USC Rossier School of Education

EDUC 677: Applications of Elementary Mathematics, Science and Physical Education – Pedagogy B
Units: 4
Spring 2021 – Thursday 5:00 – 7:30
Meeting Length: 2 hours 20 minutes

Location:

Instructor: Katherine E. Bihr, Ed.D.
Office: Via Zoom
Office Hours: After class or by appointment
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IT Help: (888) 628-5041
Hours of Service: 24 hours/daily; 7 days weekly.

Course Description

This course is designed for Multiple-Subject candidates to apply mathematics, sciences and physical education content knowledge with the models of teaching introduced in this program by utilizing a repertoire of pedagogical practices responsive to the needs and interests of diverse learners. To ensure that all students are provided access and inclusion to rich and effective content and pedagogy.

The major goals related to introducing and implementing pedagogical models and practices are to engage learners in the study of a chosen discipline by using various forms of inquiry, and direct instruction that enable learners to become collaborative and independent problem-solvers, as well as critical and creative thinkers. The understandings of the theories and research related to curriculum design and instructional models is a prerequisite to the development of professionalism and prospective teachers' abilities to implement and advocate for appropriate practices responsive to needs, interests, abilities of 6-12 students in all educational settings.

The explicit knowledge of curriculum designs and instructional models is intended to provide the foundation to assist educators in to acquire the skills to create social justice mathematics lessons to become "teacher leaders" within the classroom, school, district, and community/state/federal context. The essence of this course is to learn and apply how curriculum should be developed according to basic curricular principals; what curriculum should be taught; and how the content should be delivered to develop the cognitive, affective, and social skills that facilitate a set of given learning outcomes.

Learning Objectives

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

1. Justify the match between curriculum, models of teaching, and student needs.
2. Exemplify mastery in the implementation of six models of teaching: Differentiating Instructions, Math Talks, Cognitive Guided Instructions, Convergent and Divergent Discussion, Utilizing Students Voices and Problem-based Learning
3. Show emergent abilities and potential in Socratic Seminar, Roleplaying, and Concept Attainment.
4. Advocate on behalf of the selections of curriculum and instruction decisions to colleagues, administrators, parents, and other stakeholders.
5. Construct a clear and appropriate lesson plan that articulates the relationship between standards, the objective, curriculum, and the model of teaching.

Course Notes

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments and questions with the instructor

and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

In the Event of Technical Breakdowns

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

Standards of Appropriate Online Behavior:

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

Technological Proficiency and Hardware/Software Required

This course is offered both online and on campus; the activities, expectations and requirements are identical across the two versions. The online course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in- class and out-of-class activities. All candidates will be required to complete assignments online, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements. By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in other courses, candidates will need to be able to video record their interactions with their Guiding Teacher and students (which may be accomplished through the use of a portable micro video camera) and upload videos (in time-limited segments). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

COURSE REQUIREMENTS

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

Class Time Requirements - Up to 5 points each week

Class Time and/or contact hours weekly: The class meets once a week for 3 hours and 20 minutes. For on-line students, in order to receive full credit for class time, you must be present via video and teleconferencing. Class time and participation is worth 10% of the overall course grade.

- We are encouraging you to use multimedia tools to create the most effective learning environments for your classroom including this class. We expect you to be connected through a computer/monitor, video camera, and audio connection. This makes you eligible to earn maximum point value for the class time work. If you are connected by audio only, you are not eligible for the maximum point value assigned during class time. Each student will be required to copy and paste all or parts of homework assignments during class time.

- Students are also required to examine text, image, audio, and video information from the instructor and other students during class time. Instructors will award points during class time for text, image, audio, and video contributions. Students who do not meet these requirements will be deducted points during class time. Instructors will notify students who are deducted points through the private chat option while on line. We are aware that Internet and phone networks can be unpredictable and out of your control. In our experience, these types of interruptions are not frequent, but when they do occur, students will not be held accountable for such events.

