

EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools (4 Units)
Fall 2020

Day/Time: Wednesdays, 8:00-11:20am (PST)

Location: Online

Instructor: Drs. Sandra Kaplan and Eugenia Mora-Flores

Office: Virtual-Zoom

Office Hours: By Appointment

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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, and 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.

Learning Objectives

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).

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 and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements by the university for a four-unit course. 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 (the mechanics of this will be reviewed and supported through technical support). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, Google Suite and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall and e-mails 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, including but may not be limited to the synchronous/in person class time sessions. 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. 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.

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](#)

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), 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/>

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.

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).*

Required Readings and Supplementary Materials

Readings are assigned on a weekly basis. Please refer to the course schedule table and unit outlines for the assigned weekly readings. There are two required course texts for the class:

Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction*. Chicago: Chicago UP.

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, 9th Edition. Pearson Publishing

Additional articles and chapters not found in the course text can be found on 2SC in the Toolbox and on ARES, go to MyUSC and locate ARES. Once there, search for EDUC 670. The course unit outlines will indicate where readings can be found.

Assignments

All assignments must be submitted to the Learning Management System (2SC) when noted in the syllabus, unless otherwise adjusted by your instructor. Late assignments will not be accepted. We understand unforeseen life circumstances may get in the way of completing assignments on time, but you must communicate directly with your instructor immediately to determine if any accommodations can be made. Refer to the course overview table and/or the unit by unit descriptions for information on when all assignments are due.

Assignment 1: Class Participation and In-class assignments (30 total points)

Active participation is expected. Points will be based on your punctual attendance and the level and quality of your participation (2 points each week). Discussions will occur at every class meeting. 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. Participation further includes in class assignments that will also contribute to your overall participation grade. 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 the discretion of the instructor 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 the instructor for the process for making up an excused absence.

Assignment 2: Learning Theories Bidirectional Learning Tool (BLT)

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. The information related to learning theories will be incorporated within the context of lesson planning and will be assessed within that context. You will want to come prepared to talk about your learning in class. The BLTs are credit/no credit and are essential to your ongoing learning as you progress through the program with a strong foundation in the connection between theory and practice.

Assignment 3: Personal Philosophy of Teaching (20 total points)

During the first unit of the course you will develop a draft of your initial philosophy of teaching through the lens of the MAT Vision of a Teacher and Domains of Practice. The initial draft will be shared in class and reviewed by your instructor. At the end of the semester, in week 15, you will revisit your philosophy and revise it based on your learning throughout the semester. Each submission, draft and revision, will be worth 10 points.

Assignment 4: Video Observation Forums (2 total/10 points each)

You will complete two “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 available in the course toolbox on 2SC for more detailed instructions.

- You will first identify moments of practice aligned with our Domains of Teacher Practice competencies, and the California TPEs. Using the USC MAT Reflective Cycle adapted from Rodgers (2002), you will first complete a “raw description” without judgment or interpretation of the moments of practice you identified. You will describe the evidence of learning during the classroom interaction. This description will then lead to an analysis of the instructional practices aligned with the MAT Domains and the California TPEs.
- Format for submitting the Video Observations will be provided prior to their due date.

Assignment 5: Lesson Planning

Throughout the semester, 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. Only your final (2nd) draft submitted will be graded (10 points each, 30 points total); your first three drafts that are brought to class for purposes of peer feedback will be not be graded but will be considered in your participation grade (preparedness), per Assignment 1. Each lesson will reinforce, extend, or introduce new skills and content taught in the class. The presentation of the lesson should include the language/syntax of that model of instruction. The lesson plan should meet the following criteria and realizes the importance of planning as rehearsal for teacher and student learning:

1. Selects appropriate model of teaching to meet selected Standard(s)/objectives
2. Evidences fidelity to the selected model of teaching and relate to learning theory/theories
3. Responds to the diversity of learners within a classroom
4. Indicates where in the lesson these elements take place: engagement, monitoring, academic language, transitions, classroom environment
5. Identifies formative and summative assessments

Assignment 6: Summative Assessment – Planning for Instruction and Assessment Program Key Assessment #1

The Summative Assessment for this course is also a “Key Assessment” for the MAT Program. Should you not pass this assessment, you will not pass the class (you require a B or higher to pass the course) or move forward in the program.

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.

What do I need to think about?

- You will be given context information that provides essential information about “your” diverse student population, the community and the school. This information will include what you would be expected to know about your students with respect to the central focus of the learning segment.
- You will describe your plans for a learning segment of three sequential lessons (i.e., three lessons that occur in a sequence of three days, each lesson building upon the last lesson and extending the understandings and concepts to be developed across the segment of three lessons).
 - One lesson will use the Direct Instruction model; one lesson will use the Group Investigation model, and one lesson will use the Advance Organizer. You will choose the order in which you use the model and explain your rationale for doing so.
- You will be told what your students know, what they can do, and what they are learning to do. You will think about what your students want to learn, the important understandings and core concepts you want them to develop. You will consider how to use knowledge of your students’ assets to inform your planning. You will think about the models of teaching, the instructional strategies, learning tasks, and assessments you will design to support learning and language use. You will also consider how what you will teach and how your teaching will be supported by research and learning theory. (c.f., EdTPA, 2016, Handbook, p. 8).

What do I need to do?

