

EDUC 677: Applications of Curriculum and Pedagogy for Students with Learning Differences, Part B

Units: 4
Term: Spring 2021
Day/Time: Thursday – 5:00 p.m.
Meeting Length: 2 hours 30 minutes
Location: Online

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Office Hours: 30 minutes before/after
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Hours of Service: 24 hours/daily; 7 days weekly.

Course Description

This course is designed for Dual Credential (Multiple Subjects and Education Specialist Mild/Moderate) candidates to apply integrated content knowledge with the models of teaching introduced in this program by utilizing a repertoire of curricular and instructional practices responsive to the needs and interests of diverse learners. The major goals related to introducing and implementing pedagogical models and practices are to engage students in both disciplinary and interdisciplinary curriculum and instruction. 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 the diverse needs, interests, and abilities of PreK-8 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. Justify the match between curriculum, instructional practices and student needs (i.e academic, social-emotional, linguistic, economic and socio-cultural).
2. Exemplify mastery in the implementation of models of teaching: such as Direct Instruction, Advance Organizer, Group Investigation, Socratic Seminar, 5Es, and Role Playing. In addition, demonstrate mastery in implementation of Individual Education Program (IEP) components in lesson plans, including, but not limited to the following:
 - a. Accommodations
 - b. Modifications
 - c. Designated Supports
 - d. Goals (Academic, Behavioral, Social)
 - e. Behavior Intervention Plans
3. Select, plan and implement curricular and instructional decisions to meet the diverse needs of students and to advocate for these selections to colleagues, administrators and parents. This includes creating an environment that promotes inclusive practices that provide access to core curriculum for students with learning disabilities, and other subgroups of learners that require tiered levels of support.
4. Construct clear and appropriate lesson plans that articulate the relationship between subject area, standards, objectives, curriculum, and instructional practices. Lesson plans will include supports for students with learning disabilities and align with any applicable Individual Education Program (IEP) mandates (e.g., accommodations, modifications, extra supports, etc.).
5. Plan, develop and implement Individual Education Programs (IEP) for students with disabilities.
6. Create inclusive learning environments and experiences for all learners, including, but not limited to English Language Learners, students with IEPs or 504 plans, and "at promise" youth.

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.

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/>

COURSE REQUIREMENTS

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly "class time" is 2.5 hours. The expected weekly "out of class" workload for this course is approximately 6 hours 20 minutes including but not limited to class readings, assignments and learning activities. In addition, all candidates will complete fieldwork responsibilities that contribute to the overall course load expectations. The following provides a description of all of the Class Time activities and Out-of-Class assignments that are required for this course.

Description of Assignments

In this course, you will learn alongside other novice teachers to develop, instantiate, modify, adapt, and or create curriculum in your content area in order to activate and leverage learners' prior knowledge to increase the accessibility, rigor and relevance of the curriculum; plan lessons through the lens of curriculum development, rather than planning lessons as discrete events or activities; effectively translate standards into lesson and unit objectives; engineer opportunities for students to provide evidence of intended learning; scaffold learners' experiences to build disciplinary knowledge, interdisciplinary connections, and academic language; and 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.

The course work (readings, activities, and assessments) are designed to provide you opportunities to observe and investigate the complexities of your fieldwork classroom’s social context, environment, instructional practices, and the learners’ various funds of knowledge (prior knowledge and academic work). Our goal as your teacher educators is to prepare you to engage in what researchers Lampert et al. (2013) describe as “intellectually ambitious instruction” (p. 226). Smylie & Wenzel (2006) note that if done well, this kind of instruction will help learners “develop in-depth knowledge of subject matter, gain higher-order thinking skills, construct new knowledge and understanding, and effectively apply knowledge to real-world situations” (p. 7, as cited by Lampert et al., 2013). This course borrows Lampert et al.’s conception of rehearsal: “Rehearsal can involve notices in publicly and deliberately practicing how to teach rigorous content to particular students using particular instructional activities” (p. 227) and the models of teaching introduced in Term 1 of this program.

This course also incorporates components of Lampert et al.’s (2013) “Cycles of Enactment and Investigation” and Rodgers’s (2002) Reflective Cycle frameworks to engage you in a series of evidence-based inquiry, rehearsal, application, and reflection practices throughout the course and during your fieldwork application of instructional activities (IAs) and models of teaching (MOTs) learned in this course. Represented in a cyclical graphic below,

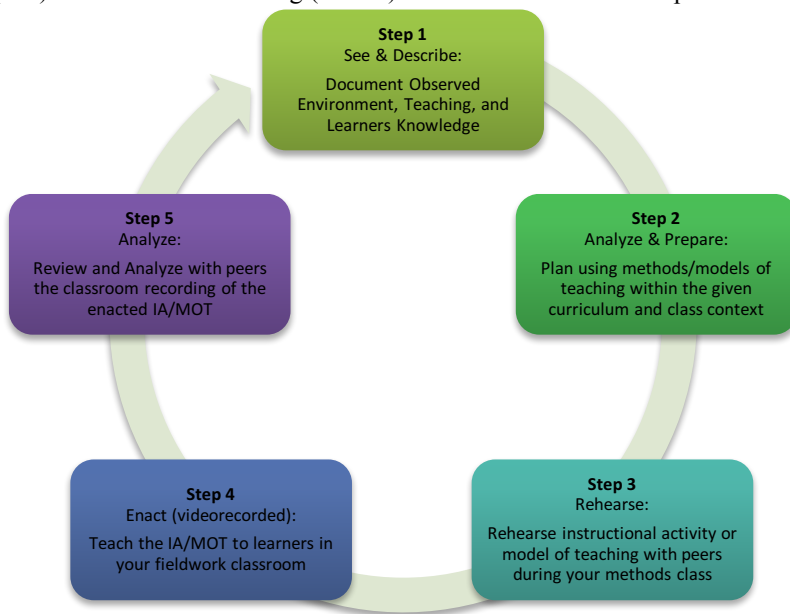


Figure 1 demonstrates the process in which you will engage to complete a reflective teaching cycle of observation, preparation, rehearsal, enactment, and analysis.

Figure 1: MAT Reflective Teaching Cycle

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 or “enact” instructional activities, models of teaching, or other curriculum practices in your discipline and fieldwork classroom context.

