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As we enter into the accreditation process, it is with confidence and pride that we tell you that the Rossier School is one of the finest schools for graduate studies in education in the entire world. Our mission to improve learning in urban education locally, nationally and globally informs everything we do. Our four Guiding Principles of Leadership, Learning, Accountability and Diversity guide our teaching, research and service efforts in pursuit of our mission. We believe that our mission and Principles anchor this newly revised Conceptual Framework.

Rossier leads the way in innovative, collaborative solutions to improve education outcomes. Our work is field-based, in the classroom, and online, and reflects a diversity of perspectives and experiences. We pride ourselves on innovation in all our programs, preparing teachers, administrators, and educational leaders who are change agents. We support the most forward-thinking scholars and researchers, whose work is having direct impact on student success in K–12 schools and higher education. We are leaders in using cutting-edge technology to scale up our quality programs for maximum impact.

As we enter our second century of preparing the finest educators and scholars through a variety of degree and certificate programs, we reflect on our success and pay tribute to the thousands of Rossier alumni who have changed lives through their leadership in education.

KAREN SYMMS GALLAGHER, PH.D.
EMERY STOOPS AND JOYCE KING STOOPS DEAN
ROSSIER SCHOOL OF EDUCATION
INTRODUCTION
HISTORY AND CONTEXT OF THE INSTITUTION

LOS ANGELES WAS A FRONTIER TOWN IN THE EARLY 1870S, when a group of public-spirited citizens led by Judge Robert Maclay Widney first dreamed of establishing a university in the region. It took nearly a decade for this vision to become a reality. When USC first opened its doors to 53 students and 10 teachers in 1880, the “city” still lacked paved streets, electric lights, telephones and a reliable fire alarm system. Today USC is a private university, which is home to more than 38,000 students, including 17,500 undergraduates and 20,500 graduate and professional students. The faculty is comprised of nearly 3,200 full-time educators and scholars.

The first priority of the faculty and staff is the education of candidates, from freshmen to post-doctoral candidates. This is carried out through a broad array of academic, professional, extracurricular and athletic programs of the first rank. The integration of liberal and professional learning is one of USC’s strengths. The university strives for excellence in teaching knowledge and skills to our candidates, while simultaneously helping them acquire wisdom, understanding of truth, moral discernment, understanding of self, and respect and appreciation for others.

Research of the highest quality conducted by faculty and candidates is fundamental to this mission. USC is a premier academic institution where research and teaching are inextricably intertwined, and on which the nation depends for a steady stream of new knowledge, art, and technology. Faculty are not simply teachers of the works of others, but active contributors to what is taught, thought and practiced throughout the world.

Through teaching, research, artistic expression, professional practice and public service we strive toward academic excellence and a strong connection to our surrounding neighborhood and communities around the globe, where USC provides public leadership and public service in such diverse fields as health care, economic development, social welfare, scientific research, public policy and the arts. We serve the public interest by being the largest private employer in the city of Los Angeles, as well as the city’s largest export industry in the private sector. USC has played a major role in the development of Southern California for more than a century, and plays an increasingly important role in the development of the nation and the world, and expects to continue to play these roles for many centuries to come. Thus planning, commitments and fiscal policies are directed toward building long-term quality and excellence.

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HTTP://WWW.USC.EDU/ABOUT/CORE_DOCUMENTS/ROLE_AND_MISSION_OF_USC.HTML
INTRODUCTION

SPECIAL CHARACTERISTICS OF THE INSTITUTION

THE UNIVERSITY OF SOUTHERN CALIFORNIA IS SITUATED in the kind of community it strives to study. It is located in the heart of Los Angeles, one of the most exciting and dynamic American cities, a unique global hub in the Pacific Rim. The school’s programs offer candidates a rich urban social, intellectual and professional context in which to learn, as well as many international opportunities for research and study. USC prides itself on the diversity of its shared learning community, where candidates come from all 50 states and more than 5,000 international candidates come from 110 countries each academic year. USC also benefits from a diversity of perspectives informed by age, work and life experience.

