



# To Whom and For What Do We Hold Our Teacher Preparation Program Accountable? (It's Complicated)

January 22, 2015

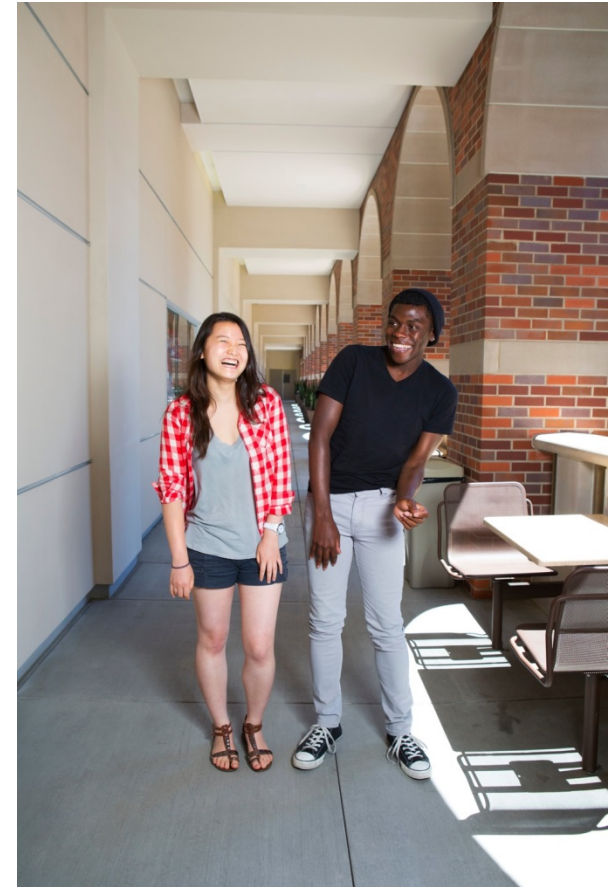
*Karen Symms Gallagher, Ph.D.*

*Emery Stoops and Joyce King Stoops Dean*

# The USC Rossier School



- **Mission:** To improve learning in urban education locally, nationally and globally
- **Vision:** A world where every student, regardless of personal circumstance, can learn and succeed



# What Do We Mean by Accountability?



- USC Rossier believes in mission-driven accountability that continuously improves practice
- USC Rossier believes accountability decisions are based on multiple and varied measures that disaggregate across student, faculty, degree program and school levels
- USC Rossier believes accountability measures are internally and externally derived

# Rossier Commitment



- Our formal commitment to all graduates of USC Rossier is that we will provide our graduates with a range of resources as they start and build their careers – from access to materials from their programs to consultations to alumni networking to professional development programs
- This is life-long and world-wide

# USC Context



	USC	Rossier	MAT
Founded	1880	1909	2004
Current Enrollment on-campus; online	42,000 18,000 (UG)	2000	890
Demographics	13% Hispanic 4% Black/AA	22% Hispanic 12% Black/AA	18% Hispanic 14% Black/AA
International	13%	7%	7%
FT Faculty	3786	78	23
Degrees/ Time to Degree	91% in 6 yrs (UG)	6 Masters (2 yrs) 3 EdD (3 yrs) 1 PhD (4 yrs)	5 terms online 13 months on campus



# Masters of Arts in Teaching with California Teaching Credential

- **5 Credential Options**

Elementary and Secondary (English, Social Sciences, Math and Sciences)

- **2 Delivery Formats**

1. On-campus: Once per year start / FT / 13 months
2. Online: Now 3 starts / PT&FT / 15 - 24 months

- **Same admissions criteria, curriculum, & faculty**

Students assigned a school locally, 20 weeks Guided Practice (Student Teaching)

# Online Learning at USC under Max Nikias



**2001+:** As Viterbi School of Engineering Dean  
Built the Distance Education Network (DEN)

**2005+:** As Provost  
Declared that *every* school would have an online program  
Invested millions in technology

**2010+:** As President  
Established the following rules for online:

- For graduate and professional degrees only
- Academic rigor, integrity and excellence above all
- Normal admissions standards and regular tuition
- USC retains sole responsibility for ensuring academic quality
- No online programs for undergraduates