Guided Practice: Our Program’s Approach to the Student Teaching Fieldwork Experience

Guided Practice is a purposefully designed fieldwork experience for Teacher Candidates to enact the theories in curriculum, pedagogy, assessment, critical reflection, equity, and inclusion in urban, high needs, racially, ethnically, and linguistically diverse classrooms. The MAT Program distinguishes this experience from more traditional fieldwork (student teaching) in the following ways: Sociocultural learning theory frames the Candidate’s preparation and engagement with K-12 students. MAT Faculty and Guiding Teachers support candidates in their practice wherever they are in their development and engage them in a Reflective Teaching Cycle of continuous reflection and improvement over time with the use of lesson videos. Guided Practice includes a highly interactive relationship among MAT Faculty, the Guiding Teachers, and the Candidate. These intentional interactions allow for a stronger bridge from theory to practice. The program uses a research-informed “scope and sequence” that outlines a gradual progression of teaching load responsibilities in which the Candidate engages in fieldwork four days weekly, progressing from observation and co-teaching with the Guiding Teachers to leading more and more classes

weekly. This progression allows for feedback from the Guiding Teachers and MAT Faculty, and for reteaching when necessary, so that the Candidate can internalize teaching that is student-centered, rigorous, and provide students with appropriate challenges that promote learning. Guided Practice culminates in an Exit Interview in which the Candidate has co-developed an Induction Individual Development Plan that extends their professional learning beyond graduation and preliminary certification into their first years of professional practice.

School Site Requirements

First and foremost, all members of Guided Practice are expected to fulfill the basic requirements of their respective roles—Teacher Candidate, Guiding Teachers or Guided Practice Instructor—as they are laid out in the Guided Practice Handbook- School Placement Policies and Roles and Responsibilities. See specifically:

“School Site Attendance and Daily Expectations.” Additionally, all teacher candidates must complete the following assessments during Guided Practice. Rubrics are available in the Course Toolbox; however, your instructor may provide updated/revised rubrics via email. Instructors will review rubrics in class as assessments are introduced.

Overview of Scope & Sequence for Teaching Load Expectations

The MAT Program’s Scope & Sequence for the two-part sequential course, Applications of Curriculum and Instruction in High Needs Schools Part A and Part B illustrates a steady progression in teaching load responsibilities from Part A to Part B, as noted in the tables below the guidelines provided.

Candidates are typically advised that a “lesson” constitutes one complete learning event that has been planned with a clear and measurable learning objective and includes a *beginning* (e.g., this lesson activity might include a do-now, anticipatory set, or another motivation activity), *middle* (e.g., these lesson activities might include direct instruction and student centered activities with the use of formative assessment techniques), and *end* (e.g., a closure activity such as an exit ticket). A lesson should be viewed as an interactive process rather than as a “presentation” or “lecture.” The candidate must create a bond between themselves and the students they are teaching. They must learn as much as possible about their students so that they can differentiate instruction and design strategies to address the needs of all students in these classes. Candidates should consult with their USC Professor for additional information about the models of instruction, appropriate length, and acceptable content of lesson designs to be implemented.

By completing 1 week of co-teaching in EDUC 673, and 3 weeks of solo teaching in EDUC 677 candidates will fulfill the required 4 weeks of co-teaching or solo teaching. Solo or co-teaching includes those activities in which the candidate plans or co- plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

Dual Credential (Multiple Subjects and Education Specialist Mild/Moderate) Candidates:

- Lessons for early childhood and elementary age students may be shorter (or, in some cases, longer) in length than a secondary class period, but still follow the lesson guidelines mentioned above.
- During Part A, as candidates progress from one lesson to two lessons, the second lesson should be taught on the next day (sequentially) in the same content area. Any configuration that allows for the sequencing, transitioning, and continuity of lessons from one day to the next is strongly recommended.

Teaching Load Responsibilities

The Teaching Load Responsibilities listed below are a program-sanctioned recommendation. Should the candidate plan to teach fewer or more lessons than those recommended below, the candidate must gain approval from *both the Guiding Teachers and the USC Instructor*.

Applications of Curriculum & Instruction, Part A		Applications of Curriculum & Instruction, Part B	
Week	Teaching Load	Week	Teaching Load
1	Learn the curriculum, learners, observe the GTs, and plan your first lesson	1	Learn the curriculum, learners, observe the GTs, and plan your first lesson
2	Learn the curriculum, learners, observe the GTs, and plan your first lesson	2	2 sequential lessons
3	Co-teach one lesson with your Guiding Teacher	3	2 sequential lessons
4	Teach one lesson on your own	4	4 sequential lessons
5	Teach one lesson on your own and Co-teach another lesson with your GT	5	4 sequential lessons
6	2 sequential lessons (e.g., Tues & Weds or Weds & Thurs, etc.)	6	6 lessons = 4 sequential + 2 additional sequential (e.g., one lesson per day on Mon & Tues and two lessons per day on Weds & Thurs)
7	2 sequential lessons	7	6 lessons
8	3 sequential lessons	8	8 lessons = 4 sequential + 4 additional sequential (i.e., two lessons per day)
9	3 sequential lessons	9	8 lessons
10	4 sequential lessons (i.e., one lesson per day with the same group of learners)	10	8 lessons, including 2 full days (i.e., your GT's full lesson load for two typical days)
11	4 sequential lessons	11	8 lessons, including 2 full days
12	co-teach 2 full days	12	4 full days
13	co-teach 2 full days	13	4 full days
14	2 sequential lessons	14	8 lessons
15	2 sequential lessons	15	6 lessons
16	No Lessons / Final Assessment Due	16	No Lessons / Final Assessment Due

Fieldwork Log

During guided practice, you will be asked to keep a fieldwork log that documents your hours in the field. The fieldwork log can be found on the LMS in the Toolbox. Please be sure to enter your hours regularly and have it signed by your guiding teachers. If you attend extra events (e.g. back to school night, parent teacher conferences, teacher professional development sessions) log them as well. This form is important to account for your time in the field and will also be part of your credential packet at the end of the MAT program when you are ready to apply for your CA teaching credential. At the end of the semester you will upload your completed log with your final observation to the LMS. Be sure to keep a copy of the log for your records. You will submit the final logs at the end of the MAT program to the MAT credential analyst office as part of your comprehensive credential packet.

