# University of Southern California

## Rossier School of Education

### Course Syllabus

**EDUC 516:** *Framing the Social Context of High Needs Schools*

**September 2016**

**INSTRUCTOR**: Dr. K. A. Kennedy

Office Hours: After class & by appointment

Phone Number: (323) 523-4922

Email: kennedyka.kennedy@gmail.com & kidogoke@usc.edu

**INTRODUCTION AND PURPOSE**

Framing the Social Context of High Needs Schools (Social Context) prepares candidates to understand the relationship between the actions of the teacher and the extent to which students are enabled to learn in the classroom and school context. Candidates will engage in a process of critical reflection and inquiry to uncover how their assumptions, understandings, and experiences influence the way they think about their students, how they understand learning, and the way they will or do make instructional choices that will either support or impede their students’ opportunities to learn. They will also engage in critical reflection and inquiry to examine others’ teaching so that they will be better positioned to examine their own teaching as they progress through the MAT. This course introduces candidates to content and skills that will be built upon throughout the remainder of the MAT, and focuses on the context within which learning occurs at the classroom level. The course addresses, through your demonstration and analysis, two areas in particular:

1. The teacher’s role in constructing a social context that facilitates learning in your classroom, and
2. How the teacher’s efforts interact with and are shaped by the various communities in which a classroom is embedded: teachers, the school, parents, the neighborhood, and district, state and/or federal policy.

The elements of becoming or improving one’s skills as a reflective practitioner who is well positioned to facilitate learning are heavily emphasized across the 10 weeks of this course. This course asks you to explore what it means to be a teacher, what you know about yourself, learning, your learners, and the ways in which context interacts with learning.

Social Context is organized to help you frame the experience of teaching and lay the groundwork for the work you will do throughout the remainder of the program. The course is also intended to work in conjunction with other courses you are taking concurrently. The bottom line is that the course is meant to help you develop and expand your ability to facilitate learning via effective, culturally responsive instruction.

Why is this course in the MAT program?

Learning to teach is a complex process that requires deep understandings about how people learn (learning theory), pedagogy, subject matter, and learners. Throughout the program, beginning in EDUC 518, you will have the opportunity to engage with learning theory—and socio-cultural learning theory, in particular—in your attempts to analyze, design, and deliver instruction that is responsive to and facilitates learning for your students. In Social Context you will begin this journey, as you work towards becoming a more reflective, adaptive, and professional practitioner.

Specifically, you will consider how you might facilitate student learning within varied and dynamic social and policy contexts and school cultures that may or may not offer responsive and powerful teaching. Through readings, discussion, and critical analysis of and reflection on your own and others’ practice, you will wrestle with the challenges teachers tend to face as they attempt to bring what they have learned in teacher education into socially and politically situated classrooms.

**COURSE OBJECTIVES**

* Candidates will understand the content and skills with which they are expected to leave the MAT@USC program.
* Candidates will understand the role that societal and structural racism and other factors play in creating conditions that directly and indirectly shape students’ opportunities to learn in PK-12 classrooms.
* Candidates will learn, understand, and employ the concepts of critical reflection and inquiry.
* Candidates will understand the concept of ideology and the role that personal ideology plays in their work as teachers.
* Candidates will become familiar with or deepen their understanding of the assets that their students bring with them to school and the ways those assets can be leveraged for the purposes of learning.
* Candidates will become familiar with or deepen their understanding of the critical elements of a positive classroom climate, their role in creating such a climate, and the relationship between a positive classroom climate and classroom management.
* Candidates will become familiar with or deepen their understanding of the relationship between culturally relevant and responsive instruction and students’ opportunities to learning.

**SUMMATIVE COURSE ASSESSMENT**

As described in greater detail below, candidates will be expected to complete the following summative course requirement: Teacher, Student, Content Interaction Paper. This paper is aligned to the objectives of the course and the objectives of the course units.

**COURSE REQUIREMENTS**

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “class time” or contact hours for a course of this length and credit value is 3 hours 10 minutes. The expected weekly “out of class” workload for this course is approximately 6 hours 20 minutes. The following provides a description of all of the Class Time activities and Out-of-Class assignments that are required for this course.

**Class Time**

Class Time and/or contact hours weekly: The class meets once a week for 3 hours.

Class time and participation is worth 10% of the overall course grade.

**Out-of-Class Assignments**

The out-of-class workload for this course is approximately 6 hours and 20 minutes per week. Out-of-class assignments include:

* Readings & Videos (approximately 3 hours weekly)
* Fieldwork (approximately .4 hours weekly)
* Written assignments (approximately 3 hours weekly)

**Fieldwork Requirement**

As described below in greater detail, you will conduct fieldwork during weeks 4, and 6 of this course. You will engage in a series of classroom observations in a school setting. These observations will all last approximately 2 hours each time for a total of approximately 4 hours of observation.

**GRADE DISTRIBUTION TABLE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A 100-95% | B+ 89-86% | C+ 79-76 % | D+ 69-66% | F 59-0% |
| A- 94-90% | B   85-83%  | C   75-73%  | D   65-63% |  |
|  | B- 82-80%  | C- 72-70%  | D-  62-60% |  |

**DISTANCE LEARNING**

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates’ level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g., Facebook, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, and course calendars, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates should attend office hours with their instructor of record.

The Course wall provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Course wall is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

**In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard once completed, load files onto a power drive, and keep a hard copy of papers/projects.