One of the most unique characteristics of the USC Rossier School of Education is the leadership profiles carried out by both Tenured/Tenure Line and Clinical Faculty. Tenured/Tenure Line faculty leads the unit through original translational research, which informs practice locally, nationally and globally. They present this research in elite national and global publications and at professional forums for the purpose of innovation and collaboration. The Clinical faculty, whose primary focus is teaching and developing candidates, also participates in field-focused applied scholarship, presented in journal and book publications and at national and global conferences to inform colleagues in aspects of clinical education and practice. Each group informs and supports the other as bookends of shared knowledge. Both groups support intellectual growth and professional development of Candidates at the USC Rossier School of Education.

HISTORY OF THE ROSSIER SCHOOL OF EDUCATION

CLASSES IN EDUCATION AT USC BEGAN IN THE 1890S, the Department of Education was established in 1909, and the School of Education was established in 1918. In 1998, alumni Barbara J. and Roger W. Rossier pledged $20 million to the school, which was at the time the largest gift to any school of education in the world. In recognition of their generosity and the importance of their vision for the future of education, the school was renamed in their honor. In 2009, the Rossier School of Education welcomed its first students into the MAT online, an online Master of Arts in Teaching program, which was the first from a major research university. The online program offers the same rigor as our traditional on-campus program but is offered through a robust online learning platform that combines live, synchronous coursework with multi-media interactivity. The program also incorporates intensive, school-based fieldwork experiences, no matter where students reside, and has placed students at more than 1300 school districts and 4000 schools. Today, MAT online is one of the fastest growing teacher preparation programs.
For over a century, the USC Rossier School of Education has been preparing educators to become innovators at the forefront of education. It is one of the world’s premier centers for graduate study in urban education. The school prepares educational leaders to become change agents, in search of innovative, effective and just solutions for the current challenges facing education. This is accomplished through collaborative action, research, and partnerships that rethink curriculum, develop sound policy and improve educational practice.

Angela “Laila” Hassan
Associate Professor of Clinical Education
THE USC ROSSIER SCHOOL OF EDUCATION IS COMMITTED TO INNOVATION in all programs, and to utilizing the latest in technologies and on-line capabilities to provide candidates with options for learning and professional accomplishment. In an increasingly interdependent world, education assumes an increasingly critical role. By improving access to education and the chance for all candidates to succeed through collaborations, partnerships, research and a commitment to educational excellence, the USC Rossier School of Education connects to and serves the global economy. Programs of study that prepare educators are offered in the following areas:

INITIAL TEACHER PREPARATION PROGRAMS

Master of Arts in Teaching (MAT) Program

The Master of Arts in Teaching (MAT) program prepares candidates to enter the teaching profession, and pursue careers as teachers in a variety of settings and educational levels. The curriculum reflects the Rossier School’s focus on strengthening urban education, and places a special emphasis on preparing teachers to work with the diverse populations found in urban schools.

- Preliminary Multiple Subject Credential*
- Preliminary Single Subject Credential*
  - Mathematics
  - English/Language Arts
  - Science
  - History/Social Science
  - Music Education
- Preliminary Multiple or Single Subject Credential – Bilingual Authorization*
  The BCLAD Authorization requires Candidates to complete the MAT Program and two additional courses to address the additional knowledge and meet standards required by the state. Candidates must show competency of these state standards through observation and documentation.
- Education Specialist Credential-Mild to Moderate Disabilities (2012)*
  The Education Specialist Program is designed to prepare students to develop the specialized knowledge and skills needed to recognize and respond to the individual differences among students with special education needs. This program meets the CTC Education Specialist credential standards through four additional courses and a fieldwork component, which can be blended into the initial teacher preparation program.
- Certificate in Gifted Studies
  The Gifted Certificate provides Candidates with the opportunity to develop the specialized knowledge and skills needed to recognize and respond to gifted and talents students. The certificate requires Candidates’ completion of two 3-unit electives, during the course of the MAT Program.

*Indicates a credential program
ADVANCED TEACHER PREPARATION PROGRAMS

Doctor of Education (EdD) in Educational Leadership

The Doctor of Education (EdD) is a 3-year degree program that equips practitioner-scholars with the skills needed to lead high-performing organizations, connect research with practice, and help all students to learn. The program is geared toward working professionals with a Master's degree and at least 3 to 5 years of work experience in a related field who aspire to be leaders in urban education. Concentrations include:

- Educational Psychology
- Higher Education Administration (does not prepare graduates to enter P-12 settings and will not be included in the scope of NCATE reports).
- Teacher Education in Multicultural Societies (TEMS)
- K-12 Leadership in Urban Settings
  - Tier II Administrative Services Credential*

The Professional Administrative Credential program is offered in conjunction with the K-12 Concentration of the EdD Program. Students who seek the Credential must also complete the course of studies necessary to earn an EdD in this concentration. Candidates are required to complete two additional courses, which apply course work to their job setting.