Assignments

Assessments

1. Entry Interview*

The Entry Interview provides a structured opportunity for you, your Guiding Teachers, and your Guided Practice Instructor to meet together to discuss your understanding of the expectations of this course, your learning goals for the second fifteen weeks of “student teaching,” the elements that will count as “evidence” of you meeting those goals, and the activities that will constitute your assessment of teaching performances throughout the course/placement. The Entry Interview is a mandatory component of this course and program and may be conducted over the phone, through Zoom, or through the use of other videoconferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the Guided Practice Instructor and Guiding Teachers to take place during the second week of the term or sooner (if amenable to all parties). The Guided Practice Instructor will ask questions to challenge your assumptions, while assisting you in cultivating your goals and refining your plan for achieving and assessing those goals. Your attendance in the Entry Interview is mandatory; the attendance of your Guiding Teachers is strongly preferred, but should your GT(s) not attend, you will not lose credit. Please make every reasonable effort to ensure your Guiding Teachers participate in the Entry Interview, as this opportunity is important to your development and to your GTs’ understanding of the course goals and requirements. Please refer to the rubric for this assessment before attending your Entry Interview.

***Dual credential candidates (e.g., Multiple Subjects and Education Specialist mild/moderate) should meet with both General Education and Special Education guiding teachers.**

Due by the end of Week 2 - 20 points - 7% of final grade

2. USC Candidate Observation and Goal Setting Form

During the first seven weeks of this course, you will observe instruction in your assigned classroom(s) and focus on the ways the Guiding Teachers consider the needs of learners, the support the Guiding Teachers provide to learners who have not yet acquired the essential prerequisite skills for each lesson, and the tools the Guiding Teachers use to facilitate learning (resources, language, and strategies). Additionally, you will identify the theoretical approaches the Guiding Teachers use and reflect upon how these strategies fit into your beliefs about the ways to achieve higher learning outcomes. Starting in Week 2 and continuing through the end of Week 15, you will lead instructional lessons by following the Scope and Sequence Guide outlined in this syllabus. On a biweekly basis, starting in Week 5, you should provide a copy of the “USC Candidate Observation Form” to your Guiding Teachers, request that they complete the observation form by Thursday, and then review its contents, clarify their instructional goals for you, and all parties should sign the form. You should then scan (.pdf) or photograph (.jpg) a clear image of the form and upload it to the LMS on the appropriate assignment page. Points are not assigned by the Guiding Teachers – the purpose of the form is for your GTs to provide you with instructional and constructive written feedback, from which you can set clear and tangible teaching goals each week. Please encourage your Guiding Teachers to provide as many details as possible in their feedback to you on this form. Using the reflective goal questions provided, you will provide a short synopsis of the pedagogical skills you have learned and your future instructional goals on this observation form.

***Dual credential candidates (e.g., Multiple Subjects and Education Specialist mild/moderate) will have observation forms from both guiding teachers. Three forms are to be completed by the general education guiding teacher and three by the special education guiding teacher. The order in which these forms are completed is left to the discretion of the candidate.**

Six observation forms are due on Friday of Week 5, Week 7, Week 9, Week 11, Week 13, and Week 15. Each complete form is worth up to 10 points each/60 possible points - 20% of final grade

Mid-semester Check-In: Between weeks 7-8, your guided practice instructor will conduct a mid-semester check-in with your guiding teachers. Your instructor will determine the best approach for connecting with you and your guiding teachers. Possible points of conversation:

1. Observation forms-weekly conference
 - a. Do you find the weekly meetings around the observation forms productive?
2. Review timeline & requirements for the program (1 – 2 teaching videos should be completed and uploaded to Edthena at this point)
 - a. What are some of the successes and challenges implementing the program requirements or assignment elements?
 - b. How does the timeline look for completing course requirements? Are there any issues that have come up that might impact the candidate's ability to have all videos completed by the due dates?
3. Candidate's progress and support
 - a. What has been challenging for the candidate?
 - b. What goals can we develop to support our candidates the rest of term?

3. IEP Participation (Initial or Triennial IEP)

Candidates will contribute and participate in the development of an initial or triennial IEP. IEP participation includes a pre-meeting and post-meeting with your GTs. The pre-meeting should include a walkthrough of the IEP, with an overview of the key components (e.g., present levels, review of goals, accommodations, considerations for LRE and FAPE, etc). In addition, participation must include observation of a student being assessed using a norm-referenced assessment tool that measures academic achievement. Candidates are encouraged to participate in development of the IEP as much as possible with the support of their GTs. This includes, but is not limited to, collecting data for present levels of performance and goals, identifying accommodations/modifications/supports to help students access the general education curriculum, gathering interview data (e.g., from parent, student, service providers, etc), disaggregating data (including norm-referenced assessment data), contribution to academic summary reports, among other components. Candidates are encouraged to attend the IEP if given permission by parents/family. The post-meeting is an opportunity to reflect and ask any questions of your GTs. Candidates will record meetings (pre and post) with their GTs (10-25 minutes total) and develop a presentation to share with peers that includes insights and information regarding their experiences. Please refer to the rubric for this assignment before submission.

Upload IEP (pre/post) meeting to LMS for instructor review. Candidates will share a 8-10 minutes clip from their collaborative meeting and generate a short presentation that includes the following:

1. Description of student strengths and parent concerns
2. Review of prior IEP goals (if applicable)
3. Description of present levels of performance (e.g., academic, communication, motor development, social/behavioral/emotional, vocational, adaptive living skills, health)
4. Address assessment data (e.g., what data is considered? How is data used to inform decisions on IEP development? What does the data tell you? Takeaways from observation and/or participation in norm-referenced academic assessment of student)
5. Student eligibility information, including impact of disability statement
6. New recommended IEP goals
7. Recommended accommodations and Supports
8. Least Restrictive Environment (LRE) & Offer of FAPE (Placement & Services)
9. Further recommendations and reflection on what you learned from this experience.
10. Presentation should be approximately 30 minutes

IEP Participation due dates is Week 14. This assignment is worth 10 points: 3% of final grade.

4. Reflective Focus Videos

Reflective Focus Videos (RFVs) apply the MAT Reflective Teaching Cycle. The Reflective Teaching Cycle is completed in five distinctive parts, steps, or phases, as demonstrated in the reflective teaching cycle document. In Term 2, the lesson video assignments required you to observe the learning context, document existing learning and teaching practices, and investigate evidence of ongoing student learning. In Term 3, you will focus your work on instructional activities, models, or methods introduced in the program and this course. Your opinion about the quality of teaching and learning is useful, but you must rely on the details that make up the evidence of learning: as

in the behaviors, actions, words, and practices you observe, enact yourself, and analyze for the purposes of professional growth as a new teacher. An RFV may be 10-25 minutes in length, depending on the breadth and depth of the instructional activity. A full description of each RFV, including a rubric will be provided in the RFV Assignment Guide.

