USC Rossier
School of Education

Title: EDUC 678 **-** Applying Knowledge and Strategies for Teaching All Students
Units: 2
Term—Day—Time: Term 3, multiple sections, 2 hrs. weekly.

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INTRODUCTION AND PURPOSE

While not a new phenomenon, the idea of inclusion is an increasing reality for students across a full range of educational need. For most of these students, the general education setting will be their educational home. Integrated education has changed the professional lives of special educators and general educators; their practices are more public then before. That is, they work in collaboration with each other, with both teachers taking on a number of roles which might include co-teacher, consultant / resource teacher, curriculum specialist, tutor, behavior specialist, or any combination to these. In each of these roles, today's educators must understand what his/her students know and how to implement strategies for making the curriculum accessible to ALL students. In order to do so, ALL educators need to understand the general education curriculum, the educational and behavioral needs of their students, the means for adapting curricular material to meet students' needs and methods for assessing their students' progress. They must also have the collaborative skills to accomplish this.

This course is intended to link essential components for developing effective educational interventions for all students through assessment, curriculum and instruction and classroom environment management. The teacher education candidate will also learn how to use assessment materials and strategies for assessing and evaluating educational progress across the full range of student need. While all teacher education candidates may not seek to become teachers of students with special needs, all teachers will have students who require additional support.

This course also revisits the many challenges that some parents face during their child's school years and beyond. These challenges affect the psychological and social-emotional stages that families experience as they learn to cope with caring for a child with any kind of learning difference. As such, teachers require an understanding of the family system and the family's role in a student's education. To successfully implement an educational program for students, a teacher must involve the family in the student's educational life. In the diverse urban school, teachers need to understand families from various cultures and the affect a child with differences has on the family unit. Potential interventions for family support are reviewed, while helping pre-service teachers understand the necessary components of collaboration and working effectively with families, and the various professionals who are collectively responsible for the educational, social and behavioral well-being of the student. To successfully plan, implement and evaluate an educational plan a teacher must be an effective collaborator with support services providers and families. To this end, the course explores strategies that enable teachers to more sensitively communicate with families in ways that fosters collaboration, empowerment and student growth.

Problems of Practice:

The following problems of practice relate to working with students across the full range of need. All teachers:

- Do not understand the general characteristics of and methods for interpreting educational assessment instruments;
- Do not adequately use strategies that monitor educational progress across all classroom students' needs.

- Do not understand how to make the general education curriculum accessible to all classroom students.
- Are not familiar with the collaborative skills needed to teach in an inclusion setting or act as a resource to general education teachers and families in an interdisciplinary setting.
- Are not aware of the reciprocal and positive effects that including all students might have on general education students.

Connection to other coursework

EDUC 678, Term 3, Applying Knowledge and Strategies for Teaching All Students is the third of three courses focused on teaching ALL students in the classroom. Term 1, ***Contexts for Educational Equity and Access*** introduced students to the kinds of classroom student variation and needs they will have in their classroom and different pedagogical and instructional choices are available to meet those needs.

Term 2, **Identifying and Teaching to Student Differences** proceeded with greater depth related to behavior, ability, and language and strategies to differentiate, scaffold, and assess fairly for high student outcomes.

Term 3 will put that into practice, as students apply what they have learned and bring vignettes back from their classrooms for greater learning and to collaborate with peers. Each class has repeating topics and content, but aims to go into greater depth with the other two courses they take during each term.

In Term 3 much of the coursework will integrate into the Guided Practice Classroom. In Term 3 Candidates are expected to provide instructional evidence of competence in all areas addressed so far in Sem A, Term 1 and 2 in order to meet aligned TPEs. Intentional repetition and revisit will be presented for Candidates to show mastery, with evidence from prior practice formats.

COURSE OBJECTIVES

Upon completion of this course candidates will:

1. Know and demonstrate skills when using current formal assessment instruments; TPE's 6 a-c – Developmentally appropriate practices K-3, 4-8, 9-12; TPE 9 – Learning about students; TPE 12 – Professional, legal, and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 1, 2.

2. Demonstrate the utility of informal assessment in the monitoring of student progress; TPE 12—Professional, legal and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.

3. Interpret and use formal and informal assessments and describe the purpose of each type of assessment: a. screening; b. referral, diagnosis, placement; c. monitoring student progress; TPE 11 – Social Environment; TPE 12 – Professional, legal, and ethical obligations; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.