**Standards of Appropriate Online Behavior:**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

< <http://www.usc.edu/student-affairs/SJACS/> >

**ACADEMIC ACCOMMODATIONS**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university’s educational programs and activities. Although USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

**ACADEMIC INTEGRITY**

The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates’ entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at:

<http://web-app.usc.edu/scampus/>

A summary of behaviors violating University standards can be also found at:

http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/

**INCOMPLETES**

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the ninth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the ninth week of the semester. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

**Time Limit for Removal of an Incomplete**.One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

**COURSE AND ASSIGNMENT OVERVIEW**

### Course Overview

|  |  |  |
| --- | --- | --- |
| **Week** |  **Modules** | **Assignments** |
| 1 | Teaching & Learning  | Required Reading and VideosClass Discussion |
| 2 | Critical Reflection and Inquiry  | Required Reading and VideosClass Discussion |
| 3 | Ideology | Required Reading and VideosClass DiscussionReflective Cycle Assignment 1 DueFeedback on Description |
| 4 | Race Dialogue | Required Reading and VideosClass DiscussionConduct First Observation |
| 5 | Climate and Pedagogy | Required ReadingClass DiscussionDiscuss First Observation |
| 6 | Funds of Knowledge—Part 1 | Required ReadingClass DiscussionDescription and Analysis Paper 1Conduct Second Observation |
| 7 | Funds of Knowledge—Part 2 | Required ReadingClass DiscussionDiscuss Second Observation |
| 8 | Culturally Relevant and Sustaining Pedagogy—Part 1 | Required ReadingClass DiscussionDescription and Analysis Paper 2 |
| 9 | Culturally Relevant and Sustaining Pedagogy—Part 1 | Required Reading and VideosClass Discussion |
| 10 | Bringing it All Together: Back to the Beginning | Required Reading and VideosClass DiscussionVideosPaper Due Teacher/Student |

**Assignment Overview**

In this course you will be asked to engage in a very specific form of reflection, or a reflective cycle. This cycle on your role as the teacher in the classroom and the impact you have through your actions on your students’ learning process. Each of the assignments you will be expected to complete in this course will be structured to support this reflective cycle. As you will learn in Unit 1, there are four steps to this reflective cycle. These four steps are: 1) Learning to “see” (presence in experience), 2) Learning to describe and differentiate (description of experience), 3) Learning to think from multiple perspectives and form multiple explanations (analysis of experience), and Learning to take intelligent action (experimentation) (Rodgers, 2002). Each assignment will ask you to provide evidence that you are learning to see, describe, analyze, and experiment in a classroom context.

**Course Readings**

Readings for this course are located in two places. All readings are available through ARES (the USC online library reserves). **To find the articles and chapters on ARES, go to MyUSC and locate ARES. Once there, search for EDUC 516**. In addition to course readings you are expected to use the Publication manual of the American Psychological Association (APA Manual) as your graduate school style guide. Thus, you will need to purchase the following text.

*Publication manual of the American psychological association* (6th ed.) (2010). Washington DC: Author.

**Introduction to the Reflective Cycle**

First Assignment (DUE WEEK 3)

See: In this assignment you will look at teacher and student interaction in a video, Off Track: Classroom Privilege for All (Hancock Productions, 1998).

Describe: You will then write a description of what you see in the class session from Off Track (Hancock Productions, 1998). Your goal will be to describe using language that is specific and detailed and not open to interpretation.

Second Assignment (DUE WEEK 3)

Share: In class, present your description to the peers in your breakout group. Each person in the group should have his/her description, so each person gives their description to someone else in the group and each person receives the description from one other person in the group.

Participate in Your Peer’s Reflective Cycle: You will listen to the descriptions offered by other members of your group and you will determine whether the words they offered were descriptive or interpretive. You will ask questions to help your peer present more detail to improve the quality of their descriptions.

**Fieldwork**

Third Assignment

**Starting in Week 4** in this course you will engage in **two observations**. You may be expected to engage in these observations earlier in the term based on school and summer school calendars. You will be expected to conduct two classroom observations at a school site. You will observe the SAME classroom for both observations. Your observations will align to particular units of this course (see units for specific timing). The purpose of the observation is to be able to observe the life of the classroom. Your observations will be focused as follows:

1. In between the Monday of week 4 and class time of week 5, you will conduct a **2-hour classroom** **observation** in your credential area.
2. In between the Monday of week 6 and class time of week 7, you will return to the **same classroom** you observed during week 4 and conduct a **second 2-hour classroom observation**.

**Capstone Candidates:** You will conduct your observations under the same schedule as set forth above, but will conduct observations in the context of your current teaching placement.

For each observation you will be expected to practice *seeing* and *describing*. Thus, you will take detailed notes on what you see and hear. You will work to capture what is happening in the setting and NOT to interpret what is happening. You will be bringing your notes to class for class discussion. There is a video that you can watch that introduces you to how to conduct field observations using qualitative research methods. **You will want** to watch the videos for conducting observations and taking descriptive field notes prior to conducting your first observation.

**Description and Analysis Papers**

Fourth Assignment

In addition to the observation notes you create, you will be asked to write two papers based on the observations. These papers are intended to serve several separate, but related purposes.

In the first reflection paper you will have the opportunity to again practice describing without interpretation and then you will practice analyzing what you observed. For the initial description and analysis you will write a description of what you observed in the classroom during your first observation. In line with Rodgers and similar to the first assignment, you will begin by **describing** without interpretation or ascribing meaning to what you are seeing. Then you will **analyze** what you saw occurring in your observation (the analysis phase of the Rodgers Cycle) using parts of your description as evidence for your analysis along with supporting frameworks that bring the course readings to bear on what you observed. Your first description and analysis paper will focus on the concepts associated with ***classroom climate***.**This paper is due after class time in week 5 and before class time in week 6**. The exact due date will be set by your professor.

The second reflection paper will bring together all four parts of the reflective cycle based on your second observation. You will describe what you saw in the second classroom observation with a particular focus on describing the *interactions* between and among teacher and students. Then you will again analyze your observation through the lens and framework of the course content and readings using parts of your description as evidence for your analysis. Your **description and analysis** should be informed by the feedback and comments you received from your professor on your first description and analysis paper. The overall goal for this second description and analysis is for you to make explicit connections between the theories and concepts drawn from our class readings (and readings from other courses) and what you saw (your evidence) taking place and included in your description. Your second description and analysis paper will focus on the concepts associated with ***classroom climate*** and ***ideology***.Finally, you will practice the last step in the reflective cycle, **experimentation**. In this section of the paper, you will discuss the implications of these observations for you as a future or current teacher, formally reflecting on what you will do in your future teaching practice based on what you learned from this observation and subsequent analysis. **This paper is due after class time in week 7 and before class time in week 8**. The exact due date will be set by your professor.

**Teacher, Student, and Content Interaction Paper**

Final Assignment (DUE WEEK 10)

This paper will be a culminating event for this class. In this paper you will be asked to bring together all of the different skills and content you have been exploring over the 10 weeks of this course and apply it in the context of a classroom. Extending the work you did in your description and analysis papers, you will 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 reflective cycle in the context of a classroom and 2) examine how the teacher, student, content interactions support or impede the academic and/or behavioral success of the students in that room.