Reflective Focus Video 1 (Week 3): Videorecord an Instructional Activity Focused on Utilizing Student Voices (Mathematics)

Reflective Focus Video 2 (Week 5): Videorecord an Instructional Activity focused Differentiating Instruction for Learners with Special Needs, for Gifted and Talented Learenrs, and for English Language learners (Mathematics)

Reflective Focus Video 3 (Week 7): Videorecord an Instructional Activity focused on Cognitive Guided Instruction (CGI, Mathematics)

Reflective Focus Video 4 (Week 9): Videorecord an Instructional Activity focused on Direct Teaching (Mathematics)

Reflective Focus Video 5 (Week 11): Videorecord an Instructional Activity focused on the 5E Model (Science)

Reflective Focus Video 6 (Week 13): Videorecord an Instructional Activity that relates to Problem-based learning (Science)

Upload all Focus Videos to EdThena for instructor review. Candidates will share a 8-10 minutes clip from their lesson and generate a short presentation that includes the following:

1. Brief Description of the Lesson
2. How you differentiate for ALL students
3. Address assessment (e.g., what formative, on-going, and/or summative assessment tools are used)
4. 2 questions you are struggling with to engage your peers in problem-solving discussion related to the lesson
5. Presentation should be approximately 25-30 minutes

Weeks 3–13: 10 points per RFV; 60 possible points: 20% of final grade. RFVs are completed and uploaded into Edthena before class the week they are due.

YOU ARE NOT ALLOWED TO USE ANY FOCUS VIDEOS FOR THE edTPA. *Instructors are not allowed to edit, provide feedback, or suggest video clips for submission to the edTPA.*

5. Assessment Instrument Review Group Presentation

For this assignment, candidates will work in groups to review two assessment instruments. One must be a formal, norm-referenced instrument and the second an informal criterion referenced assessment. Both instruments should assess academic achievement. Some examples of norm-referenced academic assessment tools include the Woodcock Johnson Test of Achievement, the Wechsler Individual Achievement Test, the Brigance, and the Kaufman Test of Educational Achievement. Candidates will create a presentation providing information about the purpose of each assessment instrument, a general description of each, reliability / validity information, age/grade level appropriateness, what each measures and any subtest information, usefulness in the area of special education, usefulness for planning intervention strategies. After each instrument is discussed, the author will conduct an analysis section where the two instruments are compared with regards to how each is used in the special education process.

Due before the start of Week 8 class. Presentations are to take place in Week 8 and Week 10 during class. Presentations are worth 20 points: 7% of final grade.

6. edTPA Submission for Elementary Multiple Subjects Candidates Program Key Assessment #3

edTPA is Ed Code 44259

Passing the edTPA is a Requirement for Teacher Credentialing in the State of California and is also counted as 10% of your grade in 677. Even if you are not going to be teaching in California, you must submit the edTPA to complete the requirements for the USC MAT Program. Multiple Subject Candidates complete four tasks total, the first three tasks based on Literacy and the fourth task known as “Assessing Students’ Mathematics Learning.”

For this assessment, you will access/read/annotate the edTPA Handbook in your subject area through Edthena, and complete your lesson planning, video recording, and commentary writing during the first 14 weeks of this course. Follow the Recommended Timeline in the chart below to complete all components of the edTPA. All information will be entered into Edthena.

- Throughout this syllabus, you will see markers that highlight the areas in this course that are directly preparing you for edTPA.
- Office hours with the edTPA coordinator will also be available throughout this period of time and you may contact the coordinator at any time with questions.
- It is recommended that you submit your edTPA no later than Week 14, but reach out to the edTPA coordinator should you need your timeline modified. You must show evidence of edTPA submission by the end of 677 and notify your professor in advance that you are working with the edTPA Coordinator and plan to submit later than Week 14.

Professional conversations about teaching and learning associated with edTPA assessed outcomes are expected and highly encouraged. Please see *Guidelines for Supporting edTPA Candidates* to determine what topics and activities are allowable as professional conversations. Instructors define how much class time should be spent discussing this assessment; if you seek further time and support to address your assessment preparation, please contact edTPA Coordinator.

Additionally, an **edTPA Webinar Series** is also available to you to support with your edTPA submission. In a five-part workshop, you will be able to:

Part 1, Navigate Process & Resources

Part 2, Identify Task 4 requirements

Part 3, Identify Task 1 and Central Focus requirements

Part 4, Identify Task 2 Video Performance requirements

Part 5, Identify Task 3 Feedback Requirements

The edTPA coordinator will visit your class sessions in the first 9 weeks to deliver above webinars. The recorded webinars will also be available to you asynchronously. Part 1 will be delivered on Week 2, while Parts 2-5 will be delivered during Weeks 7 through 9. **You will be supported throughout your edTPA journey.**