4. Know how to use classroom assessments to monitor student progress; TPE 3 – Interpretation and use of assessments; TPE – Student engagement; TPE 8 – Learning about students; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.

5. Know the utility for establishing a classroom based assessment strategy for evaluating the quality of instruction and planning for instruction: TPE 8; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5.

6. Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities; TPE 6 a - c – Developmentally appropriate teaching practices; TPE 9 – Instructional Planning; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6.

7. Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities; TPE 8 – Learning about students; TPE 9 – Instructional Planning; TPE 11 – Social Environment; EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.

8. Know strategies for making curricula accessible for all learners, and providing evidence on their effectiveness; TPE 4 – Making content accessible; TPE 9 – Instructional planning; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.

9. Demonstrate the ability to make data-based decisions to plan curriculum modifications that meet the instructional needs of students with disabilities: TPE 4 – Making content accessible; TPE 9 – Instructional planning; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.

10. Know the pertinent laws that speak specifically to family – professional collaboration, family involvement, and family rights; *TPE's 12 – Professional, Legal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 2,11.*

11. Serve as an effective team member and/or case manager for the IEP/transition planning process, from pre-referral and assessment through developing appropriate IEP/transition planning goals based on standards; *TPE's 6 - Developmentally Appropriate Teaching Practices; 9 – Instructional Planning; 12 – Professional, Leal, and Ethical Obligations; EDUCATION SPECIALIST PROGRAM STANDARD 4, 7, 8 ; MILD/MODERATE SPECIALTY STANDARD 3, 6.*

12. Create IEP goals and objectives based on continuous assessment procedures: EDUCATION SPECIALIST PROGRAM STANDARD 7, 8; EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5, 6.

CTC STANDARDS: EDUCATION SPECIALIST

Special Education Standard	Unit	I or R	Description	Assessment
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 1, 2.	5	I	Candidate will know and demonstrate skills when using current formal assessment instruments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and

			placing students into special education services.	
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2.	5	I	Demonstrate the utility of informal assessment in the monitoring of student progress	Action Research Assignment (3 Parts): Candidates will research instruments used in screening, diagnosing, to support any learning needs.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.	2-5	I	Know how to use classroom assessments to monitor student progress	Assessment Reviews: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives.
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11, 12; MILD/MODERATE SPECIALTY STANDARD 1, 2, 3.	1,2	I	Know the utility for establishing a classroom based assessment strategy for evaluating the quality of instruction and planning for instruction	Research Summaries #1 & 2: The summary will focus on a particular high incidence disability and how assessment and curriculum adaptations were used to meet their educational needs
EDUCATION SPECIALIST PROGRAM STANDARD 3, 5, 11; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5; MSPS 3	2-5	I	Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities	Assessment Reviews & Action Research Assignment: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives. Research Summaries #1 & 2 (as described above)
EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13, ; MILD/MODERATE SPECIALTY STANDARD 2, 3, 5, 6. EDUCATION SPECIALIST PROGRAM STANDARD 4, 5, 13; MILD/MODERATE SPECIALTY STANDARD 3, 5.	3,4	I	Plan and implement appropriate curriculum interventions to meet the educational needs of students with disabilities	

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

TPE	Unit	I or R	Description	Assessment
TPE's 6 a-c – Developmentally appropriate practices K-3, 4-8, 9-12 TPE 9 – Learning about students TPE 12 – Professional, legal, and ethical obligations	2	I	Candidate will know and demonstrate skills when using current formal assessment instruments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
TPE 12—Professional, legal and ethical obligations	5	I	Demonstrate the utility of informal assessment in the monitoring of student progress	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
TPE 11 – Social Environment; TPE 12 – Professional, legal, and ethical obligations	2	I	Interpret and using formal and informal assessments	Action Research Assignment (3 Parts): Candidates will research a formal assessment instrument used in screening, diagnosing, and placing students into special education services.
	2	I	Know how to use classroom assessments to monitor student progress	Assessment Reviews: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives.
TPE 6 a - c – Developmentally appropriate teaching practices; TPE 9 – Instructional Planning	3-5	I	Know the role curriculum plays in creating effective classrooms for all students, (e.g. planning for instruction and selecting instructional activities	Curriculum and Assessment Review: Candidates will analyze current teaching practices and determine new best practices based on course readings and instruction and develop a plan of implementation.
TPE 8 – Learning about students; TPE 9 –	3-5	I	Plan and implement appropriate curriculum	Assessment Reviews & Action Research

| Instructional Planning; TPE 11 – Social Environment | interventions to meet the educational needs of students with disabilities | Assignment: Candidates will analyze math, reading fluency, and other classroom assessments to suggest curriculum adaptations, and appropriate IEP goals/objectives. Research Summaries #1 & 2 (as described above) |

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.