For this assignment you will observe a video of classroom instruction. You will collect data on the quality of the interaction between the teacher and the students. You will begin by learning to pay attention to things you might not typically notice. You will focus on noticing what the teacher does, says, doesn’t do, and doesn’t say. You will focus on the tone, the affect, the body language, the structure of the room, and the reactions of the students. You will be asked to create a picture of what you have seen. Once you have described what you have seen, you will analyze that data using other resources to determine the quality of the interaction and the evidence that students are able to succeed or not succeed given the conditions created by the teacher. More specifically:

See/Describe: Watch a video of classroom instruction. Make sure you watch where the teacher stands. Listen to what s/he says. Note the tone of her/his voice. Pay close attention to her/his words and her actions. What do you hear her/him saying? What does it sound like? Look at the students. What do they do in response to what the teacher says? What do they say? What are the materials that the teacher and the students use? What is the language (academic, non-academic) that is used by the teacher and the students? What types of questions does the teacher ask? Become aware, “directly through the senses, especially to see or hear; to take notice of; observe; detect; to become aware of in [your] mind; achieve an understanding” (Rodgers & Raider-Roth, 2006, p. 267) of what the language, the tone, the body language, and the activities that the teacher uses with the students. Take as many notes as you can. If you do not feel confident in your description, watch the video again. You **WILL NOT** **include the description** in your submitted paper, but you WILL refer to and use your description notes as evidence to support your analysis.

Analyze:  Choose one substantive “moment” of interaction between the teacher, the students, and the content. Use the Rodgers (2000) definition of a moment. It must be a long enough interaction to lend itself to an in-depth and complex analysis. The amount of time you should consider is between 10-15 minutes. Examine your description of that moment for specific evidence that gives you insight into the quality of the teacher, student, content interaction. Examine the interaction for evidence of teacher’s ideology. Next, turn your attention to the climate of the classroom. The final focus should be on the pedagogy used by the teacher. Consider the moment for evidence of how the teacher feels about his/her students, his/her belief system or ideology about students and their likelihood of academic and behavioral success, the type of expectations (behavioral and academic) the teacher holds for his/her students, how well the teacher knows his/her students, and the quality of the climate in the classroom. Determine how teacher uses curricula and pedagogy with his/her students? Is there evidence that the curricula and pedagogy being used support (or impede) student learning? Consider the readings from this class and your other courses as you analyze the evidence from the moment of interaction.

Experiment:  Analyze how this new knowledge might impact you as a future teacher or current teacher who is deepening his/her understanding of this topic? Identify implications this topic may have for the remainder of your time in the MAT and in teaching at your (future) school site and/or classroom? How might your new or deeper understanding be applied to interrupt or transform student experiences? Generate a plan (not a lesson plan but a plan of action for yourself) that might enable you to continue to develop your knowledge and skills as you continue through the MAT so that you will be able to ensure students in your (future) classroom have both access and opportunity to learn.

**Write a paper** in which you 1) present your analysis of the quality of the interaction between the teacher, the students, and the content and the impact it has on student learning. This section will contain three separate analyses: First, present an analysis of the teacher’s ideology. Next present an analysis of the classroom climate. Third, present an analysis of the pedagogy used by the teacher. 2) present your analysis of the interaction between the teacher, the students, and the content holistically. Explain how teacher ideology, classroom climate, and pedagogy are woven together to explain how the teacher has created a space within which learning is possible (there is evidence of learning in progress) or learning is not possible (there is evidence that learning is impeded). Use evidence from your description (data) and research from this class and other coursework to support your analysis, and 3) experiment by explaining how this new knowledge might impact you as a future or current teacher who is deepening your awareness of this topic. See the paper guidelines and the rubric for more details.

**This paper should contain the components of a formal academic paper including: an introduction, APA aligned headings and in-text citations, a conclusion, and a reference section.** Candidates often ask for a suggested page length. The suggested length of this paper is 12-15 pages. This is a SUGGESTED length. You may write a paper that is shorter. You may write a paper that is longer. The goal is to write the best paper you can write. If it is short and does not address the points in the rubric, you can expect to be marked down. If it is long and rambles and does not make a clear set of arguments, you can expect to be marked down. Write the best, tightest paper you can write.

**Class Participation**

Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the 2sc site for video participation (not just via teleconference). Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session. Both online and on campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Candidates are allowed one excused absence. Excused absences are approved at the discretion of the professor and only if the request is made in advance or in the event that the candidate has an emergency, that the request is made as soon as possible after the missed class. Consult your professor for the process for making up an excused absence.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Assignment** | **Due Date** | **Points** |
| 1 | Class Discussion | Class Time | 1 |
| 2 | Class Discussion | Class Time  | 2 |
| 3 | Class DiscussionWritten Description of Off Track Feedback on Peer’s Description | Class TimeClass Time Class Time | 5505 |
| 4 | Class Discussion Fieldwork Observation 1 | Class Time Between Class Times Week 4 and 5 | 5 |
| 5 | Class Discussion Bring Field notes to classDescription and Analysis Paper 1 | Class Time Class TimeBetween Class Times Week 5 and 6 | 52575 |
| 6 | Class DiscussionFieldwork Observation 2  | Class TimeBetween Class Times Week 6 and 7 | 5 |
| 7 | Class DiscussionBring Field notes to classDescription and Analysis Paper 2 | Class Time Class TimeBetween Class Times Week 7 and 8 | 52580 |
| 8 | Class Discussion | Class Time | 5 |
| 9 | Class Discussion | Class Time | 5 |
| 10 | Class Discussion Teacher, Student, Content Interaction Paper | Class TimeWeek 10 (8:55pm PST) | 5150 |

Assignments 1 (12%)**:**

Written Description is worth 50 points

Feedback during class time is worth 5 points

Fieldwork Assignments 3, 4 (11%):

Observation 1 (classroom) is worth 25 points

Observation 2 (return to classroom) is worth 25 points

Description and Analysis Papers Assignments 6 and 7 (34%):

Description and Analysis 1 is worth 75 points

Description and Analysis 2 is worth 80 points

Assignment 8 (33%):

Teacher, Student, Content Interaction Paper is worth 150 points

Class Participation (10%):