*Indicates a credential program
ADVANCED TEACHER PREPARATION PROGRAMS

• Education Specialist Credential – Mild to Moderate Disabilities (2013)*
As an advanced teacher preparation program, the Master of Arts in Teaching – Education Specialist prepares candidates, already holding a teaching credential, by supplementing that credential with four additional courses, and an internship (totaling 15 units) to meet the requirements of the Education Specialist Credential.

• MAT Capstone
The Master of Arts in Teaching is designed for individuals who wish to strengthen their ability to facilitate learning for all students in a variety of educational settings. Candidates complete all coursework required for the MAT credential option, with the exception of Guided Practice. In place of the practicum, Candidates complete the “Capstone” course, which is comprised of an action research project in Capstone A and developing a professional development plan, from the action research project, in Capstone B. This non-credential option requires a minimum of 30 units.

• Teaching English to Speakers of Other Languages (TESOL)
The MAT-TESOL is a certificate program that prepares candidates who are pursuing careers as English language teaching specialists in a variety of domestic and international settings and educational levels.

• Master of Education, Advanced Instruction
  • Teaching Science, Technology, Engineering, and Mathematics (STEM) in Elementary Schools
  • Teaching Science, Technology, Engineering, and Mathematics (STEM) in Secondary School
  • Differing Abilities
  • The Secondary Curriculum

The Master of Education in Advanced Instruction provides experienced Kindergarten through 12th grade teachers with the opportunity to learn advanced research and effective teaching methods in a given content area.

*Indicates a credential program
OTHER SCHOOL PROFESSIONALS

- **Master of Social Work Pupil Personnel Services Credential** (offered through USC School of Social Work):
  - Child Welfare and Attendance
  - School Social Work

This program conducted through the USC School of Social Work qualifies Candidates for the pupil personnel services (PPS) credential. It is part of a 63-unit graduate social work program culminating in a Master of Social Work (MSW) degree. In either concentration, students may elect a sub-concentration to receive both the School Social Work and the Child Welfare and Attendance credentials.

- **Master of Education, School Counseling**
  - Pupil Personnel Services Credential: School Counseling*

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. Completion of courses allows graduates for a clear California Pupil Personnel Services Credential (PPS).

- **Reading Certificate**

The Reading Certificate program enables K-12 teachers to increase their literacy skills by learning to plan, implement and evaluate a K-12 Reading and Language Arts programs. It consists of four courses taken by Candidates who have completed a credential program, and is aligned with the California Standards for the added authorization.

*Indicates a credential program
GUIDING PRINCIPLES of:

LEADERSHIP

LEARNING

ACCOUNTABILITY

DIVERSITY
In 2000, senior leadership of the USC Rossier School of Education identified the need to develop a Conceptual Framework as a foundation for its next strategic plan. Dean Karen Symms Gallagher lead the School in a “Futures Conference” in the winter of 2001, in which faculty, staff, alumni, community members and students, with the assistance of two professional facilitators, engaged in a three-day, large group strategic thinking process. One of the primary outcomes of that effort, as documented in Aronson, Barbeau and Gallagher (2005), were four “themes” or “pillars” - leadership, learning, accountability, and diversity - that would support all of the School’s academic programs. The Ed.D. (as documented in Dembo & Marsh, 2003) was the first program to implement the pillars, using them to create the Ed.D.’s core courses. Since then, the faculty of each program has incorporated these pillars as central components of their curriculum.
AFTER SUSTAINED SUPPORT, THE FOUR PILLARS were revisited in January 2011 for the purpose of re-evaluating their relevance as the basis the school’s Conceptual Framework. After discussion, the faculty decided that because the pillars continued to represent important seminal concepts integrated into each preparation program, they should be seen as the USC Rossier School of Education’s Guiding Principles and remain the basis of the Conceptual Framework.