Readings and Supplementary Materials

Term 1 & 2 materials will be referred to.
Your UDL Lesson Planner – Ralabate in ARES
All journal articles will be provided on ARES.

IRIS Modules: IRIS is a free online interactive resource that translates educational research on students with difference into practices. To locate an IRIS Module, first go to the following website: http://iris.peabody.vanderbilt.edu. Next, click "Resources" and you will find a list of "Topics." Locate the topic you are interested in. After you click that topic, you will find the IRIS Module that you are to complete. For example, let's say that you are studying about collaboration and the assignment says "IRIS Module: Collaborating with Families." Go to the IRIS website and then click "Resources." Under "Resources," click "Collaboration." There you will find the module "Collaborating with Families."

<u>**Suggested for reference**</u>:

Ormrod, J. E. (2008). Educational Psychology, 7th edition. Upper Saddle River, NJ:
        Pearson Education, Inc.

Mercer, C.D, Mercer, A.R. & Pullen, P.C. (2011) Teaching Students with Learning Problems (8th edition).

Friend, M. & Cook, L. (2013). Interactions: Collaboration Skills for School Professionals (7th Ed.)   Boston: Pearson.

Description and Assessment of Assignments

<mark>PLEASE NOTE:</mark>
- <mark>All students are expected to complete all assignments, whether you are participating in Guided Practice or Observation. If you are observing, please let your professor know so they can assist you with access to family and student interactions that you will need.</mark>
- <mark>E-portfolios from EDUC 671 will be further developed in Term 3. Please know where to find them. **_The Family Interview_** and **_FAB/BIP Assignments will be added to your e-Portfolio_** at the completion of this course under a tab labeled TERM 3. You can post other assignments of your choice, and may be asked to add assignments from other courses. This is a way for you to document the impact you have had on students from your K-12 classrooms, and is an excellent tool for job interviews and applications.</mark>

There are no formal Shared Discussion Groups in this course, but you are encouraged to form them to support your understanding of readings and class discussions.

ASSIGNMENT 1: Individual Lesson Presentation: One time during the semester, each Candidate will present an analysis of a 20-minute video lesson segment and the accompanying lesson plan to the class. The segment chosen must focus on a student with a learning difference. The clip will be placed on the course wall the Sunday afternoon before that week's class for all class members to view before class. The Candidate will present an analysis of a lesson segment (including instructional choices for teaching, assessment and management of physical and emotional environment) through the lens of the content of that week's class. S/He will ask the class 3 questions S/He is still struggling with to engage peers in a professional discussion related to the lesson. This activity will be a 30-40-minute component of each class meeting. Class members who are NOT presenters on the specific week will complete a feedback sheet for the presenter to contribute to the presenter's reflection and improvement. **Domains – Pedagogy, Curriculum (Instruction), Environment and Assessment.**

- Be prepared to present this in two, 10 minute segments to colleagues in class during a specific week referencing the topics for the unit when you are presenting:
    - Unit 1 – 1) How the family or community played an important role in the formal or informal learning related to this lesson; how the lesson outcome relate to the family or community in ways that that you didn't anticipate; or 3) How did a student's resources, experiences, or funds of knowledge affect the outcome of the lesson.
    - Unit 2 – 1) How did you choose the strategies to collect data and what did you hope to learn? 3) To what degree did you learn what you set out to learn from your data, or how will you return to the study and try again?
    - Unit 3 – 1) How language and culture influence how we plan a lesson? 2) How to differentiate for high incidence learning differences, yet protect the privacy of the student if that is socially warranted, 3) How to scaffold and differentiate for student with attention-related differences and how to decide when this differentiation is necessary and not; the role parents play when a student exhibits this kind of difference.
    - Unit 4 – 1) How did I ask myself questions to provide for my students' varying developmental needs? 2) An example of how students' developmental characteristics were related to their response to the lesson. Which strategies will be most effective for students with the cognitive and emotional developmental characteristics of my students?
    - Unit 5 – 1) What are my strengths and how does my teaching reflect a level of professional confidence? 2) Where can I improve and how does my teaching depict those areas? 3) What is my plan to improve one of my challenge areas?

