern, Other)	MAT – Online and On-ground MASTERS PROGRAMS- On-ground EdD – On-ground CHILD WELFARE AND ATTENDANCE – On-ground
Credential awarded	MAT-MST Preliminary MAT-SST Preliminary MAT-MUED Preliminary MAT-Bilingual Authorization MAT-Education Specialist MAT-Reading Certification Authorization TIER II Administrative Services PPS Credential- School Counseling PPS Credential- Social Work
Is this program offered at more than one site? YES	
If yes, list all sites at which the program is offered	PPS Credential – Social Work is also offered at the USC Orange County Center and San Diego Center
Program Contact	Margo T. Pensavalle, EdD.
Title	Director of Accreditation
Phone #	213-740-6881/8845
E-Mail	pensaval@usc.edu

Contents

Initial Preparation Credential Programs

MAT Multiple Subject and Single Subject Teaching Program	4
MAT Single Subject Teaching - MUSIC	31
MAT Multiple Subject and Single Subject Teaching Program – Bilingual Authorization.....	43
MAT Multiple Subject and Single Subject Teaching Program Education Specialist – Mild to Moderate	47

Advanced Preparation Credential Programs

Reading Certificate Authorization	53
Tier II – Administrative Services Credential	62

Other School Professionals Credential Programs

PPS Credential- School Social Work and Child Welfare and Attendance	72
PPS Credential- School Counseling.....	83

Appendices

APPENDICES	97
APPENDIX A: Data Examples	98
APPENDIX B: Example of HUB Data (See complete document on Accreditation Website)	100
APPENDIX C: MAT Advisory Group Agendas.....	105
APPENDIX D: Data Party	107
APPENDIX E : Data Day	110
APPENDIX F: Programs’ Response to Dean’s Charge	113

**Commission on Teacher Credentialing
Biennial Report 2013**

MAT Multiple Subject and Single Subject Teaching Program

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The USC Rossier School of Education is the center for graduate study in education at the University of Southern California (USC). Rossier offers four concentrations (Higher Education, Educational Psychology, K-12 Administration (including Tier II Administrative Services Credential) and Teacher in a Multicultural Society (TEMS) in the Doctorate in Educational Leadership and ten programs at the Master's level that focus on the development of educational leaders who can serve as change agents in their educational environments. The Master's of Arts in Teaching (MAT) Program Multiple Subjects and Single Subjects (including Single Subjects Music Education) began on campus in 2004. An online format, the MAT@USC was implemented in 2009, the same year an undergraduate preliminary teaching credential program graduated its last class. The goal of the program was to allow full and part-time students who already possess a bachelor's degree to complete their teaching credential and master's degree coursework in approximately 13 months. Both the Multiple Subject and Single Subject candidates complete the same foundations, pedagogy and practicum coursework, in their subject matter area. All credential Candidates complete key assessments 1-5, included in this report. The program aims to prepare students to enter the teaching profession, and pursue careers as teachers in a variety of educational settings. The curriculum focuses on strengthening urban education, preparing teachers to work in high-needs schools, such as schools with high numbers of students eligible for free and reduces lunch, and/or English language learners.

The Education Specialist was added in fall 2012, both on-ground and online. The Bilingual Authorization, PPS Credential, in both School Counseling and Social Work (offered through the School of Social Work) and the Tier II Administrative Services were in place in 2004 when the MAT Program began.

The USC Rossier School of Education's vision is a world where every student, regardless of personal circumstance, is able to learn and succeed. The School believes that, as a top-tier research institution, we have the responsibility and the ability to prepare educational leaders who can develop the innovative practices, inclusive of equity and access, which will help realize this *vision*. The *mission* of the USC Rossier School of Education is to improve learning in urban

education locally, nationally, and globally. Educators in urban areas face a unique set of conditions, including poverty, density, mobility and immigration, strained social conditions around housing, healthcare and crime, and cultural and linguistic diversity. Urban education takes place within many contexts including pre-kindergarten through high school, in human services, higher education, and workplace settings.

The Guiding Principles, *Leadership, Learning, Accountability* and *Diversity* are the connecting values which contextualize all programs in the unit. They are the underpinnings of curricula and the foundation for assessment and the vision and mission statements of both the institution and the unit. They have remained constant and frame each program's structure and course content. They serve as a referent for the Strategic Planning of unit purpose and goals, candidate proficiencies, and unit and faculty expectations.

Although the Conceptual Framework has remained constant since 2001, every five years it is enacted by a new Strategic Plan. While the Conceptual Framework contains the theoretical framework ascribed to and the Guiding Principles of the unit, the Strategic Plan is the vehicle for meeting new unit goals within the Conceptual Framework's context. The current Strategic Plan of the Rossier School of Education, developed through a collective effort of the faculty, staff and community stakeholders in fall, 2012 presents the three following major goals:

- 1) To produce the highest quality translational urban education research, taking an entrepreneurial approach that leverages technology to engage in research that reflects a scientific industry model of "Research and Development".
- 2) To have 100% of Rossier graduates enter their profession fully prepared and able to improve learning in urban education – through their research, program or curriculum development, teaching, policy development or counseling and intervention; and
- 3) To identify, create and maintain partnerships that are sustained, deliberate and strategically integrated with our degree programs and research efforts.

At the USC Rossier School of Education our purpose is to lead the search for innovative, efficacious, and just solutions to the challenges in urban education by engaging in translational and collaborative action research on educational practices and policy (***Strategic Goal 1***). We also mean to prepare and develop educational leaders who are change agents with a commitment to focusing on urban education (***Strategic Goal 2***); and while addressing the complex educational and social issues facing urban communities, create partnerships to rethink curriculum, improve educational environments, and develop sound policy (***Strategic Goal 3***)

In the MAT Program there are four online starts per year. On-ground students start once per year. This has occurred in both May and June in different years.

MAT Program Specific Candidate Information		
Site (If multiple sites)	Number of Candidates	Number of Completers/ Graduates (as of June 2013)
MAT (online January 2011)	156	103
MAT (online February 2011)	101	56
MAT (<i>on ground</i> May 2011)	69	67
MAT (online May 2011)	247	168
MAT (online September 2011)	254	148
MAT (online November 2011)	73	44
MAT (online January 2012)	139	64
MAT (online April 2012)	74	23
MAT (online June 2012)	148	63
MAT (<i>on ground</i> June 2012)	65	47
MAT (online September 2012)	152	n/a
MAT (online January 2013)	149	n/a
MAT (online March 2013)	49	n/a
MAT (online May 2013)	126	n/a
MAT (<i>on ground</i> June 2013)	49	n/a

Analysis of Full Time/ Part Time Rates						
Cohort Start	# Indicated at time of application			# Actual at 4 terms (total for cohort)		
(These overall numbers include TESOL and ME not broken out below)	Full time	Part Time	Not Indicated	Full time	Part Time	Withdrawn
January 2011	121	35	2	26%	47%	27%
February 2011	80	21	1	41%	32%	26%
May 2011 online	186	61	2	45%	36%	19%
May 2011 on-ground	69	-	-	93%	4%	3%
Sept 2011 online	192	55	28	24%	59%	17%
Sept 2011 on-ground	31	-	-	90%	6%	3%
November 2011	51	26	0	36%	58%	5%
January 2012	87	55	0	32%	51%	16%
April 2012	52	17	7	30%	55%	14%
June 2012 online	108	33	11	41%	53%	5%
June 2012 on ground	75	-	-	69%	13%	18%
Sept 2012 online	95	49	9	0%	-	0%
Sept 2012 on-ground	39	-	-	0%	-	0%
January 2013	87	35	27	0%	-	0%
March 2013	26	9	9	0%	-	0%
May 2013	55	16	55	0%	-	0%

Analysis of Full Time/ Part Time by Content Area													
	FT = full time				PT= part time			W= withdrawn					
Cohort Start	ELA	FT	PT	W	SOC SCI	FT	PT	W	MATH	FT	PT	W	
Jan 2011	19	11%	68%	21%	52	27%	37%	37%	9	33%	14%	36%	
Feb 2011	19	21%	37%	42%	41	32%	39%	29%	10	60%			
May 2011 online	49	47%	35%	18%	68	37%	38%	25%	11	55%	74%	0%	
May 2011 on-ground*											36%	41%	
Sept 2011 online	46	13%	61%	26%	68	13%	63%	24%	22	18%	30%	50%	
Sept 2011 on-ground*			-	-	-	-	-	-	-	-	25%	25%	
Nov 2011	13	23%	77%	0%	31	23%	68%	10%	5	60%	10%	50%	
Jan 2012	20	30%	60%	10%	37	11%	59%	30%	5	60%	31%	38%	
April 2012	18	22%	56%	22%	19	26%	63%	11%	4	50%	56%	19%	
June 2012 online	15	33%	53%	13%	33	33%	58%	9%	13	31%	-	-	
June 2012 on ground*											75%	0%	
Sept 2012 online	23	-	-	4%	31	-	-	10%	9	-	22%	44%	
Sept 2012 on-ground*				*	-	-	-	-	-	-	20%	20%	
Jan 2013	19	-	-	5%	28	-	-	11%	3	-	36%	9%	
March 2013	13	-	-	-	11	-	-	9%	4	-			
May 2013	14	-	-	-	19	-	-	-	9	-	68%	14%	
Cohort Start													
	MST		FT		PT		W		SCI		FT	PT	W
Jan 2011	26		42%		27%		31%		10		40%	50%	10%
Feb 2011	30		60%		23%		17%		2		50%	50%	0%
May 2011 online	46		50%		33%		17%		24		58%	26%	15%
May 2011 on-ground*													
Sept 2011 online	66		36%		47%		17%		26		15%	85%	0%
Sept 2011 on-ground*									-		-	-	-
Nov 2011	22		59%		36%		5%		6		33%	67%	0%
Jan 2012	33		42%		48%		9%		10		40%	52%	8%
April 2012	22		27%		50%		23%		12		50%	50%	0%
June 2012 online	33		39%		58%		3%		12		58%	50%	0%
June 2012 on ground*													
Sept 2012 online	34		-		-		3%		14		-	-	14%
Sept 2012 on-ground*													-
Jan 2013	34		-		-		6%		15		-	-	0%
March 2013	13		-		-		-		2		-	-	-
May 2013	30								6		-	-	-

*FT/PT/W on-ground data not collected by content area

Changes Since Last Accreditation Activity

Report Type	Date of Report	Date of Change	Description of Change(s)
CTC 2009-11 Biennial Report	September 15, 2011	September 30, 2011	Accepted Fall 2011
CTC Program Assessment	December 15, 2011	October 12, 2012	All Standards aligned
NCATE letter announcing USC as an Accreditation Candidate	April 26, 2012		USC continues to pursue Joint CTC/NCATE Accreditation
NCATE Yearly Report	April 13, 2013		USC provides program updates
NCATE IR	April 29, 2013		USC submits initial institutional report
NCATE Off-Site Meeting	June 10, 2013	Feedback received June 25, 2013	USC submits Addendum in response to Off-Site Report by August 13, 2013
CTC Biennial Report 2013	July 23, 2013		Becomes part of accreditation documentation
NCATE/CTC Joint Pre-visit	August 26, 2013		Feedback addressed before CTC/NCATE Joint Visit
WestEd External Evaluation	Year I Report Sum 2012	Fall 2012	Began Year 2 program evaluation.
	Year II Report Sum 2013	Fall 2013	Began Year 3 program evaluation

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**PART II – Candidate Assessment/Performance and Program Effectiveness Information**

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
KA 1 EDUC 516 Term 1 Framing the Social Context of Schooling	Key Assessment 1 is the culminating event for EDUC 516 (Term 1). The purpose of this paper is to analyze the quality of the interaction between the teacher, the students, and the content during the lesson. Candidates write three separate paragraphs analyzing the same moment. The first paragraph should focus on the teacher's ideology. The second paragraph should focus on the climate of the classroom. The third should focus on the pedagogy of the teacher. Candidates consider the elements of climate, the extent to which the teacher accesses students' funds of knowledge, prior knowledge, the appropriateness of the curriculum, the level of cognitive demand created by the teacher's instructional choices and the classroom discourse and activities, etc. Candidates use evidence from the lesson (data) and research from this class and as appropriate, other coursework to support their analysis.	Analytical paper	3,4,5,9	Students submit completed project to Task Stream. It is assessed by an instructor using a rubric.	The scoring guides gave only a summative score, not giving enough information to Faculty on specific key assessment criteria. The scoring guide has been revised and five criteria are individually assessed, to better gauge student learning. Beginning Fall 2013 KA1 will be made up of five criteria. Each criterion is worth varying point totals with a summative potential score of 120. 85 will be the passing cut score.	Yes
KA 2 Pedagogy A Term 2 - Pedagogy "Combo" Project	The Pedagogy A <i>Key Assessment 2</i> is conducted in EDUC 509A (Secondary Math), EDUC 502A (Secondary Science), 513A (Secondary English), EDUC 541A (Secondary Social Science) and EDUC 556 (Elementary Literacy/Social	Lesson/Unit Plan Written Commentary	3, 4, 7,8,9	Students submit completed project to platform where it is assessed by calibrated instructor using a rubric	After reviewing data, in July 2012 faculty reviewed KA 2 for coherence to find that there was not enough consistency across subject matter areas in KA2, with scores from different content widely	Yes

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
	<p>Studies & Practicum). It is designed specifically to align with the TPA-PACT Task 2, Teaching, and Task 3, Learning.</p> <p>The Pedagogy A <i>Key Assessment 2</i> is part of a larger course assignment that requires the candidate to design a unit of study. Key Assessment 2 assesses candidates' pedagogical content knowledge by evaluating a series of sequential lessons planned for the instruction of a core concept. The series of lessons is assessed by the quality of the Candidate's completion of the following components:</p> <ol style="list-style-type: none"> 1. Student learning outcome(s) aligned to Common Core State Standards. 2. Varied and appropriate strategies to meet the outcomes and objectives 3. Coherent, detailed instruction addressing the local classroom context (e.g., knowledge of students) and community (e.g., resources, cultural norms) 4. Assessment(s) aligned to measure outcome(s)/objective(s), inclusive of a product 5. Incorporation of technology used as pedagogy and/or for production 6. Narrative explaining rationale for choices of outcomes/objectives, materials, strategies, product, and explanation of how learning theory applies to practice. 7. Additionally, a reflection on the planning, perceived 				<p>varying. They constructed a new KA2 with greater rigor where all subject areas conducted almost identical tasks and used the same rubrics, (selected rubrics from the TPA-PACT). This was used in 2012-13 and it appeared to achieve greater coherence, and support KA5 for which it proposes to prepare Candidates.</p> <p>On Data Day, 2013 faculty were still not content with KA2 feeling that PACT rubrics are not being used in a calibrated manner and scores still vary across content areas. This will be a proposal for review in 2013-14.</p>	

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
	methods of implementation, and described assessment will be included.					
KA3 EDUC 568A Term 3 ePortfolio Formative Assessment	Each candidate will present a selection of three, 3-5 minute excerpts from her or his <i>Teaching and Learning Event</i> videos, which were uploaded during Guided Practice. These excerpts will be chosen by the candidate to demonstrate his/her growth over time. Each candidate will also submit an analysis of her/his professional growth. This analysis will accompany the video clips as a “voice-over” effect in the recording, responding to the following questions: <ol style="list-style-type: none"> 1. How do these excerpts demonstrate your progress toward facilitating learning for all students? 2. What learning theories inform your understanding of what is transpiring in the excerpts that you selected? 3. How did you go about monitoring student progress toward meeting the standards/objectives? 4. What patterns of students’ errors, skills, and understandings did you identify in relations to the standards/objectives in your lessons? 5. What were the academic strengths and needs of all students within the full range of academic language proficiency? Did you identify instructional needs related to vocabulary development? 6. What are your next steps moving forward to address the identified needs of your learners, including their acquisition 	Video Analysis Paper Presentation	4, 5, 6, 7, 8, 9, 12, 13	Students submit completed project to platform where it is assessed by instructor using a rubric. KA3 has five criteria, each which has a potential score of 20 points. Passing rate is 12/20.	Previously KA3 and KA4 were identical, yet conducted in different settings. They now are developmental, with more rigor and an accumulative piece in KA4. A review of data on Data Day June, 2013. Faculty felt that KA3, as it is now should be dropped as a KA only, substituted with KA4, and a new culminating KA4 be constructed, which comes after TPA-PACT and integrates feedback from the TPA.	Yes

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
	<p>of content knowledge, language, and literacy skills?</p> <p>7. What specific changes in your teaching practice do you propose to improve the learning of individual and collective students in your class?</p>					
<p>KA4 EDUC 568B Term 4</p> <p>ePortfolio Summative Assessment</p>	<p>Each candidate will present a selection of four, 3-5 minute excerpts from her or his <i>Teaching and Learning Event</i> videos – two video selections from GP-A and two selections from GP-B. These excerpts will be chosen by the candidate to demonstrate his/her growth over time. Each candidate will also submit an analysis of her/his professional growth. This analysis will accompany the video clips as a “voice-over” effect in the recording, responding to the following questions:</p> <ol style="list-style-type: none"> 1. How do these excerpts demonstrate your progress toward facilitating learning for all students? 2. What learning theories inform your understanding of what is transpiring in the excerpts that you selected? 3. How did you go about monitoring student progress toward meeting the standards/objectives? 4. What patterns of students’ errors, skills, and understandings did you identify in relations to the standards/objectives in your lessons? 5. What were the academic strengths and needs of all students within the full range of academic language proficiency? Did you identify instructional needs related to 	<p>Video Analysis Paper Presentation</p>	<p>4, 5, 6, 7, 8, 9, 12, 13</p>	<p>Students submit completed project to platform where it is assessed by instructor using a rubric. KA 4 has five criteria, each which has a potential score of 20 points. Passing rate is 12/20.</p>	<p>Previously KA3 and KA4 were identical, yet conducted in different settings. They now are developmental, with more rigor and an accumulative piece in KA4.</p> <p>After review of data on Data Day June 10, 2013, Faculty felt that KA3, as it is now should be dropped as a KA. It should be replaced with the current KA4. A new culminating KA4 should be constructed, to come after TPA-PACT and integrate feedback from the PACT.</p>	<p>Yes</p>

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
	<p>vocabulary development?</p> <p>6. What are your next steps moving forward to address the identified needs of your learners, including their acquisition of content knowledge, language, and literacy skills?</p> <p>7. What specific changes in your teaching practice do you propose to improve the learning of individual and collective students in your class?</p>					
KA 5 Term 4 TPA-PACT	<p>The teaching performance assessment consists of the Teaching Event. The assessment design is a portfolio assessment, with Context, Planning, Instruction, Assessment, Academic Language and Reflection tasks documenting a brief segment of learning. An integrated task design was chosen to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth through the distinct lenses provided by the different tasks. Multiple Subject (elementary) candidates complete three additional Teaching Event tasks so that they are assessed in each of the core content areas (literacy, mathematics, history-social science, and science) taught in elementary schools. The Teaching Event measures the Teaching Performance Expectations (TPEs), which are teaching standards for California student teachers.</p>	Summative Video Lesson Series Written Commentary	1, 16, 17, 18, 19	<p>Students submit completed teaching event during Guided Practice B.</p> <p>Teaching Event is completed during student teaching, but is not an assignment of student teaching. Scoring is done by trained and calibrated assessors familiar with the students' content areas, as well as other requirements.</p>	<p>More deliberate focus on academic language during guided practice</p> <p>Students given support through class visits and one on one visits with PACT coordinator</p> <p>Data reviewed much more intentionally.</p> <p>In Spring 2013, USC participated in a pilot edTPA. Faculty are currently in discussion about whether to adopt this TPA format. Having outside evaluators will provide more valid data on Candidate knowledge, Yet the degree of feedback to Candidate is more limited. This conversation is in progress.</p>	Yes

MAT Key Assessment Scoring Criteria

Term 1	Term 2	Term 3	Term 4
Key Assessment 1 Teacher, Student, Content Interaction	Key Assessment 2 Planning a Unit of Study	Key Assessment 3 ePortfolio assessment - formative	Key Assessment 4 ePortfolio assessment-summative
Criteria 1. Description of classroom lesson 2. Analysis of teacher, student, content interaction 3. Reflection on implications and impact on future professional practice 4. Technical aspects of paper	Criteria 1. Establishing a balanced instructional focus 2. Making content accessible 3. Designing assessments 4. Developing students' academic language repertoire 5. Use of research/theory on plans for teaching and learning	Criteria 1. Instruction: Engaging students in learning 2. Instruction: Monitoring student learning during instruction 3. Demonstrating knowledge of content and pedagogy 4. Developing academic language 5. Stated description of analysis of instruction 6. Stated reflections	Criteria 1. Instruction: Engaging students in learning 2. Instruction: Monitoring student learning during instruction 3. Demonstrating knowledge of content and pedagogy 4. Developing academic language 5. Stated description of analysis of instruction 6. Stated reflections

TPA-PACT		
1. Planning: Establishing a balanced instructional focus 2. Planning: Making content accessible 3. Planning: Designing assessments 4. Instruction: Engaging students in learning 5. Instruction: Monitoring student learning during instruction	6. Assessment: Analyzing student work from an assessment 7. Assessment: Using assessment to inform teaching 8. Assessment: Using feedback to promote student learning	9. Reflection: Monitoring student progress 10. Reflection: Reflecting on learning 11. Academic Language: Understanding language demands and resources 12. Academic Language: Developing students' academic language repertoire

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision-making?

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
Monthly Course Coordinator Committee Discussion	Reviews data (questions, concerns, issues) related to content and Candidates submitted by Faculty and Staff.	Verbal Quantitative Qualitative	1,2,3,4, 9, 11, 13	MAT Governance communicates course related issues to Course Coordinators for discussion and resolution	2012-13 Intentional integration of Classroom Management Strategies into syllabi. Review and revision of KAs Decision to participate in edTPA	No
Monthly Data	Digs deeper into	Verbal	1,2,3,4, 9, 10, 11,	Being an ad hoc	Review and	No

Biennial Report 2013

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
Committee Discussion	data to provide Course Coordinator Committee with analyses	Qualitative Qualitative	13	committee of Course Coordinator Committee, Data Committee responds to data and analyses needs of that committee.	revision of KAs Coherence of course by term and across program.	
Monthly Dean's Reports	Text, graph and numerical data related to program characteristics.	Quantitative Qualitative	1.2	Monthly reports sent to the Dean from Executive Director of MAT Program	Terms lengthening to 15 weeks Fall 2014 Policy related to leave of absence, rather than leaving program due to personal reasons. Support for struggling student, related to writing. Recruitment and marketing efforts in various states and countries.	APPENDIX A
Hub Trips	Faculty collects observational and interview data from Guiding Teachers, Candidates, Program Graduates and School Administrators.	Anecdotal	14.15	Faculty travel to locations with large concentrations of Candidates and Graduates to observe Candidates and interview Grads and Employers	Guided Practice faculty are asked to make contact with school-based faculty 1x per week. Candidates have strong content knowledge. Handbook for Guiding Teachers developed. Orientation for Guiding Teachers developed. Plan for professional development for all faculty, related to strategies for	APPENDIX B

Biennial Report 2013

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
					<p>giving meaningful feedback, Fall 2013.</p> <p>Plan for more structured HUB TRIPS, including a more consistent use of interview protocol to collect specific data related to quality of graduates' classroom students outcomes.</p>	
Annual MAT Advisory Group Meetings	Faculty presents various program updates. Advisory Group responds and suggests changes, which are collected, reviewed and analyzed.	Anecdotal	1,2,6,7,8,14,15	Group convened for one day to discuss issues related to program improvement.	<p>Increased guideline for faculty reviewing teaching videos.</p> <p>Ideas for research of topics from Guided Practice leading to a Gates grant.</p> <p>Explore structures for increasing communication with site-based faculty.</p>	APPENDIX C
WestEd External Evaluation	Year I External Report	Anecdotal Quantitative	All- standards are structure for data collection.	WestEd surveys and interviews a variety of populations, analyzes the data and presents to unit.	<p>Topics emerging from MAT report:</p> <ul style="list-style-type: none"> -Need for intentional classroom management strategies integrated throughout curriculum. -Need for increased teaching of curriculum mapping. -Need for more focused instruction of 	Yes – SEE USC ROSSIER Accreditation Website .

Biennial Report 2013

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
					<p>Standard 10-Healthy Environments Self-Guided On-line Module began being offered Spring 2013.</p> <p>-More focused instruction strategies for special needs students.</p> <p>-Program does a good job immersing students in topics related to diversity.</p>	
Data Party, June 17, 2012	Two-day retreat for unit faculty to hear presentations (Jeffrey Duncan-Andrade, Alicia Dowd) related to Diversity proficiencies and strategies to integrate diversity into syllabi and KAs.	Qualitative Quantitative	1,2,3,6, 9,	Faculty heard presentations in the AM. Participated in discussion applying morning's ideas to coursework and policies.	Faculty began to function within a culture of data use.	APPENDIX D
Data Day, June 10, 2013	One-day retreat for MAT Program faculty to review this years KA data and program policy.	Qualitative Quantitative	4,5,6,7,8,9,14,15	Faculty broke into groups, based upon term/KA and discussed current success and concerns related to each KA.	<p>KA1 will have a different structure in Fall 2013 to give better data on individual KA1 criteria.</p> <p>Faculty want to meet again to review KA2 for coherence and consistency.</p> <p>Faculty felt that KA3, as it is now should be dropped as a KA only, substituted with KA4, and a new</p>	APPENDIX E Data is all key assessment data 2013, in this report.

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
					<p>culminating KA4 be constructed, which comes after TPA-PACT and integrates feedback from the TPA.</p> <p>Faculty is learning toward, but not decided about adopting edTPA as KA5.</p> <p>Objectivity and better calibration would come with outside scores, but feedback is reduced.</p>	
Faculty Course Evaluations	At the conclusion of each course, candidates complete a course evaluation.	Candidates rate the course on a 1-4 Likert scale.	Common Standard 2, 4	Course evaluations are given at the conclusion of each course. In the MAT@USC online program, the evaluations are given online. On-ground evaluations are given via paper and pencil. The data is collected for the online and the on-ground program by Faculty Affairs.	<p>Course Coordinators should continue to guide and mentor faculty teaching their course content.</p> <p>Adjunct faculty with low evaluations should not be rehired and HR should know why.</p> <p>New unit wide mentoring efforts could help the program.</p>	No, but described in NCATE Institutional Report Standard 6

(c) Aggregated data from 4-6 instruments described (a).

KA 1: Framing the Social Context of Schooling
Key Assessment 1 is the culminating event for EDUC 516 (Term 1). Candidates reflect on the quality of the teacher and student interaction and assess the classroom climate, the teacher's ideology, the extent to which the teacher knows her students, the appropriateness of the curriculum and pedagogy and the type of learning expected from the students. The purpose of this paper is to 1) practice enacting the first three phases of the reflective cycle in the context of a classroom, 2) describe, the teacher, student, and content interactions, and 3) examine how the teacher, student, content interactions support or impede the academic and/or behavioral success of the students in that room (This criteria will change in Fall 2013).