Vision and Mission Statements
UNIVERSITY OF SOUTHERN CALIFORNIA

The University of Southern California’s strategic vision, Matching Deeds to Ambitions, outlines the leading role the university will play in “the Age of the Pacific—an environment that is far more global, urban and integrated than ever before.” The strategic vision charts high-level aspirations for USC via three broad pathways: 1) transforming education for a rapidly changing world, 2) creating scholarship with consequences and 3) connecting the individual to the world. Within these pathways, key areas of expansion include transformational faculty, cross-disciplinary collaboration, translational research that addresses societal challenges, access to education for all, and global and local engagement. With the rising influence of the Pacific Rim and the role of Los Angeles as the leading city in this key region of the world, USC is positioned to take a global leadership role in the research, professions and creative work that will most benefit society.

The central mission of the University of Southern California is the development of individuals who contribute to the local, national and global society. The university experience supports their ability to do this through the cultivation and enrichment of intellect and spirit. The principal means by which this mission is accomplished are teaching, research, artistic expression, professional practice and selected forms of public service.

Vision and Mission Statements
USC ROSSIER SCHOOL OF EDUCATION

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 USC Rossier School of Education believes that, as a top-tier research institution, we have the responsibility and the ability to prepare educational leaders and to develop the innovative practices, inclusive of equity and access, that 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 challenges, 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.
Vision and Mission Statements

SCHOOL OF SOCIAL WORK

The School of Social Work seeks 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. This mission is achieved through value-driven, scholarly and creative social work education, research, and professional leadership.

THEMES OF ALIGNMENT BETWEEN THE INSTITUTION and USC Rossier School of Education and the School of Social Work are clear in both vision and mission statements. This alignment includes:

• Preparing and developing leaders who share a commitment to focusing on urban education locally, nationally and globally;

• Addressing the complex educational and social issues facing urban communities by engaging in collaborative and scholarly research on educational practices and policy; and

• Creating partnerships to rethink curriculum, improve learning environments, and develop sound policy (through cultivation and enrichment of the intellect and spirit).

ADAPTED FROM “THE NEW STRATEGIC VISION” HTTP://STRATEGIC.USC.EDU/FILES/2013/01/USC-STRATEGIC-VISION.PDF
we believe that the purpose of education and learning is to improve the human condition though the interaction of individuals and society locally, nationally, and globally. We believe that every student, regardless of personal circumstance, is able to learn and succeed. We ensure every student’s success by creating evidence-based, student-centered, and collaborative learning environments that consider individual, contextual and cultural differences. We believe that we, as teachers, researchers, counselors and administrators, are accountable to the communities we serve to ensure that every learner has access to a quality educational experience. We believe that diversity enriches the educational experience through the equitable inclusion of all learners. Through strategic partnerships and strong leadership, we seek effective and just solutions to improve education.
THE UNIT’S PHILOSOPHY

THE THEORETICAL FRAMEWORK, which supports this philosophical belief, is the Developmental Learning Continuum. It is comprised of four essential stages, Understanding the Self (Leadership), Understanding Learning and Learners (Learning), Theory into Practice (Accountability) and Solving Problems in Context (Diversity) that we believe our candidates come to understand as they develop into scholars, professional educators and counselors. Each program integrates the progression of the Developmental Learning Continuum as a theoretical framework. The goals of assessment are simultaneously aligned with the theoretical framework and the contextual Guiding Principles.

CONCEPTUAL FRAMEWORK - DEVELOPMENTAL LEARNING CONTINUUM

Understanding the Self
Understanding Learning and Learners
Applying Theory to Practice
Solving Problems in Context

Professor Lawrence O. Picus
Vice Dean of Faculty Affairs

Alan G. Green
Associate Professor of Clinical Education
GUIDING PRINCIPLES and KNOWLEDGE BASE, GOALS and PURPOSE

GUIDING PRINCIPLES: BELIEFS AND KNOWLEDGE BASE

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 interpret the expectations of the vision and mission statements of both institution and unit. They have remained constant and have consistently framed 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.

