



**EDUC 670: Introduction to Curriculum & Pedagogy in Urban
Secondary Schools**

Units: 4

Term:

Day:

Time:

Location: Online

Instructor:

Office:

Office Hours:

Contact Info:

IT Help: (888) 628-5041

Hours of Service: 24 hours/daily; 7 days weekly.

School Mission

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

Course Description

This course is a general introduction to curriculum and instruction (pedagogy) affecting teaching and learning across disciplines, grade levels, and different social contexts of schooling. The understandings of the theories and research related to curriculum design and instructional models is a prerequisite to the development of professionalism and prospective teachers' abilities to implement and advocate for appropriate practices responsive to needs, interests, abilities of K-12 students in all educational settings. The explicit knowledge of curriculum designs and instructional models is intended to provide the foundation to assist educators in becoming "teacher leaders" within the classroom, school, district, and community/state/federal context.

In this course, you will learn alongside other novice teachers to develop, instantiate, modify, adapt, and/or create curriculum in your content area. You will do so in order to teach in ways that activate and leverage learners' prior knowledge to increase the accessibility, rigor, and relevance of the curriculum; to plan lessons through the lens of curriculum development rather than planning lessons as discrete events or activities; to effectively translate standards into lesson and unit objectives; to engineer opportunities for students to provide evidence of intended learning; to scaffold learners' experiences to build disciplinary knowledge, interdisciplinary connections, and academic language; and to embed curriculum processes and materials that are authentic to the discipline, enable "real world" application, and promote higher order thinking with the use of more advanced cognitive tools to serve all students, including those with language acquisition needs, students with disabilities, students with high ability, and students from diverse racial and economic backgrounds.

In doing so, you will strive to become an *educational advocate* who is willing and able to take necessary risks in order to support your students' development and who considers this risk-taking as upholding moral, legal, ethical, and rational reasons to meet all students' educational needs. Racial equity and inclusion are highly valued by this program and its faculty. Meaningful inclusion of students with learning disabilities and language learning needs are highly valued by this program and its faculty. Recognizing and attending to gifted and high ability students to provide them with equitable and appropriate learning experiences is highly valued by this program and its faculty. We believe that a fully prepared novice teacher must be a reflective practitioner and self-directed teacher-learner who constructs student-responsive learning experiences based upon deep knowledge of her/his/their learners, subject matter, curriculum goals, content standards, and learning environment. Teachers must be equally knowledgeable of students' families, communities, languages, cultures, and prior knowledge and abilities in and beyond the classroom to accelerate student learning.

Learning Outcomes

By the end of this course, teacher candidates will be able to:

1. Comprehend historical, philosophical, and theoretical foundations of curriculum, teaching, learning, and schooling.
2. Identify and articulate the multiple and varied roles and responsibilities of a teacher.
3. Develop an understanding of how societal, individual, institutional and pedagogical factors influence educational equity and how lack of this understanding creates an unequal experience across racial, cultural, ability, gender and language groups.
4. Develop a personal philosophy of teaching and becoming/being a teacher.
5. Develop "observation literacy" skills in order to observe, describe, and analyze examples of teaching and learning in practice (using high quality teaching videos).

Course Notes

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. 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. 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 week and will

be responded to within 48 hours. The course calendar provides candidates with assignment due dates. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

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 (on campus cohorts) 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: <https://sjacs.usc.edu/>

Technological Proficiency and Hardware/Software Required

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online 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 activities. All candidates will be required to complete assignments online, 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, Zoom, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Required Readings and Supplementary Materials for Secondary Concentrations

Readings for this course are located in two places. All readings are available through ARES (the USC online library reserves). Readings are assigned on a weekly basis. Please refer to the course schedule table and unit outlines for the assigned weekly readings. **To access the articles and chapters on ARES, go to MyUSC and locate ARES. Once there, search for EDUC 670.** In addition to course readings you are expected to use two books for this course.

Thus, you will need to purchase the following texts:

- **Required:** Heineke, A. J., and McTighe, J. (2018). *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD. ISBN-13: 978-1416626121
- **Required:** Ormrod, J. E., and Jones, B. (2018). *Essentials of Educational Psychology: Big Ideas to Guide Effective Teaching, 5/e*. New York: Pearson: ISBN-13: 978-0134894980
- **Suggested:** Wiggins, G., and McTighe, J. (2005). *Understanding by Design, 2/e*. Alexandria, VA: ASCD. ISBN-13: 978-1416600350

- Suggested: McTighe, J., and Wiggins, G. (2013). *Essential Questions: Opening Doors to Student Understanding*. Alexandria, VA: ASCD. ISBN-13: 978-1416615057
- Suggested: Tomlinson, C., and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: ASCD. ISBN-13: 978-1416602844

You may find a list of the course readings in the Course Modules, Readings, and Assignments Table and throughout the course unit descriptions.

Description and Assessment of Assignments

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. Each assignment will ask you to provide evidence that you are learning to see, describe, analyze, and experiment in a classroom context.

Assignment 1: Class Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your 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. Excused absences are approved at my discretion and only if the request is made in advance or in the event that you have an emergency, that the request is made as soon as possible after the missed class. Consult me for the process for making up an excused absence. Up to 45 points may be earned for Class Participation, 3 points per class, amounting to 15% of your final grade. Please refer to the Class Participation rubric provided.

Assignment 2: Learning Theories Bidirectional Learning Tool (BLT)

In Unit 3, you will use the asynchronous "Bidirectional Learning Tool" on the LMS to learn about and demonstrate knowledge of Learning Theories introduced in this course. Each BLT will contain formative assessment features that quiz you on the features of the Learning Theory and its applications to teaching and learning. There are two (2) forums to complete. **Record your responses to the questions posed in the BLTs inside the BLT tool.** Up to 5 points may be earned per forum, 10 points total, and amounting to 10% of the final grade.

Assignment 3: Video Observation Forums 1-2

Periodically you will complete "video observations" of classroom interactions that demonstrate models of teaching or instructional strategies examined in this course. Basic instructions are provided below. Please refer to the assignment guide and rubric for more detailed instructions.