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ASSIGNMENT 2: Environmental Analysis (30 points, all parts due Week 6 before class) **(Domains: Pedagogy and Environment)**

Part I – (2-3 pages) Observe and then Describe (10 points): Week 4 draft
<u>Identify the student you will focus on for your Action Research Project</u>. Provide a descriptive narrative with a:
- Physical description, social characteristics, academic characteristics. How does this student's described characteristics compare with what is typical for students of his chronological age, cognitive expectations and social interaction?
- The student in terms of why he/she is interesting to you, what is notable about them and where their strengths are.

The purpose of this assignment is to <u>describe the student in depth</u>, so please also include:
- What other educators are working with this student (if any) and what methods of communication are in place to manage the strategies developed?
- What strategies are currently being employed to deal with the student's behavior(s) and/or difference
- The role the parents are playing on the students support team.

Part 2 - (2-3 pages) Classroom Ecology: Observe and Describe (10 points) Week 5 draft
The social, emotional, academic <u>milieu of the classroom</u>:
- Does the classroom provide equal opportunity for all students?
- Do adults in the classroom hold all students in the same regard; do they address student differences; do they assist, differentiate, scaffold according to students' needs?
- Do adults hold high expectations for all students?
- What is the attitude of the adults in the classroom related to their responsibility to teach ALL students?
- What are your data points (observation, interview, review of student work) to make these assertions?

Part 3- (1-2 pages) Summary and Meaning (10 points): Week 6 all parts of final due before class.
- *How can you used what you have learned to make this a more effective learning environment for this and all students* or what can you point to, to assert that this is an effective learning environment for all students.

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<u>**The Family Interview, FAB, and BIP are intentionally repeated in Term 3**</u>. The faculty feel that these are such important skills that guided practice through more than one process is valuable to the beginning teacher.

<u>**Assignment 3: Family Interview, using the Family Assessment Protocol (20 points, DUE WEEK 15, as part of Action Research)**</u>

The purpose of this assignment is for Candidates to learn about students' families using an interview protocol. This experience will provide information about their culture, their understanding of their child, and to see how the family views the education of their child. It is important that you try to understand the world the way the <u>family</u> sees it, not through your personal frame of reference/mental models. The family interview should be with the family of the student you will develop your Action Research Project with.

<u>Instructions</u>:

Action: Preparation for *Analysis*

- Working with the family of the same student from your Environmental Analysis and Action Research Project, make a plan to obtain approval to conduct an interview with their family in a mutually agreed to place, (e.g. their home, the school, at a community site). The student can have any kind of learning difference; not necessarily a diagnosed disability on an IEP.
- Below is the structured interview protocol. Please use this protocol -- however, during the interview you may ask the parents to elaborate on questions or you may have additional questions that you would like to ask the families. If you ask additional questions, be sure that you keep a record of these additions.
- Take detailed notes or record the interview (specifically ask for permission to do this). Using your notes or recording, transcribe the interview into a word file. Use the transcript for your analysis.
- You will be asked to turn in your completed transcription in the appendix of the analysis paper.
- Even if you need a translator during the interview, you can turn your notes in in English.

Analysis: Your 5-7 page (approx.) paper will have two parts:

Part One: The Family's Story

Your summary of the family's answers to each of the 12 interview questions:

1) Tell me a little about your child (age, likes, dislikes . . .); **2)** Tell me about your family (spouse, children and ages, family in the area . . .); **3)** How would you describe your child's language development? What language do you speak in your home? If this is a language other than English does it influence your child's learning in any way? **4)** Describe a "typical" day, from the moment you wake up in the morning until everyone is in bed at night; **5)** How did you learn your child has special needs? Did you have suspicions? Who helped you? How was the information shared? How did you feel when you first heard the description of your child's learning needs? How did your family feel/how did it affect them? **6)** How do you feel today? How does your family feel? If there is a change, what made the change? **7)** Please describe the professionals (formal support) in your life and how they impact your family's life. What has been helpful? What has NOT been helpful? **8)** Tell me about your informal support system (not the professionals) and how it affects you and your family (this could be your parents, other parents who have children with special needs, friends, neighbors...); **9)** How would you describe your family's strengths? **10)** Describe your experiences with your child's educational system (evaluations, IEPs, etc). How would you describe your relationship with the teachers and other staff? Share your worst moment; your best moment. If you could change anything about the education your child is receiving, what would it be? **11)** What are your biggest hopes for your child's future; your biggest fears? **12)** Based on your experiences, what advice would you give to educators who are working with children with special needs?