Recommended Timeline for edTPA Tasks

Unit	Week	edTPA Tasks	Professional Conversations
1	1 (collect evidence for Task 1)	<ul style="list-style-type: none"> ✓ edTPA Coordinator visits classes in 679 to review Handbook and to discuss planning/video recording lesson segment. ✓ In Edthena, complete “Context for Learning” task. ✓ Weekly office hours will be held by edTPA coordinator to field questions. 	<ul style="list-style-type: none"> ✓ What is a learning segment? ✓ What is an essential question?
1	2 (collect evidence for Task 1)	<ul style="list-style-type: none"> ✓ Speak with your GT about planning and video recording a 3-5 lesson (or 3-5 hour if there is a block schedule). The lessons must be connected by a Central Focus and must follow the guidelines in the Handbook. Video recording should occur Week 4. 	<ul style="list-style-type: none"> ✓ What are multiple forms of data that inform teaching practices and how do I go about collecting them?
2	3 (collect evidence for Task 1)	<ul style="list-style-type: none"> ✓ Continue planning and arranging for video recording. ✓ Attend edTPA coordinator office hours if you have questions. 	<ul style="list-style-type: none"> ✓ Why is the curriculum you selected for your instruction/learning segment appropriate for your students? How are these instructional choices connected to student prior learning and central focus?
2	4 (collect evidence for Task 1-2)	<ul style="list-style-type: none"> ✓ Video record Literacy (Tasks 1-3) segment only. ✓ Begin commentaries for Task 1. 	<ul style="list-style-type: none"> ✓ What do your students bring to the class? What are their assets (vs. deficits) and needs? How does it affect your teaching?
3	5 (collect evidence for Task 2)	<ul style="list-style-type: none"> ✓ Enter Context, Lesson Plans, Lesson Materials, and Commentaries for Task 1 into Edthena. ✓ Begin commentaries for Task 1. 	<ul style="list-style-type: none"> ✓ How is the central focus an academic language integrated throughout your lesson?
3	6 (collect evidence for Task 2)	<ul style="list-style-type: none"> ✓ Enter video clips selected according to Handbook Instructions for Task 2. ✓ Begin commentaries for Task 1. 	<ul style="list-style-type: none"> ✓ What is the importance academic language? How is it connected to the central focus of the lesson? ✓ Review and reflect on your lesson delivery: who is talking? What is being said? Is what being said understood?
4	7 (attend edTPA Webinar Workshops & collect evidence for Task 3)	<ul style="list-style-type: none"> ✓ edTPA Webinar Series starts, attend workshops. ✓ Enter Selected Assessment and 3 student samples with teacher feedback (one MUST be from an ELL student or a student who struggles with language) into Edthena and complete commentaries for Task 2. ✓ Begin commentaries for Tasks 1-2. 	<ul style="list-style-type: none"> ✓ What questions do you have regarding the edTPA handbook?
4	8 (attend edTPA Webinar Workshops & collect	<ul style="list-style-type: none"> ✓ All required elements should be uploaded to Edthena for edTPA submission. ✓ edTPA coordinator visits classes to review process of transferring portfolio from Edthena to Pearson for scoring. 	<ul style="list-style-type: none"> ✓ What questions do you have regarding the edTPA handbook? ✓ What types of assessments will you use and why? In what modality? How is

	evidence for Task 3)	<ul style="list-style-type: none"> ✓ All candidates submit portfolios to Pearson based on Submission dates that will be shared by edTPA coordinator. ✓ Begin commentaries for Tasks 1-2. 	your choice of assessments connected to your students' prior learning and the central focus?
5	9 (attend edTPA Webinar Workshops & collect evidence for Task 3)	<ul style="list-style-type: none"> ✓ You should begin planning with their GTs for Math Task 4, also a 3-5 lesson segment. No videos are required, but the candidate must also construct a re-engagement lesson after assessing the students during the learning segment. ✓ Begin commentaries for Tasks 1-2. 	<ul style="list-style-type: none"> ✓ What are students' needs for the re-engagement lesson? ✓ Why are your assessments appropriate to measure your central focus?
5	10 (collect evidence for Task 4)	<ul style="list-style-type: none"> ✓ You should teach the learning segment, assess students, and plan the re-engagement lesson. ✓ Begin commentaries for Tasks 2-3. 	✓ What is subject-specific feedback?
6	11 (collect evidence for Task 4)	<ul style="list-style-type: none"> ✓ You should teach the re-engagement lesson. ✓ Complete task 4. ✓ Begin commentaries for Tasks 2-3. 	✓ What is subject-specific feedback?
6	12 (focus on writing and preparing for submission)	<ul style="list-style-type: none"> ✓ Begin commentaries for Tasks 3-4. ✓ Contact Writing Center to review your work, if needed: James, Writing Advisor jhayashi@usc.edu (213) 740-2727 	✓ How are you changing/modifying your teaching and instructional delivery based on data you have collected through observations and assessments?
7	13 (focus on writing and preparing for submission)	<ul style="list-style-type: none"> ✓ Begin commentaries for Tasks 3-4. ✓ Contact Writing Center to review your work, if needed: James, Writing Advisor jhayashi@usc.edu (213) 740-2727 	✓ What feedback have you received from your peers, professors, GT, colleagues and how will it be incorporated into your instructional decisions?
7	14* (focus on writing and preparing for submission)	<ul style="list-style-type: none"> ✓ Begin commentaries for Tasks 3-4. ✓ edTPA coordinator visits classes to review process of transferring portfolio from Edthena to Pearson for scoring. ✓ You should submit all required evidence to Edthena and transfer portfolio from Edthena to Pearson. 	<ul style="list-style-type: none"> ✓ What is your edTPA experience? ✓ Do you have portfolio submission instructions?

***Follow edTPA submission guidelines for due date. Credit/no credit for completing your submission to Edthena: 10% of final grade.**

If you do not receive a passing score on your first submission, you will be given support by the edTPA coordinator to remediate your submission based on feedback from the scorers and USC faculty. You are allowed to resubmit one section, two sections, or your entire portfolio, depending upon your scores. All of the assessments and rubrics in this course are preparing you for the assessments and rubrics in the edTPA.

7. Capstone Project

Program Key Assessment #4

In this project, you will complete a series of assignments that provide you the opportunity to gain critical reflection skills as a teacher researcher and develop your stand as a reflective practitioner in order to identify areas for continuous growth, collect data, illustrate with practice, and analyze the results. Your action research or “Capstone” project avails the possibility for you to theorize your practice, as grounded in evidence, in order to transform teaching and learning in your classroom across time. These skills are fundamental to your ongoing growth as teacher, researcher, and leader in the years beyond completing this project.

Part A, See and Describe:

- In Part A, you will describe the context of your classroom, including the composition of learners in the classroom, the dynamics between learners, and the interaction of the teacher and the diversity of the learners when a lesson is being taught.
- Review 2 videos (full length) used for the reflective focus videos to determine an area of personal, ongoing professional growth. Write an analysis of the instructional areas of strength and those areas you may want to improve and focus on for your Capstone assignment. Provide examples from the video as evidence to support your analysis. Part A is **due before class Week 10** and is worth 10 points.

Part B, Analyze Evidence of Learning and Prepare Action Plan:

- You will identify at least two peer-reviewed research articles that address your area of focus/need. The purpose of this research is to provide you with alternative ways to implement the practice you have identified to improve. Summarize the articles and explain the relationship to the focus/need you have identified and relate it to the relevant MAT Domains of Teacher Practice.
- You will generate an action plan (which can include a lesson plan) that will address your area of focus/need with the goal of improving learning in your classroom. You will incorporate the elements/questions in your selected MAT Domain of Teacher Practice in your action plan. You will describe the methods and actions to be taken to address your focus/need, which must include specific and concrete ways your action plan aims to improve student learning.
- Part B is **due before class Week 12** and is worth 10 points.