Up to 10 points may be earned per Video Observation Forum, 20 points total, amounting to 15% of the final grade.

Assignment 4: Lesson Planning

In Units 4-7, you will draft three lesson plans. Each lesson plan will require you to bring a "rough" or "first" draft to class where indicated in the syllabus. You will share and receive feedback/ideas on revising and growing your lesson. Your first drafts will count for credit (5 points). Only your final (2nd) draft submitted will be graded; your first drafts that are brought to class for purposes of peer feedback will be given credit or no credit based on full completion. The lesson plan should be developed according to the instructor's demonstration in class. The presentation of the lesson should include the language/syntax of that model of instruction.

Credit or No Credit (10% of final grade) will be assigned for the first drafts and up to 10 points (graded) may be earned per final lesson plan, (30 points total; 20% of final grade), and amounting to 30% total of your final grade.

Assignment 5: Final Mini-Unit Plan

Program Key Assessment #1

The Final Assessment for this course is also a “Key Assessment” for the MAT Program. The assessment data collected in this assessment is intended to anticipate your future success in the program, your future achievement on the subsequent Key Assessments in Term 2 and 3 of the program, and your eligibility for preliminary teacher licensure.

In this assessment, you will be given a set of tasks that are aligned with the “Planning for Instruction and Assessment” portion of the preliminary teacher licensure assessment, the edTPA. The edTPA constitutes the third of four key assessments in the program and is administered mid-way through your third and final term in the program. You may refer to the edTPA handbook in your concentration to familiarize yourself with the expectations of that assessment. Please refer to all final materials provided in the course toolbox and/or by your instructor.

Your final assessment includes the following self-produced artifacts:

1. Detailed unit plan description using template provided.
2. Written commentaries based on a set of given prompts (provided in assignment guide).
3. Written lesson plans which utilize the models of teaching (templates introduced in class).
4. All corresponding instructional materials, assessment tasks, templates, rubrics, and learning resources.
5. Reference List of all applicable citations.

Early Drafts

Throughout the term, you will draft specific components of the final mini-unit plan. Please refer to the course schedule table (p. 8) and unit outlines below (pp. 9-18) for more information. Please use the templates and reference materials provided in the course toolbox and/or by your instructor. Each draft should be **complete with the information required by the template (i.e., draft does not mean unfinished work).**

- Week 6: Student Profiles *Draft*
- Week 8: Central Focus, Goals, Essential Questions, and Understandings *Draft*
- Week 9: Knowledge and Skills; Assessment Evidence *Draft*

Final Draft

Please refer to your instructor for the final unit plan draft deadline, which will be set sometime before the Summative Experience date. Please refer to the Summative Assessment Guide and Rubric, which will be provided to you by your instructor.

Up to 20 points may be earned for the Final Assessment, amounting to 25% of your final grade.

Summative Experience

The Summative Experience is an abbreviated final class meeting session that will be scheduled during the final exam period of the fall or spring semester in lieu of taking a final exam. During this session, you will refer to your course assignments, readings, and reflections produced throughout the course in order to set new professional learning goals for the next semester and your student teaching fieldwork experience. Please consult your instructor for the Summative Experience date and time as the semester end nears.

Up to 10 points may be earned for the Final Assessment, amounting to 5% of your final grade.

STUDENT TEACHING RESOURCE MODULES (STRM)

Since you will be completing your first semester of student teaching next term, we have embedded a series of "Student Teaching Resource Modules (STRM)" that will provide you with valuable information to assist you in preparing for Student Teaching. No written assignments are connected with these modules, but questions are posed at the end of each one. You should be prepared to discuss your responses to these questions during class sessions, whenever applicable or appropriate. BLT exercises are also included, but only verbal responses during class are required. In addition to these resource modules, you may contact the Assistant Director of Fieldwork, Debra Solórzano-Madrid: debrasm@rossier.usc.edu

- Complete during Unit 1
 - Modules Overview, List of Modules, and Logistics for Completion of Modules.

- Complete during Unit 2
 - STRM 1: Perspectives and Goals for Student Teaching
 - STRM 2: Introduction to Student Teaching
- Complete during Unit 3
 - STRM 3: Candidate and Guiding Teacher Responsibilities
 - STRM 4: Lesson Planning and Conference with the Guiding Teacher
- Complete during Unit 4
 - STRM 5: Best Practices for Recording Teaching Videos
 - STRM 6: Analysis of Teaching Videos
- Complete during Unit 5
 - STRM 7: Classroom Management
 - STRM 8: Effective Integration of Instructional Technology
- Complete during Unit 6
 - STRM 9: Using Formative and Summative Student Assessment Data for Instructional Planning

Grading Breakdown

Based on the above detailed assignments, the following table summarizes the breakdown of points and percentages (weights) of the major assessments offered in this course.

Assignment	Points	% of Grade
Class Participation	45	15
Learning Theory BLTs	10	10
Video Observation Forums	20	15
Lesson Planning	45	30
Final Assessment	20	25
Summative Experience	10	5
TOTAL	150	100

Grading Scale

Course final grades will be determined using the following scale:

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

Assignment Submission Policy

All assignments will be submitted to the Learning Management System (<http://2sc.rossieronline.usc.edu>).

Grading Timeline

All assignments will be graded within 5-7 business days, unless otherwise indicated by the professor.

Classroom Norms

Classroom norms describe the behaviors that are encouraged and discouraged during class. They are an empowering tool for establishing and maintaining a supportive learning environment. Maintaining positive and respectful norms for interacting during class offer greater conditions and opportunities for learning. Our primary commitment is to learn from each other. We will listen to each other and not “talk at each other” in this course. We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding. Here are some basic norms that will guide our interactions this semester:

1. **Respect:** Listen to each other actively, attentively, and respectfully without interrupting or cutting someone off. Comment you make should reflect that you have paid attention to the speaker’s comments and that you are not speaking on anyone else’s behalf. Do not editorialize what others say (e.g., “I think what Maleka is trying to say is...”). Challenge one another’s viewpoints, not each other’s character or person. Avoid inflammatory language and be mindful of your body language, facial expression, tone and

volume of your voice. Be mindful of the amount of space you are taking up in the discussion (e.g., invite others to join the discussion instead of making another point when you've been speaking the most).