**C. L. Max Nikias**

# Growth in Number of Graduates



**Between 2004 - 2010**



***fewer than 200***

**Between 2010 - 2014**



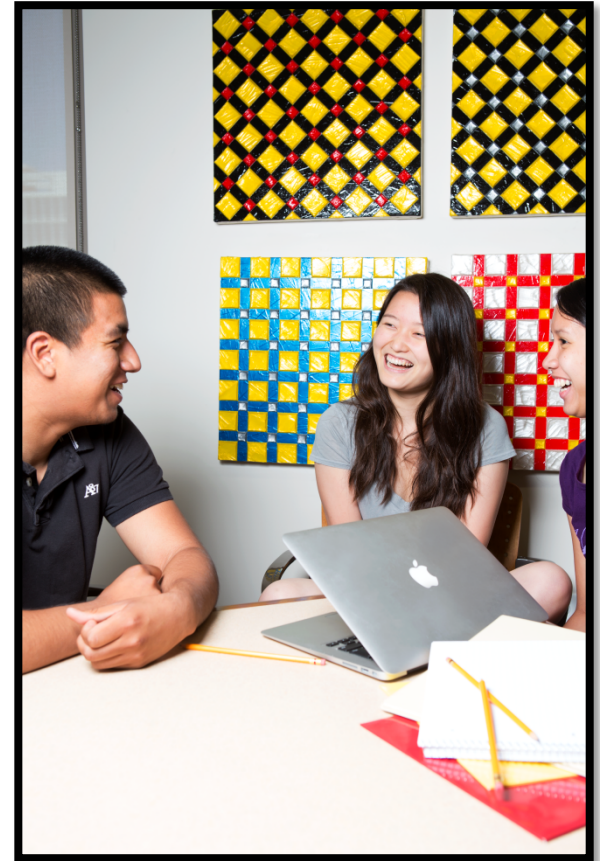
***more than 2200***



# The Evolution of the Online MAT



- 65% graduates are MAT with CA credential
- Top CA employers – LAUSD, SDUSD, SFUSD, Green Dot, ICEF
- Placements in 650 districts/361 CA districts in AY15
- 5% of placement sites had 10 or more MAT students
- Students in 47 states and 38 countries



## Self-paced

Attendee List

- Hosts (1)
- Presenters (0)
- Participants (14)

Video Feeds

506.2.Pascarella.pptx

**Unit 2:**  
Digital Youth Identity and the New Media Literacies

**EDUC506: New Media Literacies in High Needs Schools**

Dr. John Pascarella

Notes 99

Your Questions:

- How are the features of social networking sites showing up in other mediums/modalities/software?
- How do we define this notion of "the public"? What is the role of the public in identity formation?

Chat (Every...)

Leslie Albert: I'm hearing students use words from social networking sites such as "friending" and "like"

Oscar Davila: I think that the internet is making students less private in real-life

Margie Walker: What about private Twitter accounts though? It's as if some kids are totally public and others are totally private.

Grace Amezou: Did anyone check out Tumblr? Kids are posting things there they wouldn't post in real-life.

John Pascarella, Ph.D., L...



## Field-based





# MAT Virtual Classroom



**Attendee List (16)**

▼ Hosts (2)

- Corinne (Hyde, Ed.D.) 2
- Ashish (Student Support) 2

► Presenters (0)

▼ Participants (14)

- Jessica Allen
- Kim (Gladden) 2
- Judi Jacobs 2
- Mathew (Kandah) 2
- Tawni (Kirkpatrick) 2
- Caitlin Lamb
- Chantel (Lowe) 2

**Video Feeds**

**Chat (Everyone)**

Annette (Romano) 2: reinforcement and punishment

Leisha A. (Nickels) 2: i didn't catch the mistake either.

Annette (Romano) 2: thank you

Chantel (Lowe) 2: lost you

Leisha A. (Nickels) 2: Cutting out again.

Corinne (Hyde, Ed.D.) 2: oh no!

Jay (Wesolek) 2: sounds like my kindergarten class

Jay (Wesolek) 2: wow you got right through without having to wait on hold

Chantel (Lowe) 2: i was thinking the same thing! lol

Caitlin Lamb: It depends what time we call

Chantel (Lowe) 2: jealous

Jay (Wesolek) 2: we've been conditioned to wait

Caitlin Lamb: Don't forget to mute ;) if you aren't talking

**Files you need 518**

Name	Size
Sylli+518+Sept12+Hyde.pdf	337 KB
1112319590_518 Assessment Unit 2.pdf	4 MB
EDUC 518 Behavioral Theory Fall 2012.	881 KB

**Discussion Notes / Session Agenda - ...**

Weaknesses of the theory?