- Identify a learning segment to plan within a self-selected curriculum in your content area and selected grade level.
- Identify a central focus, identify the content standards, and generate the measureable learning objectives that you will address in the three lesson-learning segment. The central focus should support students in learning and using fact and concepts, inquiry, interpretation, analysis, and/or build and support arguments or conclusions on subject-area specific ideas, theories, arguments, formulas, or conclusions on a given topic, theme, or phenomenon within a given subject area.
- Write lesson plans for selected objectives from the unit plan. The lesson plans should utilize the templates consistent with the selected models of teaching chosen and be detailed enough that any teacher could read, understand, and implement. Lesson plans must include the state adopted student academic content standards that are the target of student learning; learning objectives associated with the content standards; informal and formal assessments used to monitor student learning, including types of assessment and what is being assessed; instructional strategies and learning tasks; instructional resources and materials used to engage students in learning. **Each lesson plan should be no longer than four pages in length.** Any explanations or rationale for decisions should be included in your planning commentary, not within your lesson plans.
- Respond to the commentary prompts provided. Provide all citations in APA format to support your rationale and reflection.
- Submit all key instructional materials needed to understand what you and your students will be doing, including but not limited to class handouts, assignments, slides, images, or other media. If you are using digital media or apps, please include URLs if applicable and screenshots whenever possible
- Submit copies of all written assessments and directions for any oral or performance-based assessments, including rubrics when/if applicable.
- **ALL** materials that you did not create yourself need proper citations.

Your summative assessment therefore includes the following self-produced artifacts:

1. Written commentaries based on a set of given prompts (provided in separate assignment guide).

2. Written lesson plans which utilize the models of teaching (templates introduced in class) accompanied by your mini-unit plan.
3. All key instructional materials.
4. All assessment instructions and rubrics.
5. Reference List of all applicable citations.

Please refer to the Summative Assessment Guide and Rubric available on 2SC in the toolbox.

STUDENT TEACHING RESOURCE MODULES (STRM)

Since you will be completing your first semester of guided practice (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 Director of Fieldwork, Debra Solórzano-Madrid: debrasm@rossier.usc.edu

- 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	Weight (%)
Participation	30	10
Learning Theories (BLTs)	CR/NC	CR/NC
Personal Philosophy of Teaching	10 points for each pre/post= 20	10
Video Observation Forums (2 total)	10 points each= 20	10
Lesson Planning	30	30
Summative Assessment	25	40
TOTAL	125	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>, except for the key assessment, which will be submitted via Edthena.

Grading Timeline

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

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

All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT Program policy, late assignments will be accepted **only** with the instructor’s advance permission **and** under limited circumstances.

1. To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.
2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and childcare.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

You must attend class time at the time you have signed up with your instructor. If there is an extreme emergency, your instructor may allow you to attend another section for credit with PRIOR approval if applicable.

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://studenthealth.usc.edu/sexual-assault/>

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/>

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 micro-aggressions need to be reported allowing for appropriate investigation and response. <https://titleix.usc.edu/reporting-options/>

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/ssa/>

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.

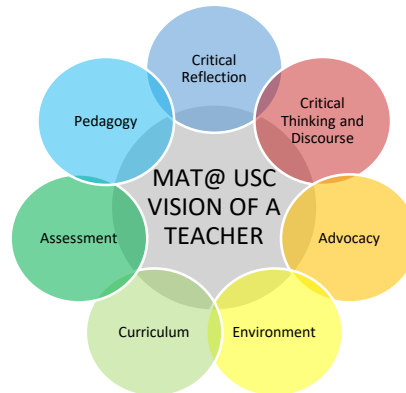
Provides overall safety to USC community. <http://dps.usc.edu>

Course Schedule	Topics	Readings and Homework Must be completed before class in preparation for class time sessions.	Assignments/ Due Dates
<p>Unit 1 Weeks 1-2</p> <p>Aug. 26 Sept. 2</p>	<p>Orientation to Teacher Education: Curriculum and Instruction</p> <p><u>Domains</u> (All): Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment</p>	<p>Week 1 Readings and Videos: Tyler, R. W. (2013). <i>Basic Principles of Curriculum & Instruction</i>. Chapter 1</p> <p>MAT Conceptual Framework: MAT Vision of a Teacher/MAT Domains (Available in Course Toolbox on 2SC)</p> <p>EdTPA learning theories guide-Woolfolk Hoy (Available in the Course Toolbox on 2SC)</p> <p>(Video) Vision of a Teacher & Domains of Teacher Practice</p> <p>Week 2 Readings and Videos: Powell, K. & Kalina, C. (2009) Cognitive and Social Constructivism: Developing Tools for an Effective Classroom. <i>Education, 130(2)</i> 241</p> <p>(Video) Introduction to Student Resource Modules (STRM)</p>	<p>Learning Theory 1: Social Cognitive Theory with Dr. Corinne Hyde (BLT1) (Week 2)</p>
<p>Unit 2 Weeks 3-4</p> <p>Sept. 9 Sept. 16</p>	<p>Curriculum Design</p> <p><u>Domains:</u> Curriculum; Pedagogy; Critical Thinking & Discourse</p>	<p>Week 3 Readings: Standards: Common Core State Standards (ELA); History/Social Science standards; VAPA standards</p> <p>Tyler, R. W. (2013). <i>Basic Principles of Curriculum & Instruction</i>. Chapter 2</p> <p>Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 4-Setting and Achieving Social Studies Standards</p> <p>(Video) How to write an Objective (Video) Instructional Presentation: Integrating the standards</p> <p>Week 4 Readings Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). <i>A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives</i> (Complete ed.). New York: Longman. Chapters 3 & 6</p> <p>Snowman, J., & McCown, R. R. (2013). <i>Ed psych</i>. Belmont, CA: Wadsworth/Cengage Learning.</p> <p>Early Childhood Reading</p>	<p>Personal Philosophy of Teaching (Due by class time in Week 3)</p> <p>Learning Theory: Sociocultural Theory with Dr. Corinne Hyde (BLT2) (Week 4)</p> <p>Complete STRM 1-2.</p>