2. **Constructiveness:** Criticize ideas, not individuals or groups. Keep your assumptions in check – on what basis or evidence do you make a claim, conclusion, or suggestion? Respect others' right to hold opinions that differ from your own. Learning is not predicated on your ability to convince someone else to change their mind, belief, or value to align with yours. Not every disagreement will be resolved – commit to learning, not proving you're right or seeking a neat and complete resolution. Ask questions when you find yourself reacting to a situation or discussion – do not assume you know what others are thinking or have implied. Actively work at seeing an issue or situation from the other person's perspective. Listen, then share using "I" statements.
3. **Inclusivity:** Do not monopolize the discussion by letting your question or answer run on. Know that it is okay to be emotional about issues and you can name your emotions. Others may not know how to respond to those emotions, which is also okay. Try not to silence yourself out of concern for what others will think and also try not to monopolize or dominate the discussion with those emotions – share and make space for others to share. Step up, then step back. Be mindful of taking up much more time than others. Consider anything that is said in class as strictly confidential, even if the session is online, recorded, and available to students afterwards. In those cases, the recording is available only to the class community, not the general public, and should not be shared with anyone outside of the class.
4. **Procedure:** Wait to be recognized by the instructor or discussion leader before speaking. Address the class as you speak, online or in a campus classroom. Say your name before making a statement to assist the class in getting to know you. Do your best to make a single point each time you speak, rather than making a series of statements at once. You might start your statement with a short one-sentence summary of the point you are making, for example.

Zoom Etiquette

"Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Here are our Zoom Etiquette Norms:

- Set up in a quiet room and well-lit space. Face a window or lamp; refrain from sitting with a window or lamp behind you because the light will drown out/shadow your image. We need to fully see and hear you as if you were in a campus classroom.
- Eliminate all distractions in your room (e.g., pets, family members, roommates, friends, etc. should not be joining us in class by virtue of being in the room with you!).
- Attend class dressed as you would on campus or as a teacher attending a faculty meeting.
- Log into Zoom at least 5 minutes before class to ensure you're ready to engage at the class start time.
- Actively participate in class by using the "raise hand" feature or signaling with your hand to speak up during discussions. Otherwise, be sure to MUTE yourself unless you are speaking to the class.
- Problems Joining Class: Contact Student Success using the virtual assistant on 2SC or the "question mark" button on the left vertical menu on 2SC.

Synchronous Session Recording Notice

The synchronous sessions will be recorded and provided to all students asynchronously. You may access the course meeting recordings on 2SC by logging in with your USC student credentials.

Sharing of Class Recordings and Course Materials outside of the learning environment is strictly prohibited.

USC prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. Failure to comply with this restriction is a violation of the USC Student Conduct Code and may result in disciplinary and legal action. Please read the USC Student Handbook, *SCampus Section 11.12(B): Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

670 Secondary Course Schedule

	Week	Readings/Tasks	Assignments
Unit 1: Historical and Cultural Context of American Schooling	1	<ul style="list-style-type: none"> ▪ Oakes et al (2018) Chapter 1 ▪ MAT Vision of a Teacher ▪ MAT Domains of Teacher Practice ▪ Vision of a Teacher and Domains BLT 	
	2	<ul style="list-style-type: none"> ▪ Oakes et al (2018) Chapter 2 ▪ MAT Reflective Teaching Cycle ▪ State Content Standards in your discipline ▪ Intro. to Student Teaching Resource Modules 	
Unit 2: Fostering Deeper Learning & Promoting Language Development	3	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 1 ▪ State Content Standards in your discipline ▪ LAUSD Curriculum Map in your discipline ▪ Video: Integrating the Standards ▪ STRM 1 	
	4	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 2 ▪ Ormrod & Jones (2018) Chapters 1-2 ▪ Video: Writing a Learning Objective ▪ STRM 2 	Video Observation Forum 1
Unit 3: Starting with Students and Setting Goals for Learning	5	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 3 ▪ Ormrod & Jones (2018) Chapter 3 ▪ STRM 3 	Learning Theories BLT 1 & 2
	6	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 4 ▪ Ormrod & Jones (2018) Chapter 4 ▪ STRM 4 	Final: Student Profiles Draft
Unit 4: Planning and Assessing for Learning	7	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 5 ▪ Ormrod & Jones (2018) Chapter 10 ▪ STRM 5 	Video Observation Forum 2
	8	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 6 ▪ Ormrod & Jones (2018) Chapter 8 ▪ STRM 6 	Final: Central Focus, Goals, Essential Questions, and Understandings Draft
Unit 5: Differentiated and Responsive Teaching	9	<ul style="list-style-type: none"> ▪ Joyce, Weil, & Calhoun (2015) Chapter 1 ▪ Heineke & McTighe (2018) Chapter 7 ▪ Ormrod & Jones (2018) Chapter 6 ▪ View Videos: Inquiry & Group Investigation ▪ STRM 7 	Final: Knowledge & Skills; Assessment Evidence Draft
	10	<ul style="list-style-type: none"> ▪ Tomlinson & McTighe (2006) Chapters 6-7 ▪ Ormrod & Jones (2018) Chapter 7 ▪ Video: Differentiated Instruction ▪ STRM 8 	Lesson Plan 1: First Draft
Unit 6: Maintaining a Cultural and Language Lens in Subject Matter Skills Development	11	<ul style="list-style-type: none"> ▪ Fisher & Frye (2008) Chapter 6 ▪ Videos: Questioning Strategies, Chaining Questioning, Interdisciplinary Direct Instruction ▪ STRM 9 	Lesson Plan 1: Second Draft
	12	<ul style="list-style-type: none"> ▪ Heineke & McTighe (2018) Chapter 8 	Lesson Plan 2: First Draft
Unit 7: Critical Thinking, Questioning, and Discourse through Socratic Pedagogy	13	<ul style="list-style-type: none"> ▪ Various resources: see pp. 16-17 of syllabus 	Lesson Plan 2 Second Draft
	14	<ul style="list-style-type: none"> ▪ Various resources: see pp. 16-17 of syllabus 	Lesson Plan 3 First Draft
Unit 8: Integrating Knowledge Across the MAT Domains	15	<ul style="list-style-type: none"> ▪ Ormrod & Jones (2018) Chapter 9 	Lesson Plan 3 Second Draft
	SE	<ul style="list-style-type: none"> ▪ Reread/review MAT Vision, Domains, and Reflective Teaching Cycle 	Final Mini-Unit Plan