1 point for attending class during week 1, 2 points for attending class during week 2, and 2 points for attending class and 1-3 points for participating in class for up to 5 points per class session during weeks 3-10. During weeks 3-10, Students will receive between 1 and 3 points based on the level and quality of their participation and active participation will be expected (43 points)

Total points: 453

**Late Work Policy**

1. Late assignments will be accepted **only** with the professor’s advance permission **and** under limited circumstances.
2. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances
	1. Sufficient advance notice may range from 36 hours to 2 hours to the due date and time of the assignment.
	2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care.
3. Late papers submitted with advanced permission will not be docked points for lateness. If advance permission has not been granted, late papers will not receive full credit.
4. In the event that a candidate submits a paper after the paper deadline *without* advanced permission, the following penalties will apply:
	1. A 10% reduction in the points earned per day late will be applied for up to 3 days after the due date.
	2. After 3 days late, a yellow flag will be sent to the candidate’s Academic Advisor.
	3. After the third late day, the paper will earn no more than 50% of the credit possible for the assignment unless an agreement has been reached between the candidate and the professor.

Rubrics will be provided for the forum assignments and the Teacher, Student, Content interaction paper. A rubric is also provided for class participation.

**Week 1**

**Teaching & Learning**

The purpose of the first unit is to establish the candidates’ understanding of the purpose of public education, the MAT@USC seven program domains and goals, the macro context within which students and teachers in urban and rural schools in the United States are located and the factors that impact teaching and learning, and the essential ways in which teachers can contribute positively to student learning and achievement.

**Objectives**

1. Candidates will become familiar with or deepen their awareness of the content and skills with which they are expected to leave the MAT@USC program.
2. Candidates will become familiar with or deepen their understanding of the purpose of engaging in critical reflection as pre-service teacher candidates.
3. Candidates will become familiar with or deepen their understanding of the approaches that can be used to engage in reflection.
4. Candidates will become familiar with or deepen their understanding of the concept of presence in teaching.

**Required Reading and Videos:**

Rodgers, C., & Raider-Roth, M. B. (2006). Presence in teaching. *Teachers and Teaching: theory and practice*, *12*(3), 265-287.

Yost, D. S., Sentner, S. M., & Forlenza-Bailey, A. (2000). An examination of the construct of critical reflection: Implications for teacher education programming in the 21st century. *Journal of Teacher Education*, *51*(1), 39-49.

Shor, I. (1992). Education is political. In *Empowering education: Critical teaching for social change* (pp. 11-30). Chicago: The University of Chicago Press.

University of Southern California (2010). Rossier School of Education MAT Program Domains and Goals

*Video:**Politics of Education* (Wingspan Productions, 2010)

**Week 2**

**Critical Reflection**

In this second week of class, the domains of *critical reflection* *and inquiry* and *critical thinking/discourse* are addressed.

Dewey believed that the most important teacher quality was the ability to engage in critical reflection (Yost, Sentner, & Forlenza-Bailey, 2000). In this unit, we will build on our understanding of what it means to be a reflective practitioner. We will engage in a very specific form of reflection, or a reflective cycle. This reflective cycle will align with the questions you answer if you are participating in Guided Practice or if you are in Capstone. This cycle builds on those questions and focuses more specifically on your role as the teacher in the classroom and the impact you have through your actions on your students’ learning process. This week we will explore the four steps to this reflective cycle. These four steps are: 1) Learning to “see” (presence in experience), 2) Learning to describe and differentiate (description of experience), 3) Learning to think from multiple perspectives and form multiple explanations (analysis of experience), and Learning to take intelligent action (experimentation) (Rodgers, 2002). Through our work in this unit and the remainder of the course, we will begin to define the process of engaging in critical reflection and inquiry as the ability to be *present* in one’s practice so that one is able to reflect on his/her teaching and student learning *in* action in order to take intelligent action that will improve learning opportunities for our students.

**Objectives**

1. Candidates will become familiar with or deepen their awareness of the concepts of critical reflection and inquiry.
2. Candidates will become familiar with or deepen their awareness of the four stages of the Reflective Cycle.
3. Candidates will become familiar with or deepen their understanding of the ways in which critical reflection can be a tool that supports teachers’ ability to foster learning for historically marginalized students.
4. Candidates will become familiar with the process of documenting what they see.

**Required Reading and Videos:**

Rodgers, C. (2002). Seeing student learning: Teacher change and the role of reflection. *Harvard Educational Review, 72*(2), 230-253.

Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, *42*(3), 195-202.

Paley, V. G. (2007). On listening to what the children say. *Harvard Educational Review*, *77*(2), 152-163.

Milner, H. R. (2003). Teacher reflection and race in cultural contexts: History, meanings, and methods in teaching. *Theory Into Practice*, *42*(3), 173-180.

University of Southern California (2010). Rossier School of Education MAT Program Domains and Goals

*Video: Introduction to Assignment 1: What do you See? The Reflective Cycle Applied*

*Video: Off Track-Classroom Privilege for All* (Hancock Productions, 1998)

**Week 3**

**Ideology**

In this third week of class, we continue to explore the domains of *critical reflection* *and inquiry* and *critical thinking/discourse*.

In this unit, we ask you to begin to surface both your personal ideology and your biases–what do you believe about teaching and learning, the students in your classroom, the conditions of urban and rural schools and their neighborhoods, and how do these beliefs help or interfere with your ability create a learning environment within which you will be able to facilitate learning among various populations? The interesting thing is that we typically don’t know what our biases are, precisely because they are blind spots. And when we do finally see them, the experience can be temporarily devastating. We like to think of ourselves as good people – and good people have blind spots. And their teaching will remain constrained by those blind spots. So what are yours? How would you figure that out? And when you do figure it out, what will you do about it?

**Objectives**

1. Candidates will begin to identify and understand the concept of teacher ideology and the role that it plays in their work as a teacher.
2. Candidates will begin to understand or deepen their understanding of how the reflective cycle enables you to get to surface your ideology and biases and their impact on teaching and learning.

**Assignments**

* Assignment 1—Written Description of Off Track–Due by class time this week–Read pages 7-8 above for a description of this assignment. Bring this to class and upload it to 2sc.
* In class assignment- Assignment 2—Discuss descriptions of Off Track and provide feedback.
* Ensure that your first observation is set up for week 4.

