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
Teachers Matter

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.
Teachers Matter

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:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>19%</td>
</tr>
<tr>
<td>Asian students</td>
<td>8%</td>
</tr>
<tr>
<td>Latino students</td>
<td>24%</td>
</tr>
<tr>
<td>African American students</td>
<td>33%</td>
</tr>
</tbody>
</table>
Another California statistic –

College Readiness – Variation by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>34%</td>
</tr>
<tr>
<td>Asian students</td>
<td>59%</td>
</tr>
<tr>
<td>Latino students</td>
<td>23%</td>
</tr>
<tr>
<td>African American students</td>
<td>23%</td>
</tr>
</tbody>
</table>
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
Goals of the MAT@USC

- 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 1st year (6 months)
  - 1500 in 2nd year (CY 2010)
Challenges for curriculum design

- 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)
Use Live, Synchronous Discussions and Chat

Chat

Jack Anderson: How did he know which classroom management style to use?
Melissa Aponte: It was in chapter 5
Professor Davis: Yes, chapter 5 but some of these details began in chapter 3.
Professor Davis: Any other questions?
Pedagogical strategies:
Use formally and student-produced video

Video Assignment
Use Social Networking
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
Challenges...

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

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

<table>
<thead>
<tr>
<th>Teacher Salary vs. State Average</th>
<th>133%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Elementary Teacher Salary:</td>
<td>$54,490</td>
</tr>
<tr>
<td>Average Secondary Teacher Salary:</td>
<td>$64,020</td>
</tr>
<tr>
<td>Number of Vacation Weeks Per Year:</td>
<td>15</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher Salary vs. State Average</th>
<th>122%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Elementary Teacher Salary:</td>
<td>$57,980</td>
</tr>
<tr>
<td>Average Secondary Teacher Salary:</td>
<td>$61,640</td>
</tr>
<tr>
<td>Number of Vacation Weeks Per Year:</td>
<td>15</td>
</tr>
</tbody>
</table>
Certification Map Stats

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”
Certification Map Stats

“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.
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.....