Unit 1: Historical and Cultural Context of American Schooling

Weeks 1-2

Introduction

In this first unit of *Introduction to Curriculum and Pedagogy in Urban Schools*, we examine who makes up contemporary students in the United States, the conditions they encounter in and beyond schools, the structural inequalities and opportunity gaps they face, and how history, culture, and ideology have affected curriculum, pedagogy, and schooling in the U.S since the first public common schools were founded during the Colonial Period. In the first two chapters of *Teaching to Change the World, 5/e*, Oakes, Lipton, Anderson, and Stillman (2018) address: “Who are American Students? How diverse are students in the United States? What does it mean to be a socially just teacher in a socially unjust world? What do all students deserve?” In our readings for this unit, you will gain a greater understanding of Rossier’s Mission, the MAT Program’s Vision and Domains of Teacher Practice, and begin to form your own vision of a teacher you will strive to become as you encounter the program of study ahead of you in this course and the program.

Learning Outcomes

1. Comprehend historical, philosophical, and theoretical foundations of curriculum, teaching, learning, and schooling in the United States, with an emphasis on the diversity of our students and the inequities in their schooling experiences;
2. Begin charting one’s development towards realizing the “MAT Vision of a Teacher,” including identifying one’s specific strengths and weaknesses both within and across the seven domains;
3. Describe how knowledge from each MAT Domain of Teacher Practice informs teaching skills and daily teaching practice;
4. Determine the modes of reflection and types of evidence you will use to make progress towards realizing your vision of a highly qualified teacher.
5. STRM Intro: Gain an awareness of the various components of Student Teaching in the MAT Program.

Week 1 Readings/Resources/Tasks

- **Read** Oakes et al. (2018). Chapter 1 – The Schooling Dilemma: Diversity, Inequity, and Democratic Values. *Teaching to Change the World, 5/e*, pp. 3-36. New York: Routledge.
- **Read** Program Document: MAT Vision of a Teacher (located in course documents on 2SC)
- **Read** Program Document: MAT Domains of Teacher Practice (located in course documents on 2SC)
- **Complete** *Vision of a Teacher* and *Domains of Teacher Practice* BLT (located in course work Unit 1 on 2SC).

Week 2 Readings/Resources/Tasks

- **Read** Oakes et al. (2018). Chapter 2 – History and Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the U.S. *Teaching to Change the World, 5/e*, pp. 37-74. New York: Routledge.
- **Read** Program Document: MAT Reflective Cycle (located in course documents on 2SC)
- **Access and review** the State Content Standards in your subject matter and state for grades 6-12.
- **Complete** Introduction to Student Teaching Resource Modules (STRM): Modules Overview, List of Modules, and Logistics for Completion of Modules.

Unit 2: Fostering Deeper Learning & Promoting Language Development in Context

Weeks 3-4

Unit 2 Introduction

The elements that constitute the curriculum are essential to WHAT students learn in relationship to content or subject matter (facts, concepts, theories, etc., skill sets and resources). How people think about knowledge, skills, and schooling make up educational philosophies that have greatly influenced what schools teach, how they teach it, and to whom they teach. The curriculum selection and implementation is contingent upon the learners, the teacher and the environment. Discussions about the outcomes or effects of the curriculum on students is often dependent on the teachers understanding of the components of the curriculum design. The curriculum design's responsiveness to the diverse needs of students, subject matter or content, or choice of assessments are fundamental to the teacher's pedagogy and the students' opportunities to advance her, his, or their learning.

Learning Outcomes

1. Analyze the state content standards for the purposes of student-centered curriculum and lesson development.
2. Examine theories of learning and their implications for teaching.
3. Evaluate teacher decision making and pedagogical choices that are culturally responsive, including: the role and importance of using instructional approaches that ensure all students have opportunities to be intellectually active learners; the role teachers play in integrating, accessing, and leveraging students' funds of knowledge into students' learning opportunities; and the relationship between students' funds of knowledge and the school's curriculum, standards, learning goals, and instructional practices.
4. STRM 1: Learn the importance of setting goals and objectives for the student teaching experience.
5. STRM 2: Gain an understanding of the purpose of student teaching, methods of preparing for student teaching, school placement policies, and basic student teaching responsibilities; and explore learning theories through reading and analyzing the learning theories matrix document.

Week 3 Readings/Resources/Tasks

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 1: Fostering Deeper Learning: The Understanding by Design Framework. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Access** and **review** the State Content Standards in your subject matter and state for grades 6-12.
- **Access** and **review** the LAUSD Curriculum Maps in your subject matter and selected grade level.
- **View Video** "Instructional Presentation: Integrating the Standards" (located in course work pages on 2SC).
- **Complete** Student Teaching Resource Module 1 (STRM 1) (located in course work pages on 2SC).

Week 4 Readings/Resources/Tasks

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 2: Promoting Language Development: Language, Learning, and Instruction. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). *Essentials of Educational Psychology*, 5/e. New York: Pearson.
 - Chapter 1: Introduction to Educational Psychology
 - Chapter 2: Learning, Cognition, and Memory
- **View** video: Writing a learning objective.
- **Complete Video Observation Forum 1** (VOF 1) (in course work pages on LMS).
- **Complete** STRM 2 (in course work pages on 2SC).