KA 1: Framing the Social Context of Schooling							
	2011-2012				2012-2013		
	Total	Online	On Ground*		Total	On Line	On Ground
# Assessed	508	508	n/a		469	408	61
% Assessed	88	88	n/a		97	96	97
% Passed	98.75	98.75	n/a		99	99	98.75
Range	Criteria 1-4 0-30 0-50 0-40 0-30	0-30 0-50 0-40 0-30	n/a		Criteria 1-4 0-45 0-35 0-40 0-30	0-45 0-35 0-40 0-30	0-45 0-35 0-40 0-30
MAX-MIN RESP	Criteria 1-4 6-49 0-50 0-40 0-30	6-49 0-50 0-40 0-30	n/a		Criteria 1-4 15-45 0-40 0-40 0-30	15-45 0-40 0-40 0-30	15-45 0-40 0-40 0-30
Mean	Criteria 1-4 27.9 44.5 35.3 26.8	27.9 44.5 35.3 26.8	n/a		Criteria 1-4 33.6 37.4** 35.5 27.3	39 30 35.6 27.6	28.2 44.8 35.4 26.9
SD	4.86	4.86	n/a		4.5	3.95	5.05

*These data were saved on the Learning Management System before TaskStream and are unavailable.

** Assessor adjusted scores to reflect a discrepancy between rubric points and TaskStream point allotment – mechanical error.

KA 2: Planning a Unit of Study

Key Assessment 2 is aligned with “Learning,” one of the four Guiding Principles. It measures how Candidates plan instruction to meet the following **Candidate Proficiencies**:

- (Apply theory to practice) Apply evidence-based theories and principles of learning, motivation, and cultural competence to optimize practice in educational settings locally, nationally, and globally.
 - (Integrates technology) Integrates technology into a range of instructional tools to enhance learning and develop new media literacy.
- The Pedagogy A Key Assessment 2 is conducted in EDUC 509A (Secondary Math), EDUC 502A (Secondary Science), 513A (Secondary English), EDUC 541A (Secondary Social Science) and EDUC 556 (Elementary Literacy/Social Studies & Practicum).

KA 2: Planning a Unit of Study							
	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	510	486	24*		425	372	53
% Assessed	90.5	92	89		94	92	96
% Passed	95	94	96		98	98	98
Range	1-4	1-4	1-4		1-4	1-4	1-4
MAX-MIN RESP	1-4	1-4	1-4		1-4	1-4	1-4
Mean	2.74	2.97	2.51		2.83	2.86	2.80
SD	0.63	0.73	0.53		0.54	0.57	0.52

* Multiple Subject data was lost to technical error

KA 3: ePortfolio Assessment – Formative							
<p>Each candidate will present a selection of three, 3-5 minute excerpts from her or his Teaching and Learning Event videos, which were uploaded during Guided Practice. These excerpts will be chosen by the candidate to demonstrate his/her growth over time. Each candidate will also submit an analysis of her/his professional growth. This analysis will accompany the video clips as a “voice-over” effect in the recording, responding to the following questions:</p> <ul style="list-style-type: none">a. How do these excerpts demonstrate your progress toward facilitating learning for all students?b. What learning theories inform your understanding of what is transpiring in the excerpts that you selected?c. How did you go about monitoring student progress toward meeting the standards/objectives?d. What patterns of students’ errors, skills, and understandings did you identify in relations to the standards/objectives in your lessons?e. What were the academic strengths and needs of all students within the full range of academic language proficiency? Did you identify instructional needs related to vocabulary development?f. What are your next steps moving forward to address the identified needs of your learners, including their acquisition of content knowledge, language, and literacy skills?g. What specific changes in your teaching practice do you propose to improve the learning of individual and collective students in your class?							
	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	212	181	31		342	303	39
% Assessed	63	66	60		86	91	81

KA 3: ePortfolio Assessment – Formative

% Passed	99	98	100		98.5	98.6	99.1
Range	0-20	0-20	0-20		0-20	0-20	0-20
MAX-MIN RESP	10-20	10-20	13-20		11-20	11-20	11-20
Mean	18.28	18.34	18.2		17.59	17.74	17.59
SD	1.70	1.9	1.8		4.66	1.84	1.87

KA 4: ePortfolio Assessment-Summative

Each candidate will present a selection of four, 3-5 minute excerpts from her or his Teaching and Learning Event videos – **two video selections from GP-A and two selections from GP-B**. These excerpts will be chosen by the candidate to demonstrate his/her growth over time. Each candidate will also submit an analysis of her/his professional growth. This analysis will accompany the video clips as a “voice-over” effect in the recording, responding to the following questions:

- How do these excerpts demonstrate your progress toward facilitating learning for all students?
- What learning theories inform your understanding of what is transpiring in the excerpts that you selected?
- How did you go about monitoring student progress toward meeting the standards/objectives?
- What patterns of students’ errors, skills, and understandings did you identify in relations to the standards/objectives in your lessons?
- What were the academic strengths and needs of all students within the full range of academic language proficiency? Did you identify instructional needs related to vocabulary development?
- What are your next steps moving forward to address the identified needs of your learners, including their acquisition of content knowledge, language, and literacy skills?
- What specific changes in your teaching practice do you propose to improve the learning of individual and collective students in your class?

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	345	320	25		364	317	47
% Assessed	62	72	51		97	97	97
% Passed	99	99	100		99	98	100
Range	0-20	0-20	0-20		0-20	0-20	0-20
MAX-MIN RESP	10-20	11-20	12-20		7-20	7-20	10-20

KA 4: ePortfolio Assessment-Summative

Mean	17.87	18.70	17.67		17.71	17.64	17.79
SD	1.69	1.67	1.72		1.78	1.93	1.63

KA 5: TPA-PACT

The Teacher Performance Assessment (TPA) utilized by the MAT Program is the Performance Assessment for California Teachers (PACT). It is conducted as a standardized, summative Key Assessment for all credential candidates. This assessment is designed to draw from artifacts created while teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The PACT also places student learning at the center, with special attention to subject-specific content pedagogy and the teaching of English Learners. The assessment design chosen was that of a portfolio assessment, with Context, Planning, Instruction, Assessment, and Reflection tasks documenting a brief segment of learning. An integrated task design was chosen to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth through the distinct lenses provided by the different tasks. Rubrics assess Candidates on a 1-4 scale. Candidates must score 2 or above in all sections, with the exception of two 1's, in order to pass. The two 1's, however, cannot be in the same section.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	486	427	59		309	288	21*
% Assessed	93.5	95	92		93.5	94	92
% Passed	95	93.5	97		95	93	98
Range	1-4	1-4	1-4		1-4	1-4	1-4
MAX-MIN RESP	1-4	1-4	1-4		1-4	1-4	1-4
Mean	2.46	2.35	2.58		2.61	2.44	2.78
SD	0.63	0.63	0.64		0.61	0.67	0.56

*Only single subject History, ELA and Music. All other content areas completed edTPA pilot

Biennial reports for Multiple Subject or Single Subject programs must include the following assessor information related to the implementation of the TPA in addition to data for 4-6 key assessments:

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

MAT had 219 assessors for KAs 1-5 for 2011-2013. All KA 5, PACT assessors have been trained by a trainer who has completed the TPA-PACT assessor training course.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

All PACT assessors were trained and calibrated. Key Assessments 1-4 does not yet have a training and calibration protocol, but will be part of program improvement steps in the upcoming year.

Data on Reliability Related to Double Scoring (% of score agreement).

From 2011-2013, 70/ 823 (8%) were double scored. 56/70 agreed with an inter-rater reliability of 81%.

Modifications made to assessor selection, training, and recalibration.

No modifications were made to KA5 TPA-PACT selection, training, or calibration guidelines from 2011-2013. Universities follow the PACT guidelines with fidelity. Selection, training, and calibration of Key Assessments 1-4 are currently being developed as part of program improvement measures for the upcoming year.

c) Data from Additional Assessments: HUB TRIPS – Appendix B

Faculty travel to locations with large concentrations of Candidates and Graduates to observe Candidates and interview Grads and Employers. These are called HUB TRIPS. Faculty use a consistent protocol for interview and cull data upon return. Patterns and trends are identified from the data. Atlanta, Washington, DC and suburban Virginia, New York City, Seattle, and the Bay Area were locations visited in Fall 2012. Patterns and trends from Fall 2012 HUB TRIPS are:

- Candidates have strong content knowledge
- Schools will take Candidates a second time in most cases. When they declined the reason was lack of institutional support, related to weak Candidates.
- USC needs to improve communication with Guiding Teachers.
- Candidates need to enter Guided Practice with stronger classroom management skills.

The need for better communication with schools and districts and Candidates' needs for better classroom management skills was corroborated by the 2012 WestEd External Evaluation ([See MAT WestEd Report- USC Rossier Accreditation Website](#)).

c) Data from Additional Assessments: Examples of WestEd Standards Charts:

The WestEd Evaluation uses the California *Professional Teacher Preparation Standards* as the structure to examine program implementation. The following are excerpts from the WestEd Year 1 Evaluation Report issued in November 2012, evaluating the alignment of the MAT Program with the Teacher Preparation Standards. See the [USC Rossier Accreditation Website](#) for summarizing charts for each standard representation. Each item is evaluated on a 1-4 range with 4 being the highest.

Exhibit 63: Student Perceptions of Preparation for Standard 5 – Professional Perspective toward Student Learning and Teaching Profession

	Current		Graduate	
	n	Mean	n	Mean
Social factors	658	3.62	258	3.47
Student background characteristics	662	3.48	257	3.45
Teacher beliefs and behaviors	661	3.47	258	3.42
Teacher expectations	659	3.44	258	3.42
Pedagogy	662	3.37	257	3.49
Student cognitive factors	659	3.37	258	3.32
Apply different teaching models	673	3.34	262	3.36
Human Learning	717	3.34	277	3.29
Apply different perspectives on learning and alternative concepts of education	665	3.31	262	3.24
Student emotions	658	3.19	258	3.14
Teaching	716	3.17	277	3.31
Use data and other information to establish student learning goals	669	2.94	261	3.05
Collaborate with colleagues to design and deliver coordinated instruction	671	2.84	262	3.09

Exhibit 64: Faculty Perceptions of Student Preparation for Standard 5 – Professional Perspective toward Student Learning and Teaching Profession

	Faculty	
	n	Mean
Teach successfully in any school in the country	116	3.59
Maximize student learning outcomes in diverse cultural environments	123	3.51
Design and deliver coordinated instruction	110	3.48
Establish learning goals for students using data and other information	114	3.43

Exhibit 76: Course Syllabi Most Aligned with CTC Program Standard 9

		CTC Program Standards
		9
516	Understanding the Social Context for Urban Schools	4
518	Applications of Theories of Learning to Classroom Practice	2
519	Human Differences	4
568	Guided Practice I & II	3

Exhibit 77: Student Perceptions of Preparation for Standard 9 – Equity, Diversity, and Access to the Curriculum for All Children

	Current		Graduate	
	n	Mean	n	Mean
Minimize personal biases about diverse students, families, and communities	636	3.45	249	3.40
Implement principles of educational equity and diversity in the school and classroom	635	3.37	249	3.35
Minimize institutional biases about diverse students, families, and communities	637	3.37	250	3.32
Integrate cultural traditions and community values in the classroom instructional program	637	3.34	249	3.33
Maximize academic achievement for students from diverse backgrounds and orientations	634	3.32	249	3.35

Apply pedagogical practices that provide access for all students to the core curriculum	634	3.22	250	3.33
Maximize academic achievement for students with different abilities and needs	635	3.10	249	3.12

Exhibit 78: Course Syllabi Alignment with CTC Program Standard 10

		CTC Program Standard	
		10	
516	Understanding the Social Context for Urban Schools	3	
518	Applications of Theories of Learning to Classroom Practice	1	
519	Human Differences	1	
568	Guided Practice I & II	1	
569	Capstone I & II	1	
556	ELA for Social Studies	3	

Exhibit 79: Student Perceptions of Preparation for Standard 10 – Learning to Create Supportive, Healthy Environment for Learning

	Current		Graduate	
	n	Mean	n	Mean
Implement principles of educational equity and diversity in the school and classroom	635	3.37	249	3.35
The effects of family involvement on teaching, learning, and academic achievement	623	3.35	240	3.19
Integrate cultural traditions and community values in the classroom instructional program	637	3.34	249	3.33
Factors outside of school that affect student academic success	624	3.26	239	3.22
Apply pedagogical practices that provide access for all students to the core curriculum	634	3.22	250	3.33
Factors outside of school that affect student physical, emotional, and social well being	621	3.12	239	3.09
The availability of site-based and community resources/agencies to provide support to meet student needs	623	2.77	240	2.71
The rights of students and parents with regards to student placements	624	2.56	241	2.46
Common behaviors of children and adolescents that can enhance or compromise their health and safety	616	2.50	240	2.46
The legal responsibilities of teachers related to student health and safety	622	2.27	241	2.36
Identification of students and their families at risk of health problems	623	2.17	240	2.13
The physiological and sociological effects of alcohol, drugs and tobacco on students	623	2.14	240	2.15
Strategies to encourage the healthy nutrition of children	623	2.06	241	2.05
Making referrals when chronic and communicable diseases are recognized	620	1.88	241	1.80

PART III – Analyses and Discussion of Candidate and Program Data

Program	Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
MAT	Spring 2011	Quantitative evaluation and Qualitative comments from candidates' course evaluations showed significant repetition of content in EDU 516 and 517 A and B.	Faculty team analyzed courses to determine essential content in relation to curriculum.	Faculty combined the course in one course, 516 Framing the Social Context of High Needs Schools; two weeks were added to the course schedule for more cohesive preparation and assignment completion.	Governance committee will report on outcomes in Biennial Report for 2013 (Key Assessment 1).
MAT	Fall 2012	CTC Program Assessment NCATE Institutional Report	Internal observations within each program revealed that more in-depth analysis of data could contribute to significant program improvement.	Included in the Dean's Charge was the directive to ALL PROGRAMS to establish Data Sub-Committees for ongoing data review and reporting to governance committees.	Faculty Governance Committees will receive reports from the Data Subcommittees to include in the Response to the Dean's Charge.
MAT	Fall 2012	Key Assessment 2 pass rates in 2011: Below 80-85% for on-ground/on-line Math majors and on-line Secondary English	Faculty analysis of content and candidate performance in Key Assessment 2 across the pedagogy courses raised concerns about need for better preparation for KA 2.	Analysis and specific changes as per Key Assessment: Use only fully calibrated scorers strengthen academic language, critical thinking content and learning objectives in Pedagogy courses	Pass rates in spring 2013 rose to 95-100%; will continue monitoring.
MAT	Fall 2012	Data from the WestEd Survey and graduate follow-ups indicate concern that graduates needed more strategies for classroom management	Faculty discussed the findings in a course coordinators meetings, examining links between the Curriculum, Pedagogy and Environment.	A range of actions has resulted, from webinars for graduates to greater intentionality of topic across all syllabi, assessment rubrics and learning activities.	Webinar for Graduates: TRACING CLASSROOM MANAGEMENT CONSIDERATIONS THROUGH PROGRAM PRACTICES Each professor will authentically integrate classroom management activities into course curriculum whenever appropriate, by Fall 2013.

Program	Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
MAT	Fall 2012	Requests from potential and current Candidates about Education Specialist Credential.	Data reveals that market will bear a program of MAT Graduates, adding on this credential. Program has qualified professors to teach the classes.	Education Specialist Program is approved Summer 2012 and offered Jan 2013. Program is approved to be offered to Candidates with a related degree and teaching credential from another accredited institutions.	Review number of Candidates completing the program and securing jobs.
MAT	Spring 2013	Review of TPA/PACT in 2012 showed concerns for “monitoring” and “assessment “criteria“(below 85-90%) while all others were above 95%.	Course coordinators raised specific concerns about how pedagogy courses contribute to the preparation for monitoring and assessment through the program.	Course coordinators and selected faculty continue to identify monitoring and assessment activities in the pedagogy courses.	Improved performance in PACT scores suggests this is a good direction, but need more study to evaluate effects.
MAT	Spring 2013	Review of key assessment data for NCATE Institutional Report showed that 2011 KA data was scored in TaskStream 50% of the time.	This lack of follow-through creates multiple problems for those monitoring candidate performance; problems seemed to be mostly associated with faculty’s lack of familiarity with the system	Course coordinators and others attempting to increase support and development opportunities for faculty, increasing awareness of the need for using the procedures.	Missing score data were reduced to 30% in 2012 less than 20% in 2013.
MAT	Spring 2013	WestEd Report identified that almost 50% of the Guiding Teachers had not completed the Guided Practice Orientation.	The Director of Clinical Experience and MAT Governance examined data and procedural relations with Guiding Teachers	Guiding Teaching contracts to be implemented in fall 2013 stipulate completion of orientation. Additionally, orientation procedures have been under development to tighten the process and increase meaningful content.	Completion figures will be monitored through the next year.

Program	Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
MAT	Spring 2013	Dean's Reports' enrollment and completion data revealed that some Candidates had not yet passed the CSET at the time they were scheduled to begin Guided Practice.	Candidates in On-line Program retake and join next MAT Cohort when they do not pass the CSET. Candidates on-ground retake and either join an on-line cohort or wait an entire year to enroll in the next Guided Practice on-ground.	On-ground Candidates must successfully complete CSET before program enrollment. Program requires a 3.0 undergrad GPA and specified content units in undergraduate program. Revisions of MAT Essays to better evaluate Content.	Program will review rates of continuance into Guided Practice, based upon successful CSET completion.
MAT	Spring 2013	WestEd External Review finds that graduates do not feel knowledgeable in areas related to CTC Standard 10, Student Health and Welfare.	This is important content related to childhood disease and child abuse reporting.	Every Candidate is now required to complete a self-paced, individual learning module called "Healthy Environments," which covers Standard 10 material. Candidates must complete the course prior to beginning GP.	Candidates will apply this knowledge in Guided Practice and/or report being able to use in their own classroom. A tracking system is in place, where Academic Advisers verify completion.
MAT	Spring 2013	Multiple administrations of the PACT require constant assessor recruitment and calibration.	MAT Governance discusses implementing edTPA for an increased standardized and calibrated scoring outcome.	Rossier hired a Program Specialist to oversee all Key Assessments (TPA-PACT is KA5). Secondary Science and Math and Elementary Math participated in the edTPA pilot. Scores were consistent with past years and Key Assessment 2, which prepares for the TPA.	MAT faculty are discussing the benefits and drawbacks of moving toward the national and standardized edTPA?

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
<p>Course Coordinator Meeting Discussion Academic Year 2012-13</p> <p>Data Day- On-going Key Assessment Data Review June 10, 2013</p>	<p>Revision of Key Assessments: KA1 will have a different structure in Fall 2013 to give better data on individual KA1 criteria.</p> <p>Pedagogy A faculty will continue to meet to review KA2 for coherence and consistency.</p> <p>Faculty felt that KA3, as it is now should be dropped as a KA only, substituted with present KA4, and a new culminating KA4 be constructed, which comes after TPA-PACT and integrates feedback from the TPA.</p> <p>New Program Specialist will oversee all Key Assessment activity.</p>	<p>Common Standard 2, 3,9 Program Standards 6,7,8</p>
<p>Course Coordinator Meeting Discussion Academic Year 2012-13</p> <p>Data Day- On-going Key Assessment Data Review June 10, 2013</p>	<p>Faculty Professional Development: New unit wide faculty mentoring will be expanded.</p> <p>MAT faculty will institute <i>Brown Bag</i> lunches for professional development related to: -giving meaningful feedback to Candidates -using data to inform continuous improvement -authentically integrating classroom management skills into course syllabi in a more visible way.</p>	<p>Common Standards 3, 4</p>
<p>NCATE Institutional Report – review of disaggregated Candidate Key Assessment data</p>	<p>Calibration of Key Assessment Scoring: Calibration of all scorers will occur Fall 2013 for KAs 1,2,3,4, similar to the calibration conducted for TPA-PACT.</p> <p>15% of all TPAs will be double scored in addition to 10 randomly chosen passing TPAs.</p> <p>Stabilize KAs across all programs and implement a stable KA management system. Rossier hired a Program Specialist to manage all KAs across all programs to organize, collect and present all Key assessment data, including TPA-PACT.</p>	<p>Common Standards 2,9 Program Standards 7,8, 16-19</p>
<p>NCATE Institutional Report – review of disaggregated Candidate Key Assessment data</p> <p>2013 CTC Biennial Report – review of disaggregated data</p>	<p>Data Analysis Unit is collected large amounts of meaningful data. Rossier has hired a Data Analyst to organize, analyze and present data pertinent to unit continuous improvement.</p>	<p>Common Standards 2,3,9</p>
<p>NCATE Institutional Report – review of disaggregated Candidate Key Assessment data</p> <p>2013 CTC Biennial</p>	<p>Adopting a new TPA Faculty will discuss adopting edTPA as KA5. Objectivity and better calibration would come with outside scores, but feedback is reduced. Improved performance in PACT scores suggest this is a good direction, but needs more study.</p>	<p>Common Standard 2, 9 Program Standard: 16-19</p>

Biennial Report 2013

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Report – review of disaggregated data		
2012 WestEd Report	<p>Partnerships Guiding Teacher contracts will stipulate completion of orientation, and will require CV's from all Guiding Teachers who work with Candidates.</p> <p>Director of Clinical Practice will continue to work to increase communication and collegiality with site-based faculty to greater increase their participation on design, implementation and assessment of clinical experiences.</p> <p>Continue implementation of “Commitment” to graduates – Strategic Planning Goal #2.</p>	Common Standard 3,4,7,8 Program Standard 2,14,15

**Commission on Teacher Credentialing
Biennial Report 2013**

MAT Single Subject Teaching - MUSIC

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

USC Rossier School of Education collaborates with the USC Flora L. Thornton School of Music in offering the single-subject Music Education credential program. With the rigors of a traditional conservatory-style education at an urban research university, Thornton offers Candidates a music education in a real-world context.

Candidates take foundation courses and KA1&5 in the Rossier MAT Program, and music pedagogy, Guided Practice and KA2, 3 & 4 in Thornton School of Music. MUED KAs evolved through conversations between Thornton field-based faculty as they determined how the KAs evaluated Candidates' content and pedagogical knowledge. The criteria are very specific and assess Candidates' ability to apply and teach music and other content through the program.

Through a special arrangement with the Burbank Unified School District (BUSD), all but one of the MUED classes are held on the campus of a local middle school. The music program at this school has a model, exemplary, and high-performing instrumental and choral music program in which USC adjunct faculty are employed. While attending music methods classes and collaborating with their instructors, Candidates are immersed in public school culture in a hands-on, learning lab environment. In this context, Candidates observe, teach, conduct and apply their newly acquired pedagogical knowledge and methodologies with real live students. All music methods instructors are active public school music teachers in the field.

Alignment between the institution, USC Rossier School of Education, the School of Social Work and Thornton School of Music includes:

- Preparing leaders who share a commitment to focusing on urban education
- Addressing educational and social issues facing urban communities through scholarly research and professional practice;
- Creating mutually beneficial partnerships to rethink curriculum, improve learning, and develop sound policy.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
USC on-ground	12	10	9	6
	<u>(one dropped out of the program)</u>	<u>One did not pass CSET Music of 11 potential</u>	<u>(one dropped out, is returning 2013-'14)</u>	<u>(two delayed student teaching of 8 potential)</u>

Changes Since Last Accreditation Activity – MUED (See MAT Program Changes)

In the last Biennial Report (2011) and Program Assessment (Approved October 12, 2012) the MUED was folded in with all other Single Subject credential programs. Since that time the program has been presented individually due to its unique curriculum, set of Key Assessments, and Guided Practice experiences.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

MUED Key Assessments

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
KA 1 EDUC 516 Term 1 Framing the Social Context of Schooling	Key Assessment 1 is the culminating event for EDUC 516 & 518 (Term 1). Candidates reflect on the quality of the teacher and student interaction and assess the classroom climate, the teacher's ideology, the extent to which the teacher knows her students, the appropriateness of the curriculum and pedagogy and the type of learning expected from the students. The purpose of this paper is to 1) practice enacting the first three phases of the reflective cycle in the context of a classroom, 2) describe, the teacher, student, and content interactions, and 3) examine how the teacher,	Analytical paper	3,4,5,9,	Students submit completed project to learning management platform where it is assessed by instructor using a rubric	The scoring guides gave only a summative score, not giving enough information to Faculty on specific key assessment criteria. The scoring guide has been revised and four criteria are individually assessed, to better gauge student learning. KA1 Begins Fall 2013 with a new scoring rubric.	Yes

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
	student, content interactions support or impede the academic and/or behavioral success of the students in that room.					
KA 2 MUED 510 Leading a Music Program in a Public School Setting	The MUED 510 (Leading a Music Program in a Public School Setting) Key Assessment requires the candidate to perform a mock teaching practicum for his/her peers in a simulated public school music classroom. This assessment requires the candidate to describe the target student population (i.e., grade level, ESL or any special needs students, elective or compulsory music class, etc.), with special attention given to the planning and implementation of a segment from a proposed 3 – 5 hour unit of instruction. Peer and instructor feedback of the performance is given immediately after the lesson, with student artifacts evaluated, modified and returned with any remediation given by the instructor. Candidates' lesson plans are expected to align with music content standards and school curriculum music content. All materials must also show evidence of the usage of music academic language, assessment and reflection of performance. This assessment is diagnostic in nature, informing the instructor of any special needs for teaching performance remediation or additional instruction for the candidate.	Lesson/Unit Plan Written Commentary	3, 4, 7,8,9	Students submit completed project which is assessed by calibrated instructor using a rubric		Yes
KA3 MUED 524/534	<i>Key Assessment 3</i> asks students to create a portfolio of materials describing a mock	Candidates prepare a piece of	4, 5, 6, 7, 8, 9, 12, 13	Students submit completed project, which assessed by		Yes

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
Teaching and Conducting Public School Choral Ensembles) for Choral/General Music emphasis candidates. OR MUED 524 Teaching and Conducting Public School Instrumental Music Ensembles	<p>choral or instrumental music program with two different levels of choral or instrumental ensembles. Students choose the type of choir, band, or orchestra they are working with, including the school setting, grade level and time of year (e.g., Holiday Concert, Spring Concert, Cabaret Show, Jazz Performance, etc.).</p> <p>Candidates:</p> <ul style="list-style-type: none"> - prepare an artistic program cover - prepare three songs/musical instrumental selections for each choir or instrumental ensemble, analyze each score / mark the score and copy each score for their peer classmates so all candidates can sing/play through the program. - show that they can conduct or are able to play through their pieces in a concert setting. Eight musical selections must be prepared. <p>Candidates:</p> <ul style="list-style-type: none"> - take their peers and the instructor through all of the music and give a brief explanation of why specific pieces were chosen for that group and this concert. Choices need to be age appropriate and educationally valuable, and aligned with music academic standards. - One piece will be taught to the group, conducted and performed by the candidate in class... The teaching segment should last 15 minutes and 	music for instruction and present it.		instructor using a rubric.		