<p>Unit 3 Weeks 5-6</p> <p>Sept. 23 Sept. 30</p>	<p>Curriculum and Pedagogy Direct Instruction</p> <p><u>Domains:</u> Curriculum; Pedagogy; Critical Thinking & Discourse; Advocacy</p>	<p>Week 5 Readings and Videos Joyce, B. R., Weil, M., & Calhoun, E. (2000). <i>Models of teaching</i>. Boston: Allyn and Bacon. Chapter 1, Pages 3-20 and Chapter 18, pgs 339-348 (Available on ARES) (Video) Direct instruction- complete video observation guide (Available in the Toolbox on 2SC) (Video) Instructional Presentation: Interdisciplinary direct instruction (Video) Lesson Planning</p> <p>Week 6 Readings Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 1-Social Studies: Definitions and Rationale & Chapter 7- Successful Strategies for Social Studies Teaching & Learning Program Document: MAT Reflective Cycle (Available in Course Toolbox on 2SC)</p>	<p>Direct instruction lesson plan (final draft)- Due by class time in Week 6</p> <p>Complete STRM 3-4</p>
<p>Unit 4 Weeks 7-8</p> <p>October 7 October 14</p>	<p>Inquiry Approaches to Teaching and Learning Group Investigation 5Es</p> <p><u>Domains:</u> Curriculum; Pedagogy; Critical Thinking & Discourse; Environment; Critical Reflection; Advocacy</p>	<p>Week 7 Readings and Videos Tyler, R. W. (2013). <i>Basic Principles of Curriculum & Instruction</i>. Chapter 3</p> <p>Sharan, S., Sharan, Y., Tan, I. (2013). The group investigation approach to cooperative learning. In Hmelo-Silver, C. E., Chinn, C. A., Chan, C., O'Donnell, A. M. (Eds.), <i>The international handbook of collaborative learning</i> (pp. 351–369). New York, NY: Routledge.</p> <p>(Video) Group Investigation video: complete video observation guide (Available in the Toolbox on 2SC)</p> <p>(Video) Questioning Strategies (Video) Instructional presentation: Chaining Questioning</p> <p>Week 8 Readings and Videos Banks,</p> <p>Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 9- Inquiry, Discovery, & Problem Solving: Children as Researchers</p> <p>(Video) Problem-Solving vignettes</p>	<p>Video Observation Forum #1- Due by class time in Week 7</p> <p>Group Investigation Lesson Plan for Language Arts, VAPA, or social studies content FINAL draft - Due by class time in Week 8</p> <p>Complete STRM 5-6</p>

<p>Unit 5 Weeks 9-10</p> <p>Oct. 21 Oct. 28</p>	<p>Content and Skill Development</p> <p><u>Domains:</u> Curriculum; Pedagogy; Critical Thinking & Discourse</p>	<p>Week 9 Readings and Videos: DoK Reading Thinking Skills reading</p> <p>(Video) Differentiated Curriculum & Instruction</p> <p>Week 10 Readings Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 6-Planning for Social Studies Teaching & Learning</p>	<p>Complete STRM 7-8</p>
<p>Unit 6 Weeks 11-12</p> <p>Nov. 4 Nov. 11</p>	<p>Discovering Advanced Content</p> <p><u>Advance Organizer</u> <u>Domains:</u> Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection</p>	<p>Week 12 Readings and Videos Ausabel Reading</p> <p>(Video) Deductive Reasoning and Advance Organizer -complete observation guide (Available in the Toolbox on 2SC)</p>	<p>Video Observation Forum #2 - Due by class time in Week 11</p> <p>Advance Organizer lesson plan FINAL draft- Due by class time in Week 12</p> <p>Complete STRM 9</p>
<p>Unit 7 Weeks 13-14</p> <p>Nov. 18 Nov. 25</p>	<p>Assessment: The use of models and outcomes of learning</p> <p><u>Domains:</u> Curriculum; Pedagogy; Critical Reflection; Critical Thinking & Discourse; Assessment; Advocacy</p>	<p>Week 13 Readings Tyler, R. W. (2013). <i>Basic Principles of Curriculum & Instruction</i>. Chapter 4</p> <p>Saphier et al., (2008) Chapter 19: Assessment.</p> <p>Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 8-Assessing Social Studies Learning</p>	<p>Draft of Key Assessment for feedback</p>
<p>Unit 8 Week 15</p> <p>Dec. 2</p>	<p>Designing Lessons Across Disciplines and Classroom Environment</p> <p><u>Domains (All):</u> Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment</p>	<p>Readings: Ellis A K. (2011). <i>Teaching and Learning Elementary Social Studies</i>, Chapter 3: Social Studies and Diversity in America & Chapter 7 Successful Strategies for Social Studies Teaching & Learning</p> <p>(Video)- Problem Solving Vignettes</p> <p>Classroom Environment Reading</p>	<p>Revised Personal Philosophy of Teaching- Due by class time in Week 15</p>
<p>FINALS Week 16</p>	<p>Final Assessment (KA-1)</p>	<p>Culminating Experience- KA #1</p>	<p>Summative Assessment/Program Key Assessment #1</p>

Unit 1: Orientation to Teacher Education: Curriculum and Instruction
Weeks 1-2 (Aug. 26/Sept. 2)



Introduction

Presentations of the underlying educational philosophies that affect the selection and implementation of curriculum, instruction, and the roles of teachers and learners will be discussed with the purposes of candidates’ recognizing and articulating their educational philosophy and its relationship to its performance as a teacher. An introduction to educational theorists’ views regarding the elements of curriculum and pedagogy and their appropriate relationships to the cultural, academic, linguistic and experiential diverse backgrounds and needs of students will be demonstrated. The relationship of the Rossier Mission Statement and MAT Vision of a Teacher documents will be presented as the foundation to guide further analysis of who we are as individuals and potential teachers.