Part C, Enact Your Action Plan:

- In Part C, you will enact and record your action plan/lesson plan and write a written reflection about the experience in order to describe the consequences of this plan as it relates to your focus/need. You should collect any student work completed during this action plan. You may also collect survey or interview data from students or your Guiding Teachers/Peer Mentors.
- Part C is **due before class Week 14** and is worth 10 points.

Part D, Summarize Findings and Discuss Implications for Future Practice:

- In Part D, you will summarize your findings as aligned with the goals set forth in your original action plan. You will present “themes” or “discoveries” based on information you collected as a consequence of implementing your action plan.
- You will analyze those findings to make conclusions about the impact of your action plan on student learning and whether or not your findings adequately addressed your original area of focus/need. You will refer back to the MAT Domain of Teacher Practice referenced in your action plan to support your conclusions/analysis of findings.
- Based on this summary and analysis of your project’s findings, you will illustrate the implications of these findings for future student learning and for your teaching. Lastly, you will identify your short and long term professional development goals as a reflective teacher and researcher.
- Part D is **due before class Week 15** and is worth 10 points.

Up to 40 points total may be earned for the Final Assessment in its complete submission to Edthena. Each part should be completed and uploaded into Edthena before class on the week it is due: 13% of your final grade.

8. Class Participation

Punctual attendance and active participation are expected. Points will be based on 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 instructor's 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.

Class participation may be earned in Week 1 and Weeks 3–15. Week 2 and 16 will be accounted for through the entrance and exit interviews. Students may earn up to 28 points (2 points per class, 14 class meetings): 10% of your final grade.

9: The Exit Interview & IIDP

The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and to assess the candidate's progress in this course, and to provide descriptive feedback on the candidate's growth, strengths, and challenges as s/he continues into professional practice. Prior to starting the Exit Interview, the Candidate should complete the Induction Individual Development Plan using the template provided and be prepared to discuss the strengths, areas for improvement, and professional learning goals described in that document. The Induction Individual Development Plan and Exit Interview are mandatory components of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments (i.e., focus videos- planning and teaching videos). In particular, candidates must be prepared to respond to the questions provided in the unit description. Candidates will be assigned a date and time for their Exit Interviews.

Exit interviews will be scheduled for Week 16 and is worth up to 30 points: 10% of your final grade.

Grading Scale: CREDIT or NO CREDIT

This course will result in a final grade of CREDIT or NO CREDIT. In order to receive a final grade of CREDIT, you must achieve an 80% average or higher. Course final grades will be determined using the following scale:

Assignments	Points	Percentage %
Entry Interview	20	7
USC Candidate Observation and Goal Setting Form	60	20
IEP Participation	10	3
Reflective Focus Videos	60	20
Assessment Instrument Review Group Presentation	20	7
edTPA Submission for Elementary Multiple Subjects	CR/NC	10
Capstone Project	40	13
Class Participation	28	10
Exit Interview & IIDP	30	10
Total	268	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 Rubrics

All assignment rubrics are available in the “Toolbox” on the LMS (<http://2sc.rossieronline.usc.edu>).

Assignment Submission Policy

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

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.

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/files/2020/07/SCampus-Part-B-2.pdf>. 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>.

"Bias Assessment Response and Support": <https://rossierstudents.usc.edu/student-support-services/finding-support/>
"Relationship and Sexual Violence Prevention and Services" <https://studenthealth.usc.edu/sexual-assault/>

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

Support Systems

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

Required Readings and Supplementary Materials

- Banko, W., Grant, M., Jabot, M., McCormack, and O’Brien, T. Science Next Generation Standards. (2013). NSTA press. Science Next Generation. (2013). NSTA press.
- Carpenter, T., Fennema, E., Franke, M., et. al. S. Children’s Mathematics, Cognitively Guided Instructions. 2nd Edition
- Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, Grades Pre-K - 2. 3rd Edition
- Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, Grades 3-5. 3rd Edition
- Varied Articles (See Weekly Breakdown)

Please refer to the course schedule table and unit outlines for the assigned weekly readings.