**Required Reading and Videos:**

Bartolomé, L. I. (2008). Introduction: Beyond the fog of ideology. In L. Bartolomé (Ed.) *Ideologies in education: Unmasking the trap of teacher neutrality* (pp. ix-xxi). New York: Peter Lang.

Milner, H. R. (2010). A diversity and opportunity gaps explanatory framework. In *Start where you are, but don’t stay there: Understanding diversity, opportunity gaps, and teaching in today’s classrooms* (pp. 13-44). Cambridge: Harvard University Press.

Bartolomé, L. I. (2004). Critical pedagogy and teacher education: Radicalizing prospective teachers. *Teacher Education Quarterly*, *31*(1), 97-122.

Pennington, J. L., Brock, C. H., & Ndura, E. (2012). Unraveling the threads of white teachers’ conceptions of caring: Repositioning White privilege. *Urban Education*, *47*(4), 743-755.

*Video:* [*https://youtu.be/Dd7FixvoKBw*](https://youtu.be/Dd7FixvoKBw)

*Video:* [*https://youtu.be/ZVF-nirSq5s*](https://youtu.be/ZVF-nirSq5s)

*Video: Off Track—Classroom Privilege for All*

*Coursework:* *Teacher Ideologies: Examples on 2sc*

 **Week 4**

**Race Dialogue**

In this fourth week of class, we explore the domains of *classroom environment*, *critical reflection* *and inquiry* and *critical thinking/discourse*.

The purpose of this unit is to develop or deepen your knowledge and awareness of who your students are and the conditions that may contribute, inside and outside of school, to their academic success or failure. We start with macro concepts related to race and ethnicity, socioeconomic conditions, and larger school conditions. In this first of three weeks we delve into the role of race and class and examine theories of school underachievement and success.

**Objectives**

1. Candidates will become familiar with or deepen their awareness and understanding of the relationship between issues of race and class and the discourse of risk.
2. Candidates will become familiar or deepen their awareness and understanding of the ways that silencing discussions of race perpetuate traditional power dynamics and social orders in schools.
3. Candidates will become familiar or deepen their awareness and understanding of theories about conditions that may affect school achievement and how these conditions influence academic success or failure of students.
4. Candidates will deepen their awareness of how the reflective cycle enables them to become aware of their students as products of their sociocultural contexts.

**Assignments**

* This week you will conduct your first observation. Read page 8 above for a complete presentation of the observation assignments. The focus of the observation will be on the interaction between the teacher and the students in the classroom. Your professor will expect you to bring your notes to class time for the class time discussion.
* **Please watch the relevant videos before conducting your first observation (see below)**.

**Required Reading and Videos:**

Castagno, A. E., (2008). “I don’t want to hear that!”: Legitimating whiteness through silence in schools. *Anthropology & Education Quarterly*, *39*(3), 314-333.

Lewis, A. E. (2001). There is no “race” in the schoolyard: Color-blind ideology in an (almost) all-White school. *American Educational Research Journal*, *38*(4), 781-811.

Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, *15*(2), 183-190.

Lewis, A. E. (2003). Everyday race-making: Navigating racial boundaries in schools. *American Behavioral Scientist*, *47*(3), 283-305.

*Video:* <https://youtu.be/DWynJkN5HbQ>

*Video: Student Voices*

*Video: Methods for Engaging in Classroom Observation Practices*

*Video: Taking Structured Field Notes*

**Week 5**

**Climate and Pedagogy**

In this fifth week of class, we will return to all of the program domains.

Your primary tasks in facilitating learning are establishing a positive classroom climate and providing high quality pedagogy that promotes meaningful learning. It is important to realize that **classroom management lives within the *culture* and *climate* of a classroom**. Research consistently confirms that providing students with a healthy classroom climate that emphasizes high behavioral and academic expectations and supports students’ ability to meet those expectations fosters positive student behavior and higher student outcomes. Some of the factors that are critical in creating that healthy classroom climate include balancing students’ needs for autonomy against the teacher’s need for control (sharing the responsibility for learning and appropriate behavior), low conflict and competitiveness between students, and a safe place where students are able to listen, take intellectual risks, and share what they think and feel. In environments where students feel supported by their teachers they tend to have enhanced motivation and receive higher grades.

On the other hand, when teachers feel a need to “control” students it is most often the result of a poor classroom climate where students are not valued as members of the learning community, where they do not feel emotionally safe, and where they are not provided with real opportunities to experience rigorous curriculum and high quality instruction.

Thus, this unit focuses on how the teacher can create a healthy classroom climate where students will behave and perform in ways that foster their success rather than focusing on classroom management which suggests that students need to be managed and are likely to have trouble being successful in the classroom context.

**Objectives**

1. Candidates will become familiar with or deepen their awareness and understanding of the critical elements of a positive classroom climate and rigorous instruction.
2. Candidates will understand or deepen their awareness and understanding of their role in creating a positive classroom climate and providing rigorous instruction.
3. Candidates will understand or deepen their awareness and understanding of the types of actions teachers undertake that inadvertently impede student learning and foster negative learning environments for their students.
4. Candidates will understand or deepen their understanding of the relationship between the reflective cycle and creating or improving a positive classroom climate and the quality of instruction.

**Assignments:**

* Bring field notes from your first observation to class for the class time discussion.
* Your first Description and Analysis Paper is due between class time in week 5 and class time in week 6. See pages 8 and 9 for a description of this assignment. Consult the rubric for the assignment as well. Your professor will determine the exact due date. **Please watch the relevant videos (see below) in addition to discussing the paper expectations in class**.

**Required Reading and Videos:**

Matsumura, L. C., Slater, S. C., & Crosson, A. (2008). Classroom climate, rigorous instruction and curriculum, and students’ interactions in urban middle schools. *The Elementary School Journal*. *108*(4), 293-312.

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. In Plaut, S. & Sharkey, N. S. (Eds.) *Education policy and practice: Bridging the divide* (pp. 11-31). Cambridge: Harvard Educational Review.

Hatt, B. (2012). Smartness as a cultural practice in schools. *American Educational Research Journal*, *49*(3), 438-460.

Rist, R. (2000). HER classic: Student social class and teacher expectations: The self-fulfilling prophecy in ghetto education. *Harvard Educational Review*, *70*(3), 257-301.