Learning Outcomes

- Identify the competencies that guide educational decision-making and name the positive/negative consequences of each philosophy
- Relate the domains identified in the MAT Vision of a Teacher to educational theories, general philosophies of education, Tyler reading, and STRM defined role of a teacher
- Define the differences between curriculum and instruction
- Relate the academic, social, emotional, and economic diverse needs of students to Tyler’s major questions
- Articulate a personal philosophy of education

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Present the basic and/ or general philosophies of education and match these philosophies to curricular and instructional examples with students.

Progressivism Student determines learning in accord with personal interests	Perennialism Students curriculum is dependent on learning what society deems are the classics.
Essentialism Students learn what society believes are the basic skills	Reconstructivism Students learn what society believes are needed to evoke change.

- Identify the 4 basic questions Tyler addresses and demonstrate how these questions can be answered in examples of contemporary curriculum:
 - purposes, relationship to students, organization, assessment
- Relate the Domains in the Rossier document Vision of a Teacher to philosophies, and Tyler.
- Analyze state board approved curriculum to illustrate how it reinforces various philosophies and supports Tyler’s rationale.
- Match various examples of state board approved curriculum to determine the degree to which they are differentiated to respond to the diversity of learners.
- Relate the Vision of a Teacher to the purpose an structure of the edTPA.

Week 1 Readings and Videos:

Tyler, R. W. (2013). *Basic Principles of Curriculum & Instruction*. Chapter 1

MAT Conceptual Framework: MAT Vision of a Teacher/MAT Domains (Available in Course Toolbox on 2SC)

EdTPA learning theories guide-Woolfolk Hoy (Available in the Course Toolbox on 2SC)

(Video) Vision of a Teacher & Domains of Teacher Practice

Week 2 Readings and Videos:

Powell, K. & Kalina, C. (2009) Cognitive and Social Constructivism: Developing Tools for an Effective Classroom. *Education, 130*(2) 241

(Video) Introduction to Student Resource Modules (STRM)

Assignments

Learning Theory1: Social Cognitive Theory with Dr. Corinne Hyde (BLT1) (Week 2)

Unit 2: Curriculum Design

Weeks 3-4 (Sept. 9/, Sept. 16)

Introduction

The elements that form the design of curriculum across all disciplines and subjects will be introduced with the purposes of identifying how the various curriculum elements relate to various learning theories, support individual differences among learners, emphasize the Standards and objectives that guide teaching and learning and the pedagogy that affects the instruction of different curricular designs. An introduction to child growth and development theories will be related to Pre-K to grade 8 curriculum designs.

Learning Outcomes:

- Translate a standard into an objective and justify the standards relationship to the nature of the subject matter, curriculum design, and diversity of students at various ages, 3 to 12
- Define and label the purposes and significance of the elements that comprise the content, subject matter or discipline of the curriculum: facts, concepts, principals, laws, big ideas/generalizations
- Describe the range of pedagogical strategies that are used to instruct a curriculum: questioning, inductive/deductive reasoning, making connections, pacing, demonstration, discussion etc. and how these strategies affect both the teaching and learning of the content and are responsive to the diversity of needs, abilities, interests of the students.
- Relate and defend the relationship of the elements of curriculum design to the domains articulated on the Vision of a Teacher
- Relate the theories of learning to curriculum design and pedagogy
- Develop the skills of analyzing and subsequently reflecting on the teaching/learning process in action.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Demonstrate the differences between content variables such as facts and concepts and skills within the context of various subject matter areas and disciplines
- Analyze the content Standards in different disciplines to identify the similarities and differences between content areas within and across disciplines
- Identify the differences between skills and content, process and product and relate the variance in skills in relationship to various taxonomic classifications of skills: creative, critical, basic, research, etc.
- Demonstrate the differences between a standard and an objective and the process for converting standards into objectives.
- Create objectives that meet the needs, interests, abilities of a given set of diverse students and different age groups: 3 to 12
- Examine various type of teacher-ready curriculum designs to analyze the elements of content and the various types of skills in the curriculum and determine what needs to be amended or added to create curriculum that is responsive to the type of curriculum discussed during class time.

Week 3 Readings:

Standards: Common Core State Standards (ELA); History/Social Science standards; VAPA standards

Tyler, R. W. (2013). *Basic Principles of Curriculum & Instruction*. Chapter 2

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 4-Setting and Achieving Social Studies Standards

(Video) How to write an Objective

(Video) Instructional Presentation: Integrating the standards

Week 4 Readings

Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of educational objectives* (Complete ed.). New York: Longman. Chapters 3 & 6

Snowman, J., & McCown, R. R. (2013). *Ed psych*. Belmont, CA: Wadsworth/Cengage Learning.

Early Childhood Reading

Assignments

Develop a personal educational philosophy (Due by class time in Week 3- Sept. 9)

COMPLETE: Learning Theory: Sociocultural Theory with Dr. Corinne Hyde (BLT2) (Week 4)
Complete STRM 1-2.