Part Two: The Impact of the Story on You

1) What surprises did you gain from the interview? 2) Based on your interview and the data you collected, what further information would you like to have? 3) Relate how the child has impacted the typical family functions and support with references to Seligman, Chap 1. 4) How did this interview change your perceptions about the family of this child and families with children having special needs? 5) Finally, based on the lessons that you learned from the family, what strategies will you use to work with parents to impact student learning in your classroom?

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ASSIGNMENT 4: ACTION RESEARCH culminating in an IEP or STUDENT STUDY TEAM PRESENTATION AT YOUR SCHOOL SITE.
Domains: Assessment, Curriculum (Instruction), and Pedagogy

The Action Research Project will continue your analysis of a specific student in the class where you are teaching or observing. It is comprised of three parts: 1) Functional Analysis of Behavior or Academics (FABA), 2) Behavior or Academic Intervention Plan, and 3) Analysis of Impact on student learning and Next Steps. Each part of this assignment builds on it previous parts. The goal of this work is to use the findings in an IEP or Student Study Team Report. A template will be provided by the professor for the student to write the FAB and BIP, including their analysis of the impact the project has had on the student's behavior.

Part 1: Functional Analysis of Behavior and Academics - (10 points, DUE Week 9)

 Continue with the student you have been following during the entire course. In your ENVIRONMENTAL ANALYSIS you have described the student in terms of why he/she is interesting, what the students challenges are and how challenges are currently being addressed in the class and by parents.
In your Action Research Project you will address one of the following domains: reading, writing, English Language Development (if appropriate), mathematics, behavior, or any other pertinent area. You will do this by collecting data to establish the student's current level of functioning in an effort to effect change in the student. **The baseline data must contain strengths of the student as well as challenges. The level of functioning should be established by quantitative or qualitative data that sets a baseline of functioning. (e.g. the student can read 30 words per minute with 95% accuracy; the student has trouble sitting for long periods of time longer than 10 mins; the student receives verbal cues to sit at least 1x in a 5 min span).** The data will be collected by you (on the ABC Form or a district data collection form) through observation and can be taken from the prior IEP. Descriptions must be supported using examples and specific data.

Part 2: Goals and Behavior OR Academic Intervention Plan- (10 points, DUE Week 10)

Based on your profile and baseline data from Part I, you will develop and describe 5 goals, an intervention plan, and a plan for progress monitoring. You goals and intervention plan should be based on the needs presented in Part I. On PART II of your TEMPLATE you will:
- Develop 5 goals to include in the written IEP or present at the Student Study Meeting.
- Outline the methods you will use to monitor student progress for each of these goals;
- Indicate the ongoing assessment tools and/or protocols you will use to monitor the implementation of each intervention, such as the types of norm-based, criterion-referenced, and/or curriculum-based measures (e.g. weekly CBM progress monitoring, weekly mastery measurements, subject specific quizzes, summative and formative tests, state and district assessments, etc.),
- Provide reasons WHY you would use these assessment formats and what you expect they will tell you.

Part 3: Progress, Intervention and Impact Analysis -(10 points, DUE Week 15)
:
- The actual implementation of the curricular/behavioral intervention plan; what occurred from the plan and what occurred unexpectedly.
- The student's progress toward the goals using charts, tables and other information to provide in clear display of findings.
- Describe the degree of the student's academic and/or behavioral change (in any direction) and what the change might be attributed to. ***Analyze and evaluate the effectiveness of your***

- *intervention plan and make suggestions for future goals and interventions that would benefit the student.*
- **In Week 10, class meeting,** Working in small groups, Candidates will **present, evaluate and receive feedback** on the Behavior/Academic Implementation Plan from peers. They will then **take the plan to their classroom the next week for implementation in the classroom with the individual student**.
- **A template will be provided by the professor for the student to write the FAB and BIP, including their analysis of the impact the project has had on the student's behavior.**
- **Classes will not be held on weeks 7 & 8, to provide time for Candidates to integrate their classroom experience and complete their Teacher Performance Assessment (edTPA).**