Unit 3 – Starting With Students & Setting Goals for Learning in Context

Weeks 5-6

Introduction

The ability to differentiate between the intent and implementation of curriculum and pedagogy or instruction is basic to becoming a professional educator. Understanding that the implementation of the curriculum's design is dependent on recognizing the factors that are essential to instruction models of teaching is fundamental. Pedagogy determines HOW the curriculum will be presented to and assimilated by students. The relationship between curriculum and pedagogy is critical; curriculum and instruction/pedagogy are interdependent. The unit provides an overview of the *Understanding by Design* curriculum design framework and the instructional pedagogy/models of teaching.

Learning Outcomes

1. Examine and analyze common curriculum, assessment, and instructional practices that cultivate or interfere with student understanding/learning and academic advancement;
2. Explore the theoretical and practical elements of curriculum design by examining a unit template that focuses on promoting student understanding;
3. Comprehend the theoretical constructs and research underlying models of teaching.
4. Correlate the various models of instruction to intended outcomes of various curriculum designs.
5. **STRM 3:** Gain an awareness of the wide spectrum of student teacher and guiding teacher responsibilities to be met during student teaching.
6. **STRM 4:** Gain an understanding of the rewards and challenges of conferencing and co-planning with your Guiding Teacher.

Week 5 Readings & Resources

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 3: Starting with Students: Preplanning for Language Development. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 3: Complex Cognitive Processes. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **Review** NYU Steinhardt School of Education Metropolitan Center for Research on Equity and the Transformation of Schools **Glossaries for ELLs/MLLs Accommodations** using the following link: <https://research.steinhardt.nyu.edu/metrocenter/resources/glossaries>
- **Read** MAT Program Document: Learning Theories Matrix (in course documents on 2SC).
- **Complete** Learning Theory BLT 1 and BLT 2 (in course work pages on 2SC).
- **Complete** STRM 3 (in course work pages on 2SC).

Week 6 Readings/Resources/Tasks

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 4: Setting Goals for Learning: Stage 1 for Language Development. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 4: Learning in Context. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **Complete** STRM 4
- **Complete** Holistic Student Context for Learning (for final) using context information and template provided.

Unit 4 – Planning and Assessing Student Learning

Weeks 7-8

Introduction: The relationship between content and pedagogy knowledge is dependent on multiple factors: what to teach, how to teach, and who is being taught. The responses to decisions about content and pedagogy are dependent on an analysis of the continuum of learners who are members of the class. An analysis of the economic, cultural, linguistic, and academic diversity among learners determines the dimensions of the curriculum design and pedagogical emphasis. The teaching and learning goal is to adjust, modify, and differentiate curriculum and pedagogical elements so the teacher can recognize differences among students. The subject matter standards need to be translated into objectives that specify the skills and content or subject matter that will be emphasized, the resources that will be utilized, and the products that will be produced by the learners.

Learning Outcomes

1. Understand, and distinguish between, the purposes of formative and summative assessment;
2. Understand the theoretical underpinnings of various methods of assessment (e.g., formal/informal, dynamic/authentic, anecdotal, etc.);
3. Articulate the intended/observed relationship between planning, instruction, and assessment in sample lessons, classroom observations and enacted teaching;
4. Identify and create a variety of assessments to improve teaching and learning;
5. Determine how teachers analyze student assessment data for evidence of students' skills, knowledge, and thinking; use insights from analysis of assessment data to guide instructional decision-making and to craft future teaching, learning, and assessment experiences; and draw upon assessments in order to provide specific, timely, meaningful oral and written feedback that helps promote students' learning, engagement/motivation, self-regulation, and meta-cognition.
6. STRM 5: Understand the most effective methods for recording high quality lesson videos during student teaching for the purposes of reflection, analysis, peer and instructor feedback.
7. STRM 6: Review the basic ways in which you will be coached and evaluated during student teaching.

Week 7 Readings/Resources/Tasks

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 5: Assessing Student Learning: Stage 2 for Language Development. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 10: Assessment Strategies. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **Complete Video Observation Forum 2**
- **Complete STRM 5**

Week 8 Readings/Resources/Tasks:

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 6: Planning for Learning: Stage 3 for Language Development. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 8: Instructional Strategies. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **View** Video: Revising Your Classroom Management Plan: Ideas to Consider.
- **Complete Central Focus, Goals, Essential Questions, and Understandings Draft** (for final) using template provided.
- **Complete STRM 6.**

Unit 5: Differentiated and Responsive Teaching for Learning

Weeks 9-10

Introduction

In order to design engaging lessons that promote learning, language development, and disciplinary skills, educators must define learning objectives and sequence learning tasks that activate background knowledge, extend language development, and differentiate strategies and supports for all students (Heineke & McTighe, 2018, p. 201). According to Ormrod and Jones (2018), students of all ages “continually build on existing knowledge and skills to develop more advanced thinking and reasoning abilities.” Ormrod and Jones go on to say, “As effective teachers plan and implement instruction, they accommodate students’ developmental differences and diversity with the ultimate goal of promoting all students’ cognitive and intellectual development” (p. 204). In this unit, you will learn about the general principles of development, developmental processes, trends in cognitive development and understanding intelligence in order to effectively address students’ developmental needs by differentiating daily learning in the design of your lesson plans, instructional tasks, and assessment methods.

Learning Outcomes:

1. Learn the features of and implement the syntax and procedural knowledge of the student-centered **Group Investigation** model of instruction in order to design a detailed lesson plan.
2. Relate specific instructional strategies that promote practice, transfer, motivation or engagement, monitoring to the GI model of teaching to individualize and group needs of learners.
3. Relate learning theories to the instructional model and justify why a single model of teaching incorporates many and varied learning theories.
4. Differentiate and plan group, individualized, and personalized learning experiences that promote content acquisition and skill development within the selection, construction, and implementation of a curriculum design, pedagogical model of teaching and lesson plan.
5. Determine the factors that are inclusive within the classroom environment that support diversity of responses and facilitate critical thinking and appropriate content-related discourse.
6. Validate the factors that allow for culturally responsiveness within the selection of curriculum design and the pedagogical model of teaching.
7. **STRM 7:** Summarize the components of environment and effective classroom management that may be established with the support of the Guiding Teacher during the first weeks of student teaching.
8. **STRM 8:** Increase your knowledge and understanding of various strategies for integrating instructional technology.