Unit 3 – Curriculum and Pedagogy
Weeks 5-6 (Sept. 23, Sept. 30)

Introduction:

The relationship between teaching and learning is the focus of this unit. Comprehending the factors that emphasize the characteristics that recognize and relate the diversity and commonalities among students and the purposes or the objectives of the lesson are discussed to determine the teaching/learning process. The introduction to models of teaching and learning theories in order to differentiate the teaching/learning process to accommodate students and attain the lesson’s objective. The model of teaching, Direct Instruction, will be demonstrated, analyzed, and drafted in order to comprehend the purposes and processes to develop and implement this model of teaching. The many and varied methods to assess both the teacher and the teachers will be introduced, analyzed and practiced.

Learning Outcomes:

- Reflect on the demonstration of a direct instruction video to identify the relationship between the teaching and learning, meeting the differentiated needs abilities of students, the teacher’s and students’ roles to promote learning
- Articulate the syntax of the direct instruction model and identify the learning theories that support each facet or syntax of the model
- Relate the direct instruction model to the domains of the Vision of a Teacher
- Draft a direct instruction lesson identifying and describing the following: objective, syntax of the lesson, differentiation for students of diverse needs and abilities (students with special needs) and advanced and gifted learners, English learners) and formal and informal assessment.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Discuss the relationship between curriculum and instruction: what and how. Examine a contemporary example of curriculum from a state-approved Teacher’s Guide to determine the relationship between curriculum and instruction. Identify the learning theories that are reinforced within the curriculum, the relationship between the curriculum and instruction strategies and the means by which the curriculum and instruction are differentiated to respond to the needs, interests, and abilities among the students.
- Introduce the multiple purposes of assessment (formative, summative) and the various forms of assessment (writing, speaking/discussion/ debate, dramatization or role playing, artistic renderings, etc.)
- Introduce the general purposes of models of teaching and the specific academic, social, and personal characteristics that the Direct Instruction model of teaching provides for students. Introduce the purposes and roles of the teacher and student for the syntax of the Direct Instruction model of teaching. Identify the syntactical areas within the model that are most relevant to reinforcing and/or extending the skill defined in the objective to differentiate for students of diversity.
- Reinforce where in the syntax of the Direct Instruction model of teaching is conducive to monitoring, discourse, “play”, formative and summative assessment.
- Show examples of how the same skill has relevance and transfers to different content areas across disciplines in order to illustrate how the Direct Instruction model of teaching is viable for lesson planning across subject areas and disciplines.

Note the following chart:

skill	Language arts	Social studies	Art	Math	Science
compare	Compare characters in a story	Compare the outcomes of two revolutions	Compare two different art forms.	Compare the quantities of two items	Compare the traits of mammals and amphibians
sequence	Sequence the plot of the story	Sequence an historic event	Sequence of the roduction of an artist rendering.	Sequence the process of computing to solve a problem	Sequence the development of a weather pattern

relate	Relate the story to other genre	Relate two geographic areas	Relate an artistic rendering to the time period.	Relate the sum on both sides of an equation or algorithm	Relate the effects of heat on different objects
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- Evaluate a completed Direct Instruction lesson in relationship to a set of criteria articulated by the class: congruency to the objective, relationship to the diverse abilities of students, reinforcement of the objective, articulation of assessment. Relate the process of evaluating a Direct Instruction to the criteria and stipulations of developing and implementing lessons for the edTPA.
- Discuss the relationship of the Direct Instruction model of teaching to the domains in the Vision of a Teacher and Tyler’s Rationale for curriculum development.
- Create and submit a Direct Instruction in any discipline lesson for a given context of students.

Week 5 Readings and Videos

Joyce, B. R., Weil, M., & Calhoun, E. (2000). *Models of teaching*. Boston: Allyn and Bacon. Chapter 1, Pages 3-20 and Chapter 18, pgs 339-348 (Available on ARES)

(Video) Direct instruction- complete video observation guide (Available in the Toolbox on 2SC)

(Video) Instructional Presentation: Interdisciplinary direct instruction

(Video) Lesson Planning

Week 6 Readings

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 1-Social Studies: Definitions and Rationale & Chapter 7-Successful Strategies for Social Studies Teaching & Learning

Program Document: MAT Reflective Cycle (Available in Course Toolbox on 2SC)

Assignments:

Direct instruction lesson plan (final draft)- Due by class time in Week 6 (Sept. 30)

Complete STRM 3-4

Direct Instruction Model of Teaching Syntax

Syntax	Script
Motivation	
Demonstration	
Check for Understanding	
Structured Practice	
Guided Practice	
Independent Practice	

Unit 4 – Inquiry Approaches to Teaching and Learning

Weeks 7-8 (Oct. 7, Oct. 14)

Introduction:

The unit introduces the concept of inquiry learning that enables the learner at all ages to assume the process of questioning, discovering, playing and advancing personal interests. The Group Investigation and 5 E models of teaching are introduced as lesson planning formats to activate the process of inquiry across grade levels and content areas. Importantly, Group Investigation and the 5E model emphasize the students' role as the agent of acquiring and assimilating information. The relationship of the Group Investigation and 5E models of teaching to the domains of a Vision of the Teacher and the relevance of various learning theories will be discussed as integral features of planning and implementing the model. Central to the design and practice of the Group Investigation and 5E model of teaching is its reliance to the acquisition of content or subject matter across subject matter areas and/or disciplines.