LEADERSHIP

Unit beliefs are anchored by the idea that learners’ knowledge, skills and dispositions are enhanced when educational leaders create a common culture of high expectations, foster productive relationships within the organization, and hold the organization accountable (Fullan & Scott, 2009). The educational leader is able to advance the key objective of equity when that leader engages in the practice of reflective discourse and a process of critical assessment of all prior assumptions. To become a transformative, translational, and transnational educational leader, that leader must demonstrate a high level of creativity and a strong degree of entrepreneurism. By thinking “outside the box” and becoming a tempered radical (Meyerson, 2001), the true educational leader is innovative and considers diverse pathways and multiple perspectives embedded in diverse cultural contexts (Bensimon & Neuman, 1993). A strong educational leader must possess the ability to advocate for each and every learner. Through this advocacy, the educational leader advances equity by effectively communicating with individuals who hold positions in critical interest groups (Kezar, 2009). Leaders engage in adaptive flexibility and are accessible to multiple constituencies (Heifitz & Linsky, 2002) and develop high educational expectations for all members of the learning community.
LEARNING

At the USC Rossier School of Education, we believe that learning and motivation involve a complex reciprocal relationship between individual, contextual and cultural influences (Bandura, 1986, 1997). We believe that in addition to content knowledge, learning includes the acquisition of metacognitive and self-regulatory skills related to goal setting, problem solving, critical thinking and self-reflection (Flavell, Miller & Miller, 2002; Locke & Latham, 1990; Zimmerman, 2008). We believe that knowledge is constructed through our interactions with others, and that effective learning environments are social and collaborative in nature (Vygotsky, 1978). Our instructional practices model and advocate student-centered and meaningfully contextualized learning environments that foster student mastery of both domain content and skills in socio-emotional development (Mayer, 2008; Midgley et al., 1998). Our curriculum draws from a theoretically grounded framework that culminates in our candidates being able to flexibly address common problems of practice related to learning and motivation, especially those found in urban settings (Clark & Estes, 2008).

ACCOUNTABILITY

Accountability addresses indicators of success such as system coherence and support, evidence-based practices, processes of continual improvement, and organizational learning. Heim (1996) defines accountability as “the responsibility that goes with the authority to do something…to use authority justifiably and credibly.” First and foremost, we are accountable to our students. Education is improved by professional and personal accountability to learners, parents, peers, and high standards of practice, which are responsive to the individual differences and needs of all learners. Through adherence to the principles of ethics and ethical professional practice, we strive to educate our candidates in an environment that promises them equity and justice (Sockett, 1993; Darling-Hammond, 1989). Proficient in data-driven decision-making and goal-directed professional practice, we respond to the needs of our students in a manner that is consistent in practice and effective in outcome (Gregory & Kuzmich, 2004). Accountability demands the application of authentic assessment, involving both formative and summative assessments that are both valid and reliable (Darling-Hammond, Ancess, & Falk, 1995). We believe in organizational accountability responsive to both internal and external accountability demands. While demonstrating our professional and personal accountability to our peers, parents and the community with transparent and verifiable practice and research, we strive to exceed established state and national standards (Ladson-Billings, 1995).
DIVERSITY

The USC Rossier School of Education strives to promote the understanding of the specific strengths and needs of learners who differ in race, culture, ethnicity, gender, sexual orientation, socio-economic status, age, physical or intellectual abilities, religious, personal, and political beliefs. This focus includes an analysis of the distribution of power and how it impacts equity and access to educational and other forms of opportunity; the policies, practices, and beliefs that create barriers for learners and the ways in which these barriers may be personally and collectively navigated (Reynolds & Pope, 1991). Our concept of diversity encompasses acceptance and respect, and fosters the understanding that each individual is unique and that differences and similarities within and between groups are important factors to consider when addressing issues in education (Bennett, 2001). Rossier’s curriculum reflects our deliberate efforts to model, foster, and develop the knowledge, skills, and dispositions to move beyond tolerance toward embracing and celebrating the rich dimensions of diversity and creating equitable learning environments for all students (Gallagher, et al., 2012).