Behavioral theories ignore cognitive processes. page 317

Students may be encouraged to do things quickly, not well (completion over learning). page 319

Reactions based on feelings (intrinsic) so it doesn't work as assumed during extinction. page 319

The extinction process must be slow when the reinforcer is removed otherwise the process must start over again.

**EDUC 518 Behavioral Theory Fall 2012.pptx**

**Discussion Notes / Session Agenda - B...**

Different approach for different classroom problems:

\*Establish contingency contract - clear expectations

Student getting out of seat and wandering around room

- Stand close to the student - proximity would deter this behavior

Student yelling out answers before others can answer

- create a point system for students who raise their hands and get the answer to motivate the student to raise his/her hand

Students talking at inappropriate times

- Group contingency

# In Real Schools



# Guided Practice

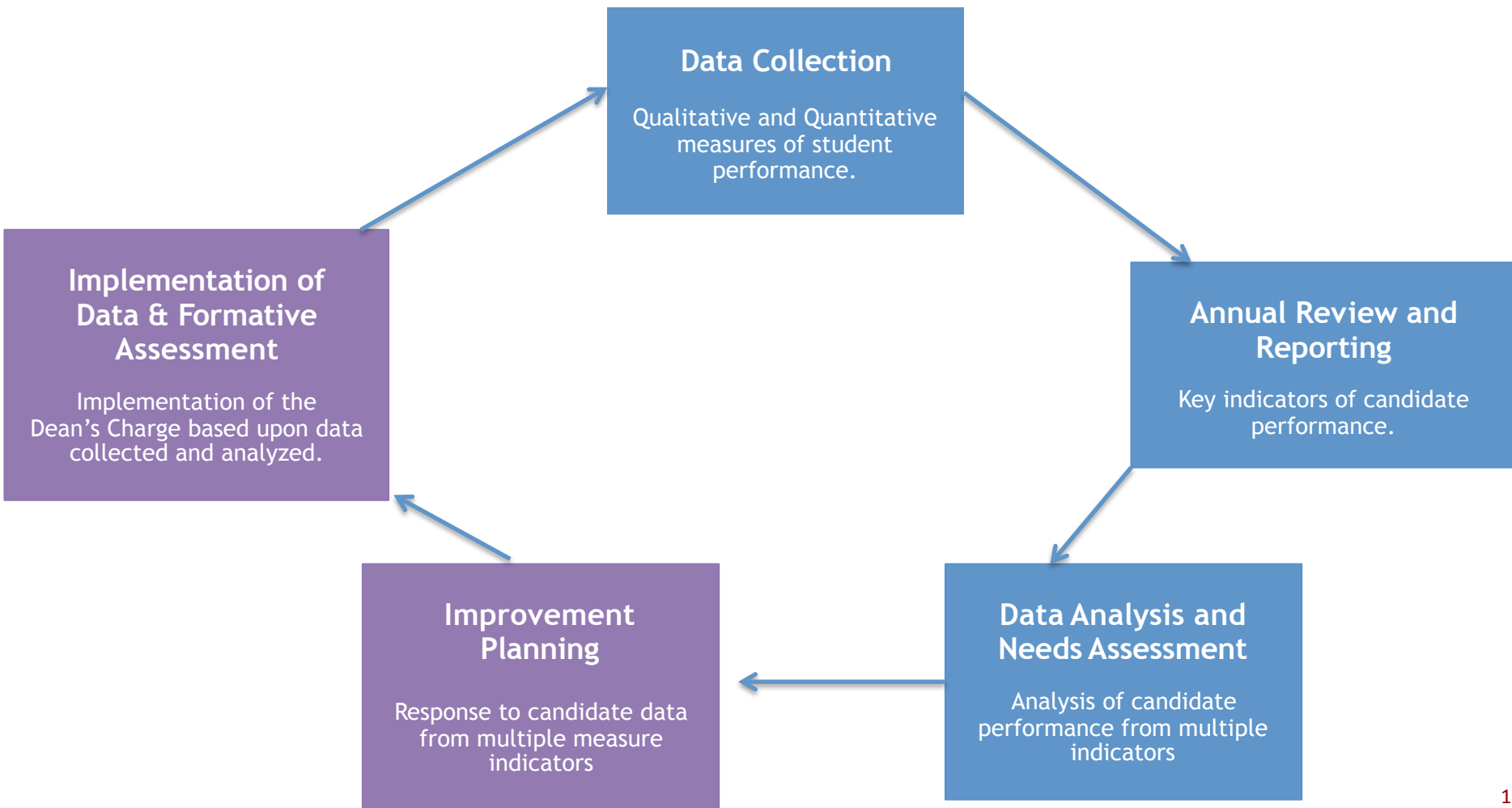


- Teaching Event
  - Planning lesson with mentor teacher
  - Teaching lesson
  - Debriefing lesson with mentor teacher