Assessment goals for the 16 weeks are to:

Part B -EDUC 677
1. Design and Implement Six Reflective Focus Videos; 2. Co-plan & complete 6 Observation Forms 3. Submit Edtpa (Key Assessment 3); and 4. Key Assessment 4 (CAPSTONE A,B,C & D)

1. All assignments will include the Common Core Mathematics Standards (CCS), Next Generation Science Standards (NGSS) with an emphasis on the Scientific and Engineering Practices and Crosscutting Concepts described in the NGSS, California Physical Education Standards and academic content standards;

2. English language development standards (if applicable);

3. Learning objectives reflecting the highest of intellectual challenges, including the

need to pose questions, conduct purposeful research, think critically, make decisions, and draw reasonable conclusions supported with evidence;

4. Formal and informal assessments;
5. Instructional strategies and learning tasks;
6. Resources and materials and a description about choices were made;
7. Units must be designed with real-world problems that foster inquiry and embody key concepts like change, equality, and environment;
8. A description about how students share their understandings;
9. Design experiences in whole group and small-groups that fosters collaboration such as listening, reasoning together, and building upon each other's ideas;
10. A description of how time is structured for feedback that students can receive from classmates and teachers during rehearsals of final findings; such feedback—"What we liked and our questions"—is most helpful and reflects what occurs in actual life experiences;
11. Occasions to revise, modify, and elaborate on findings; and
12. Student and teacher engagement in planning, monitoring of, and self-reflection on work, progress, and results;
13. Opportunities to obtain pre-, formative, and summative assessment information;
14. A clear and easy-to-follow subject-matter integrated curricular structure centered on authentic problems and inquiry;
15. A description of how teachers and students share control of decision making, teaching, and learning; and
16. An analysis about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, how you use an analysis of your student learning or experiences (in or out of school) as a resource, and how you structure new or deeper learning to take advantage of specific student strengths.

Common Core Mathematics Content and Practice Standards

Candidates will explore, analyze and implement the Common Core Standards in Integrated Units assignments. Candidates will also study the organization and coherence of the mathematics content across grades K-12. The Common Core Standards K-12 can be obtained at http://www.corestandards.org/the-standards.\

Required Readings and Supplementary Materials

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

(1) Carpenter, Thomas P., Fennema, E., Franke, Megan L., Levi, Linda & Empson, Susan B. (2015). Children's Mathematics: Cognitively Guided Instructions (2015) 2nd Edition

(2) Banko, W., Grant, M. Jabot, M., McCormack, and O'Brien, T. Science for the Next Generation. (2013). NSTA press.

(3)Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, **Grades 3-5**. 3rd Edition 978-0134556420. Or

(4) Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, **Grades Pre-K - 2.** 3rd Edition

Descriptions and Assessments

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.

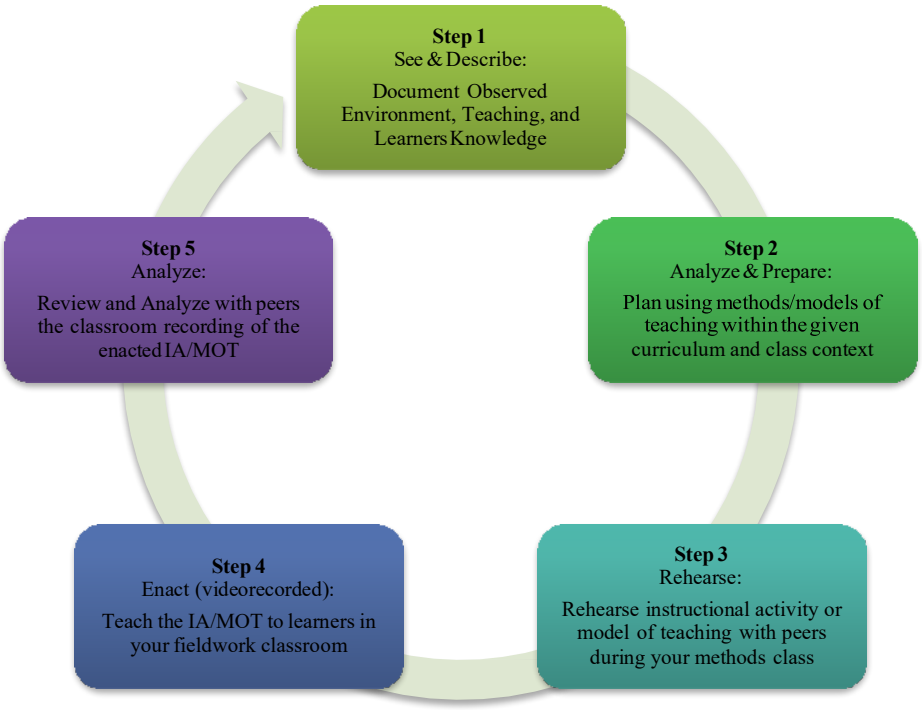

Figure 1: MAT Reflective Teaching Cycle

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.