Week 9 Readings/Resources/Tasks

- **Read** Joyce, Weil, & Calhoun (2015): Chapter 1, pp. 3-20.
- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 7: Differentiating Daily Learning: Lesson Planning for Language Development. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 6: Cognitive Development. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **View** Video: Inquiry
- **View** Video: Group Investigation/Classroom Demonstration
- **Complete** Knowledge & Skills and Assessment Evidence Draft (for final) using template provided.
- **Complete** STRM 7.

Week 10 Readings & Resources

- **Read/Annotate** Tomlinson, C. & McTighe, J. (2006). *Integrating Differentiation & Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
 - Chapter 6: Responsive Teaching with UbD in Academically Diverse Classrooms, pp. 83-107.
 - Chapter 7: Teaching for Understanding in Academically Diverse Classrooms, pp. 108-127.

- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 7: Personal, Social, and Moral Development. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **View** video: Differentiated Curriculum & Instruction.
- **Submit** [Lesson Plan 1: Group Investigation, first draft, to 2SC prior to class time.](#)
- **Complete** “Lesson Planning” (in course work pages on 2SC).
- **Complete** Video Observation Forum 3
- **Complete** STRM 8.

Unit 6 – Maintaining a Cultural and Language Lens in Subject Matter Skills Development

Weeks 11-12

Introduction

Although the MAT Program does not promote teacher-directed or “rote” instructional methods, a “gradual release of responsibility” model of instruction can be designed and used in a continuous cycle of learning new knowledge and skills encountered in any given unit of study in order to focus students’ skill or conceptual development (Fisher and Frye, 2008). In order to do so, teachers must identify the specific learning goals, determine the disciplinary understandings necessary for language development, generate essential questions that are linguistically accessible to all students, reduce potential bias for students from diverse backgrounds, differentiate assessments, and plan appropriate supports, scaffolds, and instructional materials that support language development and attend to the range of backgrounds, abilities, and needs of all students (Heineke and McTighe, 2018).

Learning Outcomes:

1. Learn the features of and implement the syntax and procedural knowledge of the **Gradual Release of Responsibility** model in order to design a detailed lesson plan.
2. Use knowledge of students’ holistic profiles (Heineke and McTighe, 2018) in order to design responsive, supportive student learning experiences that focus on students’ disciplinary skill, content, and language development.
3. Evaluate the benefits and drawbacks of expository instruction “in which information is presented in more or less the same form that students are expected to learn it” (Ormrod and Jones, 2018, p. 311) in order to determine the ways in which the GRR model can be adopted to promote highly interactive learning experiences that enables and encourages nuanced and differentiated instructional tasks.
4. STRM 9: Understand, and distinguish between, the purposes of formative and summative assessments.

Week 11 Readings/Resources/Tasks

- **Read/Annotate** Fisher, D., and Frey, N. (2008). Chapter 6: Implementing a Gradual Release of Responsibility Model. *Better Learning Through Structured Teaching*, pp. 110-133. Alexandria, VA: ASCD.
- **Refer back to** Ormrod, J. E. and Jones, B. (2018). Chapter 8: Instructional Strategies. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **View** assigned videos: Questioning Strategies; Chaining Questioning; and Interdisciplinary Direct Instruction.
- **Submit** Lesson Plan 1: Group Investigation, second draft, to 2SC prior to class time.
- **Complete** STRM 9.

Week 12 Readings/Resources/Tasks

- **Read** Heineke, A. J., and McTighe, J. (2018). Chapter 8: Maintaining a Language Lens: Building Capacity at Schools. *Understanding by Design in the Culturally and Linguistically Diverse Classroom*. Alexandria, VA: ASCD.
- **Submit** Lesson Plan 2: Gradual Release of Responsibility, first draft, Credit/No Credit (Week 10).

Unit 7 – Critical Thinking, Questioning, and Discourse through Socratic Pedagogy

Weeks 13-14

Introduction:

21st century learners are bombarded by digital information, multimedia, and infinite formats and modalities for expressing themselves, making meaning, and making sense of the world. The ways in which we teachers prepare learners (and ourselves) to evaluate the credibility, reliability, validity, or relevance of information we encounter and consume depends largely on developing *critical thinking and discourse skills* – one our seven Domains of Teacher Practice in this program. According to Socratic Pedagogy Scholar, Erick Wildberding (2014):

Socratic pedagogy focuses on questioning and especially on facilitating higher level thinking by skillful inductive questioning. Inductive questioning moves from premise to premise to a discovery. If done at the proper pace and in the proper tone, this manner of teaching stimulates and guides students to think more critically. They learn how to examine assumptions, principles, reasoning, and evidence; how to consider implications and consequences; and how to imagine and critique alternatives.

There are many pedagogical options available for teaching and learning. In this unit, you will learn a third model, Socratic Seminar, and the pedagogy the model entails in order to promote active and critical intellectual discourse for learning in your classroom.

Learning Outcomes:

1. Comprehend the theoretical constructs and research underlying Socratic Pedagogy.
2. Identify the purposes and intended outcomes for Socratic Pedagogy.
3. Relate learning theories to the syntax or stages (steps) of Socratic Pedagogy and justify why this model of teaching incorporates many and varied learning theories.
4. Learn the features of and implement the syntax and procedural knowledge of the Socratic Seminar model and utilize the model to construct a lesson plan in your secondary concentration/subject matter.
5. Demonstrate the ability to promote active intellectual participation by organizing a Socratic Seminar in which students ask questions of oneself and others, support points and substantiate claims in discussion with evidence, hand off to others or yield to others in order to enable equitable participation, listen to others and try on others' points of view, and critically reflect in the moment and after the fact on one's participation and understanding during the seminar.