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
	highlight choral/instrumental preparation techniques and conducting performance gestures learned throughout the semester.					
KA4 MUED 549a Directed Teaching: Public School Music	Students write weekly dialogic reflections that are sent to their USC Supervisor and the MAT Music program Director for feedback and commentary, creating an ongoing dialog. At mid-term and the final week of student teaching the attached two-part Key Assessment of teaching performance is filled out collaboratively with the candidate, the Master Teacher in the field, and the USC Supervisor. This two-part (i.e., mid-term and final) Key Assessment, in combination with key assessment 5, forms the basis upon which a candidate is deemed suitable for the music teaching profession.		4, 5, 6, 7, 8, 9, 12, 13	Students submit completed project to platform where it is assessed by instructor using a rubric. KA 4 has five criteria, each which has a potential score of 20 points. Passing rate is 12/20.		Yes
KA 5 Term 4 TPA-PACT	The teaching performance assessment consists of the Teaching Event. The assessment design is a portfolio assessment, with Context, Planning, Instruction, Assessment, Academic Language and Reflection tasks documenting a brief segment of learning. An integrated task design was chosen to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth through the distinct lenses provided by the different tasks	Summative Video Lesson Series Written Commentary	1, 16-19	Students submit completed teaching event during Guided Practice B. Teaching Event is completed during student teaching, but is not an assignment of student teaching. Scoring is done by trained and calibrated assessors familiar with the students' content areas, as well as other requirements.	More deliberate focus on academic language during guided practice Students given support through class visits and one on one visits with PACT coordinator Data reviewed much more intentionally.	Yes

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
	Multiple Subject (elementary) candidates complete three additional Teaching Event tasks so that they are assessed in each of the core content areas (literacy, mathematics, history-social science, and science) taught in elementary schools. The Teaching Event measures the Teaching Performance Expectations (TPEs), which are teaching standards for California student teachers.					

MUED Key Assessment Scoring Criteria

Term 1	Term 2	Term 3	Term 4
Key Assessment 1 Teacher, Student, Content Interaction	Key Assessment 2 MUED 510	Key Assessment 3- Formative Portfolio MUED 534	Key Assessment 4- Review of Teaching Performance MUED 549ab
Criteria 1. Description of classroom lesson 2. Analysis of teacher, student, content interaction 3. Reflection on implications and impact on future professional practice 4. Technical aspects of paper 5. Commentary	Criteria 1. Establishing a balanced instructional focus 2. Making content accessible 3. Designing assessments 4. Developing students' academic language repertoire 5. Use of research/theory on plans for teaching and learning	Criteria 1. Instruction: Engaging students in learning 2. Instruction: Monitoring student learning during instruction 3. Demonstrating knowledge of content and pedagogy 4. Developing academic language 5. Stated description of analysis of instruction 6. Stated reflections	Criteria 1. Instruction: Engaging students in learning 2. Instruction: Monitoring student learning during instruction 3. Demonstrating knowledge of content and pedagogy 4. Developing academic language 5. Stated description of analysis of instruction 6. Stated reflections

Key Assessment 5 Completed in Term 4, drawing on work from all previous terms			
PACT / TPA			
1. Planning: Establishing a balanced instructional focus 2. Planning: Making content accessible 3. Planning: Designing assessments 4. Instruction: Engaging students in learning 5. 5. Instruction: Monitoring student learning during instruction	6. Assessment: Analyzing student work from an assessment 7. Assessment: Using assessment to inform teaching 8. Assessment: Using feedback to promote student learning	9. Reflection: Monitoring student progress 10. Reflection: Reflecting on learning 11. Academic Language: Understanding language demands and resources 12. Academic Language: Developing students' academic language repertoire	

**b) Additional information about candidate and program completer performance-
See MAT Program**

c) Aggregated data from 4-6 instruments.**KA 1: Framing the Social Context of Schooling**

Key Assessment 1 is the culminating event for EDUC 516 & 518 (Term 1). Candidates reflect on the quality of the teacher and student interaction and assess the classroom climate, the teacher's ideology, the extent to which the teacher knows her students, the appropriateness of the curriculum and pedagogy and the type of learning expected from the students. The purpose of this paper is to 1) practice enacting the first three phases of the reflective cycle in the context of a classroom, 2) describe, the teacher, student, and content interactions, and 3) examine how the teacher, student, content interactions support or impede the academic and/or behavioral success of the students in that room.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	12	0	12		9	0	9
% Assessed	100%	0	100%		100%	0	9
% Passed	100%	n/a	100%		100%	n/a	100%
Range	Criteria 1-4 0-30 0-50 0-40 0-30	n/a	0-30 0-50 0-40 0-30		Criteria 1-4 0-30 0-50 0-40 0-30	n/a	0-30 0-50 0-40 0-30
MAX-MIN RESP	*	n/a	*		Criteria 1-4 28-30 39-48 10-39 25-28	n/a	Criteria 1-4 28-40 39-48 10-39 25-28
Mean	*	n/a	*		39.5	n/a	39.5
SD	*	n/a	*		4.1	n/a	4.1

* data not recorded on TaskStream – technical error

KA 2: Mock Music Teaching Practicum

Key Assessment #2 takes place in MUED 510 *Leading a Music Program in a Public School Setting* and requires the Candidate to perform a mock teaching practicum for his/her peers in a simulated public school music classroom. The Candidate describes the target student population (i.e., grade level, ESL, or any special needs students, elective or compulsory music class, etc.). Peer and instructor feedback of the performance is given immediately after the lesson, with student artifacts evaluated, modified (if needed) and returned with any remediation given by the instructor. Candidates' lesson plans are expected to align with music content standards and school curriculum music content. All materials must also show evidence of the usage of music academic language, assessment, and reflection of performance. This assessment is diagnostic in nature, informing the instructor of any special needs for teaching performance remediation or additional instruction for the Candidate.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground

KA 2: Mock Music Teaching Practicum							
# Assessed	12	0	12		9	0	9
% Assessed	100%	0	100%		100%	0	100%
% Passed	100%	0	100%		100%	0	100%
Range	2-3	0	2-3		2-3	0	2-3
MAX-MIN RESP	1-4	0	1-4		1-4	0	1-4
Mean	2.166	0	2.166		2.222	0	2.222
SD	1	0	1		1	0	1

KA 3: Music Concert Portfolio and Program							
<p>Key Assessment #3 occurs for music Candidates in one of two courses, depending upon their emphasis: MUED 534 <i>Teaching and Conducting Public School Choral Ensembles</i> for Choral/General Music emphasis Candidates, and MUED 524 <i>Teaching and Conducting Public School Instrumental Music Ensembles</i> for Instrumental emphasis Candidates. This Key Assessment asks students to create a portfolio of materials describing either a mock choral or instrumental music program with two different levels of choral or instrumental ensembles. Students choose the type and level of choirs, bands, and or orchestras they are working with, including the school setting, grade level and time of year (e.g., Holiday Concert, Spring Concert, Cabaret Show, Jazz Performance, etc.).</p> <p>Candidates prepare and present four songs/musical instrumental selections for each of two choirs or two instrumental ensembles, they analyze each score, mark and copy each score for their peer classmates so all Candidates can sing/play through the program. Candidates show that they can conduct or are able to play through their pieces in a concert setting. In all, eight musical selections must be prepared.</p> <p>Candidates prepare an artistic program cover that includes pertinent concert information (i.e., school, date, show title, director, accompanist, school staff, songs, ensemble names, special thanks, advertisements, etc.). Basic guidelines are the program needs to be an 8 1/2" X 11" page folded and designed specifically for the concert.</p> <p>Students must be prepared to defend their selections for this concert. Choices need to be age appropriate and educationally valuable and aligned with music academic standards. The teaching segment should highlight choral/instrumental preparation techniques and conducting performance gestures learned throughout the semester.</p>							
	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	11	0	11		8	0	8
% Assessed	100%	0	100%		100%	0	100%
% Passed	100%	0	100%		100%	0	100%

KA 3: Music Concert Portfolio and Program							
Range	2-3	0	2-3		3	0	3
MAX-MIN RESP	1-4	0	1-4		1-4	0	1-4
Mean	2.45	0	2.45		3	0	3
SD	.5	0	.5		.0	0	.0

KA 4: Formative Guided Practice Evaluation							
Key Assessment #4 is the formative mid-term evaluation done for MUED 549a. As part of the MUED 549a – b (Directed Teaching: Public School Music) sequence, candidates are engaged in Guided Practice at a public school(s) five days a week working closely with a Master Teacher and a USC Music Teacher Supervisor. Students write weekly dialogic reflections that are sent to their USC Supervisor and the MAT Music program Director for feedback and commentary, creating an ongoing dialog. At mid-term for MUED 549a, an evaluation instrument (KA #4) assessing teaching performance is filled out collaboratively with input from the candidate, the Master Teacher in the field, and the USC Supervisor.							
a.							
	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	8	0	8		6	0	6
% Assessed	100%	0	100%		100%	0	100%
% Passed	100%	0	100%		100%	0	100%
Range	3-3	0	3-3		3-3	0	3-3
MAX-MIN RESP	1-4	n/a	1-4		1-4	n/a	1-4
Mean	3	n/a	3		3	n/a	3
SD	0	n/a	0		0	n/a	0

KA 5: TPA-PACT

The Teacher Performance Assessment (TPA) utilized by the MAT Program is the Performance Assessment for California Teachers (PACT). It is conducted as a standardized, summative Key Assessment for all credential candidates. This assessment is designed to draw from artifacts created while teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The PACT also places student learning at the center, with special attention to subject-specific content pedagogy and the teaching of English Learners. The assessment design chosen was that of a portfolio assessment, with Context, Planning, Instruction, Assessment, and Reflection tasks documenting a brief segment of learning. An integrated task design was chosen to prompt candidates to make connections between these different teaching tasks, and to provide evidence to understand a candidate's teaching of a brief learning segment in some depth through the distinct lenses provided by the different tasks. Rubrics assess Candidates on a 1-4 scale. Candidates must score 2 or above in all sections, with the exception of two 1's, in order to pass. The two 1's, however, cannot be in the same section.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	11	0	11		8	0	8
% Assessed	90%	0	90%		75%	0	75%
% Passed	100%	0	100%		100%	0	100%
Range	1-4	n/a	1-4		1-4	n/a	1-4
MAX-MIN RESP	3-4	n/a	3-4		2-4	n/a	2-4
Mean	3.3	n/a	3.3		3.1	n/a	3.1
SD	.5	n/a	.5		.5	n/a	.5

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

There was a separate scorer for each student, plus program lead, so the number of program completers plus program lead would be 20 scorers for the years covered in this report.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

The MUED scorers meet each Fall to recalibrate, all participate. They also meet after the Spring scoring sessions to calibrate and reflect on the products and process of the assessment.

Data on Reliability Related to Double Scoring (% of score agreement).

Program Lead scored randomly selected students, resulting a 100% reliability rate between scorers and himself.

Modifications made to assessor selection, training, recalibration.

There have been no modifications to the assessor selection as the same people from the same pool have been used since the beginning of PACT implementation. The only modification to the training and recalibration has been the addition of the three-hour calibration session each fall.

PART III – Analyses and Discussion of Candidate and Program Data

Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
Spring 2013	Review of KA 2,3,4 data	Pass/ Fail rating system didn't not give enough Candidate knowledge information	All MUED methods courses adopted a numerical assessment range system: 1 – Below Basic, 2 – Basic, 3 – Proficient and 4 – Advanced which are now used in all KA's.	Compare the data between two scoring formats and analyze differences.
Spring 2013	Course schedule chart	MUED Candidates take EDUC 516 with MAT Program	The MUED course schedule was modified to be better integrated with the Rossier EDUC classes.	Observe whether this provides a more integrated application of content.
Spring 2013	Discussion among MUED Faculty after observation of clinical experiences.	Candidates need the whole range of experiences, including various beginning and ending points in the curriculum.	The schedule of a music survey class at the middle school in which methods courses are held was modified in order to start with the beginning of Guided Practice. This was done to simulate the beginning of the school year, challenging Candidates, while under supervision, to experience the start of a school year. MUED faculty met during the first term (summer) to review curriculum and program practices.	Will this improve content and clinical understanding?
Fall 2012	TPA-PACT requirements	Calibration improves validity and reliability of scores	A PACT training and score calibration session was held in the Fall with all USC Music Student Teacher Supervisors in order to align PACT scoring.	Is the process more seamless and integrated into the program?

Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
Fall 2012	Faculty review of Key Assessments 3,4	Greater opportunity for application of content and coherence of Guided Practice	The format and frequency of student teacher seminars held during Guided Practice was formalized.	Do Candidates apply skills more intentionally and with greater insight?
Fall 2012	Observations were not standardized based upon faculty report.	Fixed observation points helps predict pacing and Candidate progress.	The number of field observations was set as follows: two early observations, one mid-term, one post midterm and one final, for a total of five field observation.	Will this new framework contribute additional assessment data in a new and consistent way?

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Enrollment Data, Program Review	MUED will request to be put on Approved-Inactive Status for the 2014-15 academic year. (they will not accept any students for Fall 2014). This decision will provide time for a complete program and curricula review.	Common Standard 1
Data Day, June 10, 2013	All MUED key assessors will use a 1-4 rubric consistently. The MUED course schedule was modified to be better integrated with the Rossier EDUC classes. The schedule of a music survey class has been modified to start with the beginning of Guided Practice. This was done to simulate the beginning of the school year, challenging Candidates, while under supervision, to experience the start of a school year.	Common Standard 1, 2, 9 Program Standards 6, 8, 14
Fall 2012 Faculty Curriculum Review of Course syllabi and practicum experiences	1) The format and frequency of student teacher seminars held during Guided Practice was formalized. 2) The number of field observations was set as follows: two early observations, one mid-term, one post mid-term and one final, for a total of five field observation.	Program Standards 3,14,15

**Commission on Teacher Credentialing
Biennial Report 2013**

***MAT Multiple Subject and Single Subject Teaching Program –
Bilingual Authorization***

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

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. This authorization has two additional requirements, EDUC 558 - Culture and Learning in Schools: Latino, and additional primary language instructional component during Guided Practice. Candidates must also complete the Bilingual Authorization Key Assessment 1, which assesses Content, Content Pedagogy and Professional Pedagogical knowledge. Bilingual Authorization requirements must be completed during and in connection with the MAT Program course of study.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Bilingual Authorization - Online	0	0	3	3
Bilingual Authorization – On-ground	7	7	8	8

Changes Since Last Accreditation Activity – See MAT Program
(There were no changes made specifically to Bilingual Authorization Program 2011-2013)

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

What are the primary candidate assessment(s) the program uses up to and through recommending the candidates

Bilingual Authorization Key Assessment 1 – Multiple Subject/ Single Subject Teaching Competency Sheet (in addition to MAT Program Key Assessments 1-5):

KA1 - Bilingual Authorization Fieldwork Competencies SPANISH

Name:	Program:
Guided Practice Instructor:	Semester/Year:

In addition to the successful completion of Guided Practice, bilingual authorization candidates must meet the following competencies to be recommended for the Bilingual Authorization in Spanish:

Bilingual Competencies	Evidence	Date
1. Initial identification of English Learners (ELs):		
• Identifies ELs utilizing district or state approved language instruments. (e.g. CELDT)		
• Determines student's level of English language proficiency, including reading and writing as stated in state guidelines.		
• Determines appropriate language of instruction.		
2. Reading/Language Arts in the primary language of Spanish and/or Content Area Literacy in the Primary language of Spanish		
• Designs and implements lessons that develop academic Spanish		
• Utilizes authentic literature.		
• Employs collaborative learning opportunities.		
• Provides opportunities for talk and oral discussions.		
• Are meaning centered.		
3. ELD/Second Language Acquisition		
• Demonstrates appropriate ELD strategies to develop conversational and academic English.		
4. Uses ELD and SDAIE strategies appropriately in designing lessons: for single subject, only those that apply.		
a. English/Language Arts		
b. Science		
c. Math		
d. Social Studies		
e. Music		
5. Creates lessons with attention to student's home culture(s)		
6. Creates lessons appropriate for the age, grade, and developmental level of the students.		

Comments:

Upon final completion of all competencies - Bilingual guided practice instructor signature: _____

Date: _____

What additional information about candidate and program completer performance

See MAT Program – Bilingual Authorization Program Candidates are included in all MAT Program review.

Aggregated data from 4-6 instruments:

Bilingual Authorization Program Candidates must complete MAT Program and all MAT Program Key Assessments in addition to the *one program specific Key Assessment for authorization recommendation*. Aggregated data in MAT Program section includes scores and pass rates of Candidates completing the Bilingual Authorization.

KA 1: Bilingual Authorization Key Assessment 1 – BCLAD Multiple Subject/ Single Subject Teaching Competency Sheet (above - in addition to MAT Program Key Assessments 1-5):							
	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	7	0	7		11	3	8
% Assessed	100%	0	100%		100%	100%	100%
% Passed	100%	0	100%		100%	100%	100%
Range	C/NC	C/NC	C/NC		C/NC	C/NC	C/NC
MAX-MIN RESP	n/a	n/a	n/a		n/a	n/a	n/a
Mean	n/a	n/a	n/a		n/a	n/a	n/a
SD	n/a	n/a	n/a		n/a	n/a	n/a

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

There are three assessors who score Bilingual Authorization Key assessments for this program: one fulltime faculty lead and two Adjunct Professors.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

The Adjunct Faculty members have worked with Faculty Lead for three years, and the group has recalibrated yearly.

Data on Reliability Related to Double Scoring (% of score agreement).

100% percent calibration was achieved in double scoring.

Modifications made to assessor selection, training, and recalibration.

Faculty Lead and Adjunct Professors have achieved consistency. No modifications have been made.

PART III – Analyses and Discussion of Candidate and Program Data

No specific changes have been made to the Bilingual Authorization since 2009, when alignment to the new standards was met, and the program was approved.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Program faculty debriefing and review of the approved USC bilingual authorization program document	Add an additional key assessment to the program to monitor student's progress and preparation in the area of bilingual methodology. This will better support students to prepare for the implementation of such approaches in Guided Practice as students demonstrate their competencies against the USC Bilingual Authorization competencies.	The case study assignment in EDUC501 was submitted as a core assignment to meet Bilingual Authorization Program standard 4: Bilingual Methodology. (The course was previously called EDUC543 as noted in our program document, it has since changed to 501 but the assignment remains the same.)
Bilingual Authorization Competency Document- All students must meet all competencies to be recommended for the Bilingual Authorization. Therefore, as a competency based program, all students pass this assessment. However, program faculty feel the students could benefit from additional support in the area of student engagement.	Use of the PACT Bilingual Rubric, student engagement, to use as a guide in supporting the students in this area.	The PACT bilingual rubric, per the bilingual authorization program document is already a resource for faculty to support students in GP as they work towards achieving the bilingual fieldwork competencies as part of Standard 2: Assessment of Candidate Competence and Standard 4: Bilingual Methodology. However the proposed change would require all faculty to review the rubric with students and require that students meet the rubric with a minimum score of 2 in order to be checked off on the competency document for students engagement.

**Commission on Teacher Credentialing
Biennial Report 2013**

***MAT Multiple Subject and Single Subject Teaching Program
Education Specialist – Mild to Moderate
Academic Years 2011-2012 and 2012-13***

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Education Specialist Credential Program was developed in response to a repeatedly expressed request from Candidates. It meets CTC Standards for recommendation for a *Mild to Moderate* Education Specialist Credential. The program was two years in planning and was vetted by experts in the field. It consists of four courses and an additional guided practice experience, typically in an inclusion classroom. This credential requires Candidates to successfully complete two multi-faceted key assessments for credential recommendation. Candidates can complete the requirements for the credential in conjunction with a general education credential (either multiple subject or single subject as part of the USC Rossier MAT degree. In addition, candidates in California may seek the Education Specialist credential as a stand alone certificate provided they already have a general education teaching credential.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012*		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Education Specialist - On Ground	0	0	0	0
Education Specialist - Online	0	0	14	0 (completion date 12/2013)

* Program began Jan 2013

Changes Since Last Accreditation Activity

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
Education Specialist	May 7, 2012	Program Approved	Approved as both an add-on to the Initial USC MAT Preparation Program, or Initial or Advanced when the Candidate has a baccalaureate degree from another accredited institution or a credential in another area.	Candidates admitted from multiple kinds of programs.	Track and examine completion rates.
Education Specialist	January 2013	Program began	Program vetted by professionals from the field.	14 Candidates began this program.	Track and examine completion rates and number of graduates who begin teaching in Mild-Moderate settings.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**PART II – Candidate Assessment/Performance and Program Effectiveness Information****a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?**

If the Education Specialist Credential is completed during Initial Preparation, Candidates must complete the MAT Program, including all Key Assessments, successfully. They are included in the aggregated data presented in the MAT Program portion of this report. If the Education Specialist Credential is completed as Advanced Preparation, Candidates already hold a teaching credential. Both populations must successfully complete the Education Specialist Key Assessments below.

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
KA 1 Family Assignment	The purpose of this assignment is for students to experience learning about families using an interview protocol. This assignment will provide each of you an understanding of the family, their culture, their understanding of their child, and to see how the family views the services they are receiving. It is important that you work to see the world the way the <u>family</u> sees it, not through your personal frame of reference/mental models.	Written narrative data based upon fieldwork experiences	<i>TPE's 6 - Developmentally Appropriate Teaching Practices;</i> 9 – Instructional EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 7, 8; MILD/MODERATE SPECIALTY STANDARD 1, 6	In a written narrative Candidates: -Define the components of family systems theory. -Identify typical family functions and how having a child with a disability may impact those functions. -Define the key principles of family-centered practices and the evidence base to support those practices. -Describe a high incidence disability and the methods used to meet the student's educational needs.	None	Yes
KA2 Case Study	Part 1: Student Description: Part 2: Baseline Assessment and Analysis: Part 3: Curriculum Analysis & Intervention Evaluation Part 4: I.E.P. Preparation	Written Narrative based upon fieldwork – Action Research	EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5, 6.	Candidates complete during fieldwork, using fieldwork experience to provide student and context.	Faculty did not feel it assessed Candidates' knowledge related to the four-part project, regardless of a high pass rate. It has been re-written (in the form presented) and will be administered for the first time Fall 2013.	No – has not been conducted yet.

b) Additional Assessments – See MAT Program – Education Specialist Program is included in all program review.

c) Include aggregated data from 4-6 instruments that were described in (a).

KA 1: Family Assignment						
The purpose of this assignment is for students to experience learning about families using an interview protocol. This assignment will provide each of you an understanding of the family, their culture, their understanding of their child, and to see how the family views the services they are receiving. It is important that you work to see the world the way the <u>family</u> sees it, not through your personal frame of reference/mental models.						
	2011-2012* (program began January 2013)				2012-2013	
	Total	Online	On Ground		Total	On Line On Ground
# Assessed					14	14 0
% Assessed					100%	100% 0
% Passed					100%	100% 0
Range					1-4	1-4 n/a
MAX-MIN RESP					3-4	3-4 n/a
Mean					3.5	3.5 n/a
SD					.5	.5 n/a

KA 2: Family Case Study* (will be administered Fall 2013 – no data as of this time)						
Part 1: Student Description: Part 2: Baseline Assessment and Analysis: Part 3: Curriculum Analysis & Intervention Evaluation Part 4: I.E.P. Preparation						
	2011-2012				2012-2013	
	Total	Online	On Ground		Total	On Line On Ground
# Assessed						
% Assessed						
% Passed						
Range						
MAX-MIN RESP						
Mean						
SD						

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

Two full time (Program Lead and one full-time faculty member) and two adjunct faculty have read the Key Assessments. These faculty teach in the course and understand the goal of the assignments in connection to course content.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

Key Assessment 1 has been administered only once. Discussion but no formal calibration was conducted before the assessment was assigned.

Data on Reliability Related to Double Scoring (% of score agreement).

Calibration will begin Fall 2013.

Modifications made to assessor selection, training, recalibration

None to date

PART III – Analyses and Discussion of Candidate and Program Data

Through faculty meeting dialogue and review of 100% pass rates, faculty did not feel Ed Spec KA 2 captured what was sought in the assessment. It did not have the depth or rigor and did not align with the Guided Practice experience well enough. Over the course of several faculty meetings, the assessment was revised. It is presented in this document in its re-written form and will be administered for the first time Fall 2013.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Key Assessment 2 outcome data	Beginning Fall 2013 a revised Key Assessment 2 will be conducted. It will assess application of Guided Practice knowledge and skills by measuring Candidates ability to complete 1) Student Description; 2) Baseline Assessment and Analysis; 3) Curriculum Analysis & Intervention Evaluation, and 4) I.E.P. Preparation.	EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5, 6.

**Commission on Teacher Credentialing
Biennial Report 2013**

Reading Certificate Authorization

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The USC Rossier School of Education Program of Professional Preparation: Reading Certificate was granted initial accreditation in April 2007. This Authorization is conducted through the USC Rossier Office of Professional Development, and offered to educators already holding a California teaching credential as an Advanced Preparation Program. 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 new program was reapproved and will offered again Fall 2013.

The Reading Certificate Authorization is an online program consisting of four courses taught over two semesters. These courses are: Foundations of Reading Instruction; Foundations of Writing-Research and Practice; Diagnosis of Reading Disabilities; and Remediation of Reading Disabilities. Candidates complete site-based work at the site where they are employed. Participants in the program identify a child or adult with a difficulty in reading and through a series of guided activities, participants learn to: administer various holistic assessment strategies; interpret the results; and formulate a plan for reading improvement. Participants in the program are new and seasoned teachers, school administrators, district personnel, etc. Several are graduates of the USC Masters of Arts in Teaching Program.

Program Specific Candidate Information				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Reading Certification Authorization Online	17	18 One participant dropped 2012. Two participants with INC from 2010-2011 completed.	Program on hiatus due to low enrollment	Program on hiatus due to low enrollment

Changes Since Last Accreditation Activity

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
Reading Certificate	Spring 2013	CTC writes new standards for Reading Certificate Authorization	Reading Certificate Authorization goes into Approved but Inactive Status in order to revise program to meet all new standards.	Spring 2013 Reading Certificate Authorization is approved.	The degree to which content prepares Candidates to pass Key Assessments and perform well at their school sites.
Reading Certificate	Spring 2013	Key Assessments are reviewed as new program prepares to begin.	Program committee reviewed Key Assessments and determines that there are too many and some repetition. Committee makes changes to address program standards.	Changes—which include combining some Key Assessments and increasing rigor will be implemented in fall 2013.	Biennial Report for 2013 will provide descriptions of new Key Assessments.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report ?
Diagnostic Literacy Profile	Participants work with a student with a literacy need. They administer and analyze various diagnostic assessments to develop a literacy profile report that includes an instructional plan with appropriate strategies/ interventions to support literacy development in the	Summative	Standards 2, 3, 4, 5	Fall Semester Week 10 (final assignment)	<ul style="list-style-type: none"> • Provided more models (i.e., videos and tape recordings of students' reading) to assess students' literacy needs • Provided practice assessment assignments using videos and recordings 	Yes

Biennial Report 2013

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report ?
	classroom.				to develop proficiency in literacy assessments.	
Diagnostic Teaching Video and Final Instructional Report	Participants demonstrate diagnostic teaching through a videotaped diagnostic lesson. This lesson is developed using diagnostic data gathered throughout the course. In addition, participants use a rubric to self-evaluate and analyze their diagnostic teaching. Also, a final instructional report is submitted that includes instructional recommendations.	Summative	Standards 2, 3, 4, 5	Spring Semester Week 10 and 11	<ul style="list-style-type: none"> • Provided more support in the appropriate selection of methods for instruction and correction of reading difficulties, specifically explicit, and differentiated instruction. • Provided models of practical recommendations and exit plans for students. • Made available a diagnostic lesson plan template that includes descriptions of each required component. 	Yes
Literacy Leadership Plan	Participants develop a comprehensive plan designed to promote literacy. Plans include data that supports need, research-based instruction, stakeholders involved, implementation proposal and plan maintenance	Summative	Standards 2, 5	Spring Semester Week 12	None	Yes

(b) Additional information about candidate and program completer performance

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
Employment Data	Pre and post survey – documents any promotion occurring as a result of program completion	Survey	N/A	Participants are surveyed before and after the program	None	Yes

(c) Aggregated data from 4-6 instruments that were described in (a) and (b). Once the assessments and data collection methods have been described, report aggregated data from 4-6 of those assessments.

