

# MAT@USC

**What Matters Now: College Access and Success in the Age of Obama**

**Making It Work:**

**Our Commitment to Systemic Progress and Productivity**

*Karen Symms Gallagher, Dean, USC Rossier School of Education*

California's failure to ensure academic success for the majority of the state's students has dire implications not only for the students themselves, BUT for California and the nation's economic and political future.

The most important determinant of student learning is the quality of teaching.

Providing excellent teachers for all classrooms should be our top priority.

## What Happens in Classrooms Determines Student Success

### A few California statistics -

Between 2005-2009 the percentage of students who scored proficient or above in Math:

All students	38% to 46%
Asian students	65% to 72%
Latino Students	27% to 36%
African American	22% to 30%

## Another California statistic

### Percentage of Dropouts by Ethnicity:

All students	19%
Asian students	8%
Latino students	24%
African American students	33%

Another California statistic –

College Readiness – Variation by Ethnicity

All students	34%
Asian students	59%
Latino students	23%
African American students	23%

## California statistics about teachers:

1. Fewer underprepared teachers but unfair distribution in schools with high percentage of students of color and students who are poor.
2. Nearly 100,000 teachers are above age 50.
3. The number of new teaching credentials issued has dropped every year for the last 5 years
4. Enrollees in teacher preparation programs have declined by 33%.

USC has prepared teachers for over 100 years

Mission: Strengthening urban education

Partnerships with community schools

Rossier School prepares high quality teachers committed to high needs schools and to teaching as a career

- Even if the prep program is good, it graduates maybe 100 teachers annually
- Unwilling to claim responsibility of the program for teacher performance
- Some new teachers have trouble facilitating learning, adapting to new school



# Future of teacher preparation

- Scale up if we're to make a difference
- Need to own teacher performance
- Need to apply what works directly to the curriculum
- Get pre-service teachers into the classroom day 1

Preparing teachers who can facilitate learning for any student, anywhere.

They can do this because they can:

**Understand, facilitate and assess learning**

- From theory-to-application-to-assessment

**Understand principles not just strategies**

- Why some strategies fail
- What to do when they fail

**Understand learning in context**

- From self-to-learner-to-community
- How to harness what the learner brings
- How to use the school's resources



- Instructional Goal: Prepare highly qualified teachers through
  - Focused inquiry
  - Engagement with schools from the first day
  - Reflection
- Program Goal: Scale up USC's contribution to teaching profession
  - 400 in 1<sup>st</sup> year (6 months)
  - 1500 in 2<sup>nd</sup> year (CY 2010)

- Pace
- Deliver a high quality student teaching experience from a distance
- Create close faculty/student and student/student relationships
- Overcome concerns about online learning:
  - Alienating
  - Flat, boring
  - Questionable contribution to learning
  - Cheesy quality
  - Requires too much tech know-how of faculty

# Our Expectations for the LMS

- Things our students know how to do:
  - Social network
  - Surf the web for information
  - Multi-task
- So the technology must:
  - Create community
  - Provide unlimited learning doorways
  - Keep their attention on the task
  - Present high quality (content and production value – maintain the brand)

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School of Education

Hello, Professor! | Help | Sign Out

Home Profile Portfolio Community Resources

Home > ORE101

Administration

Launch Connect Central  
Settings  
Assign roles  
Grades  
Outcomes  
Child courses  
Groups  
Backup  
Restore  
Import  
Reset  
Reports  
Questions  
Files  
Profile

**Orientation**

Update this Resource

**Start Here ...**

**Ryan Best**  
Send email  
Director of eLearning Production  
26x

Topic Homepage Introduction | Page 2 Introduction +

**Welcome!**  
This topic provides useful guidance, support, and resources to help you succeed in a distance learning program. It is recommended that you review all of Orientation thoroughly, even if you have participated in an online course before.