Grading Breakdown

ASSIGNMENT	GRADING FORMAT	DUE DATE	% of Grade
INDIVIDUAL INCLASS PRESENTATION w/ facilitation of discussion of aligned Problem of Practice.	Rubric	1X during the semester.	20
ENVIRONMENTAL ANALYSIS: • Part I – (2-3 pages) Observe and then Describe (10 points) • Part 2 - (2-3 pages) Classroom Ecology: Observe and Describe (10 points) • Part 3- (1-2 pages) Summary and Meaning (10 points)	Rubric	All parts due WEEK 6, before class.	30
FAMILY ASSESSMENT, using the Family Assessment Protocol: • Part I: The Family's Story (10 points) • Part II: The Impact on You (10 points)	Rubric	Both parts due WEEK 15, before class.	20
ACTION RESEARCH (COMBINED FAB AND BIP) culminating in an IEP or STUDENT STUDY TEAM PRESENTATION at your school site whenever possible. • Functional Analysis of Behavior OR Academics - (10 points) • Part 2: Goals and Intervention Plan IMPLEMENTED- (10 points) • Part 3: Progress & ANALYSIS –(10 points)	Rubric	WEEK 9 WEEK 10 WEEK 15	30

Total 100 points

Grading Scale
Course final grades will be determined using the following scale

A	95-100	A-	90-94		
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	67-69	D	63-66	D-	60-62
F	59 and below				

Assignment Rubrics
All rubrics are in the TOOL BOX of the learning Management System.

Assignment Submission Policy/ Grading Timeline
Grading and feedback will be provided within a 2-week period. Due dates are provided on weekly grid.

Additional Policies
Class attendance, preparation and participation are expected and critical. In-class discussion will bring meaning and understanding to readings and other resources through "Class time Activities.

Course Schedule: A Weekly Breakdown

Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
Unit I **Students and Their World: Communities, Learning Environments, Learning Strengths and Challenges.**		
Week 1: **Students and their world I**: experiences, interests communities, needs, background and family networks. Goals: Students will see their classroom students as individual students, with unique characteristics and learning needs. Connections to CPP/Sem B: How students' individual characteristics influence learning.	Refer back to Term2: Seligman, Chap 1; Selections from Epstein, J.L. (2001). *School, family and community partnerships: Preparing educators and improving schools.* Westview Press: Johns Hopkins University. In ARES. Ralabate – Chapter 4 Assessing Learning: Making it Better	Questions: What do my students bring to the classroom? How does that support or challenge their learning? How do I set up my classroom to support the needs of my students and adapt teaching for effective learning? In class assignments: Small or Whole group activities related to weeks guiding questions. Relate these to practice from each Candidate's classroom setting and readings for this week.
Week 2: **Students and their world II**: What is students' experience at different developmental stages: *childhood.* Goals: To integrate into teacher knowledge personal, family, social, academic and cognitive characteristics that influence learning. Revisit community mapping if Candidates are in same school, or develop a new one if not. Participate in a student study team meeting, parent conference or IEP. Connections to CPP/Sem B: Influences on learning	Homeless Children: Are They Different from Other Low-Income Children? Carol Ziesemer, Louise Marcoux and Barbara E. Marwell. Source: Social Work, Vol. 39, No. 6 (November 1994), pp. 658-668	Questions for Reflection and Analysis: What are the student's developmental characteristics? What are other characteristics that should be acknowledged when assessing learning strengths and challenges? Why is this choice a good one? In class assignments: Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.