KA 1: Diagnostic Literacy Profile							
Candidates objectively describe students' literacy needs based on analysis of diagnostic assessments. Describe the student's present levels of performance and develop instructional goals complete with instructional strategies and interventions.							
	2011-2012				2012-2013		
	Total	On Line	On Ground		Total	On Line	On Ground
# Assessed	17	17	0		On hiatus during this academic year		
% Assessed	100%	17	0				
% Passed	90% ¹	16	0				
Range	1-100	1-100	n/a				
MAX-MIN RESP	88-100	88-100	n/a				
Mean	96.94	96.94	n/a				
SD	3.5	3.5	n/a				

¹ The number in participants changed due to one drop from the program

KA 2: Diagnostic Teaching Video and Final Instructional Report

Candidates use assessment and instruction at the same time to establish the instructional conditions to enhance student learning. Demonstrate diagnostic teaching based on assessment using one of the lesson plans created. Analyze diagnostic teaching using a rubric. Identify teaching areas of strength and need. Create student diagnostic profile complete with recommendations for future instruction and exit plans from intervention programs.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	16	16	0		On hiatus during this academic year		
% Assessed	100%	100%	0				
% Passed	100%	100%	0				
Range	1-100	1-100	n/a				
MAX-MIN RESP	90-100	90-100	n/a				
Mean	99.06	99.06	n/a				
SD	2.7	2.7	n/a				

KA 3: Literacy Leadership Plan

Candidates develop a school-wide plan to promote literacy using data, research and involving stakeholders for sustainability.

	2011-2012				2012-2013		
	Total	Online	On Ground		Total	On Line	On Ground
# Assessed	16	16	0		On-hiatus during this academic year		
% Assessed	100%	100%	0				
% Passed	100%	100%	0				
Range	1-100	1-100	n/a				
MAX-MIN RESP	92-100	92-100	n/a				

KA 3: Literacy Leadership Plan							
Candidates develop a school-wide plan to promote literacy using data, research and involving stakeholders for sustainability.							
Mean	94.12	94.12	n/a				
SD	3.24	3.24	n/a				

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

Inn

The Reading Certification Authorization currently has a total of two assessors who scored Key Assessments for the time addressed by this Biennial Report. These include one Adjunct Faculty Member and the Program Director, who has content expertise in reading instruction...

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

Assessors calibrate before each Key Assessment is administered.

Data on Reliability Related to Double Scoring (% of score agreement).

Key Assessments are scored using a set of criteria. No formal inter-rater reliability has been conducted.

Modifications made to assessor selection, training, recalibration.

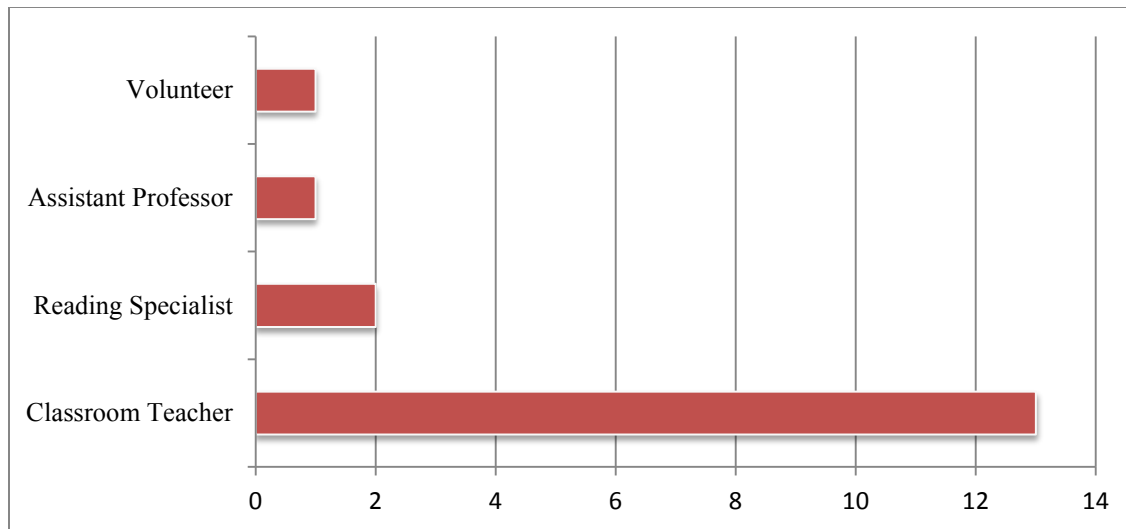
Inter-rater reliability will be conducted Fall, 2013. One full time faculty member, with expertise in this field, will also participate in scoring and reliability activities

(c) Aggregated Data – Additional Assessments

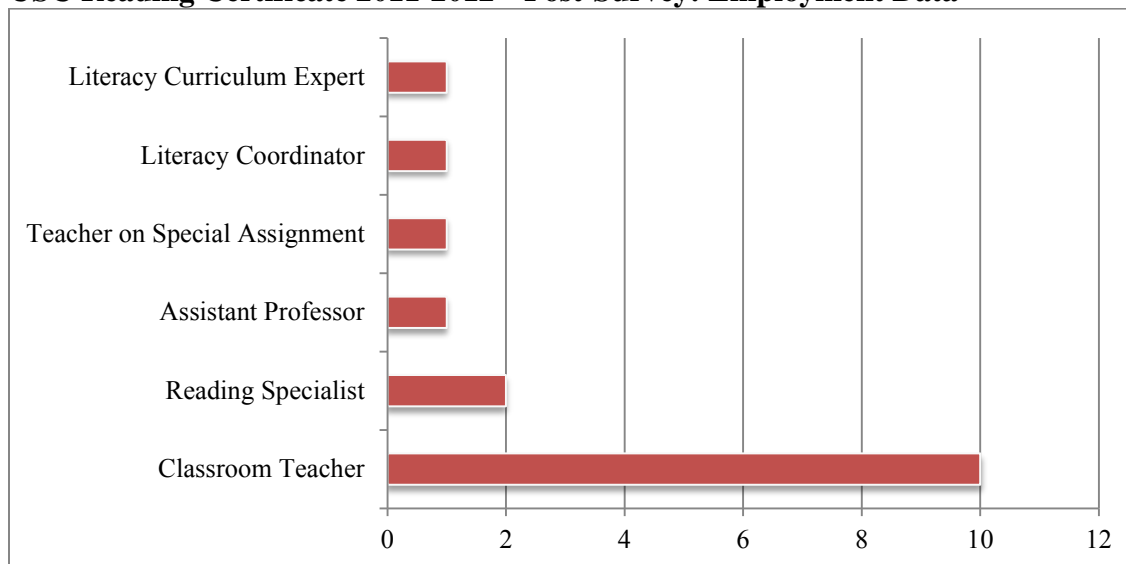
The purpose of the Employer Data Survey is to see how employment opportunities were enhanced as a result of program completion. The Pre/Post data suggest that all jobs were paid (volunteer position eliminated); three Candidates in teaching positions moved to other specialized positions: Teacher on Special Assignment, Literacy Curriculum Expert and Literacy Coordinator.

Additional Assessments	Number Assessed	Percent Passed	Range of Response Options	Maximum and Minimum Responses	Mean	Standard Deviation	Percent Passed	Distribution
Employer Data	17/17	90%	Open ended response	N/A	N/A	N/A	N/A	N/A

USC Reading Certificate 2011-2012 --Pre-Survey: Employment Data



USC Reading Certificate 2011-2012 --Post-Survey: Employment Data



PART III – Analyses and Discussion of Candidate and Program Data

Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
Fall 2012	Faculty Meeting - review of teaching needs	Professors with special education experience would add depth and experience to faculty.	New adjunct faculty member was hired in Fall 2012 to teach: EDUC534x <i>Diagnosis of Reading Difficulties</i> and EDUC535x <i>Remediation of Reading Difficulties</i> This faculty has a teaching credential in Special Education. Previous faculty member did not have this credential and was unable to continue teaching in the program.	Are the wide needs of Reading Teachers being addressed?
Fall 2011	Course Evaluations	Candidates did not have enough time to collect data and analyze with meaning.	EDUC 534x <i>Diagnosis of Reading Disabilities</i> was extended from 10 to 14 weeks to provide more time to finish the final assignment: Diagnostic Literacy Profile.	Does this culminating experience have enough time for Candidates to adequately make meaning?
Fall 2011	Candidate Feedback	Candidates needed better scaffolding to complete assessments and exit plans for classroom students.	Diagnostic assessments HOW-TO videos were added to EDUC 534x <i>Diagnosis of Reading Disabilities</i> to provide more models, and practice for participants to master how to assess students' literacy needs.	Have video models increased Candidate confidence to better assess students' literacy needs?
Fall 2011	Faculty Observation Candidate Feedback	Curriculum needed a wider range of pedagogic tools.	Provided more support whole group, small group and one-on-one in the appropriate selection of methods for instruction and correction of reading difficulties; specifically explicit and differentiated instruction. Provided models of practical recommendations and exit plans for students. Provided a diagnostic lesson plan template that includes descriptions of each required component.	Do these strategies provide greater scaffolding for greater Candidate development?
Spring 2013	NCATE Institutional Report – review of KA data	Reading Certification Authorization Program had seven KAs. Some were not assessments and there was repetition.	KAs were streamlined to three KAs for the four courses, with a Professional Dossier at the culmination.	Do these new data sources provide the data needed to inform Candidate effectiveness?

Date of Change	Data	Observations and analysis	Program Changes/Actions	Monitoring (relevant data)
Fall 2013	Enrollment Data	Program was not meeting enrollment expectations and attracting a large enough Candidate base. Program was placed on hiatus for academic year 2012-13.	Program was reviewed and revised. The program will be delivered, Fall 2013 using a combination of synchronous meetings and asynchronous course assignments. This will provide the program participants immediate access to program faculty and content material.	Will relevancy of new program attract a sustainable population?

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Fall 2013 Enrollment Data	Delivery model changed. The program will be delivered using a combination of synchronous meetings and asynchronous course assignments. This will provide the program participants immediate access to program faculty and content material.	Program Standard 1.1
Fall 2013 NCATE Institutional Report Key Assessment Data	Inter-rater reliability will be conducted Fall, 2013. One full time faculty member, with expertise in this field, will participate in scoring and reliability activities along with Program Director and Adjunct Professor.	Program Standard 1.3
Fall 2013 NCATE Institutional Report Key Assessment Data	New set of KAs determined KAs were streamlined to three KAs for the four courses, with a Professional Dossier at the culmination of the program.	Program Standard 1.3

**Commission on Teacher Credentialing
Biennial Report 2013**

Tier II – Administrative Services Credential

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The USC Rossier School of Education is the center for graduate study in education at the University of Southern California (USC). Rossier offers four concentrations (Higher Education, Educational Psychology, K-12 Administration and Teacher in a Multicultural Society (TEMS) in the Doctorate in Educational Leadership and ten programs at the Master's level that focus on the development of educational leaders who can serve as change agents in their educational environments. Tier II Administrative Services Credential is a credential program where a Candidate fulfills credential requirements only when simultaneously completing the K-12 Administration concentration of the Doctorate in Educational Leadership. All credential Candidates complete Key Assessments 1- *Induction Plan* and 2- *Professional Portfolio and Presentation*, included in this report. The additional coursework for the credential is embodied in two sequential practicum courses, *EDUC 625A/B: Professional Credential Induction and Assessment*. Credential competencies are aligned with the course objectives and assessed at the completion of the program. The program aims to prepare educational leaders who pursue careers as principals, superintendents and program coordinators in a variety of educational settings. The curriculum focuses on strengthening urban education, preparing leaders to work in high-needs schools and districts, such as schools with high numbers of students eligible for free and reduces lunch, and/or English language learners.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
USC on-ground	7	7	8	8

Changes Since Last Accreditation Activity

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
TIER II	Summer 2013	CTC Program Assessment submitted December 15, 2011	Response to submission received July 3, 2013	TIER II Program needs to provide additional information on 5/9 program standards	Program will provide additional information no later than July 19, 2013 in a revised document.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**PART II – Candidate Assessment/Performance and Program Effectiveness Information**

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
KA 1 Induction Plan	Students develop an induction plan with the consultation of the program advisor	Project-based Performance evaluated by a rubric.	All nine standards are measured in the induction plan	<p>This is a two semester course of study designed to fulfill requirements for recommendation for the Tier II Administrative Services Credential. The first semester focuses on the Professional Credential Induction Plan. The Induction Plan includes:</p> <ol style="list-style-type: none"> 1) A Program of Study 2) A self-evaluation 3) Professional objectives 4) A description of the specific support the mentor will provide to facilitate professional development objectives. <p>Determination of whether Candidate meets program standards is a joint decision between Mentor and Program Coordinator.</p>	<p>Questions related to orientation, communication with and choice of mentors is in process.</p> <p>Calibration among Scorers will begin 2013</p>	Yes

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
KA2 Portfolio	Collection of materials related to the core courses for the Ed.D.	Class assignments with faculty comments Verbal presentation combined with the portfolio	All 9 standards	It verifies the student has met the performance standards outlined in their induction plan. Determination of whether Candidate meets program standards is a joint decision between Program Coordinator and Mentor.	Evaluation of how the criteria are measure and how they meet program standards is in process. Calibration will begin Fall 2013	Yes

KEY ASSESSMENT SCORING CRITERIA

Key Assessment 1 Induction Plan	Key Assessment 2 Assessment Portfolio and Exit Interview
Criteria 1) Shared vision of learning for school community 2) School Culture and Instructional Program Conducive to Student Learning and Professional Learning 3) Management of a Safe, Efficient and Effective Learning Environment 4) Collaborating with Families, Community 5) Personal code of Ethics and Leadership 6) Understanding and responding to Larger Context	Criteria 1. Artifacts 2. Self assessment of a. leadership b. accomplishments and c. future goals

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

There is one assessor for each Candidate, since each Candidate has their own Mentor. That total would be seven assessors each year for the years of this report.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

While there is discussion of Candidates' response to the assessment tools, between Mentors and Program Coordinator, there has been no formal calibration.

Data on Reliability Related to Double Scoring (% of score agreement).

Key Assessments are scored using a set of criteria. No formal inter-rater reliability has been conducted.

Modifications made to assessor selection, training, recalibration.

Inter-rater reliability will be conducted Fall, 2013. The Program Coordinator, a part time faculty member, with expertise in this field, will participate with a Mentors for each Candidate in scoring and reliability activities.

b) Additional information about candidate and program completer performance or program effectiveness

Tier II Services Credential Candidates must complete the K-12 Concentration in the EdD Program and all EdD Program Key Assessments in addition to the *two program specific Key Assessment*. EdD Key Assessments are described below as additional assessments.

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
Completion of four core courses: EDUC 525 - Learning EDUC 524- Leadership EDUC 522- Accountability EDUC 523 - Diversity	Meet all the requirements of the courses: EDUC 525 Learning: Major learning and motivation theories related to human learning and development. Candidates apply theories to case studies and collaborative in-class activities, as well as to a real life case study related to the gap analysis model as a framework. EDUC 524: Leadership Focuses on the leadership of urban schools and institutions of higher education and the qualities leaders need to transform these and other public and private-sector organizations in the 21 st century. EDUC 522:	Quantitative, Project-based and Narrative	Standards 3,4	Candidates complete all coursework (papers, projects, presentations) for a grade of "C" or better.	None	YES

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
	<p>Accountability Focuses on accountability, as a concept critical to leaders of educational organizations at all levels.</p> <p>EDUC 523: Diversity Examines educational access and equity in the context of culture, ethnicity, race, sexual orientation, ability, and gender by looking at the interrelationships between divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education and values. Candidates design educational interventions and apply this information to the framing, analysis, and generation of solutions to contemporary educational problems.</p>					
Preliminary Review	Every Ed.D. student needs to pass a Preliminary Review, of grades and evaluations based upon a rubric, conducted by program personnel.	Quantitative	Standard 5,9	Faculty review Candidate grades and work samples to verify progress.	None	Yes
Qualifying Exam	A faculty committee	Qualitative/	Standards 5, 6, 7,9	Candidates	None	No –

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report? (Y/N)
	evaluates the dissertation (capstone) proposal. The candidate gives an oral defense of the dissertation (capstone) proposal.	Quantitative		present the product of their first two years in the program in the form of a proposal to complete their Dissertation (Capstone) Project.		see NCATE Institutional Report – Accreditation Website
Dissertation (Capstone)	The Ed.D. offers an innovative approach, called thematic dissertation groups, where Candidates work collaboratively with faculty and practitioners from the field to study problem in educational leadership.	Quantitative/Qualitative	Standards 5, 6, 7,9			No – see NCATE Institutional Report – Accreditation Website

EdD Key Assessment Scoring Criteria			
Terms 1 and 2	Term 3	Term 4	Terms 5 and 6
Key Assessment 1 Completion of Foundation Courses – Pass with a “C” or better.	Key Assessment 2 Preliminary Review	Key Assessment 3 Qualifying Exam	Key Assessment 4 Dissertation/ Capstone
Criteria – 4 Core Courses: EDUC 525 Learning EDUC 524 Leadership EDUC 522 Accountability EDUC 523 Diversity	Criteria 1) Alignment of Goals 2) Writing Ability 3) Student Engagement	Criteria 1) Overview of Study 2) Literature Review 3) Methodology	Criteria 1) Problem of Practice 2) Literature/ Gap Analysis 3) Method 4) Data 5) Educational Product

c) Aggregated data from Key Assessments 1 and 2

TIER II KA 1: INDUCTION PLAN

The professional credential induction plan outlines the plan to build professional competence in the thematic areas. The thematic areas are:

Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community

Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
 Modeling a personal code of ethics and developing professional leadership capacity
 Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

	2011-2012	2012-2013
	Total – On Ground	Total- On Ground
# Assessed	7	7
% Assessed	100%	100%
% Passed	100%	100%
Range	C/NC	C/NC
MAX-MIN RESP	NA	NA
Mean	NA	NA
SD	NA	NA

TIER II KA 2: PORTFOLIO AND PRESENTATION

The following three components describe this process:

- 1) Portfolio Advisement: the Portfolio is continuously critiqued by the ASC Coordinator until the pre-presentation.
- 2) Pre-presentation Portfolio Evaluation: a meeting with the ASC Coordinator two weeks before the final presentation to review the completed portfolio.
- 3) Assessment Portfolio Presentation: Candidate presents portfolio at Exit Conference with the mentor and ASC Coordinator to verify that performance standards outlined in Induction Plan have been met.

	2011-2012		2012-2013	
	Total	On Ground	Total	On Ground
# Assessed	7	7	7	7
% Assessed	100%	100%	100%	100%
% Passed	100%	100%	100%	100%
Range	C/NC	C/NC	C/NC	C/NC
MAX-MIN RESP	n/a	n/a	n/a	n/a

TIER II KA 2: PORTFOLIO AND PRESENTATION

The following three components describe this process:

- 1) Portfolio Advisement: the Portfolio is continuously critiqued by the ASC Coordinator until the pre-presentation.
- 2) Pre-presentation Portfolio Evaluation: a meeting with the ASC Coordinator two weeks before the final presentation to review the completed portfolio.
- 3) Assessment Portfolio Presentation: Candidate presents portfolio at Exit Conference with the mentor and ASC Coordinator to verify that performance standards outlined in Induction Plan have been met.

Mean	n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a

c) Aggregated data from Additional Assessments – EdD Key Assessments 1 and 2.*

*EdD aggregate data includes data from all EdD Candidates since TIER II Candidates are interspersed and do not have a separate cohort.

EdD KA 1: FOUR CORE COURSES*

(Includes data for all EdD Candidates, since TIER II Candidates are interspersed and not in a separate cohort)

Complete all four Core Course: **Learning, Leadership, Accountability and Diversity** with a grade of “C” or better

	2011-2012				2012-2013			
	LDR	LNG	ACCT	DIV	LDR	LNG	ACCT	DIV
# Assessed	170	171	170	175	214	77*	0*	137
% Assessed	100%	100%	100%	100%	100%	100%**	0*	100%
% Passed	98%	97%	99%	97%	99%	98%	0*	97%
Range	C/NC	C/NC	C/NC	C/NC	C/NC	C/NC	C/NC	C/NC
MAX-MIN RESP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mean	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SD	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* some cohorts have not completed this course at the time of data collection

** 100% of those eligible in the course cycle to take this KA

EdD KA 2: PRELIMINARY REVIEW*		
(Includes data for all EdD Candidates, since TIER II Candidates are interspersed and not in a separate cohort)		
	2011-2012	2012-2013
	Total On Ground	Total On Ground
# Assessed	170	0* (Aug. 2013)
% Assessed	100%**	N/A
% Passed	98%	*
Range	C/NC	*
MAX-MIN RESP	C/NC	*
Mean	N/A	*
SD	N/A	*

* cohorts have not completed this course at the time of data collection

** 100% of those eligible in the course cycle to take this KA

PART III – Analyses and Discussion of Candidate and Program Data

Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
Fall 2012	Data collected and reviewed in preparation for NCATE Institutional Report and 2013 Biennial Report	Internal observations within each program revealed that analysis of data could contribute to significant program improvement.	Included in the Dean's Charge was the directive to establish Data Sub-Committees for ongoing data review and reporting to governance committees.	Faculty Governance Committees receive reports from the Data Subcommittees to include in the Response to the Dean's Charge.
Fall 2012/Spring 2013	Employer Surveys	Credential programs conducted surveys to assess graduates' professional success in the workplace.	The Tier II Administrative Services Credential has conducted two cycles of Employer Surveys. Data will be analyzed Summer 2013.	How can data analyzed contribute to program improvement?
Summer 2013	CTC Program Assessment Feedback	Feedback from CTC 2011 Program Assessment found 5/9 standards not aligned, and needing more information	Program is responding with more information by July 19, 2013	Program will hear from CTC as whether all standards are aligned

Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
Summer 2013	Faculty Meeting Program Review	As a result of program analysis conducted by faculty, after receiving feedback from CTC, the program needs some updates and revision.	Discussions are in progress to address several concerns.	Faculty will monitor changes to see if they result in clearer data that predicts Candidates' ability to complete their job well in the workplace.
Summer 2013	Data collected and reviewed in preparation for CTC Biennial Report	Evaluation of Candidate using Key Assessments and Additional Assessments has informal but no formal calibration events.	Mentors will be chose based upon a set of criteria, rather than Candidate proximity and request. Mentors will calibrate regarding use of assessment tools.	Faculty will monitor choice and qualities of Mentors and their ability to complete quality assessment.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Employer Surveys 2012 and 2013	Program Study will be conducted related to Candidate/Employer/Mentor Feedback: <ul style="list-style-type: none"> Documentation and evidence of experience, training and assessment of the mentors. Candidates evaluation of mentors 	Common Standard 2,8,9 Program Standard 2,4,5,6
CTC Program Assessment Feedback NCATE institutional Report data analysis	Program Study will be conducted related to: <ul style="list-style-type: none"> Practicum connection to K-12 coursework and Program Standards Key Assessments alignment with standards and coursework objectives. Assessment data gathered in meetings between Program Coordinator and Candidate related to structure, outcome criteria and documentation 	Common Standard 2,8,9 Program Standard 2,4,5,6
CTC Program Assessment Feedback	Faculty will create a set of criteria for helping Candidates choose the best mentor and answer the question of whether workplace mentor be evaluating applied coursework? Program will create a brochure with description of the mentoring experience.	Common Standard 2,8,9 Program Standard 2,4,5,6
Employer Surveys 2012 and 2013	Program will work toward greater connection with EdD Program and increased coherence by determining whether meetings and evaluations held on-line might be better assessing Candidate progress and accomplishment.	Program Standard 1
Data collected and reviewed in preparation for CTC Biennial Report CTC Program Assessment Feedback	<ul style="list-style-type: none"> Mentors will be chosen based upon a set of criteria, rather than Candidate proximity and request. Mentors will calibrate regarding use of assessment tools. 	Common Standard 2,8,9 Program Standard 2,4,5,6

**Commission on Teacher Credentialing
Biennial Report 2013**

***PPS Credential- School Social Work and Child Welfare and
Attendance***

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Pupil Personnel Services Credential in School Social Work with a Specialization in Child Welfare and Attendance is administered by the School of Social Work, which also directs the master's program in social work. The mission of the school is stated below:

The mission of the USC School of Social Work is to improve the well-being of vulnerable individuals and communities, advance social and economic justice, and eradicate pressing societal problems in complex and culturally diverse urban environments throughout Southern California, the nation and the world. Our mission is achieved through value-driven, scholarly and creative social work education, research, and professional leadership.

The core beliefs of the School Social Work and Child Welfare and Attendance program attest to the learning about families and children and supporting them through collaborative efforts between school social workers, educators, and administrators. It is essential that candidates in the credential program are equipped with the theories and practice skills necessary to conduct detailed and appropriate assessments, acquire acute data gathering skills, demonstrate ability to strengthen relationships between children and their families, families and schools and schools and communities; and create innovative techniques and interventions in helping families and children; so that within an ecosystem, children can achieve success in school, in family and in the community.

The educational program at the USC School of Social Work to prepare students to qualify for the pupil personnel services (PPS) credential is part of a 60-unit graduate social work program culminating in a Master of Social Work (MSW) degree. Students begin their first year in foundational M.S.W. coursework. Upon entering their second year, they may select either the *Families and Children* or *Mental Health* concentration (the M.S.W. degree has five possible concentration options). In either concentration, students may elect a sub-concentration to receive both the School Social Work and the Child Welfare and Attendance credentials. Students may elect to take this program on a two-year full-time basis or a part-time basis, which may take up to four years to complete. Due to the sub-concentration option that offers the Child Welfare and

Attendance and School Social Work Credentials, this Biennial Report reflects both of these credential programs.