Course Schedule: A Weekly Breakdown

Topics & Activities	Readings & Homework	Deliverable/Due Dates
Unit 1		
<p>Overview: In weeks 1-2, candidates will build on the teaching models learned in semester 1 to focus on what social justice means in a mathematics classroom. This includes getting to know their individual students. Who are my students? What context of learning do I want to develop in my classroom? How will I support my students with documented learning differences (e.g., IEPs, 504 plans, etc)? What are some characteristics of the communities that my students come from and how can this information be leveraged to build meaning curriculum and learning experiences? Candidates will identify and develop instructional strategies that support the development of effective small learning communities in the classroom.</p> <p>Learning Objectives: In weeks 1-2, candidates will understand the overview of the course, as well as discuss course theme's, focusing on instruction in math, science, physical education and supporting students with documented learning differences (e.g., IEPs, 504 plans).. Additionally, the course will view instruction from a social justice lens, specifically challenging students to consider ways in which educators can embed social justice topics into their instruction. This unit focuses in on mathematics, and students are expected to make connections between the context of learning and mathematics content, curriculum, and instruction. Furthermore, students will engage in discussions around what equity-driven instruction is. During week 2, students will complete a student teaching introduction (entry interview), where they will meet with their Gen Ed. and Special Education guiding teachers, along with their course instructor. Lastly, students will begin working through the Special Education Module #1 (IEP Process and Development).</p>		
<p>Week 1</p> <ul style="list-style-type: none"> • Course Introduction • Equity-Driven Mathematics Teaching and Instruction • Conceptual Understanding, Procedural Fluency & Mathematical Reasoning/Problem-Solving Skills (Close look edTPA preparation) • Getting to know your students (Building rapport and developing learner profiles during fieldwork) 	<p>Readings</p> <ul style="list-style-type: none"> • Van de Walle text, Assessing for Learning, Chapter 3 • Carpenter, Intro to CGI “Children’s Mathematics” & Chapter 1 • “Mathematics Reform Curricula and Special Education: Identifying Intersections and Implications for Practice” Sayeski & Paulsen • SPED Module: IEP Process and Development, Complete Introduction + SPED Historical Perspective & IDEA 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Prepare for Entry Interview for both GTs (Due by the end of Week 2) • Complete/share context of learning form (edTPA)- Based on current student teaching placement • Prepare for Week 2 Entry Interview with both GTs • SPED Module: IEP Process and Development, Complete Introduction + SPED Historical Perspective & IDEA
<p>Week 2</p> <ul style="list-style-type: none"> • Knowing your students (learner profile, student readiness, Funds of Knowledge) • Entry Interview with Guiding Teacher(s) • Math-Common Core State Standards 	<p>Readings/Videos/Resources</p> <ul style="list-style-type: none"> • Review Student Teaching Field Placement Guidelines • Read/Review Common Core State Standards in Math (Current Placement Grade Level) • Read SMART or Not? Writing Specific, Measureable IEP Goals, Hedin & DeSpain • Van de Walle text, Assessing for Learning, Chapter 1 • SPED Module: IEP Process and Development, Complete IEP Development Parts 1 & 2 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Entry Interview • Develop/Identify Goals • Central Focus for lesson series • IEP Goals→ Math • SPED Module: IEP Process and Development, Complete IEP Development Parts 1 & 2
Unit 2		
<p>Overview: In this unit candidates will investigate strategies for planning for student’s mathematical understanding utilizing and building on student’s voices. You will learn how to implement steps of question formulation and learn about questions that promote reflection and metacognition. Candidates will continue to focus on supporting ALL students, including those with documented learning differences. This will include considering supports and interventions. Candidates will participate in Reflective Teaching Video #1, presentation and discussion.</p> <p>Learning Objectives: In this unit, students will understand and practice question formulation techniques to discourse and guided student learning. Also, students will practice developing questions to promote student reflections and metacognition. In addition, utilizing student voice will be a theme in discussions, as well as their first reflective teaching video. Lastly, students will practice identifying and writing out a central focus for a lesson.</p>		
<p>Week 3</p> <ul style="list-style-type: none"> • Focus on Utilizing Student Voices • Question formulation • Mathematical Language Development • Algebra and Functions 	<p>Readings/Videos/Resources</p> <ul style="list-style-type: none"> • Van de Walle text, Planning, Teaching and Assessing Culturally and Linguistically Diverse Students, Chapter 5 • Carpenter CGI “Children’s Mathematics” Chapter 2 • “Investigated Elementary Mathematics Curricula: Focus on Students with Learning Disabilities” Hord & Newton (Article) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Reflective Focus Video Presentation #1 Due (upload to Edthena) • Collect 3 consecutive class sets of student

<ul style="list-style-type: none"> Central Focus- Identify Central Focus for lesson series (procedural, conceptual knowledge, Reasoning/ Problem Solving) 	<ul style="list-style-type: none"> SPED Module: IEP Process and Development, Complete IEP Development Part 3 & Discussion (Due Week 4) 	<p>work that represents 3 consecutive lessons</p>
<p>Week 4</p> <ul style="list-style-type: none"> Differentiation- Teaching and Learning Assessing students understanding of mathematics (Using Tools of Equity, Access, and Inclusion) Addition/Subtraction Foundations 	<p>Readings</p> <ul style="list-style-type: none"> Van de Walle text, Building Strategies for Whole-Number Computation, Chapter 11 Carpenter CGI “Children’s Mathematics” Chapter 4 “Using the Concrete, Representational, Abstract Sequence to teach conceptual understanding of basic multiplication and division” Milton et.al. (Article) SPED Module: IEP Process and Development, Complete IEP Development Part 3 & Discussion 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Begin preparation for Reflective Focus Video #2 (Due Week 5) Consider inclusive practices for ALL students, including students with special needs Seek information on Student IEPs from guiding teacher(s) SPED Module: IEP Process and Development, Complete IEP Development Part 3 & Discussion (Due Week 4)
<p>Unit 3</p> <p>Overview: In Unit 3 the focus is how to use a Social Justice Framework to differentiate and monitor student’s language use in mathematics to meet the academic learning needs of individuals and within working groups. The goals of unit 3 is to identify and implement instructional strategies to deepen all students’ learning, including students with documented learning differences (e.g., IEPs, 504 plans, etc).</p> <p>Learning Objectives: Students will present and discuss instructional experiences in regards to differentiated instruction/teaching. Also, students will understand the relationship between language, mathematics, and supporting students with special needs. Furthermore, students will identify elements of building student empowerment by examining Transformative Resistance and Social/Emotional Learning. Lastly, students will use assessment data to differentiate for individual learning needs.</p>		
<p>Week 5</p> <ul style="list-style-type: none"> Differentiation for Students with Special Needs, ELLs, Gifted/Talented, and ‘at promise’ students Multiplication/ Division 	<p>Readings</p> <ul style="list-style-type: none"> Van de Walle text, Teaching and Assessing Students with Exceptionalities, Chapter 6 Van de Walle text, Developing Whole-Number Place-Value Concepts, Chapter 10 Carpenter CGI “Children’s Mathematics” Chapter 6 Figure 4.3 Social Justice Teaching Strategies SPED Module: IEP Process and Development, Complete Collaborating with Families, Case Management, Tips for Successful IEP Meetings (Due Week 6) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Observation Form #1 Due Reflective Focus Video #2 Due
<p>Week 6</p> <ul style="list-style-type: none"> Inquiry Based Instruction (Math Talks) Inclusion and Inclusive Practices, (Mathematics Emphasis) 	<p>Readings</p> <ul style="list-style-type: none"> Van de Walle text, Differentiating Instruction, Chapter 4 Van de Walle text, Developing Decimal and Percent Concepts and Decimal Computation, Chapter 14 Articles, “Going Beyond the Math Wars” SPED Module: IEP Process and Development, Complete Collaborating with Families, Case Management, Tips for Successful IEP Meetings 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Weeks 7 & 8 (edTPA prep) SPED Module: IEP Process and Development, Complete Collaborating with Families, Case Management, Tips for Successful IEP Meetings (Due Week 6)

Unit 4

Overview: Identifying evidence of mathematical learning involves quantitative and qualitative methodology. Assessing the whole group and individual students learning need are essential to planning effective mathematics lessons.

Learning Objectives: Students will work in collaborative edTPA workshops. Also, students will use edTPA rubrics to analyze whole class understanding, individual student work samples and use evidence to reflect on teaching. Lastly, students will complete reflective video on MATH TALKS.