Learning Outcomes:

- Articulate the purposes, syntax, teaching and student roles to design and implement a Group Investigation and 5E model of teaching.
- Justify the purposes of a Group Investigation model of teaching to meet the individual and group differences of advanced or gifted, English learners and students with special needs.
- Identify and relate the skills of questioning, research, group and individual working settings and sharing and discussion strategies to the planning and implementation of a Group Investigation model of teaching.
- Define the multiple methods of assessment of the students and the teacher during and as a consequence of participation in a Group Investigation model of teaching.
- Relate Group Investigation and 5 E models and their applicability across all disciplines.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- View the video depicting the Group Investigation and discuss the features that distinguish the Group Investigation from the Direct Instruction model of teaching by identifying the step-by-step flow of the lesson and how the syntax reinforces the following statement: “Students should be able to learn how to learn and pursue their interest.”
- Discuss the relationship of Tyler to the concept of a Group Investigation model of teaching by addressing this question: How does the Group Investigation reflect Tyler’s theory of curriculum and instruction?
- Redesign a lesson from the state approved teacher’s edition of a language arts or social studies text into a Group Investigation model of teaching. Discuss how the transformation meets the diversity of learners in our classrooms.
- Develop the repertoire of skills related to the “art of questioning:” open/closed questions, key words for questioning: who, what, when, where, why, how; Hyman’s work on different types of questions- factual, analytic, evaluative.
 - Introduce Anderson, Krathwall Taxonomy as the basis for generating questions.
- Conduct a comparative analysis between the purposes and implementation of a Direct Instruction and a Group Investigation model of teaching.
- Discuss the varied theories and concepts of behavior management.: proximity, “How can we help you.....,” contract system, problem solving, behaviorism, etc. Discuss the implementations of these theories related to the Direct Instruction and Group Investigation
- Introduce and discuss the following features that affect the implementation of either a Group Investigation or Direct Instruction.
 - Room environment and seating arrangements
 - Teacher preparation
 - Student understanding of the purposes and procedures of the lesson
 - Availability of resources and necessary tools or equipment
 - Social/emotional behavioral expectations
 - Individualized and/or personalized assessment
- Introduce Bank’s concepts of Multi-Cultural Curriculum and how the features described relate to the Direct Instruction and Group Investigation models of teaching.

- Demonstrate the application of a Group Investigation in the subject areas of language arts, social studies, math and science. Students can perform this activity in small groups where they plan and then “teach” their peers the lesson that was planned. Conduct an evaluative discussion after each presentation for the purpose of validating the appropriate planning and implementation of the model and to reference the usability of the model across all subject areas.

Week 7 Readings and Videos

Tyler, R. W. (2013). *Basic Principles of Curriculum & Instruction*. Chapter 3
 Sharan, S., Sharan, Y., Tan, I. (2013). The group investigation approach to cooperative learning. In Hmelo-Silver, C. E., Chinn, C. A., Chan, C., O’Donnell, A. M. (Eds.), *The international handbook of collaborative learning* (pp. 351–369). New York, NY: Routledge.
 (Video) Group Investigation video: complete video observation guide (Available in the Toolbox on 2SC)
 (Video) Questioning Strategies
 (Video) Instructional presentation: Chaining Questioning

Week 8 Readings and Videos

Banks,
 Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 9- Inquiry, Discovery, & Problem Solving: Children as Researchers
 (Video) Problem-Solving vignettes

Assignments

Video Observation Forum #1- Due by class time in Week 7 (Oct. 7)
 Group Investigation Lesson Plan for Language Arts, VAPA, or social studies content FINAL draft - Due by class time in Week 8 (Oct. 14)
 Complete STRM 5-6

Group Investigation Model of Teaching Syntax

Syntax	Script
Present the Puzzlement	
Solicit Student Questions	
Research	
Share and Summarize	
Recycle	

Unit 5: Content and Skill Development
Weeks 9-10 (Oct. 21, Oct. 28)

Introduction:

This importance of developing students’ abilities to apply the skills of problem solving, critical thinking, creative thinking and logic to understand content or subject matter across the disciplines will be introduced and related to standards, objectives, individualize differences among learners and the models of teaching. The importance of teaching and learning skills that cluster and reinforce each other will be emphasized to illustrate the concept of skill sets and the interdependence of skills on each other to achieve “higher” and abstract levels of knowing. This unit also discusses VAPA Standards and their relationships to the disciplines of and their relationships to the discipline of Language Arts, Social Studies, Math and Science.

Learning Outcomes:

- Define and describe the skills that relate to the set of skills identified as critical, creative, problem solving, and logic.
- Define the differences between basic and higher level thinking skills related to the Anderson, Krathwall Taxonomy, Depth of Knowledge, principles of learning, child growth and development, and differentiation for advanced, gifted, EL and students with special needs.
- Create and include skill sets or cluster within the context of objectives and the design and implementation of Direct Instruction, Group Investigation lesson plans.
- Redesign a commercially prepared lesson from the State Approved Teacher’s Guide aligned to any discipline to include critical, creative, logic and /or problem solving skills
- Reflect on a demonstration illustrating the outcomes derived from the teaching and learning of critical, creative, logic, and problem solving skills in tandem with basic skills in a Standard-based lesson.
- Relate the VAPA standards to the standards in language arts, social studies, math, and science by noting that these standards can be used to exemplify concepts through visual cuing and are integral elements and artifacts to provide meaning to reference and discuss subject matter across the disciplines.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Reintroduce the skills that represent critical, creative, problem solving and logic and identify the differences between skill and content acquisition and mastery.
- Introduce the differences and compatible relationships between basic and higher level thinking skills of critical, creative, problem solving and logic. Reference the delineation of critical, creative, problem solving and logic to individual theorists and their placement on the Anderson, Krathwal Taxonomy and DoK levels.
- Discuss the relationship of critical, creative, problem solving, and logic skills to State Standards across the disciplines of language arts, social studies, science, and math.
- Discuss the relationship of critical, creative, problem solving and logic thinking skills to
 - theories of child growth and development. For example, how does Piaget’s theory relate to the development of critical thinking in the Formal Operation stage and how does that relationship affect students at ages other than 7-11 years old? How do higher level thinking skills relate to the concept of “play” across elementary grade levels? (Consider elementary students playing board and computer games, Legos, etc.
- Discuss the VAPA Standards to identify the following: purpose, content focus, skills, products inherent in these standards and to emphasize how these standards can be taught alone or in tandem with standards from other disciplines such as language arts, social studies, math, and science.
- Demonstrate how the critical, creative, problem solving and logic skills are fundamental to each discipline: Language Arts, Social Studies, Math, Science and VAPA.