8 formal teaching events are videotaped, viewed and archived

- USC Supervisor
  - Evaluates the teaching event
- Weekly meeting via the LMS with USC supervisor, no more than 8 guided practice students, mentor teachers
- Multiple learning communities via social networks (Facebook) and LMS

# AEGIS: Defined



# Office of Program Accreditation and Evaluation (OPAE)



- Coordinates accreditation & evaluation activities for all programs in USC Rossier
- Collaborates with each program to collect and analyze data through the completion of Rossier's Annual Program Report (APR)
- Collects data in areas related to program goals, candidate proficiencies, and alumni outcomes



# Assessment System



## Overview of the Five Phases of the Assessment System

Assessment System for Candidate Proficiencies	Assessment System for Faculty Expectations	Assessment System for Unit Expectations
<b>Phase 1. Data Collection (August – June)</b>		
Qualitative and quantitative data collection on key assessments and other indicators of candidate performance	Individual faculty collection of data on course evaluations, scholarship, and service.	Internal and external evaluations and reports that are responsive to the unit's operationalization of the Mission and Strategic Plan
<b>Phase 2. Annual Review and Reporting (January – June)</b>		
Collection of Key Assessment and other indicators of candidate performance	Faculty completion of Annual Performance Review (FAPR)	Unit's reports to the University, Board of Councilors; Accreditation reports; Federal Reports; Reports to other external organizations (national rankings)
<b>Phase 3. Data Analysis &amp; Needs Assessment (June – July)</b>		
Reflection by faculty and staff on Key Assessment results and other indicators and trends from the previous academic year	Analysis of FAPRs by faculty subcommittees. Faculty reflection on individual performance in previous year	Unit Leadership review of internal and external reporting data regarding resources, faculty, staff, and operational needs to meet the Mission and Strategic Plan
<b>Phase 4. Improvement Planning (July – August)</b>		
Faculty and staff meetings with the Associate Dean for Academic Affairs to design responsive measures based on candidate achievement on Key Assessments and other indicators	Review of individual FAPRs by Associate Dean of Faculty Affairs. Individual meetings with faculty to highlight areas of strength and identify areas for improvement	Unit Leadership design responsive actions to facilitate the unit achievement of the Mission and Strategic Plan
<b>Phase 5 – Implementation of Data and Formative Assessment (August – June)</b>		
Programmatic implementation of the Dean's Charge and continuous monitoring of candidate proficiencies on Key Assessments and other indicators	Office of the Vice-Dean for Faculty Affairs monitors performance through course evaluations, scholarship, and service	Unit Leadership implements and formatively monitors progress on internal and external evaluations and reports



# What We Have Learned



## Sources of Data and Information

- Gates' study of students' use of feedback during GP
- WestEd 5-year longitudinal study of MAT (currently beginning year 4)
- Surveys & focus groups of alumni, MAT faculty, current students, GP teachers & administrators
- Policy studies from PACE
- Observations of all sections of selected MAT courses
- Partnership feedback
- CTC/NCATE accreditation process and feedback
- Impact on classroom learning by our alumni



# What We Have Learned

- **From our students**  
*Prepared to work in diverse classrooms*
- **From our graduates**  
*Prepared to work with English language learners*
- **From our GP partners**  
*Streamline our orientation processes, offer refresher courses, keep sending well prepared GP students*
- **From MAT Faculty (FT, PT, Adjuncts)**  
*Implement a more comprehensive system to evaluate staff and faculty performance*
- **From CTC/NCATE**  
*Accreditation without any stipulations*

# Barriers to Program Accountability and Continuous Improvement



- **State Policy Needs**

Political commitment to statewide student and teacher databases

- **Infrastructure Needs**

Development and maintenance of a single system for data collection and storage at both school of education and university levels

- **K-12 Partnership Needs**

Development and commitment to multiple measures of teacher impact in classrooms

# Insights



- We focus too frequently on the *details* of the program and overlook the program as a *whole*
- We create idiosyncratic workarounds when we encounter problems of practice and that jeopardizes program cohesion

# Q & A



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