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, on the Adobe connect platform, 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 Teacher to take place during the first 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 Teacher is strongly preferred, but should your GT not attend, you will not lose credit. Please make every reasonable effort to ensure your Guiding Teacher participates in the Entry Interview, as this opportunity is important to your development and to your GT's understanding of the course goals and requirements. Please refer to the rubric for this assessment before attending your Entry Interview. *If you are a practicing/licensed teacher in your own classroom, you and the placement office will make arrangements for a peer- mentor to be contracted to support/join you on this entry interview and complete peer observations throughout the semester.

Week 2 - 20 points - 5% of final grade
Entry Interview

Assessment 2: Weekly USC Candidate Observation and Goal Setting Form

During the first seven week of this course, you will observe instruction in your assigned classroom(s) and focus on the ways the Guiding Teacher considers the needs of learners, the support the Guiding Teacher provides to learners who have not yet acquired the essential prerequisite skills for each lesson, and the tools the Guiding Teacher uses to facilitate learning (resources, language, and strategies). Additionally, you will identify the theoretical approaches the Guiding Teacher uses and reflect upon how these strategies fit into your beliefs about the ways to achieve higher learning outcomes. Starting in Week 4 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 Teacher, request that s/he complete the observation form by Thursday, and then review its contents, clarify her/his instructional goals for you, and both 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 Teacher – the purpose of the form is for your GT 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 Teacher to provide as many details as possible in his/her 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. Additional instructions may be provided on the 2SC LMS. Please refer to the rubric for this assessment before submission.

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

Assignment 3: Reflective Focus Videos

Reflective Focus Videos (RFVs) apply the MAT Reflective Teaching Cycle displayed on p. 4 of this syllabus. 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 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.

Focused Video 1 (Week 3): Utilizing Student Voices

Focused Video 2 (Week 5): Differentiating Instruction for Learners with Special Needs, for Gifted and Talented Learners, or for English Language Learners.
Focused Video 3 (Week 7): Cognitive Guided Instructions
Focused Video 4 (Week 9): Direct Teaching
Focused Video 5 (Week 11): 5Es
Focused Video 6 (Week 13): Problem-Based Learning

Weeks 3-13: 6.67 points per RFV; 40 possible points – 40% of final grade

Assignment 4: edTPA Submission for 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 during 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.

A learning segment prepared for this assessment should:

- **[SEH]** reflect a balanced approach to history and provide opportunities for students to develop/use facts, concepts, and the skills of inquiry, interpretation, or analysis to build and, support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.
- **[SEL]** provide opportunities for students to use textual references to construct meaning from, interpret, or respond to complex text, AND to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels.
- **[SEM]** reflect a balanced approach to mathematics and provide opportunities for students to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, precise communication skills.
- **[SES]** reflect a balanced approach to science and provide opportunities for students to develop to abilities to use scientific concepts and apply scientific practices through inquiry (using NGSS) to explain or make predictions about a real-world phenomenon.
- **[ALL]** all subjects

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 – N/A Elementary Only]
Part 3, Identify Task 1 and Central Focus requirements
Part 4, Identify Task 2 Video Performance requirements
Part 5, Identify Task 3 Feedback Requirements
Part 6, Subject-Specific Evidence of Learning for Secondary

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)	✓ edTPA Coordinator visits classes 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.	✓ What is a learning segment? ✓ What is an essential question?
1	2 (collect evidence for Task 1)	✓ 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.	✓ **[ALL]** – What are multiple forms of data to inform their teaching practice? How do I collect it? How will you find their authentic voice? ✓ What are the school stats and how are they different from what I see in my class? ✓ Why is the curriculum you have picked right for your students? How is it connected to the central focus? What are your students' prior learning knowledge and Fok? What are the connections? ✓ **[SEH]** – How will you know students' prior learning of history, politics, and current social events? ✓ **[SEM]** – How will you know students' prior learning in math?