<p>Week 7</p> <ul style="list-style-type: none"> • Edtpa preparation • Cognitively Guided Instruction (Math) • Problem-Solving 	<p>Readings</p> <ul style="list-style-type: none"> • Carpenter CGI “Children’s Mathematics” Chapter 7 • Review edTPA Study Guidelines • SPED Module: Assessment for Special Education (Complete All, Due Week 8) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Observation Form #2 due • Reflective Focus Video #3
<p>Week 8</p> <ul style="list-style-type: none"> • Edtpa preparation • Cognitively Guided Instruction (Math) • Math- Goal Development and Monitoring • Introduction (NGSS) 	<p>Readings</p> <ul style="list-style-type: none"> • Banko Textbooks (Introduction, Chapters 1 & 2) • Van de Wall, Promoting Algebraic Thinking, Chapter 15 • Review edTPA Study Guidelines • SPED Module: Assessment for Special Education (Complete All) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Continue Following edTPA Guidelines • Assessment Instrument Review Group Presentations Due • SPED Module: Assessment for Special Education (Complete All)

Unit 5

Overview: Creating a space for students to make sense and connections between Science and Physical Education concepts involves the patience and guidance of a teacher. When students are not actively engaged and contributing towards meaningful learning teachers will need to use strategies that allows every person an opening to get involved. In unit 5, you will discuss the differences between convergent and divergent teaching and implement a lesson in your classroom that illustrates the dissimilarities teaching a science lesson.

Learning Objectives: For this unit, students will learn the distinction between convergent and divergent teaching. In addition, students will continue discussing their student teaching progress using their observation form #3. Also, students will plan and enact a lesson illustrating convergent and divergent teaching. Lastly, students will analyze teaching videos that illustrate divergent teaching.

<p>Week 9</p> <ul style="list-style-type: none"> • Continuation- Social Justice Focus • Next Generation Science Standards (NGSS) Close Look <p>View during class:</p> <ul style="list-style-type: none"> • Disciplinary Core Ideas • Science and Engineering Practices • Crosscutting Concepts • Introduction into 5E Instructional Model 	<p>Readings</p> <ul style="list-style-type: none"> • Review (Banko Readings from Previous Week) as we will discuss NGSS • Next Generation Science Standards (NGSS)→ Review Student Teaching Grade Level and/or others • “Promoting Inclusive Practices in Inquiry-based classrooms” Article • “Reconceptualizing Instruction for Writing in Science....” (Article) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Observation Form #3 Due • Reflective Focus Video #4
<p>Week 10</p> <ul style="list-style-type: none"> • Continuation of NGSS and Science Instruction • Divergent/ Convergent Science Instruction • Reasoning abstractly and Quantitatively • Construct viable arguments and critique the reasoning of others 	<p>Readings</p> <ul style="list-style-type: none"> • Banko Textbook (61-218)- Groups be assigned a Chapter to read • Convergent and Divergent Science Instruction (Article) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Capstone Part: A Due (Part of Key Assessment #4)

Unit 6		
<p>Overview: Emphasize instruction in science, with 5E model in mind. Consider STEAM and how to integrate disciplines into content across the curriculum.</p> <p>Learning Objectives: Students will research a problem of practice related to science. In addition, they will reflect on what students notice in regards to their science instruction and instruction presented by their GT. Lastly, students will take a close look at STEAM lessons and practice.</p>		
<p>Week 11</p> <ul style="list-style-type: none"> Continued discussion on Divergent and Convergent Instruction “Children at Border” Instruction Continued Social Justice focus- Integrating social justice content into instruction 	<p>Readings</p> <ul style="list-style-type: none"> Article, Linking Science and Social Justice Video, <u>Children at the Border from PBS News Hour (YouTube)</u> 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Reflective Focus Video #5 Observation Form #4 Due
<p>Week 12</p> <ul style="list-style-type: none"> Introduction to Problem-based Learning for diverse learners Culturally Relevant Instruction with Math in mind Problem of Practice (Research-Capstone B Connection) 	<p>Readings</p> <ul style="list-style-type: none"> Problem-based learning for diverse learners (Article) Culturally Responsive Teaching- Math (Article) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Capstone: Part B Due
Unit 7		
<p>Overview: Focus on problem based learning and how this can be implemented to support all learners. Also, close look at physical education standards, assessment and implications for practice for educators.</p> <p>Learning Objectives: Students will complete a reflective focus video on problem-based learning. Also, students will expand on implications for practice in regards to problem-based learning. In addition, students will reflect on Action Steps for Capstone.</p>		
<p>Week 13</p> <ul style="list-style-type: none"> Continue Problem-based learning focus Physical Education Standards, instruction and learning Integration of PE into core content areas 	<p>Readings</p> <ul style="list-style-type: none"> Article, Problem-based learning Article, Integration Physical Education Physical Education Standards (Read and Review) 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Reflective Focus Video #6 Observation Form #5 Due
<p>Week 14</p> <ul style="list-style-type: none"> Creating Professional Profile Creating a Learning Environment Conducive to Learning 	<p>Readings</p> <ul style="list-style-type: none"> Article Physical Education Work on Capstone D and IEP Presentation 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Capstone Part C (Key Assessment #4) Due IEP Presentation Due
Unit 8		
<p>Overview: Reflecting on past practice to inform future practice is critical. Analysis of instructional planning and implementation allows for opportunities to expand and improve future practice.</p> <p>Learning Objectives: Students will present their Capstone focused on a problem of practice. Students will reflect and share Capstone and implications for future practice.</p>		
<p>Week 15</p> <ul style="list-style-type: none"> Creating Professional Profile Creating a Learning Environment Conducive to Learning Capstone Project Presentations 	<p>Readings</p> <ul style="list-style-type: none"> Review of readings. 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> Capstone: Part D, w/ presentation) Observation Form #6 Due

<ul style="list-style-type: none"> • Reflection on Course content • Looking ahead- Discussion on Induction Program 		
<p>Week 16</p> <ul style="list-style-type: none"> • Capstone Project Presentations • Reflection on Course content • Looking ahead- Discussion on Induction Program 	<p>Readings</p> <p style="text-align: center;">NO CLASS</p> <ul style="list-style-type: none"> • No Readings • Preparation for Exit Interviews 	<p>Next Steps & Due Dates</p> <ul style="list-style-type: none"> • Exit Interview