*Video: Writing a Reflection Paper: How to Write a Description*

*Video: Writing a Reflection Paper: How to Analyze Your Observation-Citing Research to Support the Analysis of Your Observation*

**Week 6**

**Funds of Knowledge—Part 1**

In this sixth week of class, we explore the domains of *classroom environment*, *critical reflection* *and inquiry* and *critical thinking/discourse*.

In the third week of this unit we turn our attention from the macro to the micro. We will look at the way that we, as teachers, can choose to leverage the richness our children bring into the classroom with them in order to foster and support their learning. We will also examine the ways in which that we might inadvertently or intentionally exclude that wealth of knowledge and understanding and miss important opportunities draw our students into the content, draw on and build upon our students’ prior knowledge, experiences, and understandings and foster “strong construction” (Anthony, 1996) or the development of new knowledge and deeper understanding. This unit additionally pushes you to consider how you might leverage that knowledge of your students, as you design and deliver instruction that facilitates student learning.

**Objectives**

1. Candidates will become familiar with or deepen their awareness and understanding of the concept of funds of knowledge.
2. Candidates will become familiar with or deepen their awareness and understanding of the role funds of knowledge and teacher expectations can play in making thoughtful and appropriate curricular and instructional choices.
3. Candidates will deepen their awareness of how the reflective cycle enables them to leverage high expectations and the outside of school knowledge that students bring with them into the classroom to create powerful learning opportunities for their students.

**Assignments**

* You should have tuned your first Description and Analysis paper in by the time you attend class this week.
* This week you will conduct your second observation. Bring your field notes to class during class time next week.
* Revisit the videos for conducting observations and taking field notes to improve your ability to describe what you see in the classroom during your observation.

**Required Reading and Videos:**

Moll, L., Amanti, C., Neff, D., & González, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In González, N., Moll, L. C., Amanti, C. (Eds.) *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 72-75). New Jersey: Lawrence Erlbaum Associates.

Nieto, S., & Bode, P. (2012). Learning from students. In *Affirming diversity: The sociopolitical context of multicultural education* (pp. 296-341). Boston: Pearson.

Moje, E., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: an examination of everyday funds of knowledge and Discourse. *Reading Research Quarterly*, *39*(1), 38-70.

Valenzuela, A. (1999). Teacher-student relations and the politics of caring. In Subtractive schooling: U.S.-Mexican youth and the politics of caring (pp. 61-113). Albany, NY: State University of New York Press.

**Week 7**

**Funds of Knowledge—Part 2**

In this seventh week of class, we explore the domains of *classroom environment*, *critical reflection* *and inquiry* and *critical thinking/discourse*.

In this unit we will move between the classroom, the home, and the community. We will explore different ways of defining success and achievement, the connections that our students have to their culture and language, the activities in which students engage outside of school that may help students stay connected to school, and the intertwined roles of family, community, and school in supporting student success. We will look at how and in what ways parents and guardians participate in their children’s school experiences and what it means to participate and be engaged. We will confront stereotypes that suggest that some parents just don’t want to be involved or don’t care about their children’s success in school. And we will explore new ways that parents and guardians might participate in their children’s educational experience.

**Objectives**

1. Candidates will continue to become familiar with or deepen their awareness and understanding of the complex nature of the family/teacher/school relationship.
2. Candidates will become familiar with or deepen their awareness and understanding of what it means for parents and guardians to participate or be engaged their children’s school experiences.
3. Candidates will become familiar with or deepen their awareness and understanding of the complexity of the role culture, language, and identity play in students’ connections to school and learning.
4. Candidates will deepen their awareness of how the reflective cycle enables them to engage families and communities in productive and constructive relationships to support student learning.

**Assignments**

* Bring field notes from your first observation to class for the class time discussion.
* Your second Description and Analysis Paper is due between class time this week (week 7) and class time in week 8 (next week). See pages 8 and 9 for a description of this assignment. Consult the rubric for the assignment as well. The exact due date will be determined by your professor. Please watch the relevant videos (see week 4) in addition to discussing the paper expectations in class.

**Required Reading and Videos:**

McCarthey, S. J. (1997). Connecting home and school literacy practices in classrooms with diverse populations. *Journal of Literacy Research*, *29*(2), 145-82.

Hurtig, J. (2008). Parents as writers: Transforming the role of parents in urban schools. In Ayers, W., Ladson-Billings, G., Michie, G., & Noguera, P. (Eds.) *City kids, city schools: More reports from the front row* (pp. 207-218). New York, NY: The New Press.

Barton, A. C. (2003). Kobe’s story: Doing science as contested terrain. *Qualitative Studies in Education*, *16*(4), 533-552.

**Week 8**

**Culturally Responsive and Sustaining Pedagogy—Part 1**

In this week we will explore the domain of *pedagogy*, *curriculum*, *critical thinking/discourse*, and *critical reflection and inquiry*.

In this unit we focus on the role of instruction. Within the concept of instruction we will explore culturally relevant teaching, notions of teaching “other people’s children” and how those notions sometimes impede our ability to serve our students well, and dilemmas of practice that we face in real classrooms. We will discover that teaching is hard work fraught with challenges that we have to work to overcome. And we will see that it is only as we struggle with our own assumptions and biases about what children *need* and move beyond what we know to embrace what we do not know that we will be able to facilitate student learning. We see even more clearly that it is we, the teachers, who have the greatest power in the classroom and how we chose to wield that power will determine the likelihood that our children will reach their potential.

**Objectives**

1. Candidates will become familiar with or deepen their awareness and understanding of the role and importance of using instructional approaches that ensure that *all* students have opportunities to be intellectually active learners.
2. Candidates will become familiar with or deepen their awareness and understanding of their role in integrating and accessing and leveraging students’ funds of knowledge into students’ learning opportunities.
3. Candidates will become familiar with or deepen their awareness and understanding of the complexity and interconnectedness of instruction with student learning.
4. Candidates will become familiar with or deepen their awareness and understanding of how the reflective cycle enables them to ensure that they use instructional approaches with their students that ensure their students are intellectually active in their learning process.

**Assignments**

* You should have tuned your second Description and Analysis paper in by the time you attend class this week.