			✓ **[SES]** – How will you know students' prior learning in science?
2	3 (collect evidence for Task 1)	✓ Continue planning and arranging for video recording. ✓ Attend edTPA coordinator office hours if you have questions.	✓ **[ALL]** – 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)	✓ Video record learning segment. ✓ Begin commentaries for Task 1.	✓ **[ALL]** – What are ways to collect student data without bias? How do I true show engagement in their lessons? In what ways can I engage students in the class and to hear their voice? ✓ What do your students bring to the class? How does that effect your teaching? ✓ What is the important academic language? How is that connected to the central focus of the lesson. ✓ Deeply review your practice, who is talking? What are they saying? How are you helping them understand? ✓ **[SEH]** – How will your students political and social experiences effect your teaching? How will deal with different ideas in the class? ✓ **[SEL]** – What access to literature and language to the students have access in and outside of school? ✓ **[SES]** – Is there a specific lab space? How is set up for the students and how will that effect your teaching?
3	5 (collect evidence for Task 2)	✓ Enter Context, Lesson Plans, Lesson Materials, and Commentaries for Task 1 into Edthena. ✓ Begin commentaries for Task 1.	✓ **[ALL]** – How is the central focus an academic language integrated throughout your lesson?
3	6 (collect evidence for Task 2)	✓ Enter video clips selected according to Handbook Instructions for Task 2. Begin commentaries for Task 1.	✓ **[ALL]** – What is the importance academic language? How is it connected to the central focus of the lesson? ✓ What type of assessments will you use and why? How is this

			connected to your students' prior knowledge/learning and the central focus? ✓ How are you modifying your instructional delivery based on data you have collected through observations and assessments? ✓ **[SEH]** – How will students use research to help them make their own understanding of historical events and timelines? ✓ **[SEL]** – How will help your students make their own understanding of the material? ✓ **[SEM]** – How will you help your students' conceptual understanding, procedural fluency, mathematical reasoning? ✓ **[SES]** – How will you use the scientific method?
4	7 (attend edTPA Webinar Workshops & collect evidence for Task 3)	✓ edTPA Webinar Series starts, attend workshops.	✓ **[ALL]** – What questions do you have regarding the edTPA handbook?
4	8 (attend edTPA Webinar Workshops & collect evidence for Task 3)	✓ edTPA Webinar Series starts, attend workshops.	✓ **[ALL]** – What questions do you have regarding the edTPA handbook?
5	9 (attend edTPA Webinar Workshops & collect evidence for Task 3)	✓ Begin commentaries for Tasks 1-2.	✓ **[ALL]** – Review and reflect on your lesson delivery: who is talking? What is being said? Is what being said understood? ✓ Why are your assessments appropriate to measure your central focus?
5	10 (focus on writing and preparing for submission)	✓ Begin commentaries for Tasks 2-3.	✓ **[ALL]** – What is subject-specific feedback?
6	11 (focus on writing and	✓ Begin commentaries for Tasks 2-3.	✓ **[ALL]** – What is subject-specific feedback?

	preparing for submission)		
6	12 (focus on writing and preparing for submission)	✓ Begin commentaries for Tasks 3. ✓ Contact Writing Center to review your work, if needed: James, Writing Advisor jhayashi@usc.edu (213) 740-2727	✓ **[ALL]** – 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)	✓ Begin commentaries for Tasks 3. ✓ Contact Writing Center to review your work, if needed: James, Writing Advisor jhayashi@usc.edu (213) 740-2727	✓ **[ALL]** – 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)	✓ 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. ✓ You should submit all required evidence to Edthena and transfer portfolio from Edthena to Pearson.	✓ **[ALL]** – What is your edTPA experience? ✓ Do you have portfolio submission instructions?

*Week 14: **Credit/No Credit** for completing 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 rubric in the edTPA.