Week 3: **Students and their world III Poverty 's Influence on student learning in our current educational system.** Goals: To acknowledge poverty's effect, but to also understand how using FOK can transcend and support moving beyond what research reports. Connections to CPP/Sem B: on- going challenges students face.	Refer back to Term 1, week one discussion, Haberman: Pedagogy of Poverty; Hart, B. & Risley, T.R. "The Early Catastrophe" (2004). *Education Review, 77* (1), 100-118. ARES	Questions: How does hunger, violence and other trauma, family and individual mental illness and substance abuse, homelessness and bullying influence school attendance and learning? What resources are available within the educational setting and community at large to support young children; teenagers? What about the student who seems just fine? How is this different when the experiences are long-term? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Unit 2 Using data to support lesson planning: using Assessment to Meet Student Needs.		
Week 4: **Building understanding of your students.** Goals: Candidates will be able to describe their context and choose a student that will be the subject of this study. The Candidate can present a special needs student or a student within the typical range of functioning	Refer back to Ralabate chap 1-3	Questions: What does educational success look like in current public schools? Are there different ways to look at this and use what students know to grow what they need to learn? How does this affect students with differences? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Week 5: Data needs, assessment and a plan for collection. Goals: Candidate will demonstrate how to construct a plan to identify the best tools and collect data, through formal and informal, formative and summative, performance and self-report from student that will provide information on the student learning needs Possible Activities: Collection and organization of data Connections to CPP: Connections to Seminar B:	Refer back to Ralabate chap 1-4/IRIS Modules	Questions: How can I describe the challenge this student brings? What kind of data would tell me more about the student's learning needs? Who are my professional resources? What information already exists? How will I organize the data to answer my questions In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Week 6: **Data Analysis and Plan for presentation** Goals: Candidate will organize data and make meaning to learn from and present findings to apply to teaching, differentiation, scaffolding and assessment **ALL PARTS ENVIRONMENTAL ANALYSIS DUE**	Refer back to Ralabate chap 1-4/IRIS Modules Varied Articles	Questions: What do data suggest? Do I agree with these findings, why or why not? Do I need to do another cycle of assessment? What will be my first step toward implementation? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each

		Candidate's classroom setting and readings for this week.

Unit 3 Addressing the needs of ALL Students.		

CLASS WILL NOT BE HELD WEEKS 7 & 8 TO PROVIDE TIME FOR COMPLETION OF THE TEACHER PERFORMANCE ASSESSMENT.		

ACTION RESEARCH (combined FAB/BIP) culminating in a IEP or STUDENT STUDY TEAM PRESENTATION • Functional Analysis of Behavior and Academics DUE. (10 points) • Part 2: Goals and Intervention Plan- (10 points) ENACTED Part 3: Progress & Intervention ANALYSIS –(10 points)		WEEK 9 WEEK 10 WEEK 15
Week 9: **An Intervention Continuum I: AUTISM** **Processing and Communication Differences** Goals: To help Candidates identify and work with students on the Autism Spectrum or students with less visible SLDs, whose learning outcomes fall below their ability. **OR** **An Intervention Continuum II: Robert: Attention Deficit, Engagement and Behavior.** Goals: In one of the most common classroom dilemmas, present strategies to deal with behavior and learning that is not punishing or blaming. Connections to CPP and Sem B: Relevant learning can promote engagement of students who have difficulty [focusing]. **IST DRAFT OF ACTION RESEARCH PLAN DUE FOR IMPLEMENTATION**	Readings: Readings: Floquet, E. (2009) Looking Into the Future of a Son with Autism. New York Times Aug. 31, 2017. ARES Chapter 5 - Mercer, C.D, Mercer, A.R. & Pullen, P.C. (2011) Teaching Students with Learning Problems (8th edition). ARES Refer to **Vignette: Robert** (Harry et al) either elem or secondary (its written in both). Several strong resources in EDUC 674. Refer back to your most Difficult Student, Functional Behavior Analysis and Behavior Implementation Plan from Term 2.	Questions: How does this student communicate and perceive the world around him differently? How can we identify needs, what would collaboration look like? How can parents assist? What is my first step? Who is this student and what might the origins of his learning or behavioral differences be? What are the components of a behavioral and academic plan that would be effective? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.

SPRING BREAK IS MARCH 16-20		

Unit 4 Practicing strategies that support instruction for ALL students.		
Week 10: **Learning is an emotional experience: Academic and Environmental Strategies that support the learning experience.** Goals: Candidates will see that environmental strategies matter and taking the time to assess and	Refer to Ralabate chaps 1-6. REFER BACK TO: The Annenberg Learner Series: Neuroscience in the classroom – making connections http://www.learner.org/co (3:46)urses/neuroscience/	Questions: How is this one students or group of students able to influence what happens in my classroom? How can I engage reluctant students? How can I provide for students who need more challenge so they can work to their greatest potential? How do I do this all at the same time?