Our goal is to provide Rossier students with the conceptual foundation and analytic skills needed to apply various competing and complimentary theories, propositions, variables, definitions, research evidence, assumptions, and application to educational practice. Understanding diversity empowers educators to recognize that ideas surrounding difference are socially constructed and that cultural biases can be overcome through the development of appropriate professional dispositions. Our academic programs aim to help Rossier students explore, develop and apply useful strategies for assertively addressing educational issues related to diverse populations and to reconstruct learning environments to meet the needs of all learners.
GOALS: STRATEGIC PLAN 2012-2017 SUMMARY *(see separate document)*

Although the Conceptual Framework has remained constant since 2001, every five years it is supported 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.*

Figure 1: THE RELATIONSHIP BETWEEN GUIDING PRINCIPLES, GOALS, AND THE KNOWLEDGE BASE

**CONCEPTUAL FRAMEWORK**
- *Theoretical Framework*

**GUIDING PRINCIPLES**
- *Knowledge Base*

**GOALS**
- *Strategic Plan*

**PURPOSE**

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)*.

USC ROSSIER SCHOOL OF EDUCATION | 20
**Candidate Proficiencies: Knowledge, Skills, and Dispositions**

Table 1 aligns Candidate Proficiencies with Guiding Principles of Leadership, Learning, Accountability and Diversity. The candidate proficiencies are designated by the knowledge (K), skills (S), and dispositions (D), and are embedded in coursework across all programs.

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Candidate Proficiencies</th>
</tr>
</thead>
</table>
| **Leadership**    | • Apply leadership strategies to create the structural, human relations, political and symbolic/cultural dimensions critical for high performance learning organizations. **K / S**  
• Demonstrate initiative in creating solutions to barriers to learning that are identified within the organization and community. **D**  
• Demonstrate an ability to create and sustain partnerships (i.e., groups, teams, organizations) that effectively improve learning. **S**  
• Demonstrate a valuing of integrating multiple perspectives by building a community of stakeholders who advocate for high academic achievement for all learners in any educational setting. **K / D** |
| **Learning**      | • Apply evidence-based theories and principles of learning, motivation, and cultural competence to optimize practice in educational settings locally, nationally, and globally. **K/D**  
• Demonstrate the belief that effective instruction is learner-centered, theoretically and content grounded, and contextually responsive to the individual differences of all learners. **D**  
• Demonstrate new media literacy and the ability to use media in educational settings. **K**  
• Demonstrate competency in academic writing. **S** |
| **Accountability**| • Establish measurable goals and strategies that support improved learning within the organization. **S**  
• Apply data-driven decision making to generate consistent and measurable outcomes that are responsive to established standards and the needs of students, community and society. **K**  
• Demonstrate the belief that accountability and communication to all stakeholder groups lead to transparent and equitable educational outcomes that are responsive to all learners. **D** |
| **Diversity**     | • Develop an unshakeable commitment to a diversity of thought and experience in their practice (e.g. diversity of socioeconomic status, gender, ethnicity, sexual orientation, language proficiency and disability). **D**  
• Identify practices, structures and policies that create barriers to learning. **K**  
• Develop the skill and political savvy to negotiate, if not eliminate, those barriers for themselves and on behalf of others. **S**  
• Demonstrate a valuing of using individual and cultural differences to inform practice related to accountability, leadership, and instruction that result in equal opportunity and access for all learners. **D** |
EACH PROGRAM MEASURES ITS OUTCOMES THROUGH THE REVIEW AND ANALYSES of a variety of assessments and assignments. Most consistent of these measures are Key Assessments, which are designed by each program to assess Candidate Proficiencies in knowledge, skills and dispositions. Key Assessments have been developed within the framework of the Guiding Principles: Leadership, Learning, Accountability and Diversity and occur in alignment with the unit’s Theoretical Framework, the Developmental Learning Continuum: Understanding the Self, Understanding Learning and Learners, Theory into Practice and Solving Problems in Context. Not every program will address every proficiency since Key Assessments unfold developmentally, and are related to the content. All Candidates must successfully complete the Key Assessments in their program to be eligible for program completion. Key Assessments are listed by program in Appendix A: Assessments Across All Programs.

Key Assessment data is reported each academic term, in qualitative and quantitative formats. Initial Teacher Preparation programs post Key Assessment data to TaskStream for faculty access and analyses. Data Committees from each program faculty review the data from Initial and Advanced Teacher Preparation Programs to determine needs for changes to promote continuous improvement. An example of how each program’s Key Assessments, the Candidate Proficiencies and the Guiding Principles are aligned is presented in Appendix B: Example of Alignment of Candidate Proficiencies and Key Assessments organized by Guiding Principles (MAT, Initial Teacher Preparation Credential Program).
The USC Rossier School of Education implements a continuous Assessment and Evaluation Guide for Improvement System (AEGIS), for ongoing program and unit evaluation and improvement. The School recognizes the critical role this system fills in preparing educational practitioners. Maintaining strong and vital programs that meet the needs of initial and advanced preparation candidates, school districts, and student learners is essential to driving educational research and practice forward. Multi-faceted evaluations occur regularly within every program, as well as in the School as a whole to ensure a strong fit with the School’s mission, CTC and NCATE standards, and the Conceptual Framework and Strategic Plan.