The graduate program is highly structured in accordance with accrediting standards of both the Council on Social Work Education (CSWE) and the California State Commission on Teacher Education (CTC), thus providing the opportunity for the candidates to meet, simultaneously, requirements for the MSW degree and for the PPS credential.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
USC Campus	56	22/56*	42	15/42*
Orange County Center	9	6/9*	11	0/11*
San Diego Center	7	4/7*	10	1/10*

*Candidates enroll in the school social work sub-concentration and graduate from the MSW program. However, many candidates do not submit items necessary for completion of the credential i.e. transcripts, CBEST results, credential

Changes since last Accreditation Activity

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
School of Social Work - PPS	Dec. 15, 2011	SSW Program Assessment submitted to CTC to begin the accreditation process.	Program remains stable and compliant with all competencies.	none	Will continue to collect data for continuous improvement and upcoming accreditation activities.
School of Social Work- PPS	April 29, 2013	NCATE Institutional Report submitted as part of Rossier Unit submission	Minimal feedback related specifically to SSW programs.	Response received from Off-site Review June 25, 2013	Addendum will be submitted to NCATE by August 12, 2013.
School of Social Work- PPS	May 13, 2013	Letter from CTC stating all SSW-PPS standards from the 2011 Program Assessment are aligned.	Supports the upcoming Biennial Report. Changes from the Program Assessment will be identified and described.	Program moves forward towards joint NCATE/CTC Accreditation.	SSW Programs seem prepared for joint accreditation visit.
School of Social Work- PPS	July 23, 2013	CTC 2013 Biennial Submitted	All data is complete and meets social work competencies.	Changes in KAs New San Diego Academic Center	Data collection will now include USC, Orange County and San Diego sites.

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
School of Social Work - PPS	August 26, 2013	Pre-visit for CTC/NCATE Accreditation		Program moves forward towards NCATE/CTC Joint Accreditation Visit	Unit will respond to pre-visit suggestions.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Inform

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data
KA 1: Mid-Year Concentration Evaluation	Utilized to assess and evaluate a candidate's understanding of competencies and application towards individuals, families, groups, communities and systems. There is a rubric of measurement for each competency	Formative	Generic Standards 3, 6, 7, 10, 11, 13, 14 SSW Standards 18, 20, 23 CWA Standard 4	Faculty Supervisor evaluates Candidate on site.	No overall program modifications were made at this time. Candidate's learn about progress and areas for improvement on an individual basis and necessary recommendations and mid-year adjustments to learning were instituted.
KA 2: Final Concentration Year Evaluation	Distributed to candidates during spring semester by the institutional supervisor for final assessment of competencies. Completed by district supervisor with candidate and submitted to institutional supervisor in April/May of concentration year.	Formative	Generic Standards 3, 6, 7, 10, 11, 13, 14 SSW Standards 18, 20, 23 CWA Standard 4	Candidates work with onsite supervisor to meet criteria on Final Year Evaluation.	No overall program modifications were made at this time.
KA 3: Pupil Personnel Services Credential Evaluation	Distributed to candidates during fall semester by the institutional supervisor. Reviewed by candidates and district supervisor for progress and completion by end of fall semester of	Formative	Generic Standards 3, 4, 6, 7, 10, 13, 14, 15 SSW Standards 17, 18, 19, 20, 21, 22, 23, 24,	Candidates work with onsite supervisor to meet criteria on Final Year Evaluation.	Currently reviewing candidate data based on two evaluation points and will present data to the school social work faculty and PPSC Advisory Board in the fall, 2013. Suggested program modifications be presented to

Biennial Report 2013

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data
	concentration year (December) for assessment of candidate progress, growth and areas for continued improvement. Submitted to institutional supervisor at end of spring semester of concentration year (April/May) for assessment of candidate progress, growth and assessment of areas for program improvement.		25 CWA Standard 2, 3, 4, 5, 6, 7, 8		Concentration Chairs, Director of Field Education and if necessary, the Faculty and/or Curriculum Council 2013/2014.
KA 4: Child Welfare and Attendance Log	Distributed to candidates during fall semester by the institutional supervisor. Reviewed by candidates and district supervisor for progress and completion throughout AY; submitted to institutional supervisor in April/May of concentration year.	Formative	CWA Standard 7, 8	Candidates document all activities which apply to meeting program standards.	No program modifications were made at this time.
KA 5: School Site Visit	Conducted by university supervisor or “assigned faculty” during the fall semester to assess a candidate’s progress towards CTC standards and CSWE Competencies.	Formative	Common Standard 6 Generic Standard 4, 6, 7, 8, 10, 14, 16 SSW Standards 17, 18, 20, 22, 24 CWA Standard 4, 5	Faculty meets and dialogues with Candidate in the field.	No modifications were made at this time. Please see Part IV, “Proposed Plan of Action”.
KA 6: Mid-Year Foundation Year Evaluation	Utilized to assess and evaluate a candidate’s understanding of CSWE competencies. There is a rubric of measurement for each competency	Formative	Generic Standards 3, 6, 10, 11, 14 SSW Standards 18, 20, 23	Tool is used to evaluate Candidate progress on each competency toward meeting program standards.	No program modifications were made at this time.

KA	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data
			CWA Standard 4		
KA 7: Final Foundation Year Evaluation	Assessment tool distributed to candidates during spring semester for final assessment of CSWE competencies.	Formative	Generic Standards 3, 6, 10, 11, 14 SSW Standards 18, 20, 23 CWA Standard 4	Completed by district supervisor with candidate and submitted to institutional supervisor in April/May of foundation year.	No program modifications were made at this time.

(b) Additional information collected about candidate and program completers performance

Additional Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
Alumni Survey	Survey distributed to alumni; data based on candidates from the School Social Work Credential program	Open ended questions: (1) Are you employed? (2) Where are you employed?	None	Surveyed alums one-year post graduation.	None	Yes

(c) Aggregated data from 4-6 assessment instruments that were described in (a)

KA 1: Concentration Mid-Year Field Practicum Evaluation

Concentration Mid-Year Field Practicum Evaluation is utilized for both the Family and Children and the Mental Health Concentrations to assess and evaluate a candidate's understanding of competencies and application towards individuals, families, groups, communities and systems. There is a rubric of measurement for each competency. Candidate assessment occurs at two points in the semester and thus, this instrument is distributed to candidates during fall semester by the program coordinator. Completed by district supervisor with candidate and submitted to institutional supervisor in December for review and grade for SOWK686A: Field Practicum II (fall). It is then distributed to candidates during spring semester by the institutional supervisor for completion of the final year evaluation.

- Mid-Year Concentration Evaluation

2011-12						2012-13			
	Total	USC	OC	SD		Total	USC	OC	SD
# Assessed	72	56	9	7		63	42	11	10
% Assessed	100%	100%	100%	100%		100%	100%	100%	100%

KA 1: Concentration Mid-Year Field Practicum Evaluation

% Passed	100%	100%	100%	100%		100%	100%	100%	100%
Range	1-4: credit in progress incomplete no credit	same	same	same		same	same	same	same
MAX-MIN RESP	C/NC	same	same	same		same	same	same	same
Mean	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

KA 2: Concentration Final Field Practicum Evaluation

Concentration Final Field Practicum Evaluation is utilized for both the Family and Children and the Mental Health Concentrations to assess and evaluate a candidate's understanding of competencies and application towards individuals, families, groups, communities and systems. There is a rubric of measurement for each competency. Candidate assessment occurs at two points in the semester and thus, this instrument is distributed to candidates during fall semester by the program coordinator. It is distributed to candidates during spring semester by the institutional supervisor. Completed by district supervisor with candidate and submitted to institutional supervisor in April for review and a grade for SOWK686B: Field Practicum II (spring).

- Final Concentration Year Evaluations (as referenced in the 2011 Biennial Report) are all part of the assessment of the candidate's competencies.

2011-12						2012-13			
	Total	USC	OC	SD		Total	USC	OC	SD
# Assessed	72	56	9	7		63	42	11	10
% Assessed	100%	100%	100%	100%		100%	100%	100%	100%
% Passed	99%	98%	100%	100%		93.5%	97%	90%	100%
Range	1-4: credit in progress incomplete no credit	same	same	same		1-4: credit in progress incomplete no credit	same	same	same

KA 2: Concentration Final Field Practicum Evaluation

MAX-MIN RESP	Maximum=credit Minimum=no credit	same	same	same		Maximum=credit Minimum=no credit	same	same	same
Mean	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

KA 3: Pupil Personnel Services Credential Evaluation

Pupil Personnel Services Credential Evaluation is utilized to assess a candidate's competence and demonstration of candidate's performance in *CTC standards pertaining to school social work and child welfare and attendance*. This instrument is distributed to candidates during fall semester by the program coordinator. Reviewed by candidates and district supervisor for progress and completion throughout AY; submitted to institutional supervisor at the termination of the concentration year.

2011-12						2012-13			
	Total	USC	OC	SD		Total	USC	OC	SD
# Assessed	69	56	9	4		54	42	11	1
% Assessed	100%	100%	100%	100%		100%	100%	100%	100%
% Passed	99%	98%	100%	100%		93.5%	97%	90%	100%
Range	1-2: satisfactorily met not satisfactorily met	same	same	same		same	same	same	same
MAX-MIN RESP	1-2	1-2	1-2	1-2		1-2	1-2	1-2	1-2
Mean	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

KA 4: Child Welfare and Attendance Log

Child Welfare and Attendance Log is utilized to demonstrate how a candidate is meeting the CTC hour requirements (CWA *Programs standards 7,8*) towards the child welfare and attendance credential through a narrative description of activities and timeframes. This instrument is distributed to candidates during fall semester by the institutional supervisor. Reviewed by candidates and district supervisor for progress and completion throughout AY; submitted to institutional supervisor in April of 2nd year.

2011-12						2012-13			
	Total	USC	OC	SD		Total	USC	OC	SD
# Assessed	69	56	9	4		54	42	11	1
% Assessed	100%	100%	100%	100%		100%	100%	100%	100%
% Passed	100%	100%	100%	100%		93.5%	97%	90%	100%
Range	1-2: C/NC	1-2: C/NC	1-2: C/NC	1-2: C/NC		1-2: C/NC	1-2: C/NC	1-2: C/NC	1-2: C/NC
MAX-MIN RESP	Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit		Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit	Maximum=credit Minimum=no credit
Mean	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

KA 5: School Site Visit									
School Site Visit: Conducted at minimum once per year during the candidate's concentration year to evaluate progress and performance of candidate's field education experiences.									
2011-12						2012-13			
	Total	USC	OC	SD		Total	USC	OC	SD
# Assessed	72	56	9	7		63	42	11	10
% Assessed	100%	100%	100%	100%		100%	100%	100%	100%
% Passed	100%	100%	100%	100%		100%	100%	100%	100%
Range	Open ended questions	Open ended questions	Open ended questions	Open ended questions		Open ended questions	Open ended questions	Open ended questions	Open ended questions
MAX-MIN RESP	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Mean	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
SD	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

Twenty-five assessors scored Key Assessments in the PPS School Social Work and Child Welfare and Attendance Programs during the time this Biennial Report covers.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

Assessors discuss Key Assessments before they are administered, but there is no formal calibration event.

Data on Reliability Related to Double Scoring (% of score agreement).

Key Assessments are scored using a set of criteria. No formal inter-rater reliability has been conducted.

Modifications made to assessor selection, training, recalibration.

Inter-rater reliability will be conducted Fall, 2013. One full time faculty member, with expertise in this field, will participate with site based supervisors in scoring and reliability activities.

c) Aggregated data from additional assessments (b): Alumni Survey

The School Social Work and Child Welfare and Attendance program distributed an alumni survey in spring, 2013. The following chart highlights some areas of strength (3.15/3.00) and areas for growth (2.64/2.82) within the program's preparation of candidates for employment in school settings or working with school aged children and adolescents. Survey responses were on a numerical scale of 0 (not at all) – 5 (very strongly).

Understand the knowledge base of social work and child welfare and attendance.	Develop partnerships toward the shared goal of pupils' success.	Describe the mission and function of the school, school district and community, and how these systemic factors contribute to learning outcomes in both positive and negative ways.	Advocate for and partner with a wide range of service integration efforts and providers to enhance pupils' ability to define, work toward and reach their full academic and personal potential.	Create and maintain linkages and partnerships with pupils, families, faculty and staff and the community.
Mean = 3.15	Mean = 3.00	Mean = 2.64	Mean = 2.64	Mean = 2.82

According to previous survey responses of alumni, the program has strengths in preparing candidates with a knowledge base of both credential programs: school social work and child welfare and attendance. The program needs improvement in preparing candidates in ways to enhance pupil abilities to reach their full academic and personal potential. Survey data will be presented to the PPSC Advisory Board for consideration and information, Fall 2013.

PART III – Analyses and Discussion of Candidate and Program Data

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
School of Social Work - PPS	September, 2011	Unit needs and enrollment data	With the return of military personnel, San Diego may provide a market for School of Social Work PPS Candidates	After a year pilot, PPS Social Work is offered, Fall 2012, at the San Diego Academic Center in an on-ground format.	Will this be a relevant program for the San Diego and military populations?

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
School of Social Work - PPS	September, 2012	New academic center, San Diego, allows first (foundation) year students to be placed in schools settings.	After initial pilot program, USC allows first (foundation year) students to earn hours towards the PPS Credential.	Candidates in their foundation year must fulfill PPS requirements; must conduct a foundation year evaluation as opposed to a concentration year evaluation. This is a new key assessment for foundation year students only.	Collection of pupil personnel services credential for analysis of candidate strengths and areas for improvement.
School of Social Work - PPS	September, 2012	Pupil Personnel Services Credential Evaluation was only submitted end of the spring semester.	PPS Board decided this only allows for one opportunity to assess candidate growth and progress.	Pupil Personnel Services Credential Evaluation is now submitted in the fall and spring semesters to assess program strengths and analyze areas for improving candidate competency in CTC standards.	Allows for two check points of candidate performance and progression towards CTC standards.

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Narrative	The MSW Program recently launched a new database, <i>Salesforce</i> . Each site visit will now be recorded in this database and candidate alignment of CTC standards will be assessed and recorded.	Generic Standard 4, 6, 7, 8, 10, 14, 16 SSW Standards 17, 18, 20, 22, 24 CWA Standard 4, 5
Pupil Personnel Services Evaluation	The program will propose scheduling focus groups with school site personnel to provide opportunities for student learning in field practicum in CTC SSW Specialization Standard 3 and CTC SSW Specialization Standard 4. The program will propose adding course content regarding CTC CWA Specialization Standard 1 and CTC CWA Standard 2.	SSW Standards 3, 4 CWA Standards 1, 2

**Commission on Teacher Credentialing
Biennial Report 2013**

PPS Credential- School Counseling

(Approved – Inactive)

Academic Years 2011-2012 and 2012-13

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Master of Education in School Counseling is a clinical training program that prepares candidates to become school counselors in grades pre-K through 12. Forty-eight (48) semester units are required for degree completion. Courses are aligned with the California Commission for Teacher Credentialing Standards of Quality and Effectiveness, and prepare candidates in such subjects as ethical and legal issues, counseling methods, career development, and cross-cultural issues. Completion of required courses allows USC to recommend graduates for a clear California Pupil Personnel Services Credential (PPS), which is required for employment in any public school setting. The program requires a total of 700 hours of practicum (100) and fieldwork (600) hours placement in a public school setting supervised by a PPS credentialed school counseling professional.

The Master of Education submitted a CTC Program Assessment on December 15, 2011. Feedback was received in February 2013, designating which program standards required additional information on 8/30 Program Standards. As a result of the 2012 graduate survey data review and enrollment data review PPS- School Counseling will go on Approved/Inactive status, to provide time to revise the program. This action was approved at the July 30, 2013 CTC Meeting.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2011-2012		2012-13	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
USC On-ground	47	40	29	17

Changes Since Last Accreditation Activity

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
PPS – School Counseling	Spring 2013	CTC Program Assessment submitted December 15, 2011	Response to submission received February 10, 2013, requiring more information on 8/30 Program Standards.	Program has been approved for Approved-Inactive status for review and revision.	N/A

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
KA1 – EDCO 506 Development, Administration and Evaluation of Pupil Personnel Services-Final Exam	Final exam for introductory course in School Counseling	Multiple Choice Opened Ended	CTC PPS 9, 17, 18, 19, 22, 23	Assessment conducted at the end of course EDCO 506	Development of an assessment system	Yes
KA2 - Practicum Evaluation	Evaluation of site performance by PPS supervisor	Summative	CTC PPS 16, 31	Site supervisor observes Candidates on-site and evaluates.	none	Yes
KA 3 -School Counseling Practicum-Log	Description of how candidate is meeting hour and task requirements at their placement site.	Log	CTC PPS 16, 31	Candidate records competency based activity	none	Yes
KA 4- EDCO 505 (Counseling and Collaborative Consultation in the School Setting) Final Case Consultation	A case study of a consultation case covering the major components of the School Counselor role	Case Study	CTC PPS 7, 9, 10, 12, 13, 17, 18, 19, 22, 23, 27	Assessment conducted at the end of course EDCO 505	Development of an assessment system	Yes
KA5- Field Experience	Evaluation of site	Summative	CTC PPS 16, 31	Site supervisor observes	Increased practicum course	Yes

Key Assessments	Assessment Description	Type of Data	Standards Measured	Process	Program Modifications Made Based on Data	Is the data included in this Report?
Evaluation	performance by PPS supervisor			Candidates on-site and evaluates.	to provide more consistent supervision with fewer candidates.	
KA6-School Counseling Field Experience -Log	Description of how candidate is meeting hour and task requirements at their placement site	Log	CTC PPS 16, 31	Candidate records competency based activity.	none	Yes
KA 7-Final Assessment of Candidate	Exit assessment of candidates	Summative	CTC PPS School Counseling 32	Assessors conduct a final review of Candidates meeting School Counseling competencies.	none	Yes

b) Additional information about candidate and program completer performance.

None currently

c) Include aggregated data from 4-6 instruments that were described in (a).

KA 1: EDCO 506 Development, Administration and Evaluation of Pupil Personnel Services-Final Exam			
	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%
Range	1-100		1-100
MAX-MIN RESP	88-100		75-100
Mean	91.4		95

KA 1: EDCO 506 Development, Administration and Evaluation of Pupil Personnel Services-Final Exam

SD	1.1		.47
----	-----	--	-----

KA 2: Practicum Evaluation

	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%
Range	C/NC		C/NC
MAX-MIN RESP	N/A		N/A
Mean	N/A		N/A
SD	N/A		N/A

KA 3: School Counseling Practicum Log

	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%
Range	C/NC		C/NC
MAX-MIN RESP	N/A		N/A

KA 3: School Counseling Practicum Log

Mean	N/A		N/A
SD	N/A		N/A

KA 4: EDUC 505 – Counseling and Collaborative Consultation in the School Setting – Final Case Consultation

	2011-2012		2012*
	On Ground		On Ground
# Assessed	16		12
% Assessed	16		12
% Passed	100%		100%
Range	1-100		1-100
MAX-MIN RESP	84-100		87.5-100
Mean	96		**
SD	.54		**

*KA 4 changed due to change in program curriculum approved by USC curriculum committee March 2011.

** no data available

KA 5: Field Experience Evaluation of Candidate Competence

	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%
Range	C/NC		C/NC

KA 5: Field Experience Evaluation of Candidate Competence

MAX-MIN RESP	N/A		N/A
Mean	N/A		N/A
SD	N/A		N/A

KA 6: School Counseling Mid-Semester Fieldwork Evaluation

	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%
Range	C/NC		C/NC
MAX-MIN RESP	N/A		N/A
Mean	N/A		N/A
SD	N/A		N/A

KA 7: Final Assessment of Candidate Competence

	2011-2012		2012-2013
	On Ground		On Ground
# Assessed	13		17
% Assessed	13		17
% Passed	100%		100%

KA 7: Final Assessment of Candidate Competence

Range	C/NC		C/NC
MAX-MIN RESP	N/A		N/A
Mean	N/A		N/A
SD	N/A		N/A

Number of Assessors: The total number of assessors the program uses and the number of assessors who scored in the years for which the biennial report data is being submitted.

A total of six assessors scored during the years of this Biennial Report. This included (2) for each course-based assessment (EDCO 506 and 505), and (2) for field-based assessments.

Assessor Initial Training and Recalibration: The number of assessors who successfully completed initial training and the number who recalibrated for the applicable biennial report years.

While there was discussion related to key assessments when they were conducted, there were no formal calibration activities.

Data on Reliability Related to Double Scoring (% of score agreement).

Key Assessments are scored using a set of criteria or rubrics. No formal inter-rater reliability has been conducted.

Modifications made to assessor selection, training, recalibration.

None currently – the program is not active.

PART III – Analyses and Discussion of Candidate and Program Data

Program	Date of Change	Data	Observations and analysis	Program Changes	Monitoring (relevant data)
PPS	Fall 2012	Key Assessments: KA1; KA4 and Alumni	Key Assessment data revealed a need to identify alternative assessments in order to gather more sophisticated feedback about candidate performance. Key Assessment data and enrollment data indicated a need for further program curriculum changes.	Program placed on hiatus to further modify curriculum to address	

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

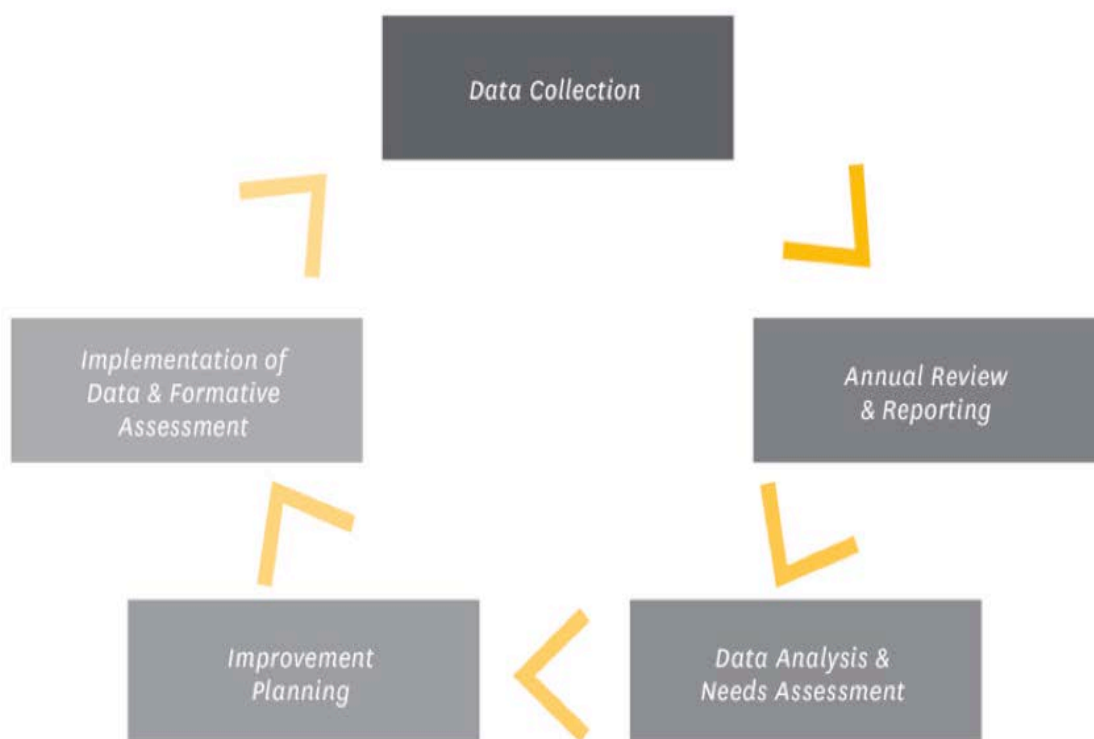
PROGRAM IS CURRENTLY APPROVED/INACTIVE. Data analysis for program revision has not begun.

SECTION B

INSTITUTIONAL SUMMARY AND PLAN OF ACTION

This section reflects the institution's review of the reports from all Commission-approved educator preparation programs within that institution. The summary is submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor.

- 1) One page graphic of your unit assessment system: See [Rossier Accreditation Website](#).



**Documentation of the Unit Assessment System Based on Analysis of Data
2011-12 and 2012-13**

Action Taken	Date	Data Source(s)	Analysis leading to the Action
Implementation of <u>AEGIS</u> , data collection and analysis system.	September 2011	Accreditation data requirements and analysis.	Implementation of AEGIS will provide organized data at predictable stages. The multiple inputs will provide for a variety of faculty perspectives. Data analysis will yield findings at predictable stages.
<u>WestEd External Evaluation</u> begins – Year 1	September 2011	Limited Employer, Graduate and Candidate data to address program implementation and accountability questions.	MAT and EdD needed data from an external source to evaluate programs.
<u>WestEd External Evaluation</u> begins – Year 2	September 2012	Year I findings - Inquiry suggested greater focus toward data for continuous improvement needs.	Year I analysis gave some information – project was able to frame what was needed more specifically.
Unit supported a <u>Data Party Retreat</u> to explore and analyze how Diversity is represented across all program syllabi for greater alignment between this Guiding Principle, the Strategic Plan and goals for addressing the needs of local, national and global urban communities. Study followed up by analyzing each syllabus for appropriate representation of issues related to Diversity.	June 16, 2012 Fall 2012	Agenda for retreat NCATE IR – Standard 4	There was not certainty that Diversity was represented, where appropriate to content across all programs. This is aligned with Strategic Plan Goal 2.
Unit supported concept of a <u>Data Day Retreat</u> - a collaborative meeting between OPAE and the MAT Program (other programs to follow) to analyze program data. Findings corroborated WestEd findings. MAT Program (and other programs) will hold brown bag lunches to review: <ul style="list-style-type: none"> • Stability and rigor of current Key Assessments • The integration of classroom management strategies across courses, where appropriate. • How to give meaningful feedback to Candidates 	June 10, 2013 – MAT Program	Key Assessment Data WestEd Data	Recurring themes seemed to be surfacing and needed closer analysis.

Biennial Report 2013

Action Taken	Date	Data Source(s)	Analysis leading to the Action
<ul style="list-style-type: none"> Continued development of faculty peer mentoring efforts. 			
<u>Unit Organizational Charts 2013</u> show a more streamlined unit. <ul style="list-style-type: none"> MAT Program and Masters Programs combine into one program. 	Senior Leadership Retreat (SLT), June 21, 2013	SLT Resources - APPENDIX I – Document B	Enrollment based tuition has decreased. Unit needed a more efficient organization.
Vice-Dean for Academic Program is leading three <u>development teams to address Strategic Plans Goals 1-3</u> <u>Goal 2 – the Commitment continues to be implemented</u> with partner school districts.	Academic year 2012-13	SLT Resources – APPENDIX I– Documents E and H.	Provides a plan to accomplish Strategic Goals (which support Common Standards) with faculty committees with all programs represented.
Assistant Dean for Research is compiling <u>data on all unit partnerships</u> to facilitate addressing Goals 2 and 3.	Academic year 2012-13	NCATE IR CTC Biennial Report SLT Resources – APPENDIX I	Unit wants to be aware of all current relationships for support of current programs and development of future programs.
USC Rossier becomes an NCATE Candidate – Institutional Report is submitted. CTC Biennial Report submitted. NCATE Addendum Response will be submitted	April 26, 2013 April 29, 2013 July 23, 2013 August 12, 2013	All data requested for reports. Rossier prepares for site visit, October 13, 2013 – SLT Resources APPENDIX I, Document I	Preparation of all documents.
<u>NCATE IR:</u> <u>New faculty and staff are hired to support continuous improvement</u> (examples): Tenure-line Faculty to conduct translational research Director of the Rossier Commitment The Director of Clinical Experiences will now work with all programs, across the unit. Program Specialist to oversee all Key Assessments across all programs. Data Analyst to identify data needs, collect and organize data and	Spring 2013 In-progress Spring 2013 Summer 2013	Strategic Plan – Goal 1 Data collected and response to Accreditation documents. “ “ “ “	Goal 1 Committee finding Findings from WestEd Evaluation – Year I Goal 3 Committee finding and CTC Program Assessment NCATE IR review of Key Assessment data. NCATE IR/CTC requirement of an

Action Taken	Date	Data Source(s)	Analysis leading to the Action
analyze and present data across the unit.	Summer 2013	“ “	assessment system and review of Key Assessment data.
DEAN’S REPORTS: Assistant Dean of Admission reviews and revises admission procedures.	2012-13 academic year	Enrollment and retention data SLT Resources – APPENDIX I, Documents G & H	Trends of enrollment in a tuition-based school economy.