implement has a positive ripple affect on the classroom. **Part 2: Goals and Intervention Plan- (10 points) IMPLEMENTED**	Chapter 5 - Mercer, C.D, Mercer, A.R. & Pullen, P.C. (2011) Teaching Students with Learning Problems (8th edition). ARES	In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Week 11: How can I adapt learning for students in my classroom? Goals: Students will demonstrate the abilities to evaluate for emotional/behavioral and academic scaffolding and differentiation and work that into a lesson plan effectively. Connections to CPP/Sem B: What does my data tell me: how can I develop habits to use data effectively?	Resources: Refer back to IEP in Term 2. How is this different or the same. Has your perspective changed/developed? Chapter 5 - Mercer, C.D, Mercer, A.R. & Pullen, P.C. (2011) Teaching Students with Learning Problems (8th edition). ARES	Questions: Where do I start? What professionals are available to assist me? What is my timeline? What markers will show progress? Is there anything else I need to know? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week. Candidates Identify and discuss their responsibility to student they studied and all students in the class.
Week 12: Boundaries in the Teaching Profession Goals: To identify what is and is not the teacher's role; when to collaborate; when there is crossover and when and to whom to pass the baton. Connections to CPP/Sem B: It the necessary work we do "extra work?"	Readings: Refer back to Harry Chaps 1 & 2, ethics, laws and legislation related to students and student with differences.	Questions: What is my role as a teacher? How will I know if I overstep my role? How will if I know if I'm doing the complete job? Who is on my team? In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week. Discuss vignettes where teachers have embodied their professional role, not extended it, not curtailed it and continue to thrive.
Unit 5 How do I grow as a teacher; How do I know I am ready to have my own classroom?		
Week 13: How Do I grow as a teacher? Goals: Candidates will engage in a dialogue that allows them to ask the hard questions about transitioning to their own classroom, in a safe environment. Connections to CPP/ Sem B: Finding the right job. Professional Development and on-going learning	Resources: New Teacher guest Panel (second hour)	In class assignments: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week. Questions: What structures should be in place for the beginning of the school year? How can I organize for a smooth start of the year? What do I need to know about my students? What is important, what can wait? What is important in the job-seeking process? What if I get my job at the last minute? Candidates develop additional questions.
Week 14: Making Meaning, Discussion, Collaboration, Reflection and Resolution? Candidates bring a self-evaluation describing their level of confidence to	Readings: Comparative analysis of all readings, what resonated? What will stay with you?	Questions: How will I know if I am doing a complete job? What is expected of me? How can I critically reflect upon my work for continued improvement? What resources are available?

meet the needs of all students, the challenges they face and a plan to meet them to class. They share these in small groups and class summarizes in whole group. <u>Connections to CPP/Sem B</u>: Teacher professional assessment and what new teachers can authentically do to keep growing.		<u>In class assignments</u>: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Week 15 **FINAL PART ACTION RESEARCH - PROGRESS AND ANALYSIS DUE** In small groups, share outcomes and comparative expectations of ACTION RESEARCH PROJECTS. Preparing goals for use during the induction process. Small groups will collectively consult with each other and develop the goals they want to bring to their first year of teaching.		What goals do I bring into my first year of teaching? How will I prioritize them and work to meet them during an "induction" portion of my development. How will I assess my progress? <u>In class assignments</u>: Student presentations. Small or Whole group activities related to weeks guiding questions. Relate to practice from each Candidate's classroom setting and readings for this week.
Final Assessment Activity **Key Assessment 4: Teacher Candidate Video Portfolio Analysis** Candidates will complete "video analyses" of the one of the lesson videos that they chose for Unit Lesson Analyses, RELATED TO EDUC 678 CONCEPTS This is done cooperatively in class. Students will identify major themes and concepts from the course. Describe how those are applied in a chosen lesson.		Assignment written in first hour. Presentation of Selected Video Analyses (Patterns and Conclusions) discussed in either whole group or small groups, second hour. Synthesis, summary and conclusions drawn.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" https://policy.usc.edu/student/scampus/part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* https://titleix.usc.edu/reporting-options/ and/or to the *Department of Public Safety* http://dps.usc.edu. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage. https://studenthealth.usc.edu/sexual-assault/ fully describes reporting options. Relationship and Sexual Violence Services https://engemannshc.usc.edu/rsvp provides 24/7 confidential support.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://ali.usc.edu, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://dsp.usc.edu provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.