The Rossier School involves program participants, graduates, faculty and local practitioners in the review and improvement of academic programs, in order to integrate the cultural and academic contexts in which the programs are implemented. As a result, a wide variety of data is collected and analyzed, to inform the unit about the strengths and evolving needs of its programs.
THE USC ROSSIER SCHOOL OF EDUCATION AND THE USC SCHOOL OF SOCIAL WORK

have conducted multiple programs that have prepared practitioners and researchers to become leaders in PK-12 learning environments for over 100 years. They share a mission and vision with the institution that are committed to meeting the needs of underserved and urban populations locally, nationally and globally. Their mission and vision statements also share the conceptual lens of four Guiding Principles: Leadership, Learning, Accountability and Diversity, which are supported by a scholarly knowledge base.

Three successive Strategic Planning events, including faculty, students, staff and outside stakeholders (2000, 2007, 2012), have confirmed the Guiding Principles as the basis of the Rossier School’s Conceptual Framework.

Candidate Proficiencies are united across all preparation programs, and organized within the Guiding Principle values. Candidate Proficiencies are also designated as addressing knowledge, skills and dispositions. Key Assessments (APPENDIX A) are aligned with Candidate Proficiencies and NCATE and CTC Standards (APPENDIX B). Data Collection, Analysis, and Evaluation are conducted through a consistently scheduled cycle called AEGIS (Assessment and Evaluation Guide for Improvement System). This system is summarized in this document, but is an autonomous document posted to the USC Rossier Accreditation Website. Fairness and equity in the assessment system aligns with the University of Southern California’s Scampus Student Guidebook, and includes a separate set of procedures set by the Rossier School of Education.
REFERENCES


LIST OF KEY ASSESSMENTS

INITIAL TEACHER PREPARATION PROGRAMS

Master of Arts in Teaching (MAT) Program

Preliminary Multiple Subject Credential*/ Preliminary Single Subject Credential (Mathematics, English/Language Arts, Science, Social Science)*

- Framing the Social Context of Schooling
- Ped A “combo” assignment
- E-Portfolio Formative Assessment
- E-Portfolio Summative Assessment
- TPA-PACT

Certificate in Gifted Studies (added onto any of the MST/SST programs)

- Problems of Practice Project: Teacher Misinterpretations, Identifications, Teacher Preparation, Student Advocacy

Preliminary Multiple or Single Subject Credential – Bilingual Authorization*

(added onto any of the MST/SST programs)

- Bilingual Authorization Fieldwork Competencies

Education Specialist Credential–Mild to Moderate Disabilities (2012)*

(added onto any of the MST/SST programs)

- Family Interview
- Guided Practice Case Study

Music Education*

- Framing the Social Context of Schooling
- MUED 510 Mock Teaching Practicum
- MUED 534 Choral or Instrumental Portfolio
- MUED 549 a/b Reflections
- TPA-PACT

*Indicates a credential program
ADVANCED TEACHER PREPARATION PROGRAMS

Doctor of Education (EdD) in Educational Leadership

(Educational Psychology, Higher Education Administration, Teacher Education in Multicultural Societies (TEMS), K-12 Leadership in Urban Settings).