**Course information**  
This course is a self-paced course that most students can complete in 4-6 hours. There is no graded homework or assignments; however there are some tasks that need to be completed before starting the next course in the MAT program. You will be given information on how to complete each task when you reach it in the course. These tasks include:

- Create your student profile
- Indicate preferred days/times for collaborative group projects
- Videotape yourself and upload it into your profile
- Confirm you have completed and submitted required documents to USC
- Complete the "Technology Skills Assessment"
- Contact the MAT Help Desk and identify yourself

**Your Welcome Packet**  
You should have received a MAT@USC Welcome Packet by mail with important documents. Double-check to make sure your packet contains the following items:

Introduction Video: *Master in Arts Teaching*

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Home Profile Portfolio Friends

Home > Profile

**Mark Johnson**

View Mark's Portfolio  
View Mark's Friends  
View More Photos

**Meet Mark**

Introduction, 1:10:00

**Mark's Profile** Mark's Wall Mark Johnson's

**Basic Info**

Name:	Mark Johnson
City, State:	Los Angeles, CA
Birthday:	June 27 <sup>th</sup> , 1984

**Contact Info**

Email:	markj@usc.edu
Website:	http://www.usc.edu
Skype ID:	markj@usc.edu

**Personal Info**

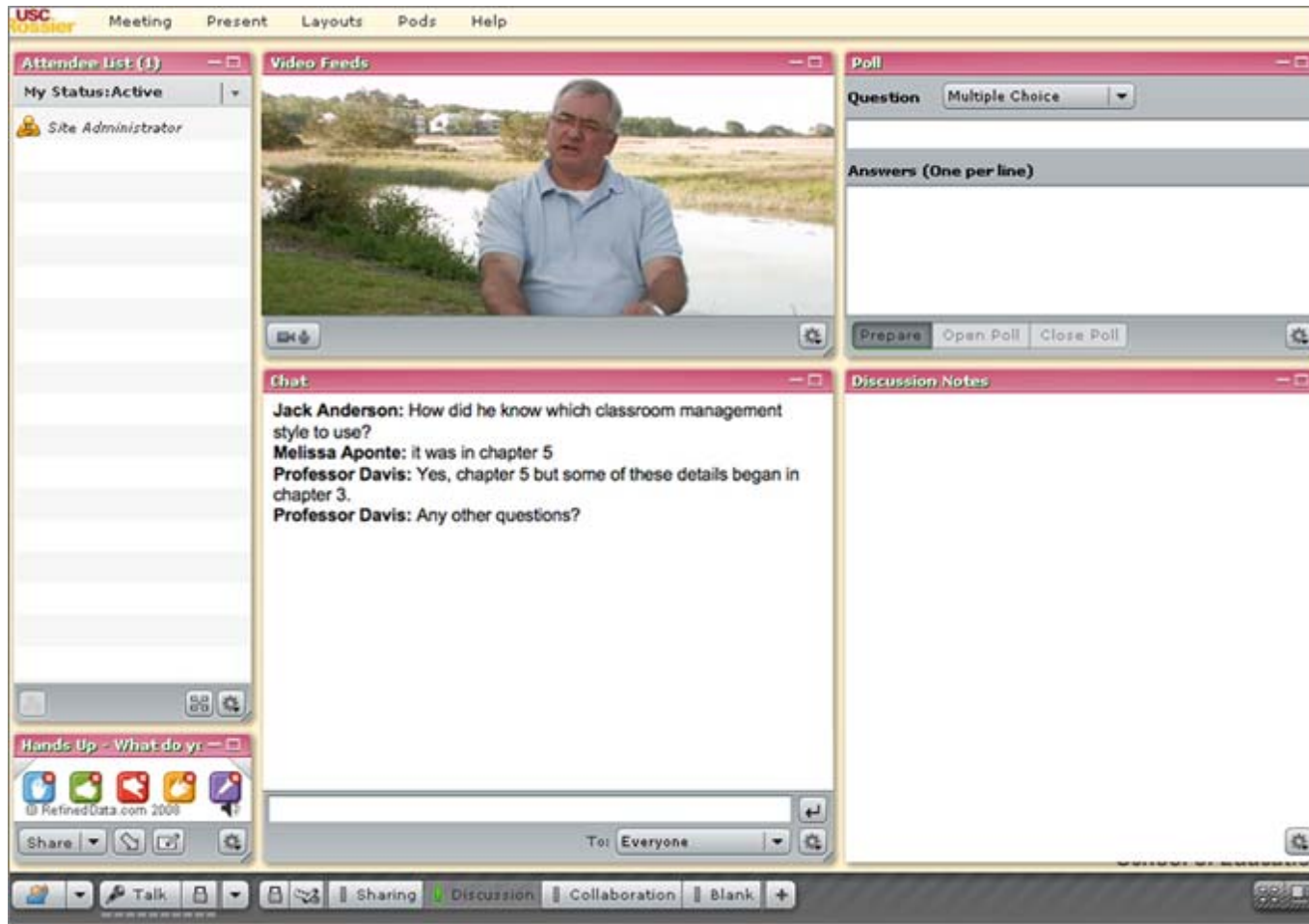
Favorite Books:	Fight Club, Cheek, De Vinci Code, Angels & Demons
Favorite Movies:	The Dark Knight, The Graduate, Star Wars, Fight Club
Favorite Television:	Prison Break, 24, CSI: Miami
Favorite Music:	The Killers, Red Hot Chili Peppers, U2