**Common Standard Implications
Fall 2013**

Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Common Standard
<u>Implementation of AEGIS</u> and Annual Review System	All Programs	Areas of Strength: <ul style="list-style-type: none"> Implementation of AEGIS will provide organized data at predictable stages. The multiple inputs will provide for a variety of faculty perspectives. Data analysis will yield findings at predictable stages. 	Common Standards 2, 9
<u>WestEd External Evaluation - Year 1</u>	MAT EdD	Areas of Strength: <ul style="list-style-type: none"> Diversity integrated into content curriculum Overall Program Implementation Graduate feeling of preparedness Actual Graduate preparedness Preliminary data from employers. Areas for Improvement: MAT <ul style="list-style-type: none"> Candidate confidence related to Classroom Management. More practice with curriculum mapping. Partnerships, particularly with regard to off-site faculty qualifications. Areas for Improvement: EdD <ul style="list-style-type: none"> Provide more and deeper research coursework and opportunities. Provide additional training on writing a comprehensive abstract. Continue offering the thematic dissertation option. Areas for Improvement: Unit	Common Standards 1,2,7,9

Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Common Standard
		<ul style="list-style-type: none"> A single system for data collection and storage A comprehensive system to evaluate staff and faculty performance 	
<p>Unit supported a Data Party Retreat to explore and analyze how Diversity is represented across all program syllabi for greater alignment between this Guiding Principle, the Strategic Plan and goals for addressing the needs of local, national and global urban communities.</p> <p>Study followed up by analyzing each syllabus for appropriate representation of issues related to Diversity.</p>	All Programs	<p>Areas of Strength:</p> <ul style="list-style-type: none"> Candidates feel that attitudes toward and learning related to Diversity are a strength of the unit. Introduced the faculty and staff to the importance of using data for continuous improvement, separate from successfully completing Accreditation. <p>Areas of Weakness:</p> <ul style="list-style-type: none"> Implementation of the use of data for continuous improvement needs time for consistent institutionalization. Implementation across all programs is uneven 	Common Standards 1,2,9
<p><u>Unit Organizational Charts 2013</u> show a more streamlined unit.</p> <p>MAT Program and Masters Programs combine into one program.</p>	All Programs	<p>Areas of Strength:</p> <ul style="list-style-type: none"> More efficient use of resources More streamlined leadership 	Program Standards 1,3
<p>Vice-Dean for Academic Program is leading three <u>development teams to address Strategic Plans Goals 1-3</u></p> <p><u>Goal 2 – the Commitment continues to be implemented</u> with partner school districts.</p>	All Programs	<p>Areas of Strength:</p> <ul style="list-style-type: none"> Teams pt effort towards meeting Strategic Plan Goals Goals provide a vehicle for progress within unit Conceptual Framework Faculty from all programs participate on teams. Assistant Dean for Research is compiling data on all unit partnerships to facilitate addressing Goals 2 and 3. <p>Areas of Weakness:</p> <ul style="list-style-type: none"> Forming strong partnerships is a work in progress. Communication with partners and their participation in design, implementation and assessments 	Common Standards 7,8,9

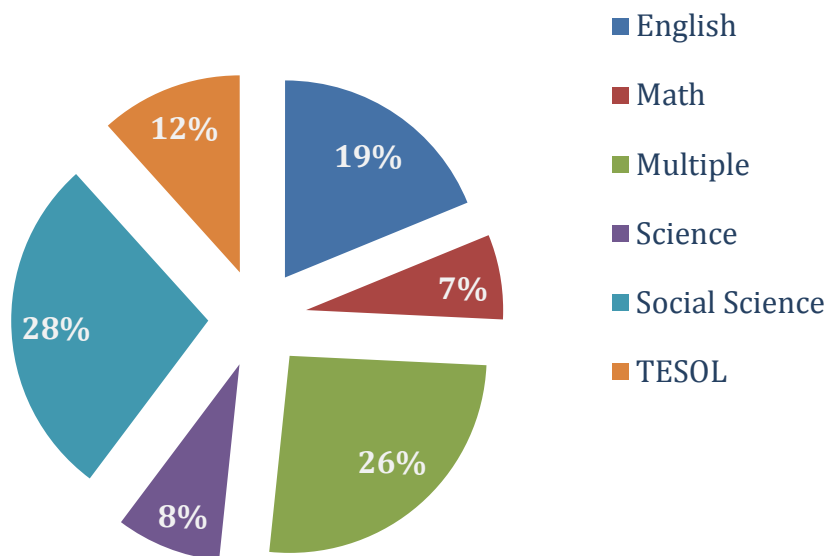
Identified Issue	Program(s) Involved	Area of Strength or Area to Improve	Common Standard
		needs to be more far reaching.	
<p><u>USC Rossier becomes an NCATE Candidate</u>, eligible for joint CTC/NCATE Accreditation</p> <ul style="list-style-type: none"> ▪ Institutional Report is submitted. ▪ CTC Biennial Report submitted. ▪ NCATE Addendum Response will be submitted 		<p>Areas of Strength:</p> <ul style="list-style-type: none"> ▪ Participating in the Accreditation process has supported using data for continuous improvement. ▪ Perspectives from both state and national accreditation has enhanced the process. <p>Areas of Weakness:</p> <ul style="list-style-type: none"> ▪ A great deal of work is needed to solidify the consistent use of data. ▪ Partnerships need attention. ▪ Structure of fieldwork needs improvement. 	Common Standards 1, 2
<p><u>New faculty and staff are hired to support continuous improvement efforts</u> (examples):</p> <ul style="list-style-type: none"> ▪ Tenure-line Faculty to conduct translational research ▪ Director of the Rossier Commitment ▪ The Director of Clinical Experiences will now work with all programs, across the unit. ▪ Program Specialist to oversee all Key Assessments across all programs. ▪ Data Analyst to identify data needs, collect and organize data and analyze and present data across the unit. 	All Programs	<p>Areas of Strengths:</p> <ul style="list-style-type: none"> ▪ Additional personnel will significantly add to the unit's ability to participate in research and assessment related to Strategic Goals 1, 2 and 3. 	Common Standards 3,4,6
<p>Assistant Dean of Admission <u>reviews and revises admission procedures.</u></p>	All Programs	<p>Areas of Strengths:</p> <ul style="list-style-type: none"> ▪ New policy will give greater information related to trends of enrollment in a tuition-based school economy. 	Common Standards 1,3,5.

APPENDICES
(Document examples)

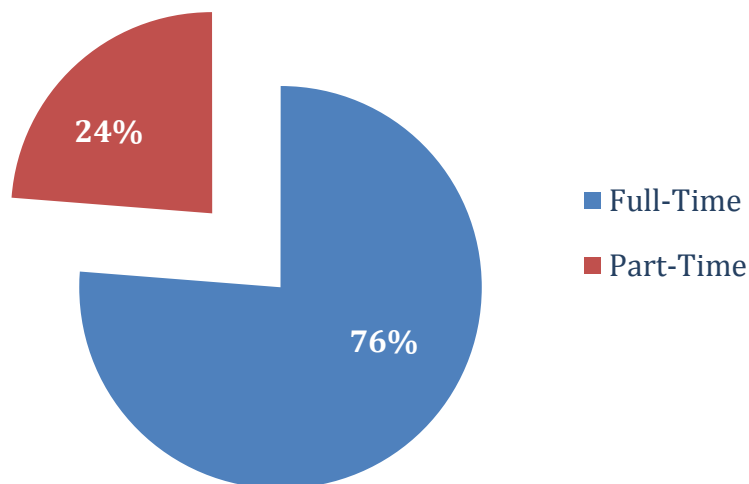
- A. Examples of Data from Dean Reports**
- B. HUB Trip Findings - 2012**
- C. MAT Advisory Group Agendas**
- D. Data Party June 17, 2012**
- E. Data Day June 10, 2013**
- F. Programs' response to Dean's Charge**
- G. [WestEd Executive Summary: MAT](#)**
- H. [WestEd Executive Summary: EdD](#)**
- I. [Senior Leadership Team Retreat Findings
June 21, 2013](#)**

APPENDIX A: Examples of data from MAT Dean's Report – July, 2013

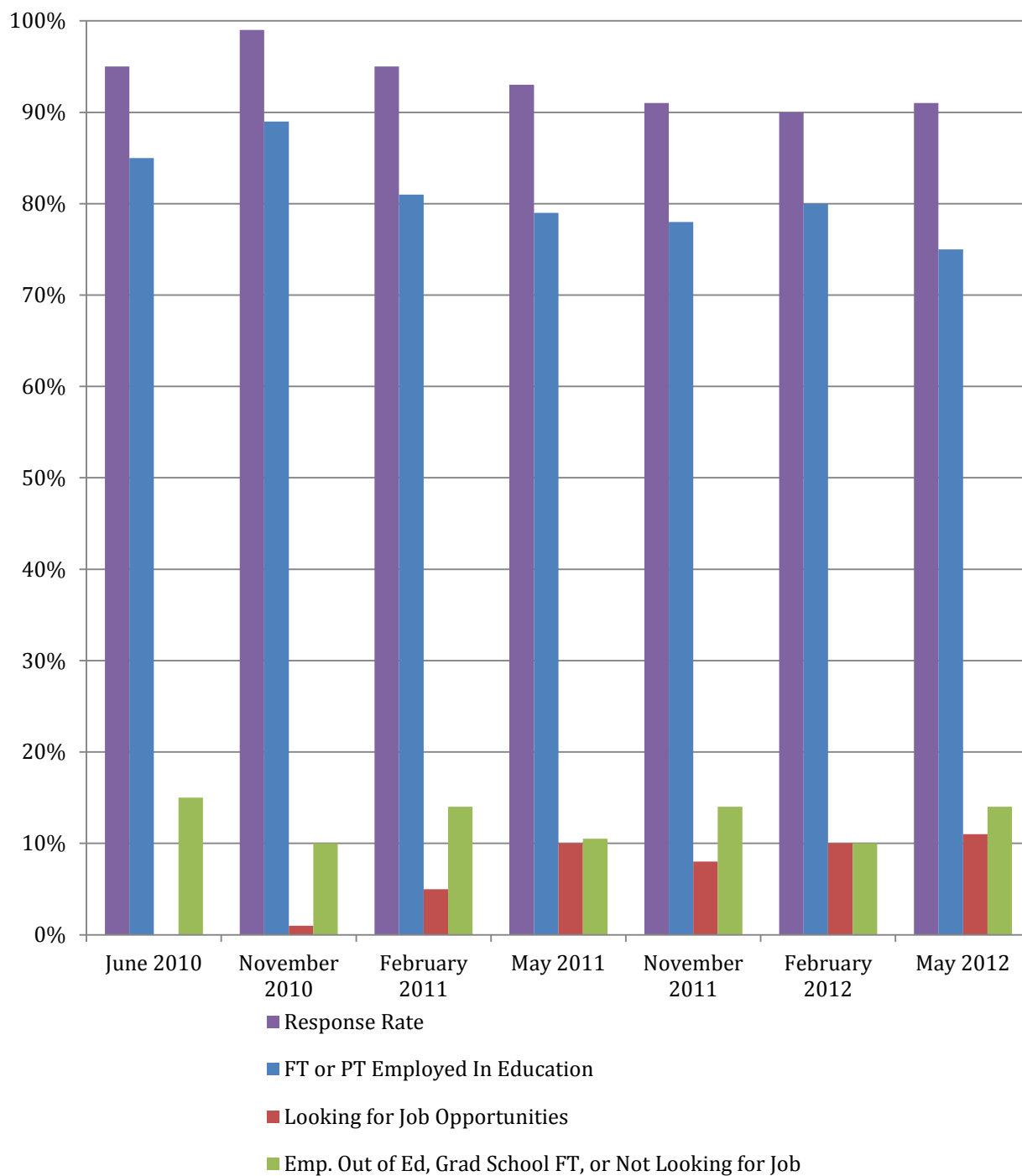
Program Interest



Program Length at Program Start



Grad Employment Metrics



APPENDIX B: Example of HUB Data ([See complete document on Accreditation Website](#))

CA BAY AREA	Interviewers: KALIM RAYBURN	JOHN PASCARELL A	PAT GALLAGHER		
Interviewee (Administrators/In Attendance):	Hub Question 1 (Placement History):	Hub Question 2 (Master Teacher/Start Year):	Hub Question 3 (Program Feedback and/or Candidate Feedback):	Hub Question 4 (What doesn't work?):	Hub Question 5 (Preparing Educators):
Oceana High School (Jefferson Union High School District) 9/14/12	Principal oversees placement (it is not done through district office. Her placement assignment is arranged by making an announcement to all Oceana faculty for interested guiding teachers, wanting to work with a student teacher).	Kent Yuen, '02 9th-12th grade Geometry & AP Calculus (Alum of Oceana, '96)	Principal shared that she knows Mr. Yuen was very happy with his experience and that he would be open to hosting again.	Principal said she was contacted by placement specialist (name withheld for the sake of this report) about hosting a student teacher a month in advance. She got back to the assigned placement specialist 2 days later; however never received confirmation. Principal shared that she has an ongoing relationship with San Francisco State University (SFSU) and that they host a student teacher for an entire year. She prefers this to the every 10-week model.	Professional Development: Meeting was cut off due to situation occurring on campus and school safety. Next Steps for Oceana: Principal will inform guiding teacher, Kent Yuen (kyuen@juhsd.net) that USC will be reaching out to collect his feedback of his experience. A follow-up email was sent to Mr. Yuen requesting to speak with him via telephone or email.
Creative Arts Charter School 9/14/12 Interim Director, Fernando Aguilar	Most student teachers come from USF and Mills College; Mr. Aguilar is a fan of USC and will support future placements.	Maria Jenerik, '04 Middle School Teacher & sports coach	Very pleased with Gina Griffiths. Per the Interim Director, she was solid, connected well with the students, and went above and beyond. She was offered a position until the Director learned that she was pursuing a single subject credential. A Multiple subject is required. Mr. Aguilar also	Make sure candidate is pursuing a multiple subject teaching credential. A single subject credential will not support the candidate should the school be interested in hiring. Another GP student was arranged, however due to the GP students schedule there was a conflict. That could have been noted prior to assigning a GP teacher.	Hiring Potential and "growing your own" CAC teachers? • CAC is looking for teachers that show initiative; are able to work independently; are proactive and have the ability to keep a pulse on all the activity happening in the classroom. • CAC is big on group work and there's lots of interaction. A teacher should be prepared to always engage in the action. Have knowledge of the variety of learning ability within each small group. Professional Development: • Mr. Aguilar was under the weather and dealing with the pressures of the annual campaign, building (there was a

			praises the guiding teacher for her expertise and commitment to student teachers. Our GP students are supported by a teacher who is consistent and oversees curriculum and instruction. Her specialty is project-based learning.		structure fire and the building is currently under construction); annual lease and the idea that the school may have to look for another location. He really was not positioned to talk about other opportunities.
--	--	--	--	--	--

Greater NYC Area	Interviewer: JOHN PASCARELL A	Interviewer: KAYLIM RAYBURN			
Interviewee (Administrators/In Attendance):	Hub Question 1 (Placement History):	Hub Question 2 (Master Teacher/Start Year):	Hub Question 3 (Program Feedback and/or Candidate Feedback):	Hub Question 4 (What doesn't work?):	Hub Question 5 (Preparing Educators):
Harlem Children's Zone (Promise Academy Charter School) 9/7/12 In attendance: Vice Principal Mr. Hammid GP/ 8th grade: Ms. Sosbe Student: Marcelle Yhap, MAT '13	GP student; OBS students; Checked –in with GP teacher Sarah Sosbe; toured with MAT student Marcelle Yhap; meeting with AP Mr. Hammid and Marcelle.	Sarah Sosbe, '11 8th Grade (Previously TFA '03-'05; TFA Curriculum Specialist from '08-'10)		Concern over recording students during demo lessons. There's a strong organizational protection for the HCZ brand and founder Geoffrey Canada.	Hiring Potential and "growing your own" HCZ teachers? Observations of the classroom where Marcelle is placed: Use of writers workshop; readers workshop; KWL charts; Posting of Clear Objectives (SWBAT); daily agenda; Class DoJo software; SMARTBoard.

ATLANTA PUBLIC SCHOOLS	Interviewer: MARGO PENSAVALL E	Interviewer: LAILA HASSAN			
Interviewee (Administrators/In Attendance):	Hub Question 1 (How many MAT@USC candidates hosted?):	Hub Question 2 Strengths of candidates:	Hub Question 3 (Program Feedback: How can we improve?):	Hub Question 4 (Does Candidate have qualities of a person you would hire?):	Other Questions/Statem ents
Garden Hills Elem - Prin. Tracey Scott	Candidate - Katina Asbell - Multiple Gp2. Grade 4. Was at Atlanta Preparatory Academy, GP1. She has learned a great deal from both – very different experiences. Guiding Teacher - Ms. Maleves - teacher very friendly, great energy, junior great books program - Elem IB	Katina loves this school, loves USC program. She has learned the technology. Her coursework has supported the practicum. She has learned skills related to teaching ELL and differentiation strategies. She thinks she will feel ready to go into her own classroom. Candidate has been amazing, takes feedback well. Content knowledge is strong... they talk about how to teach the content. Fieldwork well integrated with coursework.		We have hired student teachers in the past and would hire this kind of Candidate, but hard to get a job now.	
The Best Academy at Benjamin S. Carson HS- Atlanta Public Schools Candidates: Akuoma Nwadike and Aziza Abdul Kareem. (PedA) Observed both Candidates teaching a mini lesson.		Principal and four academy leaders Single gender 6- 12grades. APS	Hired our grad Brian Leviston. He's an asset. Teaching art, not History, which was his credential program at USC and what he student taught in at this school. We met him. He likes the school and they like him.... he seems to be taking on some leadership roles. Pearlie McCall (grad) also student taught at this school. Strong content knowledge.		Brian liked the program and said he felt prepared to have his own class.

ATLANTA PUBLIC SCHOOLS	Interviewer: MARGO PENSAVALL E	Interviewer: LAILA HASSAN			
AP: Daymon Arnold Prin. Mr. Cantrell					
The Best Academy at Benjamin S. Carson HS- Atlanta Public Schools Candidates: Akuoma Nwadike and Aziza Abdul Kareem. (PedA) Observed both Candidates teaching a mini lesson. AP: Daymon Arnold Prin. Mr. Cantrell		Principal and four academy leaders Single gender 6-12grades. APS	Hired our grad Brian Leviston. He's an asset. Teaching art, not History, which was his credential program at USC and what he student taught in at this school. We met him. He likes the school and they like him.... he seems to be taking on some leadership roles. Pearlie McCall (grad) also student taught at this school. Strong content knowledge.		Brian liked the program and said he felt prepared to have his own class.
Druid Hills High Guiding Teacher: Dr. Chhak (Ph.D. in Applied Physics) Sec Science (did not meet with Principal). School was very hi-tech. Student population was very diverse. Candidate: Jasmine Eichelberger		Candidate had good content knowledge in this area, which improved even more as she taught it, even though Accelerated Physics was not her area. She knew that Candidate had done very well in Environmental Science previously, which had been her ugrad major. There her content knowledge was strong and she was successful with kids understanding. Had a close relationship with	Communication with professor was spotty, but candidate kept her in the loop. GT was in contact with Sheri Cohen.		

ATLANTA PUBLIC SCHOOLS	Interviewer: MARGO PENSAVALL E	Interviewer: LAILA HASSAN			
, May 2011		Candidate. After Jasmine taught they reflected on teaching and what they might to better. At first lots of hard work, but the gradual approach made it less work eventually Candidate was very responsible. Jasmine would develop into a good teacher. She actively observed teacher - she also completely took over the class.			
Atlanta Prep Academy Candidate: Raymond Edwards Principal - Lynette Walker - out ill	Just finished GP 2. Will continue as teacher of record in that class.	GT- Rebecca Baum-out at a PD	Raymond was in a unique situation where he was on an emergency credential, so completed the program to get a prelim credential in state of Georgia. Program was “really solid.” He was able to work and continue getting his credential. Master teacher was right next-door, with a sliding door, which was partially open all the time. They planned together, and reflected on outcomes together.	Everything worked just because of his situation and the support he had from the school in addition to the program.	He’s coming to graduation ☺

APPENDIX C: MAT Advisory Group Agendas

MAT@USC Advisory Council Retreat October 5-6, 2011

AGENDA

WEDNESDAY, October 5, 2011

DINNER		5:30 – 8:30 pm
---------------	--	----------------

THURSDAY, October 6, 2011

BREAKFAST		8:00 – 8:30
Welcome & Recap	Karen Symms Gallagher	8:30 – 8:45
	John Katzman	
Updates 1		8:45 – 10:00
A. Events	Karen Symms Gallagher	
B. The Program	Erika Klein	
	Ronni Ephraim	
BREAK		10:00 – 10:15
Updates 2		10:15 – 11:45
C. The Curriculum	Margo Pensavalle	
	1. Changes : Melora Sundt	
	2. Outcomes Document	
	3. Commitment document	
D. Assessment	Ken Yates	
LUNCH		11:45 – 12:45
Strategic Planning for Teacher Support 1		1:00 – 2:15
	Eugenia Mora Flores	
	Fred Freking	
	Melora Sundt	
E. The Vision		
F. 100,000 in 10		
	1. How might we attract candidates/teachers?	
	2. Pathways: what should we include?	
	3. How best to support/retain	
BREAK		2:15 – 2:30
Strategic Planning for Teacher Support	Melora Sundt	2:30 – 3:30
	Ronni Ephraim	
G. What would a competency-based program look like?	1. Competency in what?	
	2. How does one assess competency as input?	
Closing & Next Steps	Karen Symms Gallagher	3:30
ADJOURN		3:45

Teacher Education Advisory Council

Friday, March 29, 2013

8:00am-4:00pm

USC City Center (ATT Building)

1149 S Hill Street, Los Angeles, CA 90015

AGENDA 8:00am

8:30am

Welcome

Introductions

MAT Today

9:30am

Feedback from Council

Members

10:30am

Break

10:45am

NCATE/CAEP Update

11:15am

WestEd Evaluation Update

12:00-1:00pm

Lunch

1:00pm

Commitment Planning /

Infrastructure

2:00pm

Future Plans

> Common Core

> Next Generation Learners

3:30pm

CLOSING

Breakfast

Dean Karen Symms

Gallagher

Dr. Julie Slayton

Dr. Margo Pensavalle

Dr. Ken Yates

Ms. Erika Klein

Dr. Eugenia Mora-Flores

Dr. John Pascarella

APPENDIX D: Data Party

Data Party June 17, 2012

Data Party

June 18-19, 2012

Day One: June 18, 2012

Time	Activity	Description/Purpose
8:00 -8:30	Breakfast	
8:30 - 9:00	Welcome: Dean Gallagher	Setting the stage for the day.
	Introduction of Jeannel King, Event Facilitator, and her process: Bill Rickards	How the events of the day will be documented. Posters around the room for faculty comment during breaks, lunch, etc.
9:00 -10:15	Introduction of Jeff Duncan-Andrade, Ph.D, Keynote Speaker: Gangstas, Wankstas, and Ridas: Alan Green	Shares research related to urban education. Inspires passion and commitment among staff and faculty to engage in an on-going process of inquiry.
10:15 -10:30	Break	
10:30 -10:45	World Café	Setting the context
10:45 -12:15	SESSION 1 WORLD CAFÉ Heterogeneous Groups Nine tables of eight people purposefully grouped across programs.	THINK ABOUT THROUGHTOUT THE DAY: <ul style="list-style-type: none"> • How do our complex aspirations become data that will support continuous improvement? Session 1 - Overarching question: How does KEYNOTE relate to your work? <ul style="list-style-type: none"> • What evaluation questions do we need to construct and address THAT CONNECT GUIDING PRINCIPLES AND KEYNOTE? • What data collection will help us? • How can these questions, help us better articulate our faculty and unit expectations? What additions would we make? WHOLE GROUP - Synthesis discussion

Time	Activity	Description/Purpose
12:15 -1:00	Lunch	
1:00 - 1:45	DIALOGUE: Whole group debrief World Café discussions and share out interactive dialogue	Further facilitation of connections between his findings, our mission, Candidate, Faculty and Unit Expectations, and Strategic Plan Goals.
1:45 - 2:45	SESSION 2 – WORLD CAFÉ Heterogeneous Groups	<p>Session 2 – Overarching question: How do we measure, demonstrate and improve our quality of teaching?</p> <ul style="list-style-type: none"> • Orientation and discussion of phases of assessment system and reporting (Phases 1 and 2) • What conversations should we be having regarding evaluating instruction? What data should be collecting? (Phases 3 and 4) • How do faculty members engage in self-assessment of their own teaching? (Phases 3 and 4)(NCATE 5.b.5) • How do we share data regarding quality of instruction and what processes will best support continuous improvement? (Phases 3, 4, and 5) (NCATE 2.c.4)
2:45 - 3:00	Break	
3:00 - 4:00	Sharing and Synthesis: Wrap-up and transition to Day 2	<p>Summarizing and connecting the topics, needs and identified goals, which will carry to DAY 2.</p> <p>Day 1 evaluation</p> <p>Day 2 Agenda</p> <p>Data Party</p> <p>June 18-19, 2012</p> <p>Day Two: June 19, 2012</p>
Time	Activity	Description/Purpose
8:00 -8:30	Breakfast	

8:30 – 9:45	Introduction of Dr. Alicia Dowd, Key Presenter, CUE Equity Scorecard: Alan Green	Identifying data needed to support and define Strategic Plan, Research, Conceptual Framework and Candidate, Faculty and Unit Expectations.
9:45- 10:00	Break	
10:00 -12:00	PROGRAM TABLE DISCUSSION: <ul style="list-style-type: none"> • Review program level data • Review alignment to program proficiencies • Address program questions 	Session 1 - PROGRAM QUESTIONS SMALL GROUP DISCUSSION IN PROGRAM GROUPS <ul style="list-style-type: none"> • How do current curriculum processes lead to performance outcomes? • How are assessment data shared with candidates, faculty and other stakeholders to help them reflect on and improved their performance and program? (NCATE 2.c.4) • <i>How does the program insure that its assessment procedures are fair, accurate, consistent, and free of bias (NCATE 2.a.4)</i>
12:00 -12:45	Lunch	
12:45 - 2:00	PROGRAM TABLE DISCUSSION: <ul style="list-style-type: none"> • Connection across diverse perspectives • Insights • Collective discoveries 	Session 2 -SMALL GROUP DISCUSSIONS <ul style="list-style-type: none"> • What conversations should we be having in Phase 3 and Phase 4? • What evaluation questions should we ask in Phase 3 and Phase 4? <p>What data collection will help us?</p> <ul style="list-style-type: none"> • How can we share the data conversation with key partners to create a community of inquiry? • What processes will best support continuous improvement?
2:00 – 2:15	Break	
2:15-3:00	Next steps: Reflect, discuss and plan for implementation of data needs and uses	<ul style="list-style-type: none"> • Next steps—3 actionable items from each group to carry to the next step <p>Day 2 evaluation</p>

APPENDIX E : Data Day

Data Day June 10, 2013

Credential Programs Data Day

June 10, 2013

9:00 am to 1:00 pm

AT&T City Center 6th FL Classrooms

AGENDA FOR DATA DAY

Brief Introduction (9-9:15mins)

1. Give context for the day
2. Identify each piece of data
3. Set Goals for the day

Work Group – Session 1 – Key Assessments 1 & 2 (9:20-10:20)

Faculty break into assigned working groups based on Term/KAs to review the current language of the KAs as reported to the CTC in the 2011 Biennial Report.

a) Review the current Key Assessments (KA) used to assess Candidate performance, including

1. the description of the assessment,
2. the types of data collected,
3. the CTC Standards measured, and
4. the process of collecting the data.