- Core Course Grades
- Preliminary Review
- Qualifying Exam
- Capstone (Dissertation)

Tier II Administrative Services Credential (offered through the K-12 Leadership in Urban Settings concentration)*

- Induction Plan
- Portfolio & Presentation

Master of Arts in Teaching

Education Specialist Credential – Mild to Moderate Disabilities (2013)*

- Framing the Social Context of Schooling
- Ped A “combo” assignment
- E-Portfolio Formative Assessment
- E-Portfolio Summative Assessment
- Family Interview
- Guided Practice Case Study
- TPA-PACT

MAT Capstone

- Framing the Social Context of Schooling
- Ped A “combo” assignment
- Capstone A: Action Research Project
- Capstone B: Teacher as Leader Project

*Indicates a credential program
ADVANCED TEACHER PREPARATION PROGRAMS

Master of Arts in Teaching (continued from page 24)

Teaching English to Speakers of Other Languages (TESOL)

- EDUC 510 Foundations of Learning in the TESOL Classroom
- EDUC 501 Instruction for English as a New Language – Case Study Project
- EDUC 562 TESOL Pedagogy Lesson Plan
- EDUC 521 Assessment and Instruction for Diverse English Learners
  - Evaluation Material Design and Rationale
- EDUC 526b Capstone in TESOL – Final Portfolios
- EDUC 540b Practicum in TESOL – Final Portfolio

Master of Education, Advanced Instruction

- Teaching Science, Technology, Engineering, and Mathematics (STEM) in Elementary Schools
- Teaching Science, Technology, Engineering, and Mathematics (STEM) in Secondary School
- Differing Abilities
- The Secondary Curriculum
- Framing the Social Context of Schooling
- Pedagogy Portfolio
- Capstone A: Action Research Project
- Capstone B: Teacher as Leader Project

*Indicates a credential program
OTHER SCHOOL PROFESSIONALS

Master of Social Work, Child Welfare and Attendance
Pupil Personnel Services Credential*
  • Concentration Year Learning Agreement
  • Child Welfare and Attendance Log
  • Mid-Year Concentration Evaluation
  • Final Concentration Year Evaluation
  • Pupil Personnel Services Credential Evaluation

Reading Certificate
  • Literacy Profile
  • Diagnostic Teaching Video and Diagnostic Teaching Analysis
  • Final Diagnostic Profile
  • Reading Strategy Research Paper
  • Content Area Writing Plan
  • Literacy Leadership Plan
  • Professional Dossier

Master of Education, School Counseling
Pupil Personnel Services Credential*
  • EDCO 506 Development, Administration, and Evaluation of Pupil Personnel Services: Final Exam
  • EDCO 505 Counseling and Collaborative Consultation in the School Setting: Final Case Consultation
  • School Counseling Practicum – Log
  • Field Experience – Log
  • Final Assessment of Candidate Competence
  • Mid-semester Evaluation
  • Final Evaluation

*Indicates a credential program
# EXAMPLES OF ALIGNMENT OF CANDIDATE PROFICIENCY and KEY ASSESSMENTS

*Organized by Guided Principles*

## MAT MULTIPLE AND SINGLE SUBJECT CREDENTIAL PROGRAMS *Initial Preparation Program*

<table>
<thead>
<tr>
<th>CANDIDATE PROFICIENCIES</th>
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<th>CTC COMMON STANDARDS</th>
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<td>Apply evidence-based theories and principles of learning, motivation, and cultural competence to optimize practice in educational settings locally, nationally, and globally. <strong>K / D</strong></td>
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<td>Standard 1: Candidates Knowledge, Skills and Professional Dispositions</td>
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<td>Demonstrate the belief that effective instruction is learner-centered, theoretically grounded, and contextually responsive to the individual differences of all learners. <strong>D</strong></td>
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<td><strong>ACCOUNTABILITY</strong></td>
<td>Key Assessment 1, Criterion 3</td>
<td>Standard 1: Candidates Knowledge, Skills and Professional Dispositions</td>
<td>Standard 9: Assessment of Candidate Competencies</td>
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<tr>
<td>Establish measurable goals and strategies that support improved learning within the organization. <strong>S</strong></td>
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<td>Key Assessment 1, Criteria 3,4,5,6</td>
<td>Standard 1: Candidates Knowledge, Skills and Professional Dispositions</td>
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## EDUCATION SPECIALIST CREDENTIAL - MILD TO MODERATE DISABILITIES

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<td>Demonstrate an ability</td>
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<td>Identify practices,</td>
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<td>Demonstrate initiative in creating solutions to barriers to learning that are identified within the organization and community. <strong>D</strong></td>
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<td>Demonstrate an ability to create and sustain partnerships (i.e., groups, teams, organizations) that effectively improve learning. <strong>S</strong></td>
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<td>Identify practices, structures and policies that create barriers to learning. <strong>K</strong></td>
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