Week 13 Readings/Resources/Tasks

- **Read/Annotate** Wilberding, E. (2014). *Teach Like Socrates*. Selected passages. Waco, TX: Prufrock Press.
 - Chapter 1: I am a kind of gadfly: The Life of Socrates (pp. 13-19).
 - Chapter 6: Searching and Testing: Preparing the Socratic Discussion (pp. 89-97).
 - Chapter 7: Leading the Socratic Discussion (pp. 104-109).
 - Appendix: Socratic Planning Sheets (pp. 141-142).
- **View** Southern Poverty Law Center. (Year Unknown). Teaching Tolerance: Socratic Seminar Teacher Directions. Teaching *The New Jim Crow*: Literary Strategies. Retrieved 22 June 2018 from: <https://www.tolerance.org/sites/default/files/Socratic%20Seminar.pdf>
- **View** National Paideia Center. (Year Unknown). Socratic Seminar: Teacher's Guide. Retrieved 22 June 2018 from: <https://www.nwabr.org/sites/default/files/SocSem.pdf>
- **View** National Paideia Center. (2018). Lesson Plans in Your Subject Area. Go to website: <https://www.paideia.org/teachers/seminar-lesson-plans-old/>
- **View** Selected Videos from The Teaching Channel provided by instructor.
- **Submit** Lesson Plan 2: Gradual Release of Responsibility, second draft.

Week 14 Readings/Resources/Tasks

- **View** Open Educational Resources Commons. (2018). Search Socratic lesson plans in OER Commons. Go to website: <https://www.oercommons.org/>
- **View** DeAngelo. (Source and Year Unknown). Socratic Seminar Instructions. Teacher Made Guide. Available in Course Documents on 2SC.

- **View** Paul & Elder. (2006). *The Thinker's Guide to the Art of Socratic Questioning*, pp. 20-23.
- **Videos** Selected Videos from The Teaching Channel
- **Refer back to** Ormrod, J. E. and Jones, B. (2018). Chapter 7: Personal, Social, and Moral Development. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **Submit** [Lesson Plan 3: Socratic Seminar, first draft, to 2SC prior to class time.](#)

Unit 8 – Integrating Knowledge Across the MAT Domains

Week 15 & Summative Experience

Introduction:

The importance of writing lesson plans that integrate the curricular and pedagogical learning is fundamental to becoming a professional educator. Understanding the dimensions that are necessary in lesson planning is dependent on knowledge of the learners, the unit of study you've designed or modified to serve your students, the individualized learning objectives, the various models of teaching you utilize, and the school community and culture in which learning is to be implemented. Planning is considered to be one of the significant factors in becoming a successful teacher and is considered to be one of the most important factors in influencing the learning process. With a deep and critical understanding of the community in which you teach and learning and is to take place – you will be better prepared to teach and thrive as a new educator. Week 15 will mark the final official class meeting on the calendar of classes for USC. Week 16 (Date TBD): In lieu of a final exam, the professor will either hold a whole group meeting, a series of small group meetings, or schedule 1:1 meetings with you during the USC final exam period on the USC calendar.

Learning Outcomes:

1. Identify the considerations and tools for developing a deeper and more critical understanding of the community in which you teach;
2. Determine the barriers to constructive parental engagement, understand the common complaints about parent involvement, how parents support the school's agenda, and how schools can meet families' needs;
3. Examine ways in which teachers can work to bridge the culture of schools and families and evaluate ways in which partnering with families and communities in educational activism can lead to local school reform;
4. Synthesize your vision of a teacher that addresses the historical, cultural, and philosophical underpinnings of the curriculum and instructional work of teaching;
5. Adopt career strategies for "teaching to change the world" by becoming part of the professional learning community of teachers locally, nationally, and globally, by becoming a social justice activist, by committing to critique and hope, by expanding your professional influence, and by finding satisfaction in the everyday work of teaching;
6. Describe how knowledge from each domain informs daily teaching practice;
7. Draw on knowledge from across all seven domains while planning, enacting and reflecting on instruction, specifically concerning the relationship between what one does as teacher and what one's students learn as a result; and...
8. Begin charting one's development towards realizing the "MAT Vision of a Teacher," including identifying one's specific strengths and weaknesses both within and across the seven domains.

Week 15 Tasks:

- **Read** Ormrod, J. E. and Jones, B. (2018). Chapter 9: Strategies for Creating Effective Classroom and School Environments. *Essentials of Educational Psychology*, 5/e. New York: Pearson.
- **Submit** Lesson Plan 3: Socratic Seminar, second draft, to 2SC prior to class.

Summative Experience Readings/Resources/Tasks:

- **Read/Annotate** Program Document: MAT Vision of a Teacher
- **Read/Annotate** Program Document: MAT Domains of Teacher Practice
- **Read/Annotate** Program Document: MAT Reflective Cycle

Appendix A: Minimum Requirements for Written Lesson Plan Submissions

- Heading including the candidate's name, guiding teacher's name, GP Instructor's name, content area addressed in the lesson, grade level, lesson title, number of students, date of implementation, and projected duration of the lesson.
- Lesson Logistics including description of the respective state's Core Content Curriculum Standards and if applicable, the English Language Development Standards; the lesson's measurable learning objective; the lesson's "key" questions; the lesson's academic language (e.g., concepts, terms, big ideas, etc.); and the lesson's needed materials.
- Lesson Activities including the elucidation of concise descriptive statements outlining the candidate's actions/discourse, as well as the learners' actions/tasks/procedures (e.g., "Learners will..."; "Teacher will...").
- Informal/formative assessments including the description of any tangible source of student data that evidences achievement of the stated learning objective(s).
- Extension Activities including the description of homework activities and/or formative assessments that will be introduced in subsequent lessons.
- Differentiation including the description of how instruction is differentiated for to meet the diverse learning needs of all learners in the candidate's classroom, including but not limited to students with special needs, second language learners, as well as gifted and talented students.
- Copies of Materials including electronic copies of all handouts, worksheets, or smaller assessment activities given in the lesson.
- References including the citations of any resource used for the purpose of planning and/or implementing a lesson, such as a textbook, resource book, website online or otherwise. You must provide a formal Reference List in APA format by listing all references to outside sources in the body of their lesson plan.