**Required Reading and Videos:**

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally relevant pedagogy? A loving critique forward. *Harvard Educational Review*, *84*(1), 85-100.

Ladson-Billings, G. (1994). Chapter 5: The tree of knowledge. *The dreamkeepers: successful teachers of African American children* (pp. 78-101). San Francisco: Jossey-Bass.

Ladson-Billings, G. (1994). Chapter 6: Culturally relevant teaching. *The dreamkeepers: successful teachers of African American children* (pp. 102-126). San Francisco: Jossey-Bass.

Rose, M. (2006). Chapter 3: Baltimore, Maryland. *Possible lives: The promise of public education in America* (pp. 97-134). New York: Penguin Books.

**Week 9**

**Culturally Responsive and Sustaining Pedagogy—Part 2**

In this week we will explore the domain of *pedagogy*, *curriculum*, *critical thinking/discourse*, and *critical reflection and inquiry*.

In this unit we continue our focus on the role of instruction. We will see even more clearly this week that it is we, the teachers, who have the greatest power in the classroom and how we chose to wield that power will determine the likelihood that our children will reach their potential. We will also consider how being present in our practice and engaging in the acts of seeing, describing, and analyzing empower us experiment in powerful and thoughtful ways to support our students’ learning.

**Objectives**

1. Candidates will continue to deepen their awareness and understanding of the role and importance of using instructional approaches that ensure that *all* students have opportunities to be intellectually active learners.
2. Candidates continue to deepen their awareness and understanding of their role in integrating and accessing students’ funds of knowledge into students’ learning opportunities.
3. Candidates will continue to deepen their awareness and understanding of the complexity and interconnectedness of instruction with student learning.
4. Candidates will deepen their awareness and understanding of how the reflective cycle enables them to ensure that they use instructional approaches with their students that ensure their students are intellectually active in their learning process.

**Required Reading and Videos:**

Bondy, E., Ross, D. D., Gallingne, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education*, *42*(4), 326-348.

Camangian, P. R. (2015). Teach like lives depend on it: Agitate, arouse, and inspire. *Urban Education*, *50*(4), 424-453.

Crawford, T. (2008). Winning the epistemological struggle: Constructing a cultural model of shared authority in an elementary classroom. *Teachers College Record*, *110*(8), 1706-1736.

*Video: Discussion on the Final Paper*

*Video: Introduction to the Final Paper*

*Video: Final Paper Rubric Overview*

**Week 10**

**Bringing it All Together: Revisiting the Teacher, Student, Content Interaction and Critical Reflection**

In this final week we will bring all of our hard work together to return to where we began 10 weeks ago. We will return to the concepts we have explored over the previous nine weeks. We will explore the ways in which our actions with our students are the result of our beliefs about our students’ abilities. We will build on this idea by examining the ways in which our pedagogical choices and the climate we create in our classrooms are extensions of our belief systems. We will also discuss the ways that we are able to use critical reflection to engage in a process that allows us to surface our unconscious biases and critique or conscious biases so that we can create interactions with our students that their ability to engage in meaningful learning in our classrooms.

**Objectives**

1. Make explicit connections between ideology and classroom climate in the context of one of four classroom videos.
2. Make explicit connections between ideology and the pedagogical choices we make in our classrooms in the context of one of four classroom videos.
3. Make explicit connections between expressions of ideology, climate, and pedagogy in the context of one of four classroom videos.
4. Make explicit connections between what we see teachers do in their classrooms and the learning opportunities created for their students in the context of one of four classroom videos.
5. Make explicit the ways in which teachers can use reflection to engage in experimentation for the purposes of practice improvement.

**Assignments:**

* Your Teacher, Student, Content Interaction Paper is due this week. Your professor will establish the final deadline for the paper.
* Watch the below videos as they all provide you with information that will be important and relevant to you as you consider the needs of your students and as you move forward in the MAT Program.