Example: the critical thinking skill of “judge with criteria” is related specifically to each of the discipline

Judge with criteria - Language Arts	Judge with criteria the authenticity of the role of the characteristic as the protagonist or antagonist
Judge with criteria - Social Studies	Judge with the criteria the relationship between two different description of a contemporary historic event

Judge with criteria – Math	Judge with criteria the differences between two different methods to solve the same problem
Judge with criteria - Science	Judge with criteria the differences between how fast something heavy such as cardboard falls from a selected height versus something that is light that falls from the same height
Judge with criteria - Arts	Judge with a set of criteria a famous impressionist versus abstract landscape

- Demonstrate and assess the specific inclusion of a critical, creative, problem solving, logic skill or skill set in the appropriate syntax in a Direct Instruction Lesson versus a Group Investigation lesson. Discuss the implications of the inclusion of critical, creative, problem solving and/or logic skills on the involvement and display of abilities and potential from students of academic, cultural, economic, environmental differences.
- Design and submit a Direct Instruction or Group Investigation lesson that integrates VAPA with Language Arts or Social Studies and appropriately includes both critical and creative thinking skills.

Week 9 Readings and Videos:

DoK Reading

Thinking Skills reading

(Video) Differentiated Curriculum & Instruction

Week 10 Readings

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 6-Planning for Social Studies Teaching & Learning

Assignments

Complete STRM 7-8

Unit 6 – Discovering Advanced Content
Weeks 11-12 (Nov. 4, Nov. 11)

Introduction:

The concepts of discovering, researching, analyzing, synthesizing and reporting are integral features to be taught and practiced in the design and implementation of the Advance Organizer model of teaching. Based on Ausabel’s concept of introducing students to a stimulus that evokes investigation, the Advance Organizer model of teaching is applicable across the disciplines. Students will learn the comparative relationship between the Group Investigation model of teaching and the Advance Organizer model of teaching to determine the roles of teachers and students in the design and implementation of these models across the disciplines.

Learning Outcomes (Competencies):

- Differentiate between an Advance Organizer and Group Investigation models of teaching to identify the similarities and differences in their purpose, design, implementation and outcomes.
- Comprehend the concept of an advance organizer as a statement, phrase, excerpt, principle and/or big idea that initiates the students’ inquiry and investigation to decipher the meaning of the advance organizer.
- Identify the purposes of the syntax of the Advance Organizer model of teaching and determine the teachers’ responsibilities to implement the model and the student outcomes to be derived from the syntax of the model.
- Identify examples of advance organizers across the disciplines and demonstrate the application of the Advance Organizer model of teaching across the disciplines: language arts, social studies, math, science, VAPA

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Reflect on the demonstration video of an Advance organizer specifically identifying the syntax of the model and the intended outcomes.
- Discuss the sometime misunderstandings between the concept of an advance organizer as defined by the theorists David Ausabel and a graphic organizer.

Example: graphic organizer

Example: advance organizer: “...and so ask not what your country can do for you, but what you can do for your country.”

- Introduce the syntax within the Advance Organizer where the appropriate use of graphic organizers can be applied:
- Example: charting the Practice with the Advance Organizer, Apply the Advance Organizer, and Share the Advance Organizer.
- Identify appropriate advance organizers for each of the disciplines: language art, social studies, math, science, arts
- Introduce and reinforce research skills that generalize to both the Group Investigation and Advance organizer: taking notes, citation, etc.
- Discuss the importance of classroom management standards and teacher/student expectations for the implementation of both the Advance Organizer and Group Investigation: dimensions of participation, assuming the role of a discussant, collegiality, student as a leader, etc.
- Redesign a lesson from any discipline related Teacher Edition text into the format of an Advance Organizer and describe the objectives the lesson could achieve by applying the model of teaching that was not present in the original lesson
- Design and demonstrate the implementation of an Advance Organizer to determine how and where the model of teaching responds to the differential needs of students’ interests and abilities.

Week 12 Readings and Videos

Ausabel Reading

(Video) Deductive Reasoning and Advance Organizer- complete observation guide (Available in the Toolbox on 2SC)

Assignments

Video Observation Forum #2 - Due by class time in Week 11 (Nov. 4)

Advance Organizer lesson plan FINAL draft- Due by class time in Week 12 (Nov. 11)

Complete STRM 9

Unit 7 – Assessment: The use of models and outcomes of learning

Weeks 13-14 (Nov. 18, Nov. 25)

Introduction

The similarities and differences among models of teaching will be presented and discussed with the purposes of noting when and why each of the models can be designed and implemented. While every model of teaching is defined by specific goals and procedures, teachers need to be able to defend the relevancy of choosing a model of teaching that is responsive to the Standard and core curriculum, the nature and needs of students, the resources, time frame and environmental conditions that reinforce and extend the teaching and learning opportunities for students.