**Educational Info**

Program:	Credential
Courses:	Multiple Subjects Course 151 Teaching Skills
Teach Experience:	Five years of my local YMCA

# Use Live, Synchronous Discussions and Chat

Chat



# Pedagogical strategies: Use formally and student-produced video

## Video Assignment

The screenshot displays a 'Media Library' window within a web application. The window has a yellow header with the title 'Media Library' and a close button. Below the header, there are navigation options: 'All media | Posted (4) | Drafts (0)'. A dropdown menu shows 'Appears in All of site' and a search bar is present. A '+ Add Media' button is on the right. The main area shows four video thumbnails. The first two are titled 'John Landis\_part 03\_No One cared'. The last two are titled 'Ryan Best'. The 'Ryan Best' video is selected, and its details are shown in a panel on the right. The details include the media title 'Ryan Best', a description 'Ryan Best teaching K-12 students about NASA astronauts and the space program.', and a profile photo of the user 'ryanbest' from 02/18/2009. At the bottom of the details panel are 'Edit Video' and 'Submit' buttons. The background shows a sidebar with a calendar and a main content area with a question about teaching completion.



The screenshot displays a social networking interface for the USC Rossier School of Education. At the top, the user is logged in as "Hello, Ryan!" with links for "Settings" and "Sign Out". A navigation bar includes "Home", "Profile", "Portfolio", "Community", "Resources", and "Feedback". The current page is for course "EDU 516.27812", with a "Switch role to..." dropdown and a "Turn editing on" button.

The left sidebar features a course overview for "EDU 516.27812" with a photo of a teacher and students, a "Course Overview" button, and statistics for "22 Students" and "3 Online". Below this are buttons for "Coursework", "Office Hours", "Study Groups", "Grades", and "Administration". At the bottom of the sidebar is an "Add Notes" section with a text input area and "New Note" and "View All" buttons.

The main content area is titled "The Framing Experience - Wall" and has tabs for "Wall" and "Overview". It includes a "Write a post" section with options to "Share a link", "Post a picture", or "Post a video", and a text input field with a "Post" button. Below the post area is a list of posts and comments:

- Marisa Chohan wrote** Friday, Jul 10th at 8:08 PM [Comment](#)  
Hello Dawn. Click on the Portfolio tab and in that window you will find the "journal" section on your left. You can post your notes there. :)
- Dawn Santiago commented** Friday, Jul 10th at 8:23 PM  
Thank you Marisa.
- Dawn Santiago commented** Friday, Jul 10th at 8:43 PM  
Did you type all of your notes?
- Dawn Santiago wrote** Friday, Jul 10th at 7:26 PM [Comment](#)  
Hello everyone. I noticed that we need to upload our notes from the observations. Does anyone know how to do that? Or can anyone help me? Thanks, Dawn
- Laurel Bennett wrote** Thursday, Jul 09th at 9:36 AM [Comment](#)  
Study Group B's Question: How is discipline in the classroom effectively enforced? When is discipline too much or inappropriate? How do you relay disciplinary actions to parents in a conference like set
- Kelli Hammond wrote** Thursday, Jul 09th at 6:12 AM [Comment](#)  
Study Group C: Are other things besides parental involvement, such as teacher/school expectations & curriculum, contributing to student underachievement?