**Appendix B: Alignment with Academic Standards and Expectations – Teaching Performance Expectations
(Adopted June 2016)**

The Teaching Performance Expectations (TPEs) describe the set of knowledge, skills, and abilities that candidates for a Multiple or Single Subject Teaching Credential are expected to demonstrate. While linked to a core set of California State Standards for the Teaching Profession, all students seeking a credential will be required to show evidence of meeting these expectations. The standards and Teaching Performance Expectations addressed include:

TPE	Unit	I or R	Description	Assessment
TPE #1: Engaging and supporting all students in learning	1-8	Introduced	Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos, sharing and developing lesson plan materials. Learning Theory Bidirectional Learning Tool 1 and 2 Video Observation Forums 1-2 Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment
TPE#2: Creating and maintaining effective environments for student learning	1-8	Introduced	Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos, sharing and developing lesson plan materials. Learning Theory Bidirectional Learning Tool 1 and 2 Video Observation Forums 1-2 Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment
TPE #3: Understanding and organizing subject matter for student learning content specific pedagogy	1-8	Introduced	Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s).	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos, sharing and developing lesson plan materials. Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment
TPE #4: Planning instruction and designing learning experiences	1-8	Introduced	Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos, sharing and developing lesson plan materials. Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment

			disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.	
TPE #5: Assessing student learning	1-8	Introduced	Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design.	Class Participation as drawing/applying knowledge gained from Course Readings and Course Videos Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment
TPE #6: Developing as a professional educator	1-8	Introduced	Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues.	Class Participation for drawing/applying knowledge gained from Course Readings and Course Videos, sharing and developing lesson plan materials. Lesson Plans 1-3 Final Assessment: 3 Sequential Lesson Plans for Planning for Instruction and Assessment

Appendix C: MAT PROGRAM VISION OF A TEACHER

Professional “vision” refers to the set of identities, beliefs and goals that a teacher candidate constructs as a result of her/his/their learning during the MAT program. A teacher candidate need not realize all facets of this vision as a beginning teacher, but should hold this vision as a professional ideal to work toward—an ideal that is based on educational research, effective practice, and knowledge of current educational settings.

The MAT PROGRAM Teacher Candidate envisions being and strives to become:

- A Flexible Problem-Solver, who considers it her/his/their responsibility to interpret, evaluate, recreate and mediate delivery of a comprehensive curriculum that addresses ALL students’ needs.
- A Problem-Poser, who identifies the needs of students, justifies addressing those needs with pedagogical and political knowledge and rationale, and situates and cultivates her, his, or their learners as stakeholders in the problem solving process.
- An Educational Advocate, who is willing and able to take necessary risks in order to explore innovative educational frontiers for her/his/their students’ development and who considers this risk-taking as upholding moral, legal, ethical and rational reasons to meet all students’ educational needs. In this way, the MAT program teacher candidate engages in “Risk Tolerance Advocacy” by engaging with students and peers to disrupt oppressive educational contexts and to create a democratic educational culture.
- An Effective Educator, who is able to implement, online and on-site, a wide range of teaching and learning strategies to address student needs, who demonstrates expert knowledge of the discipline(s) she/he/they will teach and who is willing and able to put into practice the skills, concepts, and beliefs constructed during successful completion of the MAT program.
- An Intentional Researcher, who identifies topics, issues, and nuances within her/his learning community and conducts comprehensive investigations of current, relevant, and scholarly research to inform her/his/their planning, pedagogy, and/or assessment practices.
- A Comprehensive Planner, who constructs culturally responsive learning experiences based upon deep knowledge of her/his/their subject matter, curriculum goals, and content standards and her/his/their learners, including knowledge of learners’ families, communities, languages and cultures, and prior knowledge and abilities.
- A Self-Directed Teacher-Learner, who considers herself/himself/themself as continually learning, who promotes and enacts on-going inquiry in and beyond the “virtual” or “physical” learning environment, who actively participates in and initiates dialogue related to her/his/their own and students’ learning, and who is resilient in maintaining rigor and high expectations for all students and for herself/himself/themself.
- A Reflective Practitioner, who intentionally creates and cultivates nurturing learning communities of critically minded, inquisitive learners by ceaselessly inquiring into her/his/their own teaching practices while facilitating the reflective capacities of her/his/their learners.
- A Professional Role Model, who articulates and sees values in the range of Human Differences and who accesses knowledge of this diversity to co-construct and enhance social and academic learning.

APPENDIX D: ADDITIONAL COURSE POLICIES

DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online 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 online, 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, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in other courses, candidates will need to be able to video record their interactions with their Guiding Teacher and students (which may be accomplished through the use of a portable micro video camera) and upload videos (in time-limited segments). 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, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. 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. 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 week 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 may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

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 (on campus cohorts) 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/>

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth 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 eighth week of the term. 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.

LATE POLICY

Late assignments will be accepted **only** with the professor’s advance permission **and** under limited circumstances. Each professor will determine what constitutes sufficient advance permission and acceptable circumstances. Sufficient advance notice is 24 hours prior to the due date and time of the assignment. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and child-care. Late assignments submitted with advanced permission will not be docked points for lateness if submitted at the agreed upon extension date and time. If advance permission has not been granted, late assessments will not receive full credit. You will be given ½ credit for ANY component of the *Teaching and Learning Event* that is not submitted before the next sequential component is due. If a TLE is not turned in before the next TLE is due, no credit will be granted.

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/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>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. <http://dsp.usc.edu>

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/sssa/>

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, <http://emergency.usc.edu>

USC Department of Public Safety – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime. Provides overall safety to USC community. <http://dps.usc.edu>