The utilization of a variety of assessment indicators is paramount to understanding how to make curricular and pedagogical choices. The various types and purposes of assessments will include observation, discussion, worked examples, data, and interviews with students, teachers and possibly parents. A variety of informational sources are fundamental to making assessments about the needs, interests and abilities of learners. Selection of the curriculum and pedagogical practices is dependent on many and varied forms of assessment.

Learning Outcomes (Competencies):

- Justify the selection of any model of teaching to design and implement a lesson.
- Analyze different forms of assessment (formal, informal, summative, formative, authentic) and their relationship to objective and the syntax within the different models.
- Determine the efficacy of products as a form of assessment.
- Analyze the use of feedback, rubrics, grades, etc. on the diversity of learners within a classroom.
- Reinforce the relationship between curriculum, instruction, student needs and assessment techniques and strategies.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Determine the factors that differentiate the three models and substantiate why a teacher would select one model over another with consideration of the following factors: standards, time, student population, available resources.
- Present a mock situation in which a veteran teacher, master teacher and/or administrator challenges the selection and implementation of a model of teaching in relationship to grade level standards, student population, availability of resources, school or district stated philosophy and/or practices.
- Select a standard from any discipline, divide the class into four sections and demonstrate how the same standard could be taught in four different models. Assess the credibility of the utilization of one model versus another to achieve the standard.
- Design an assessment in response to an objective and a set of student profiles of a diverse classroom population
- Analyze student data and create a lesson that is responsive to the student data.
- Introduction to program Key Assessment #1

Week 13 Readings

Tyler, R. W. (2013). *Basic Principles of Curriculum & Instruction*. Chapter 4

Saphier et al., (2008) Chapter 19: Assessment.

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 8-Assessing Social Studies Learning

Unit 8 – Designing Lessons Across Disciplines and Classroom Environment

Weeks 15 (Dec. 2)

Introduction:

The importance of designing lessons that provide for both or either intra-and-interdisciplinary experiences is paramount to providing all students with the opportunities to extend their learning. The social, emotional, and physical design of the classroom is vital to the successful implementation of each lesson and the model of teaching that conveys the lesson. The design of the classroom as the environment to support and promote the teaching and learning processes will be presented. Different forms of bulletin boards, the development and utilization of learning and interest centers and the availability of resources and materials will be illustrated as they reinforce responding to diversity among learners in the teaching of the standards, text materials and lesson plans

Learning Outcomes (Competencies):

- Describe the purposes of the classroom environment as a context for teaching and learning.
- Plan, design and implement a learning center as either an integral feature that augments a lesson or as a set of coordinated differentiated learning experiences that support one or more objectives
- Recognize the purposes of different types of bulletin boards and their purposes for stimulating and illustrating ideas and information to students.
- Develop and submit a Key Assessment

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.

- Discuss the purpose and features of the Key Assessment. Relate the features of the Key Assessment to the edTPA requirements and rubrics. Demonstrate aspects of the Key Assessment such as the relationships between the traits of students defined in the content and standards, objectives, models of teaching. Relate the purposes of a theme to focus and structure a unit of study, Key Assessment.
- Provide exemplars of the different types of bulletin boards: aesthetic, informative, instructional.
 - Prepare a bulletin board to accompany a lesson plan, unit theme or interest of students in the classroom.
 - Share the developed bulletin board with peers to determine its
 - potential effectiveness with respect to the purpose for which it
 - was developed.
- Demonstrate the purpose and utilization of a learning center with the students. Discuss the implications for its purpose and the many and varied considerations for determining the students who will participate at the learning center, when the learning center will be used, how a task card at the learning center will be assigned or selected for student use, and how work will be submitted and assessed.
 - Instruct students to work in groups, pairs or alone to develop and share a learning center that introduces, reinforces and/or extends either/both content and skills of the basic or core standards-based curriculum. Share the completed learning centers with the class.

Readings:

Ellis A K. (2011). *Teaching and Learning Elementary Social Studies*, Chapter 3: Social Studies and Diversity in America & Chapter 7 Successful Strategies for Social Studies Teaching & Learning

Classroom Environment Reading

(Video)- Problem Solving Vignettes

Assignments

Revised Personal Philosophy of Teaching- Due by class time in Week 15 (Dec. 2)

Submit Summative Assessment (Key Assessment #1)- Due by class time in Week 16 (Dec.9)

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	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

			learners, and Standard English learners; the knowledge of effective instructional techniques for students with 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 or his 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 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 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 their students’ development and who considers this risk-taking as upholding moral, legal, ethical and rational reasons to meet all students’ educational needs.
- 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) they will teach and who is willing and able to put into practice the skills, concepts, and beliefs developed during the successful completion of the MAT program.
- An Intentional Researcher, who identifies topics, issues, and nuances within their learning community and conducts comprehensive investigations of current, relevant, and scholarly research to inform their planning, pedagogy, and/or assessment practices.
- A Comprehensive Planner, who constructs culturally responsive learning experiences based upon deep knowledge of their subject matter, curriculum goals, content standards and their learners, including knowledge of learners’ families, communities, languages and cultures, and prior knowledge and abilities.
- A Self-Directed Teacher-Learner, who considers themselves 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 their own and students’ learning, and who is resilient in maintaining rigor and high expectations for all students and for themselves.
- A Reflective Practitioner, who intentionally creates and cultivates learning communities of inquisitive learners by ceaselessly inquiring into their own teaching practices while facilitating the reflective capacities of their learners.
- A Professional Role Model, who articulates and sees value in the range of human differences and who accesses knowledge of this diversity to co-construct and enhance social and academic learning.