# Additionally, what the LMS allows us to do

- Do what faculty already knows how to do
  - Polling
  - Small groups
  - White boarding/PowerPoint/doc sharing
- Access economies/convenience of time:
  - Panels of experts
  - Workshops
  - Orientation
- Create more effective evaluation
  - Immediate feedback
  - Build in pre/post measures
  - More data than we know what to do with
- Unleash creativity
  - Interactive timeline
    - Student Voices

## Support:

1. Anticipating amount of support (content) a student will need to do assignments.
2. Addressing student and faculty (lack of) tech expertise
3. Creating a feedback loop; being responsive (24/7 expectation)
4. Impact of increasing enrollments on support

## Mechanics:

1. Quality of Sound
2. Bandwidth
3. Compatibility issues - Mac / PC
4. Size of rich media pieces
5. Transfer back to Bb

# By products: a different way to recruit students

**Certification Map**

Why Get Certified | How To Become a Teacher | Teacher Salary

Where do you want to teach?



## Become a Teacher in New York

To become a certified teacher in New York, you will need to fulfill all prerequisite coursework, teacher preparation, and testing requirements.

Our goal is to make this process as easy as possible, and we are dedicated to updating the site with new information on a regular basis. To stay up-to-date with the latest in teacher certification, please complete the form in the right sidebar.



### New York Snapshot

Average Elementary Teacher Salary:	<b>\$62,490</b>
Average Secondary Teacher Salary:	<b>\$64,020</b>
Teacher Salary vs. State Average: Ⓢ	<b>133%</b>
Number of Vacation Weeks Per Year:	<b>15</b>

## Become a Teacher in New Jersey

To become a certified teacher in New Jersey, you will need to fulfill all prerequisite coursework, teacher preparation, and testing requirements.

Our goal is to make this process as easy as possible, and we are dedicated to updating the site with new information on a regular basis. To stay up-to-date with the latest in teacher certification, please complete the form in the right sidebar.



### New Jersey Snapshot

Average Elementary Teacher Salary:	<b>\$57,980</b>
Average Secondary Teacher Salary:	<b>\$61,640</b>
Teacher Salary vs. State Average: Ⓢ	<b>122%</b>
Number of Vacation Weeks Per Year:	<b>15</b>

## Fourth Quarter 2009

- 200,000 impressions
- 900 leads
- 22 students since inception
  
- First page of Google results for (state name) plus “teacher certification” and “become a teacher”
  
- Primary term ranks
  - “teacher certification” - #5 (up from #14)
  - “teaching license” - #2 (up from #7)
  - Educationworld.com included in “top sites of 2009”

“Online Masters Education” : From #11 to #3

“Master in Teaching” : From #12 to #5

“Online Masters in Teaching” : From #6 to #3

“Online Master of Arts in Teaching” : From #7 to #1

CertificationMap.com appears on over 300 websites including dozens of teacher preparation programs in universities and alternative programs.

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## TeachingJobsPortal

Great jobs for great teachers

POST A JOB!

Elementary School
Middle School
High School
Subjects
FAQ
Blog

Search by Keyword 🔍

### Teachers Needed!

#### Teacher Shortages

LOW   MODERATE   CRITICAL

#### What is TeachingJobsPortal?

Augue eu suscipit at ullamcorper et vel iusto ad dolore erat dolore ea exerci ullamcorper. Iriure vero exerci praesent nisl esse nisl nulla, nibh in lobortis luptatum nisl consequat amet tation commodo ut tation nonummy.

#### Recent Blog Posts

📡

**Lorem Ipsum Dolor Net**  
Commodo in accumsan molestie duis dolor vel hendrerit feugait facilisi, ad eu. Ullamcorper te praesent euismod, luptatum...

posted by [Jeremy Johnson](#)  
November 14th, 2009

**Dolore commodo facilisis**  
Commodo in accumsan molestie duis dolor vel hendrerit feugait facilisi, ad eu. Ullamcorper te praesent euismod, luptatum...

posted by [David Koelke](#)  
November 13th, 2009

#### Most Popular States for Teachers

## Student enrollments:

**CY 2008: 100 on campus**

**CY 2009: 474 total**

**June: 142 online**

**92 on campus**

**September: 240 online**

**CY 2010: 1500+ total**

**January: 270 online**

**June: 400 online**

**125 on campus**

**September: 700 online**





# ENROLLED STUDENTS



A new video that provides a glimpse into the technology behind the MAT@USC.....