If the KA has changed since the 2011 Biennial Report, then complete the *CHANGE* form as to what data supported the change; when was the change implemented; how is the change measured?

Guiding questions for review of the current KAs:

1. As you review the individual KA and their expectations, what is the level of expertise in knowledge, skills, and dispositions we want our Candidates to demonstrate in this area in the summative assessment (PACT)?
2. To what extent is this content addressed in your course or term?
 - a. How does this prepare Candidates for the KA in your course or term?
3. How does the KA assess this? What is the language in the rubric?
4. What content is presented to prepare or teach this?
5. How do Candidates practice and gain confidence with this content?
6. What data need to be collected to monitor the implementation?

7. Do the KAs as currently written across the Program represent a coherent path for candidates to achieve the desired level of expertise?
8. What are the discrepancies in the content of the KAs that would lead to recommendations for program modifications? (*A form will be provided to record this information.*)
9. What data would support the recommendations for program modifications?
10. When would the modifications be implemented?
11. How will the effectiveness of the modifications be measured?

b) Review of additional information about Candidate and Program Completer performance and program effectiveness that informs programmatic decision-making for the purposes of recommending program modifications based on data.

Guiding questions:

1. What additional data should WestEd collect in years 3 through 5 of the evaluation?
2. What additional methods should we use to collect data about Candidate and Program Completer performance?

BREAK 10:20-10:30

Work Group – Session 2 – Key Assessments 3 & 4 (10:30-11:30)

Complete this process again, based on Term/KAs to review the current language of the KAs as reported to the CTC in the 2011 Biennial Report.

c) Review of aggregated data from KAs and additional information (11:30-12:00)

1. KA data tables for the academic years 2011-2012 and 2012-2013
2. WestEd data for YR 1 and YR 2 (to date), plus additional data collected from Guiding Teachers, alumni focus groups, case studies, and hub visits reveal many strengths in the program as well as areas for improvement, including
 - a) Classroom Management
 - b) Creating and using assessments
 - c) Teaching special populations
 - d) Working with technology
 - e) Preparation for the PACT
 - f) Curriculum Mapping
 - g) Communication with Field Partners

Guiding questions:

1. What kinds of responses at the program level would help Candidates gain confidence in these areas as measured by future data collection?
2. How might these responses be translated at the course level and represented in KAs?

WORKING LUNCH – GRAB LUNCH 12-12:15

PARTS III AND IV – 12:15-2:00

Part III – Analyses and Discussion of Candidate and Program Data

Faculty analyzes the information and data provided in Section II and notes strengths and areas for improvement identified through the analyses of the data relative to a) candidate competence; and b) program effectiveness.

(Form to be provided to record the analyses.)

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Faculty describes how they used the data from analyses of candidate assessments and program effectiveness to improve candidate outcomes and program effectiveness.

(Form to be provided to record faculty recommendations.)

APPENDIX F: Programs' Response to Dean's Charge
PROGRAMS' RESPONSE TO DEAN'S CHARGE – MAT PROGRAM

Date: June 16, 2013

To: Dean Karen Symms Gallagher

From: Eugenia Mora-Flores, Chair – MAT Governance
Erika Klein, Program Director - MAT

Re: Response to Dean's Charge for 2012-2013

During the 2011-2012 academic year the MAT governance committee focused on transparency and faculty involvement. This year, a conscious effort was made to ensure that the needs of the program were being met through our existing committee organization and subcommittees. These efforts lead to the development of 2 new committees (student support and development) and streamlining existing committees. The finalized committee and subcommittee structure supported the work of the MAT for the 2012-2013 academic year as it relates to the deans charge dated September 1, 2012 (organizational chart and membership attached to this document). A summary of the MAT governance committee and related subcommittee's work is provided below.

1. Alignment of MAT's work with the Guiding Principles and the New Strategic Plan's goals.

Results Oriented, Impact: The MAT committed to demonstrating the success of the program through student outcomes. Last year, Brandon Martinez became the new Director of MAT Alumni Achievement. In his work, he identified the complexities of operationalizing a commitment that connects our program goals and outcomes to student achievement (Dr. Martinez's SWOT analysis attached). A new position was outlined that could continue the work started by Dr. Martinez and presented to governance. The governance committee provided feedback on the proposed position to be further developed and moved forward by Erika Klein. Due to budget cuts and re-organization, it is unclear at the time what the status is on the position. However, the MAT governance committee is well aware that the work of the commitment needs to continue. We believe in our work as teacher educators and will continue to discover ways of demonstrating our impact on student achievement through on-going conversations about the commitment. Some efforts have been made and are included throughout this report as they relate to other areas of the Guiding Principles and Strategic Plan.

Collaborative Inquiry:

Student Support. The MAT governance committee developed a Student Study Team (Orange Flag) to support students who are struggling to meet the demands of graduate level work.

Understanding that succeeding at the graduate level involves complex knowledge, skills and dispositions, efforts to guide students takes a collaborative effort. The student study team includes expertise from faculty outside the MAT and across Schools in the University. Drs. Alan Green, Ron Astor, Corey Barton, Pat Gallagher, and Laila Hasan, with the support of student advisers, adjunct and full time faculty in the MAT. This committee works to identify the needs of students who may be struggling and find ways to help them be successful in the program and beyond.

University-School Relationships. Throughout the 2012-13 academic year, 2U Placement Services (led by Alex Waters and Jessica) focused on the improvement of process, collateral, and communication with school district partners and candidates, which ultimately improved the experience of all stakeholders. Placement Reports were provided to faculty three weeks in advance of term start dates with 95%+ confirmed placements. As a result, candidates were able meet with and work with their Host/Guiding Teachers in advance, ensuring that they were comfortable with the materials and their Guiding Teacher. Additionally, MAT Faculty were given the names of confirmed Guiding Teachers three weeks in advance of term start dates in order to set expectations and establish relationships to further improve candidates' placement experiences. As we continue our mission to cultivate meaningful partnerships with K-12 schools that serve our teacher candidates and programs, schools site visits were conducted in School Districts (nationally) who are presently or have recently provided our USC Rossier Programs with "Mentor" or "Guiding Teachers" for field placements in the MAT Program. Feedback was gained from unit partners in the Bay Area, NYC, Seattle, Atlanta, New Jersey, Chicago, Virginia, Maryland, and Washington, D.C to learn how our program could improve, how the school viewed the qualifications of teacher candidates enrolled in our program, and how our program could support the unit partner in reaching its goals. - John Pascarella

Combine Research and Practice, Collaborative Inquiry, and Integrity: In November 2012, Dean Karen Symms Gallagher, John Pascarella, Marleen Pugach, Eugenia Mora-Flores, and Paula Carbone received \$110,000 from the *Bill and Melinda Gates Foundation* to study the use of video-based teacher performance assessments used in the clinical fieldwork course Guided Practice. The research team is systematically reviewing VTPA assessment submissions, feedback given, and the tools used to deliver that feedback. The findings will enable the MAT Program to: 1) assist faculty in becoming more precise in providing meaningful feedback and coaching to our teacher candidates via the use of video and rubrics, 2) determine if we can calibrate this process to improve the quality of feedback provided to our teaching candidates to increase their effectiveness; and 3) norm our faculty and others on the most effective use of our feedback tools. Overall, the expected outcome is to strengthen faculty-candidate feedback processes that lead to increased novice teacher effectiveness. – John Pascarella

In an effort to support current students and alumni, Brandon Martinez, through his work as director of MAT Alumni Achievement has organized and presented a series of talks and workshops for students on a variety of topics identified through student surveys as an area of interest or need. This work has initiated conversations among faculty about ways we can continue to improve the program. The following report by the Dr. Brandon Martinez outlines the workshops provided during the 2012-2013 academic year.

Director of MAT Alumni Achievement- Brandon Martinez

Report for Academic Year 2012-13

The following are the workshops put on through the office of the Director of MAA and with the assistance of Senior Academic Advisers Khalia Il and Julienne Jose. The July webinar was the only “online” focus. All other workshops were specifically for on-ground students and were all held at the AT&T Building, except the LAUSD recruitment workshop, which was held in Tapper Hall. Several online students who live in the area attended the on ground workshops.

Classroom Management

Hosted a three-part webinar series on Classroom Management. This was held exclusively online. Attendance was between 35-50 students per webinar. Presenters and focus:

July 11th: Alan Green and Arond Schonberg (counseling)

In this webinar, participants will gain additional insights into student behaviors through a discussion with school counselors. Counselors have the benefit of working with students after the behavior has led to "trouble" and are able to gain a deeper understanding of why the student is behaving inappropriately. Participants in this webinar will gain an understanding of typical triggers or causes related to various behaviors and strategies that will help them recognize underlying issues. Additionally, participants will learn to identify warning signs of deeper issues/problems and prevent negative actions from escalating during class.

July 18th: Kelly King, Cynthia McCarty, and Deb Rinder (principals)

During this webinar, we will look more closely at some of the "real life" situations teachers can expect to face in the classroom. A panel of participants will describe behaviors that they face each year and the strategies that they have used to engaged students who may otherwise derail learning. From the class clown to the student who exhibits defiant behaviors, this session will help participants understand the underlying causes and effective approaches for working with a diverse range of student behaviors.

July 25th: Ben Egan and Tracy Sprague (Principal and Guided Practice Adjunct professor and Master Teacher)

This webinar will provide both a principal's and practitioner's perspectives on classroom management. In particular, the session will focus on how to start off on the right foot by having a classroom management plan or philosophy in place from the start. In addition to emphasizing how to create a positive environment for learning through clear expectations, social learning strategies, etc., this session will also provide participants with insight on what they can expect their administrator to be looking for during observations/evaluations.

Resume Writing

Hosted a two-day workshop on resume writing. Day 1 focused on format and content and Day 2 focused on having a district administrator evaluate resumes.

December 17th: James Hayashi and Julie Tieu, Career Counselor from the University’s Career Center, presented on resume format and shared several templates. Then, Ben Egan, Principal of West High in Torrance and Tim Stowe, MAT Adjunct and District Administrator in Torrance Unified presented on content and what a principal looks for in a resume. About 20 students attended.

December 19th: Maria Ott presented on what Human Resources looks for in a resume during a paper screen. She also gave feedback on student resumes. Due to the proximity to Winter Recess, only eight students were able to attend.

Interviewing

This was a hand-on event where the presenters talked about interviewing techniques and then attendees participated in a mock interview. Panelists included from Glendale Unified School District (Mike Escalante assembled this panel) all current/former principals: Mary Mason, Lynne Marso, Kathy Bishop, Kelly King, and RSOE's Kathy Stowe. Approximately 20 students attended.

January 25th: 60-minute panel presentation with Q&A followed by mini-interviews with panel member. All attendees did a mock interview and received specific feedback.

Networking

February 22nd: Pedro Garcia, Kathy Christie, and Melora Sundt, presented on a variety of approaches to networking. Pedro focused on making a first impression, having a business card, and using the opportunity to take people to lunch as a way to get to know someone and create relationships. Kathy demonstrated the Trojan Family Network and ways to leverage social media as a teacher or school leader. Melora discussed a variety of scenarios where one might be networking but not thinking of it that way. She discussed first impressions and about staying connected with classmates. Approximately 15 students attended.

Data Analysis for the Beginning Teacher

April 19th: Brandon Martinez presented on analyzing student data from State tests, district benchmarks, and teacher created assessments. Omar Ezzeldine, MAT Adjunct, created some of the content on data analysis and test item writing. Approximately 20 students attended.

Charter Schools Presentation

April 19th: Following the Data Analysis workshop, students were invited to the 21st floor of the ATT building where representatives from ICEF, Alliance, Palos Verdes Charter, and Renaissance Arts Charter presented on their schools, their hiring process, and what they look for in a teacher. After each representative presented, students were invited to mix and mingle with the representatives.

LAUSD Recruiting Event

May 31st: Ed.D. Alumna, Lisa Regan, put us in contact with Bryan Johnson and Virginia Yee, LAUSD recruiters. We scheduled an MAT-only event with them at Tapper Hall. About 30 MAT graduates attended. The presenters explained the application process for LAUSD, discussed open positions, substituting in the district, and preparing for a demonstration lesson.

The MAT grads asked a lot of questions and were engaged. The presenters brought folders for all attendees and want to do another event in the future.

New Student Supplemental Orientation

June 24th: This is a special event for our new on-ground and local online students. The focus is three parts. First, Khalia Li will lead an activity on “branding” to get students to think about how to market themselves when they are on a campus for observations and guided practice. Pedro Garcia will lead a discussion on “school law 101” about the basic legal issues a new teacher should consider, especially a teacher candidate. Lastly, Shafiqah Ahmadi and Kidogo Kennedy will present on diversity, addressing aspects of campus diversity a candidate should consider.

Summary

After conducting the SWOT analysis, Melora and I agreed that the focus of the directorship should be on helping candidates who enrolled in the program versus those who had already graduated. As well, it was suggested to create events for the on-ground students.

After the July webinar series, I began working regularly with Senior Academic Advisers Khalia Li and Julianne Jose. Their participation and leadership was critical in many areas. Once I recruited panelists, they organized the event, communicated with all parties, and saw that we had full support on the night of our events.

In February, we were able to hire a student worker, Sheila Seetharaman, who was a senior majoring in economics. Sheila was an asset to our team as she took over event organizing duties, communicated with participants, created the graphics/design for our digital invitations, booked our rooms, arranged catering for some events, and managed our RSVP system.

Khalia and Julianne put this system into place as they developed the event flow, RSVP system, and participant follow up. Once Sheila took over these duties, Julianne, Khalia, and I were able to focus our energies on brainstorming other topics, recruiting potential panelists, and assessing student feedback.

Overall, we were able to offer a significant number of workshops that were beneficial to students, especially since many of them are not addressed in the MAT curriculum. While the current budget may not allow for the level of funding this position had for the 2012-13 academic year, it would be prudent to make some effort to re-visit some topics.

Commitment to Diversity: The MAT continues to serve teachers and students from around the world working in diverse communities. Field-placements are carefully selected to ensure that students are provided a diverse classroom context where they can observe, research and apply effective pedagogical practices that lead to high outcomes for all students.

Innovation, Risk, Scale: The MAT governance committee created a development committee whose membership was open to all MAT faculty. Though a set number of faculty volunteered, all meetings are announced and open to all MAT faculty. The purpose of this committee is to think about national trends, local needs and new ideas to continue the growth and improvement of the MAT. This year the development committee focused on the Common Core State

Standards (CCSS). They began by looking at the program holistically and created a scope and sequence for where we need to focus on the various components and pedagogical impact of the CCSS.

The MAT also launched two new programs this year, the GATE certificate and the Special Education Credential. These programs focus on areas of differentiation and areas of interest and need in schools across the country. Our goal is to continue to grow these programs and encourage current students to add these and other specializations in the MAT, such as the Bilingual Authorization to their program of study. In addition, this year the MAT governance committee supported opening up the SPED credential (California only) to non-MAT students. External candidates will be currently credentialed teachers who are looking to add SPED as a new authorization. Erika Klein has been working with 2U, Admissions and Financial Aid to build out marketing, the application systems, and award eligibility. The goal is to roll out and begin recruiting and enrolling students in Fall 2013.

2. Graduation and Withdrawal Rates

The MAT governance committee reviewed the graduation and withdrawal rates for the program during the February committee meeting. The withdrawal rate has decreased – likely due to the work the academic advising team is doing to retain students. Erika Klein noted that 30% will graduate on time, some tail out to 8 terms. Historically a large number of students would accept admission but never attend, so we implemented a deposit, which has been successful in retaining students from admission to enrollment.

Erika notes the reasons that students leave the program are varied: financial, academic, ideological issue with our content, etc.

Drop out numbers by content area:

English: 106

Math: 48

Multiple Subjects: 131

Science: 43

Social Science: 201

TESOL: 36

Governance members discussed recent approved changes and the on-going work of the faculty that may improve the drop-out rate. On-ground students must now pass CSET prior to enrolling in classes. Course Coordinators are working on course alignment per term to support students who may struggle academically or may just be overwhelmed. An Orange Flag warning system also supports struggling students. There is a need to look at the way in which our challenging content such as diversity is being taught to ensure all students feel comfortable. Some students voiced concerns with feeling discriminated. Governance felt we could continue to look more closely at coursework and content through the alignment work of course coordinators. An idea was to ask some of our faculty experts in this area, such as Dr. Tynes to offer feedback. Another recommendation was for full time faculty to partner with each cohort to provide additional support. Governance will revisit the numbers in the summer to see if current and suggested efforts have improved the withdraw rates and make further recommendations.

3. Continued improvement of field-based experiences and partnerships

2012-13 Clinical Field Experience Report
John Pascarella, Director of Clinical Field Experiences

In the MAT Program's effort to strengthen clinical field-based experiences, the Director of Clinical Field Experiences, Placement Coordinators and Staff, MAT Faculty coordinating and teaching clinical courses and faculty conducting research have taken measures: to develop coherence across Guided Practice content areas; to standardize expectations for all MAT Teacher Candidates, Guided Practice Faculty, and Host/Guiding Teachers; and to standardize resources, frameworks, and models for reflective, critical, and improved teaching practices.

Specifically, the following outcomes were achieved since July 1, 2012:

Curriculum. The design, implementation, and supervision of structures and processes for a research-based clinical curriculum supported by the MAT Domains of Teacher Practice and MAT Vision of a Teacher include: (1) the revision of PACT TPA-aligned holistic scoring rubrics for all formative, summative, and "key assessments" to include criteria for demonstrating competency and increasing proficiency and include classroom management; (2) new "Entry Interviews" to occur in the first week of the ten week term that prompt candidates to identify individual goals, devise a plan to achieve those goals, and determine types of evidence that will demonstrate achievement; (3) improved guidelines, standards, and rubrics were introduced for reflective fieldwork logs; and (4) Key Assessment data was reviewed by Guided Practice faculty that resulted in changes to assessment rubrics.

Professional Development. With the assistance of Professional Development Program's Team (Colleen Dietz, Madeleine Mejia, and Jessica Manzone), new 6-week blended online Professional Development Workshop Series were designed and piloted. Each series is designed with a topic recommended by principals and teachers at K12 schools that make up the MAT Program's unit partners. The first series, *Early Intervention for Struggling Learners*, was launched in early May 2013. Each workshop is co-designed and taught by an established expert practitioner and includes: (3) two-hour workshop synchronous/video live sessions on the 2tor LMS platform to comprise a "mini-course" taken by 15-20 teacher participants; biweekly live sessions occur over a six week period; asynchronous multimedia course materials including professional classroom videos are used in analysis and discussion forum assignments; formative teaching performance assessment (TPA) and (1) summative TPA; and a certificate of completion and professional development hours toward the award of Continuing Education Unit(s) are provided.

4. Collaboration with Office of Program Improvement

The West Ed evaluation identified "three major student skills shortfalls":

- Classroom management
- Analyzing data and applying the findings to instructional strategies/plans
- Curriculum mapping- planning for the semester or year vs. planning a unit or day.

For the 2012-2013 academic year, the MAT faculty made a conscious effort to focus on the first shortfall, classroom management. The decision was made to take the time needed to review what the MAT program currently does to prepare candidates to effectively develop, support and sustain a positive classroom environment that maximizes student learning (classroom management). The MAT faculty met for a retreat in December, 2012 to look closely at the role of classroom management in coursework and guided practice. All faculty shared with one another how they approach and teach classroom management in their courses. Ideas were shared and changes were made to some courses to strengthen the presence and development of classroom management approaches for candidates. One key finding from the retreat was that faculty have made efforts to teach classroom management, though the term “classroom management” may not have been used. Candidates may not understand that what they are learning related to classroom environment and culture is “classroom management”. Faculty concluded that a more explicit reference and connection to the term “classroom management” needed to be made for students.

On June 10, 2013, the MAT faculty came together for a “Data Day” where they spent the time reviewing program data for continued program improvement. The meeting was planned in collaboration between the MAT governance committee, data committee and the Office of Program Evaluation. Based on the meeting the following items were identified as on-going needs and areas of focus:

- The calibration of scores across all Key Assessments needs to be reviewed. Assessors (full and part-time faculty) must be calibrated.
- Students need more comprehensive feedback from Instructors on all KAs. Instructors need to know how to give meaningful feedback, especially in difficult situations. Professional Development is needed in this area, perhaps in the form of an oyster or actual PD event.
- Each of the following data needs to be reviewed in a summarized form, one piece at a time:
 - Exit Survey data
 - Key Assessment Data
 - WestEd data
- There is a need to examine the degree to which Classroom management, as we have defined it, has been integrated into course syllabi
- There is a need to examine clinical experience related to:
 - What can we learn about what is working well for us
 - What can we learn from national research and practice that might help shape the best program
 - How we can increase meaningful communication with off-site instructors.

5. On-going program improvement

Course coordinator meetings for the year further focused on a variety of topics related to program improvement, alignment and accreditation. Through close collaboration with the MAT governance committee to identify areas of need and on-going feedback and support, the course coordinator committee report presented below by Dr. Julie Slayton demonstrates the role of course coordinators in addressing many of the areas presented in the dean's charge.

Course coordinator meetings for the 2012-2013 academic year began in September, 2012. We met from September through June (with our final meeting scheduled for July). During the 10 months of meetings we covered a wide range of topics and accomplished a significant amount of work. The topics addressed were as follows: Accreditation, Data Driven Decision Making, Candidates, 2U, and MAT/ME/TESOL Policy.

With respect to accreditation, we worked together to define the language of partnership in an effort to explain to NCATE and CTC the types of partnerships in which we engage as a program. We also discussed our approach to ensuring that our courses have integrated the Domains into the coursework and the way that the conceptual framework written by the NCATE Committee is aligned to our course syllabi. Finally, we discussed the mock visit process.

With respect to Data Driven Decision Making, we spent a significant portion of our meeting time during October, November, December, January, April, and May, focusing on the use of data to inform program improvement. We used the June meeting time as part of a Data Day Retreat for the entire MAT/ME/TESOL faculty. We began in October by identifying the major findings from the WestEd Report and consistencies between those findings and findings from other sources including site visits conducted by a small group of faculty over several months, and survey data collected from MAT graduates. As one major finding from all of these sources was that graduates do not feel sufficiently prepared in classroom management, we decided to focus our attention on this topic. We worked together to explore the ways in which classroom management gets expressed as a topic and a skill set that we develop throughout the MAT/ME and TESOL. We examined course syllabi, course content, opportunities for candidates to explicitly develop the skill set, and the extent to which we overtly assess candidates' growth in relation to classroom management. In response to these conversations, several course coordinators explicitly made changes within their courses to focus more explicitly on the underlying concepts and skills expressed by candidates as classroom management. In addition to focusing on this topic, we began to discuss the ways each of us individually examines student practice. We spent time looking at examples of students teaching (video submissions) to determine if we are aligned in the ways we approach assessing the quality of practice. We discovered that this is an area in which we need more work. Our approaches and assessments varied significantly, revealing little agreement about what constitutes "good" pedagogy. We also used Data Driven Decision Making time to discuss the ways we use Key Assessment data in our individual work as course coordinators. We also examined Key Assessment data for Key Assessment 1 and the ePortfolio and came to a general consensus that the Key Assessment data is not as nuanced as it needs to be in order to give us insight into our courses and student learning. Efforts were undertaken by one course coordinator to rectify this situation by restructuring the Key Assessment and redesigning the rubric in order to reflect more fine-grained information regarding candidate understandings.

With respect to Candidate Related Topics, we developed an “Orange Flag” process to supplement the Academic Review Process, and the Yellow, and Red Flag notices that are used to identify struggling candidates. The Orange Flag process is to be used with candidates who are demonstrating non-academic difficulties in their courses. We also created a subcommittee dedicated to rewriting the admissions essay questions in an effort to gain deeper insight into potential candidates’ content knowledge prior to admitting them into the program. We also considered creating a clinical fieldwork self-assessment.

With respect to our working relationship with 2U, we had an opportunity to work with 2U on LMS updates, the addition of Turnitin as a default tool to be used with all papers submitted in response to course requirements, and ensuring that we were coordinating all-important deadlines that impacted course readiness.

Finally, Course Coordinator meeting time was used to craft or revisit MAT/ME/TESOL policies. We created a policy outlining the general rule for making up missed class time, a Key Assessment policy delineating the deadlines for submitting Key Assessment data to TaskStream, and a policy regarding candidates’ ability to add classes late in the term. We also spent time discussing the best ways to ensure that new adjuncts and current adjuncts complied with the policy regarding the Adjunct Training Course.

PROGRAMS' RESPONSE TO DEAN'S CHARGE – MASTERS PROGRAMS

Memorandum

Date: July 16, 2013

To: Senior Leadership Team

From Master's Governance Committee

RE: 2012-2013 Charge

The Masters Governance continues to work both to improve the existing catalogue of programs, and to expand its offerings to meet the needs of the current and future academic forecast. We have built upon the efforts of our articulating the Key Assessments of last year's charge, and we made significant gains of implementing the vision of common courses, with a goal of designing an identity for Rossier Masters candidates as practitioners with leadership characteristics in their chosen fields.

Highlights include the Common Courses of Research Methods and a Framing Course that are now fully implemented. The Research course has been launched with an online version, an early adopter of a hybrid curriculum among our offline programs. The School Leadership has met enough enrolment to begin courses this fall. The Diversity Common course is being developed by a multidisciplinary faculty to bring it into a modular format and to increase its usefulness across disciplines.

The Guiding Principles and Strategic Plan inform our work. Following up on the key assessments, we address Accountability and Learning in each of the programs via coordinators reviewing and revising the assessments to verify their quality. This will be an ongoing process and we will strengthen the accountability by partnering with Ken Yates and Kent Peterson to streamline this process. One of our subcommittees took on the overall review of the PASA program. Another ad-hoc group has been meeting to address the future of the School Counseling Program and its possible partnerships. To continue with this development, we have invited Pedro Garcia and Colleen Dietz to join us in the next year and both have graciously agreed.