**Required Videos for Class Time:**

*Video: Developing a Classroom Management Plan in the MAT Program*

*Video Classroom Management*

*Video: Creating Your Classroom Management Plan: Ideas to Consider*

**Required Videos and Activities for Outside of Class Time:**

*Video: Introduction to Special Ed*

*Video: History and Background of Special Ed Law*

*Video: Overview Current Special Ed Law Practice (I.D.E.A.)*

*Video: Current Special Ed Law Practice: Review*

*Video: Other Laws Related to Students With Disabilities: Section 504*

*Video: Special Ed Glossary*

*Video: Your Own Special Ed Resources*

*Video: Introduction to the Common Core Standards*

*Video: Common Core Video*

*Video: Common Core State Standards: Other Points of View*

*Knowledge Check*

**CTC STANDARDS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard**  | **Unit** | **I or R** | **Description** | **Assessment** |
| **Standard 3.1 Foundational Educational Ideas and Research** | 1-10 | Introduced | Candidate learns about major concepts, principles, theories and research related to the social, cultural, philosophical, and historical foundations of education. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Micro description and analysis papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **Standard 3.2 Foundational Educational Ideas and Research** | 1-10 | Introduced | Candidate examines how concepts and principles are represented in contemporary educational policies and practices in California schools. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and AnalysisPapers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **Standard 4.1 Relationships Between Theory and Practice** | 1-10 | Introduced | Candidate is expected to analyze, implement, and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **Standard 5.2 Professional Perspectives Toward Student Learning and the Teaching Profession** | 1, 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate examines research on relationships between background characteristics of students and inequities in academic outcomes of schooling in the United States and teacher expectations and student achievement. Candidate is introduced to laws pertaining to access and educational equity for all students. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **5.3 Professional Perspectives Toward Student Learning and the Teaching Profession** | 1-10 | Introduced | Candidate learns how social, emotional, cognitive, cultural, and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations, and behaviors strongly affect learning on the part of student groups and individuals. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **5.5 Professional Perspectives Toward Student Learning and the Teaching Profession** | 1, 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate learns the importance of challenging students to set and meet high academic expectations for themselves. Candidate learns to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.  | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **6.1 Pedagogy and Reflective Practice**  | 1-10 | Introduced | Candidate learns the importance of creating and maintaining a well-managed classroom that foster students’ physical, cognitive, emotional, and social well-being. Candidate learns the importance of developing safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution.**Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric.**Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **6.3 Pedagogy and Reflective Practice** | 1-10 | Introduced | Candidate reads, analyzes, discusses, and evaluates literature pertaining to important contemporary issues in California schools and classrooms. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution.**Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| **6.4 Pedagogy and Reflective Practice** | 1, 2, 3, 6, 7, 10 | Introduced | Candidate learns the importance of selecting, assessing, and making pedagogical decisions, and reflecting on instructional practices in relation to state-adopted academic content standards for students and curriculum frameworks, principles of human development and learning, and the observed effects of different practices. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **9.1 Equity, Diversity and Access to the Curriculum for All Children** | 1-10 | Introduced | Candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **9.2 Equity, Diversity and Access to the Curriculum for All Children** | 1, 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate learns about the need to provide all students equitable access to the core curriculum and all aspects of the school community. Candidate has opportunity to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, and linguistic, students with disabilities and advanced learners, and students with a combination of special instructional needs. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **9.3 Equity, Diversity and Access to the Curriculum for All Children** | 1-10 | Introduced | Candidate learns about the background experiences, languages, skills and abilities of student populations and is introduced to appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **9.4 Equity, Diversity and Access to the Curriculum for All Children** | 1, 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate studies and discusses historical and cultural traditions of the cultural and ethnic groups in California society, and examines effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.  | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **9.5 Equity, Diversity and Access to the Curriculum for All Children** | 1-10 | Introduced | Candidate develops an understanding of the role that bias plays in supporting or impeding the creation of an equitable classroom community. The candidate engages in a planned set of experiences in which the candidate learns to identify, analyze, and minimize personal and institutional bias. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **10.1 Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning** | 1, 3, 4, 5, 7, 8, 9, 10,  | Introduced | Candidate learns how personal, family, school, community, and environmental factors are related to students’ academic, physical, emotional, and social well-being. Candidates learn about diverse family structures and community cultures in order to develop respectful and productive relationships with families and communities. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| **10.4 Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning** | 1-10 | Introduced | Candidate learns the effects of family involvement on teaching, learning, and academic achievement and is introduced to ways to work constructively with students, their families, and community members. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| **12.10 Preparation to Teach English Learners** | 3, 4, 5, 8, 9, 10 | Introduced | Candidate learns the importance of students’ family and cultural backgrounds and experiences in planning instruction and supporting student learning. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric.**Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| **13.3 Preparation to Teach Special populations (Students with Special Needs) in the General Education Classroom** | 10 | Introduced | Candidate learns relevant state and federal laws pertaining to the education of exceptional populations (e.g., ESEA, IDEA, and the ADA), and the general education teacher’s role and responsibilities in developing and implementing tried interventions (e.g., awareness of IEPs, providing appropriate supports to students with disabilities and gifted students).  | **Asynchronous Activities:** Candidates complete a set of asynchronous exercises that introduce them to the laws pertaining to special education.  |

**TEACHER PERFORMANCE EXPECTATIONS (TPEs)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TPE** | **Unit** | **I or R** | **Description** | **Assessment** |
| *TPE 4: Making Content Accessible* | 3, 4, 5, 10 | Introduced | Candidate is introduced to the role specific strategies, teaching/instructional activities, procedures, and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. Candidate is introduced to the importance of and role of academic language. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric.**Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| *TPE 5: Student Engagement* | 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate learns the importance of focusing on the quality of the student’s engagement, not simply whether a student looks engaged. Candidate learns the importance of focusing on the quality of the intellectual engagement of the student in any given activity and to reflect on practice and promote student participation that reflects intellectual engagement.  | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |
| *TPE 8: Learning About Students* | 3-10 | Introduced | Candidate learns the importance of using formal and informal methods to assess students’ prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| *TPE 9: Instructional Planning* | 8-10 | Introduced | Candidate learns the importance of planning instruction that is comprehensive in relation to the subject matter to be taught and in accordance with the state-adopted academic content standards for students. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| *TPE 10 Instructional Time* | 6-10 | Introduced | Candidate learns the importance of using instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals, and scheduled academic tasks.  | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| *TPE 11 Social Environment* | 3, 4, 5, 7, 8, 9, 10 | Introduced | Candidate learns the importance of developing and maintaining clear expectations for academic and social behavior. Candidates learn the importance of promoting student effort and intellectual engagement and creating a positive classroom climate for learning. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and his/her contributions are assessed informally by the professor. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. **Teacher, Student, Content Interaction Paper:** Candidate completes a final paper in which the candidate is expected to demonstrate knowledge of key concepts, principles, theories, and research related to the context for learning and is graded with a rubric. |

By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

**SPECIAL EDUCATION CTC STANDARDS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Special Education Standard** | **Unit** | **I or R** | **Description** | **Assessment** |
| *Special Education Standard 1 Professional, Legal and Ethical Practices* | 10 | Introduced | Candidate learns the history and legal requirements, including federal mandates and legal requirements for assessing students with disabilities and providing them with positive learning environments. | **Asynchronous Activities:** Candidates complete a set of asynchronous exercises that introduce them to the laws pertaining to special education.  |
| *Special Education Standard 3 Educating Diverse Learners* | 1, 2, 4, 5, 6, 7, 8, 9, 10 | Introduced | Candidate learns the importance of understanding and accepting differences in culture, heritage, ethnicity, language, age, religion, social economic status, and abilities and disabilities of individuals served. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Description and Analysis Papers:** Based on observations conducted by the candidate and ties readings on related content to the observations. Description and Analysis Papers are graded using a rubric. |
| *Special Education Standard 4 Effective Communication & Collaboration Partnerships* | 10 | Introduced | Candidate learns the importance of communicating, collaborating, and consulting effectively with individuals with disabilities, their parents, and primary caregivers. | **Asynchronous Activities:** Candidates complete a set of asynchronous exercises that introduce them to the laws pertaining to special education.  |
| *Special Education Standard 14* *Creating Healthy Learning Environments* | 3, 4, 5, 9, 10 | Introduced | Candidate learns how personal, family; school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. | **Discussion:** Candidate engages in discussions of these concepts, principles, theories and research during class time and the professor assesses his/her contributions informally. The candidate is afforded points based on the quality of his/her contribution. **Asynchronous Activities:** Candidates complete a set of asynchronous exercises that introduce them to the laws pertaining to special education.  |