The Diversity and Leadership guiding values have also been central in the curriculum review and in the development of the new Masters in Learning Sciences. The committee for that development reports to the Strategic Planning committees, but has also been in close contact with MGC and plans to present for approval to us in September.

An effort to improve teaching and assessment in all the programs is a priority. Our Faculty have presented and participated in the Difficult Dialogues and other programs sponsored by the Rossier Diversity Committee, and in the Teaching with Technology conference. The subcommittee discussing the diversity course is reviewing best practices from various sources within the school to create an ideal course. There has also been development of the Adjunct

Handbook this year, to improve uniformity of training for the large, valued pool of professionals utilized by the Masters and Ed.D. programs. Our membership is also involved with the mentoring committee which is working closely with Melora and Rob to give input regarding teacher observation/feedback.

Partnerships valuable to the Masters Programs include relationships with Student Affairs and Housing for PASA, school and mental health sites for MFT, and districts with school leadership. The combining of Masters Programs with MAT will facilitate a stronger collaboration between the work that Derek Sapico has done with the established placements under John Pascarella's care. The EC program would benefit from stronger partnerships with the California Community Colleges for placement opportunities. Two faculty members have been working together for these placements resulting in agreements with about five of the regional campuses out of the 110 possible CA campuses.

The PASA and EC programs regularly integrate the research and writing of Rossier Faculty, including exposure to and in some cases hands on experience with CUE's Equity Scorecard, the Pullias Center's Collegeology suite of games, the IAM program, and SummerTIME. There are a number of research-active tenured and clinical faculty that teach in the PASA and EC programs, including Bill Tierney, Darnell Cole, Tracy Tambascia, Shafiqah Ahmadi, Pat Tobey and Kristan Venegas. These faculty are intentional about sharing examples of their current research as part of their teaching. Ruth Chung's research has informed the Diversity course within the MFT program and her development of the curriculum is weighted heavily in the creation of the common course. Ange-Marie Hancock from Political Science also has constructs being integrated into the Framing and Diversity courses. Gap analysis measures are utilized across courses to provide immediate feedback and inform course revisions.

Discussion of surveys concluded that two follow-up surveys in the fall and early the following year would be the best time for gathering data among our graduates. Students often take a few months for placement, and immediate feedback would not glean as much data as desirable. Because of the variety of job descriptions, a standardized employer survey seems less feasible at this time.

Additional feedback ideas regarding data are as follows:

Faculty/classroom improvement

As identified in past meetings and discussions, our current system of faculty and course evaluations may not capture the kind of detailed information that would be helpful to improve course planning and improvement.

Overall program improvement

An annual survey has been offered to all students in all Master's programs. It would be helpful to pull this information from multiple years of data together to gain a better understanding of how we can improve and identify our core strengths.

Student improvement & opportunities

It would be helpful to have more guidance on developing incremental evaluation measures so that we can identify, address, and assist struggling students, as well as be organized to propel students who are excelling to move beyond the current curricula.

The Masters Governance Committee has been meeting monthly and having subcommittees address more focused areas. I am grateful to Shafiqah Ahmadi for her leadership in Fall 2012. Those committees and their outcomes are as follows:

The Program Development and Improvement Committee

Members of this committee met on three separate occasions, beginning in November of 2012 and concluding in January of 2013. During this time, the Committee took up the Dean's Charge with respect to examining Masters Programs with the intention of using data to drive improvements. In November 2012, Julie met with Alan in order to gain insight into his experiences with school counseling, working on a new program while simultaneously updating an existing program. The entire committee met in the second half of November. At that meeting we outlined our expectation that we would look at each of the Masters Programs to determine where improvements could be made. We agreed that we would examine the following in order to create greater coherence within each program:

1. Program Philosophy
2. Program Outcomes (very specific knowledge, skills, and dispositions that can be measured across the program and which should be mastered by graduation)
3. Program Scope and Sequence (the extent to which the program scope and sequence enables students to Introduce, Reinforce, and Master the program outcome specific knowledge, skill, and dispositions)
4. Course Syllabi
 - a. Reading
 - b. In and out of class assignments that may or may not be formal assessments
 - c. Formal assessments
 - d. Key Assessments that provide point in time and growth measures for the program outcomes
 - e. Other formal assessments

- f. Rubrics for the assessments
- 5. Instruction
 - a. Quality of instruction
 - b. Message/emphasis placed on concepts and skills during instructional time
- 6. Strategic Plan

In December 2012 the whole committee met and heard from Darline and Ken who shared their experiences in developing the new Ed Leadership ME. They presented their approach to creating a coherent program with a program scope and sequence aligned to key competencies, key assignments and aligned courses and assignments. The committee agreed to look at PASA as the first curriculum to be reviewed. Finally, in January, committee members met with Tracy who walked the committee through the program, courses, course assignments, program strengths, and program weaknesses. Data from the program, student feedback and faculty feedback served as the primary data used in addition to program materials—course syllabi, course specific assessments, fieldwork placement expectations, and program scope and sequence, were all examined. The committee identified several areas for further examination. The committee suggested that Tracy take a look at the field placement requirements, units associated with placement expectations, and the use of electives as areas for potential improvement. Tracy took this feedback in order to make improvements to the program. We agreed that this process was incredibly useful and could be expanded to examine other Masters programs.

The Development Subcommittee

Tracy and Ginger met with each other, consulted with MGC, and met with Diana Hernandez. They developed strategies that would be useful to further raise the profile of the school for recruitment and increase the endowment. Their suggestions:

1. Put alumni "Where are they now" videos on Rossier's front page. They would be brief videos talking about what the students gained from their time at Rossier that helped them become leaders in the field.
2. Create mini-videos of faculty members describing the mission and structure of the programs, and how they further the mission of the school. Place the rotating videos on the development page to give donors a sense of what students would gain as a result of being supported through our program.
3. Increase presence on Google and Facebook ads to increase profile and recruitment reach.
4. Include faculty in development events. Create a structure where faculty members can interact with potential donors in a regular, positive way.
5. Showcase students' work online and at events where programs are promoted for both recruitment and development.
6. Increase visibility of programs on campus through NPR, Local Radio Ads, and Newspaper articles (campus and Times).
7. Start Twitter feed for programs to promote information relevant to the work of their students that would be seen all over the world.

8. Use the DSAG model for reaching out via email to alumni for development.
9. Create advisory boards for each program that includes alumni, community stakeholders, and potential donors.

Our meeting with Diana yielded ideas that need to be implemented by the development office.

1. A place to submit student stories (we will need regular reminders for this) that can be promoted for development purposes
2. Faculty can provide development with information about themselves and their work that can be matched to events where their skills or knowledge can be most useful in converting donors.
3. Including faculty in "Rossier on the Road."
4. Including all Master's students in invitation to Leadership Conference. Change conference significantly to make it more relevant to all students in the school. Then can invite more potential donors interested in sponsoring students in leadership across programs.
5. Invite Diana to MGC meetings to help in communication between development and master's programs.

Moving Forward:

- Kent Peterson and Ken Yates will be involved in the implementation and data collection of key assessment material for the Masters Programs
- The Diversity course will be completed and adapted to be a shared resource among Masters Programs.
- The School Leadership begins this fall. They will be requesting a Lab fee approval to cover costs of Summer 2014 travel relevant to the program
- The Learning Sciences Degree is expected to be reviewed in September and submitted for approval.
- The Masters and MAT program will continue to increase reach via combined program responsibilities such as expanding the placement opportunities and cross-training staff in relationships with community partners.
- Continue the systematic review of programs in the Masters Portfolio to evaluate for impact and to measure against the Principles of the school's mission and strategic plan.

PROGRAMS' RESPONSE TO DEAN'S CHARGE – EdD PROGRAM

This report documents the work of the Ed.D. Governance Committee for the 2012-2013 academic year. At the beginning of the year, the Committee was presented with the following charge from the Dean:

1. Consider ways in which the Committee's work contributes to each of our new strategic plan goals, and in helping implement the plan
2. Consider the issue of instructional quality in conjunction with the Faculty Council and the Office of Academic Programs
3. Continue to develop the capstone experience – including greater clarity about expectations and assessments
4. Continue the program improvement work
5. Assist the Communications staff to jointly review all current relevant communications to enhance the visibility, impact, and societal value of the work of the EdD
6. Collaborate with the Office of Program Evaluation to evaluate the feedback mechanisms/processes used to gather information about the programs outcomes in order to incorporate those data in to a continuous improvement process
7. Continue exploration of technology to enhance the learning experience in the EdD

In addition to this structure for the Committee's work, additional considerations were generated through consideration of the West Ed Evaluation Study that was completed during the summer of 2012. While the report was overwhelmingly positive, specific areas for improvement included the following areas: instructional practices, instructional content, dissertation procedures, post-graduation supports, and inconsistencies across faculty and courses. In addition, the following specific recommendations were made:

1. Develop a single system for data collection and storage
2. Implement a comprehensive system to evaluate staff and faculty
3. Provide more and deeper research coursework and opportunities
4. Provide additional training on writing a comprehensive abstract
5. Continue offering the thematic dissertation option

In considering the work for the year, the Committee realized that some of the charges are multi-year and/or ongoing concerns. In order to make the work of the Committee more efficient and targeted, specific subcommittees were set up within the Governance Committee to focus the year's goals and tasks. These included the following subcommittees:

- ***Curriculum/ Instructional Quality/Assessment*** (chaired by Rudy Castruita, addressing Dean's charge items 1, 2, and 7);
- ***Monitoring/Evaluation/Data Structures & Use*** (chaired by Helena Seli, addressing Dean's charge 4, 5, and 6), and
- ***Capstone/Dissertation/ Mentoring*** (chaired by Robert Rueda, addressing Dean's charge 3).

We see the work of these committees as ongoing, and thus some of the recommendations worked on this year from each committee will be reported as motions which will be considered at the initial meetings of the Ed.D. Governance Committee in the fall.

In the following paragraphs, we present the specific activities and accomplishments and recommendations of each subcommittee related to specific charges as well as other related activities.

Curriculum/Instructional Quality/Assessment Subcommittee

This subcommittee addressed how faculty might make instruction a more collaborative, transparent activity such that we learn from one another's innovations and expertise in a low stakes environment. The challenge was trying to answer whether the program's objectives are clear enough to the students and are being taught with consistency in each of our courses by the faculty. The committee recognizes that program objectives are internally established and center on the proficiencies with the four pillars: Accountability, Diversity, Learning and Leadership. It is recommending that the proficiencies and how each course meets them be included in every syllabus. This discussion should be accomplished in the core course meetings and then expand to all courses in the program. Questions should be addressed to help clarify the fidelity of the objectives in each course. It is recommended that the objectives should be theory based and outlined in the rubric in a way that specifies the format and what the faculty should be looking for in the coursework. One way to address this is to institute a system of collaboration among faculty who are teaching the course. The subcommittee suggests that all syllabi clearly articulate course proficiencies. The committee also recommends that the syllabi should structure the objectives for each course to define the elements of all assigned tasks. In order to meet these course objectives, the subcommittee is recommending creating a simple introductory video or other similar job aid for the four core courses based on the school's pillars. The competencies and skills that the school wants to impart to students can be introduced via the videos through practical examples. This approach could provide more focus to the program. The subcommittee envisions that this can be driven in the framing course. Principles that the subcommittee recommends be included to promote learning objectives are as follows:

- Timely feedback should include detailed feedback on writing and content that is accurate, content-based, and focuses on effort rather than ability.
- Classroom activities should reflect a strong balance between theory and application with an emphasis on rigor.
- There should be common rubrics for assignments and assessments across sections of the same course
- The readings should reflect a balance between content and theory, and between current relevant readings with foundational pieces.
- There should be a mix of teacher-directed and independent and group-based student work.
- Instruction should make maximum use of active teaching and learning.
- Rigor should be a characteristic in all course offerings
- Fidelity of the course objectives, goals, assignments, and readings should be maintained without compromising creativity and academic freedom.
- Coherence should be maintained within each course such that requirements and deadlines as outlined in the syllabus are adhered to and this coherence should extend to different instructors teaching the same course.

These principles will be presented to the Governance Committee at the beginning of the year as a motion for consideration and approval. They will then serve as structured guiding principles to the Core Course Coordinators and all instructors in the Program.

The topic of grading was addressed by the subcommittee, including how the committee can bring faculty together to determine how to grade students with consistency. The subcommittee recognizes that sometimes students have unrealistic expectations for success that may be sometimes unwittingly communicated to them by staff and faculty during recruitment activities and in other settings. In addition, faculty sometimes have difficulty providing timely and

accurate feedback, and may grade in ways that are inconsistent across faculty. To improve grading, the committee recommends more establishing principles ensuring grading equity across all courses. Faculty must be consistent in how they look at students' work, such that equivalent standards are applied across instructors and across courses. In addition, faculty should incorporate their clear and explicit expectations of students in the syllabi, and rubrics should be established for each key assessment to help with the consistency in grading. The committee also believes that there can be more clarity, such as those provided by narrative descriptors, on what grades really mean from a faculty standpoint.

The committee also recognized a need for education with the faculty on what grades represent for each assignment, for example what part is made up of mastery of content vs. demonstration of proficiencies vs. other dimensions. With this information, faculty can then determine what criteria should be in the rubrics, and then devise strategies to scaffold performance for students. An additional recommendation in addressing grading concerns is to include a faculty exchange for student papers, concepts and strategies to achieve more consistency on what an A or B paper should look like.

Other specific recommendations for consideration that resulted from the subcommittee's work included:

- Brown bag demonstrations of general teaching practices.
- Peer observations - learning from colleagues on effective instructional practices to help promote transparency around the faculty's instructional practices.
- Demonstrations and/or workshops on effective feedback practices
- Developing a set of non-negotiable elements of effective practice when it comes to instruction

The work of the subcommittee has resulted in a consensus regarding appropriate instructional practices and principles that will help address issues of consistency and quality. The Governance Committee, in conjunction with the EdD Office, will explore the best way to operationalize these principles and recommendations in the coming year.

Monitoring/Evaluation/Data Structures & Use Subcommittee

This subcommittee considered a range of issues related to the use of data in managing the program and planning for the future. The following recommendations were made as recommendations and motions to be considered by the Governance Committee at the beginning of the new academic year.

Based on a review of *Program Goals from the 2012 Annual Program Report*, the subcommittee recommends that there needs to be consensus and a shared understanding of the goals. A recommendation is that some goals should be shared by all four concentrations.

- Motion1: It is recommended that the EdD Governance should vote on the creation of a small number of shared goals for all concentrations

In addition, the subcommittee examined the types of Key Assessment data collected for the EdD. It was determined that key assessments are still being identified and rubrics for each developed. The process has been started in the EdD core course coordinators' meetings. The EdD Governance committee will have to communicate with course coordinators and course leads, conduct periodic progress checks, and report results to the EdD office. As noted earlier in the work of the Instructional Quality Subcommittee, currently, the EdD office does not have ready access to the scores on course key assessments as not all instructors utilize Blackboard's grade book and email system to return graded and commented key assessments. The Governance committee could recommend that all EdD instructors use Blackboard or a similar venue such as

TaskStream as a grading and storing vehicle, creating a permanent repository of important data. Data from key assessments could be very useful for many purposes such as 1) assessing student progress in mechanical and analytic writing within and across courses, 2) analyzing the level and quality of instructor feedback and its relationship to candidate outcomes. Questions to be examined could be: What kinds of feedback are instructors providing? What is the role of instructor corrective feedback in students' progress? For assessment purposes, faculty would be asked to volunteer to participate and the emphasis would be on creating examples of best practice and not punitive.

See Motion 2 above. All EdD faculty to use Blackboard or another venue such as TaskStream to enter grades and to store graded candidate assignments.

In addition, the subcommittee reaffirmed the policy that all faculty are asked to conform to the following in their Ed.D. Program teaching assignment overview:

“Returning Final Papers to Students

We recommend that you use Blackboard to have students submit their papers to you using “Turn It In” assignments feature. We also recommend that you make your comments on the papers through the “Track Changes” feature and return the papers to the students through Blackboard. Using this method, students are not required to prepare stamped mailers or make a trip to campus to retrieve their papers. It also will allow you to keep electronic copies of the students’ papers in case the Ed.D. Program Office would ever need to access them (during the Preliminary Review process, grade appeals, etc).”

In support of this policy, the following motion is recommended for consideration:

- Motion 2: All EdD faculty to use Blackboard to enter grades and to store graded candidate assignments.

The subcommittee considered the issue related to EdD program proficiencies and their alignment with the Rossier candidate proficiencies. It was recommended that the EdD Governance committee needs to have sign-off rights on EdD program proficiencies. The following motion is proposed:

- Motion 3: The EdD governance should vote on the EdD Program Proficiencies that are aligned with the Rossier candidate proficiencies

The subcommittee considered the review of the Alumni Survey data to inform program improvement and implementation. It determined the following to be the case:

- The Doctoral Support Center (DSC) is making plans to develop a longitudinal survey to study EdD candidates at critical points in the program in key areas. Included will be items that the WestEd survey did not address such as 1) the effectiveness of the Framing course as a preparatory tool for graduate-level research and writing, and 2) the effectiveness of the trip abroad and to what degree it affected their global awareness (the DSC is currently working on developing a survey).
- This survey will allow the program to examine whether progress has made in areas identified by the WestEd evaluation such as inconsistent quality of instructors, narrow definition of diversity, and the perceived lack of rigor in methodological courses.

The subcommittee examined ways to assist communications staff to enhance visibility, impact and societal value of the work for our EdD alumni and faculty. It was recommended that the improvements be made in the mechanisms for reporting outcomes of EdD alumni such as position changes, publications, and conference presentations via structures such as Show and

Tell. It was further recommended that a call for information about EdD alumni achievements be more regularly scheduled. In addition it was recommended that a discussion of EdD alumni achievements be made at each concentration faculty meeting so that faculty can be informed of program achievements and outcomes.

- Motion 4: EdD Concentration meetings to include a discussion and a call for submission of EdD alumni achievements.

The subcommittee deliberated on ways to improve collaboration with the Office of Program Evaluation. It was recommended that an ongoing evaluation strategy that is responsive to and extends the WestEd analysis of the EdD program be considered. This would include the following elements:

- Develop and maintain a single system for data collection and storage. This would be especially important for preliminary review, qualifying exam and dissertations. Currently, the EdD program is using an Access database backed up by SQL, and storing documents as pdf's on the common drive. The EdD program would benefit from development of a web-based input form to upload all documents, similar to the university's undergraduate advising database.
- Motion 5: Research the cost of developing a web-based input form for preliminary review, qualifying exam and dissertations in terms of funds and staff hours and determine feasibility.

The subcommittee also recommends that a comprehensive system to evaluate staff and faculty performance be implemented. Currently, the Mentoring Committee and Strategic Plan Instructional Quality committee is working on creating a culture of peer mentoring, including teaching observation and providing peer feedback. The following recommendations are made:

- Adherence to course syllabi. The recommendation is that there be a discussion among all instructors led by the course lead at the beginning and end of each semester.
- Lack of teaching skills was identified as an issue for faculty. There is an effort within Rossier to address teaching practices via on-campus workshops such as the Reflective Teaching Retreat (with Carol Rodgers) and "Facilitating difficult conversations in the classroom" (by the Diversity Committee). It was recommended that these initiatives be continued and expanded.
- An additional suggested strategy from the Data Party in June 2012 was to add items to the course formal evaluation that more directly unpack candidates' learning outcomes in the course than the current university evaluation. Dr. Gale Sinatra has developed an evaluation form for her previous institution that EdD Governance Committee may recommend as a pilot.
- Motion 6: Starting with Framing in August 2013, include candidate learning outcomes' additional questions to the course evaluation.

The subcommittee considered the possibility of addressing a wider range of diversity issues including characteristics such as religion, political affiliation, sexual orientation, and native language within the program. Currently, the Rossier Diversity Committee is addressing the WestEd recommendation to expand the different types of diversity addressed in the EdD courses.

EdD Governance should make a recommendation that all concentrations address this concern and report to governance committee about their action items.

- Motion 7: All concentrations need to address the degree to which the range of diversity issues is addressed in their concentration courses and report action items back to the EdD Governance committee.

The West Ed evaluation suggested some feelings by students that the program should provide more and deeper research coursework and opportunities. It was recommended that the EdD Governance Committee could recommend an evaluation of the degree to which the new Cardinal and Gold Inquiry course strands address the problem of lack of rigorous research methods. After the qualifying exams in Spring/Summer 2014, chairs should be asked to provide feedback about the candidates' level of preparation when it comes to methodology. This item addressing the perceived rigor of methodology course should also be added to a new Graduate Survey. Please see the EdD program office action item below.

The West Ed evaluation also suggested providing additional training on writing a comprehensive abstract for student dissertations. The Doctoral Support Center created an abstract template in February 2013 for students to follow as they create their abstract and to bring the completed abstract to their defense. The expectation is that the dissertation chair has to acknowledge at time of defense that they have seen the abstract. This expectation is followed with an EdD Program Office action item: Starting in spring 2014, all dissertation chairs will be asked to fill out an online Qualtrics survey (generated by the EdD program office) once the program office receives the Approval to Submit Defended Dissertation form. This survey will address the quality of the abstract as well as the level of candidates' methodological preparation to conduct their dissertation-related data collection and analysis.

Finally, the subcommittee considered how can we best use existing data? The following were noted:

1. Many courses' Blackboard sites already contain all key assessments. Questions to be asked: Are students making gains in learning? Is performance improving? What is the role of instructor corrective feedback in this process? What kinds of feedback are professors providing? Is it similar across courses or idiosyncratic? We can ask for volunteers for a pilot evaluation study.
2. Review existing WestEd data about dissertations and the types of inquiry conducted. Questions for EdD program self-study: Are these the kinds of scholar-practitioners that we want to prepare? This question will also be included in the DSC longitudinal study mentioned above.
3. Rossier is committed to supporting practitioner-oriented dissertations yet very few of the Dissertations of the Year winners have been problem solving dissertations from the K-12 concentration. EdD Governance committee could examine this next year.
4. The DSC is planning a longitudinal self-study study as mentioned above. This study will analyze a candidate's progression from the first few concentration courses to preliminary review to qualifying exam to dissertation, guided by questions such as 1) Does our existing support structure work for students who were admitted conditionally or who are placed on early warning? 2) Is DSC writing support in fact improving the students' mechanical and analytical writing or are the advisors repeatedly correct the same types of issues for the same student? In order to make the self-study more robust, DSC is adding more detail to their existing logs such as an indication whether DSC support request was initiated by the student or required by

the EdD program office, the type of support sought and the type of feedback provided, etc.).

5. The Office of Program Evaluation should conduct a qualitative analysis of final course evaluations to determine the student comment patterns that exist in excellent (vs. average) vs. poor instructor and course evaluations. The analysis could include a review of the quality of key assessments as manifestation of learning in relationship to evaluation of faculty member and course. We could ask for faculty volunteers for pilot study.

The final issue considered by the subcommittee was what additional data should we collect about the EdD program outcomes? The following recommendations were made:

- Exit interview for students who graduate and also for those who either failed or left the program
- It would be important to include a self-reflective assignment and a few dispositional scales as part of the EdD program/DSC self-study. The reflection would allow us to gather data about dispositional development in the program (important from the accreditation perspective) as well as information such as whether our candidates know how to benefit from faculty and DSC feedback.
- Motion 7: Determine and include reflective prompts and dispositional measures in the EdD program/DSC self-study (such as those measuring openness to diversity).

In conclusion, the subcommittee recommends that continued use of the West Ed evaluation study be made. Faculty members already have access to the report. The EdD Governance committee's role going forward will be to monitor progress about the implementation of the WestEd recommendations.

Capstone/Dissertation/ Mentoring

This year the subcommittee built upon last year's effort to further development of capstone experiences and issues related to the dissertation process in general. A set of common "non-negotiable" elements that should characterize any dissertation or capstone project were approved by the Governance Committee. These include the following:

- The work should include a problem statement and framing of the approach, which establishes the rationale and significance of the work;
- The current literature is used as a foundation for the work and approach at key points: framing the problem, synthesizing what is known about the problem, and informing the solutions and implications of the work;
- The work is systematic and represents sufficient effort to serve as a capstone or dissertation product
- The product represents a contribution to urban educational practice;
- The product and process serve as an opportunity to demonstrate the ability to apply theory and research to solving or informing an educational problem;
- The work demonstrates the ability to present ideas and arguments and evidence in a logical, systematic, and coherent fashion in both written and oral formats

Dr. Yates and Dr. Rueda worked to test the operationalization of some of the ideas through the problem-solving capstone thematic groups that they led. We experimented with new ideas such as joint authorship of chapters by students (including negotiations with the Graduate

School), and formats other than the traditional five-chapter dissertation. In addition, we helped contribute (along with Drs. Robison and Filback) to the development of the capstone dissertation model being implemented in the Global Ed.D. A key feature of this work was the embedding of dissertation work in the courses throughout the program. Through the courses that Drs. Yates and Rueda and Chung developed and taught in the Global Ed.D. Program, we have used the Program as a test bed for some of the ideas that we will try to export to the on campus Ed.D.

An important part of the work in continuing to develop the Capstone has been the affiliation with CPED. We have continued to present our ideas to colleagues from around the country to get important feedback on our work. In June, Dr. Rueda and Dr. Castruita presented to the CPED group on our Dissertation of Practice work. (A copy of the presentation, reflecting our current progress, is found in Appendix A). As part of that work, we formulated a working definition of the Dissertation of Practice as follows:

“A problem of practice is an educational problem or issue that emerges from a field setting and whose resolution is significant to the practitioners in that setting or to those they serve or engage with. In the USC context, the focus is on urban education, and the program admits students from K-12, higher education, and non-school organizational, agency, and other work settings where education is a focus, and thus the scope of problems of practice is wide. These problems of practice are distinguishable from problems that arise from a review of gaps in the research literature on an educational topic, or problems that are based primarily on extending current theory. This definition does not suggest that problems of practice are not of interest to theoreticians or that they are not amenable to the application of theory, nor does it suggest that theoretical problems are devoid of practical application. Rather, the distinction is based on the primary focus and emphasis.”

We will submit this to the Governance Committee at the initial meeting in order to seek a consensus for further moving the work of EdD faculty away from traditional PhD-like dissertations. At this point, we realize that not all faculty are equally comfortable with unfamiliar models and approaches, and therefore we will work with the Ed.D. Program Office to develop venues to present new ideas and models and resources for faculty. We would like to adopt the format of the newly-created online training for new adjunct faculty in the MAT Program. While not all parts of the materials are appropriate for Ed.D. dissertation chairs, we would like to adopt what is relevant and create new material based on our analysis of needs for the Ed.D. Program.

We recognize that the distinction between Capstone and Dissertations is not always cleanly defined, but rather there are continua along which each vary (see Appendix B).

We also realize the need for mentoring of faculty, both those new to the format of thematic dissertations as those willing to experiment with new Capstone models. We will work with the Ed.D. Program Office in the coming year to develop avenues for faculty to access, including online materials.

During the coming year we will build on initiatives which we have begun this year. The Governance Committee has found the Subcommittee structure to be an efficient way of conducting our work, and we will adapt and adjust to areas of focus as needed.