EDUC 677 - Assignment 5: Final Assessment – 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 learning and teaching problems, collect data on those problems, experiment with practice to address those problems, and analyze the results of those experimentations in practice. 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 first examine and describe the context of your classroom and your current position (e.g., student teacher, teacher of record, or learning specialist). Using the Rodgers (2002) Reflective Cycle, you will complete a "raw description" without judgment or interpretation of the moments of practice you identified and describe evidence of learning.
- You will then observe and describe the student-to-teacher interactions and the student-to-student interactions occurring in the classroom. In order to observe your own teaching practice and the learning interactions occurring in lessons you teach, **you should video record one lesson and document in writing what you see/hear/observe.**
- More information is provided on the assignment guide sheet and template for Part A. Part A is due Week 3 and is worth 25 points.

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

- In Part B, you will choose one of the MAT Domains of Teacher Practice and identify one "problem of practice" that you observed in the learning/teaching interactions that occurred in Part A and about which you seek to address through this action research project. You will explain the technical aspects of your problem.
- You will then identify at least two peer-reviewed research articles that studied the problem of practice or a very similar challenge to student learning and summarize the research problem and findings those studies produced. You will draw connections to the problem of practice in your own classroom and explain whether those findings help you further clarify your problem.
- You will generate an action plan (not necessarily a lesson plan, but a plan of action) that will address the problem of practice with the goal of improving learning in your classrooms. 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 problem of practice, which must include specific and concrete ways your action plan aims to improve student learning.
- More information is provided on the assignment guide sheet and template for Part B. Part B is due Week 10 and is worth 25 points.

Part C, Experiment/Enact Your Action Plan:

- In Part C, you will enact your action plan and gather/document data to confirm or disconfirm your action plan's intended outcomes. You are encouraged to video record the lesson, learning interactions, or other situations that occur as you carry out your action plan. You should collect any student work completed during this action plan. You may also collect survey or interview data from students or your Guiding Teacher/Peer Mentor.
- More information is provided on the assignment guide sheet and template for Part C. Part C is due Week 13 and is worth 25 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 data you collected while enacting your action plan related to your action plan's goals.

- 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 problem of practice. 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 term (1-2 years) and long term (3-5 years) professional development goals as a reflective teacher and researcher.
- More information is provided on the assignment guide sheet and template for Part D. Part D is due Week 15 and is worth 25 points.

Up to 100 points total may be earned for the Final Assessment in its complete submission to Edthena, amounting to 20% of your final grade.

Assignment 6: Class Participation

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

Week 1, Weeks 3-15. Up to 65 points may be earned for Class Participation, 5 points per class, 13 class meetings, amounting to 10% of your final grade.

Assessment 7: The Exit Interview

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 onto Guided Practice B (or in some cases, retakes Guided Practice A). The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments (i.e., planning and teaching videos). In particular, candidates must be prepared to respond to the questions provided in the unit description on p. X. Candidates will be assigned a date and time for their Exit Interviews.

Week 16: 20 points; 5% of final grade

"themes" or "discoveries" based on 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.

EDUC 677

Assignment	Points	% of Grade
Entry Interview	20	6
Weekly Observation	60	19
Reflective Focus Videos	60	19
edTPA Submission(bonus)	CR/NC	10
Final Assessment	100	32
Class Participation	65	21
Exit Interview	20	6
TOTAL	305	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 "Documents and Tools" page of the course on the LMS (http://2sc.rossieronline.usc.edu).

Assignment Submission Policy

All assignments will be submitted to the Edthena, except for the Observation Forms should be submitted to the 2sc Learning Management System. (http://2sc.rossieronline.usc.edu).

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/student/scampus/part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

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

Support Systems

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

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Fall 2020 Fieldwork Guide

During the pandemic, flexibility has required the MAT to diversify how hours are being met, in accordance with the California Commission on Teacher Credentialing's (CCTC) acceptable options. In this context, 15-20 hours in General-Education and 5 with an Education Specialist are expected, through a variety of professional development and virtual contact with students. Activities designed to meet these categories are listed below. Appendix A provides an addendum to the Clinical Field Experience Agreement that captures the temporary changes approved for the fall.

Fieldwork Hour Requirements (Planning/Teaching/Assessing/Professional Growth)

- 15-20 hours a week, this includes a combination of synchronous and asynchronous activities (refer to the table below).

- Hours should also include required coursework related to fieldwork, including but not limited to Reflective Focus Videos, Reflective Teaching Events, and Capstone related work (EDUC677).

- Document a range of acceptable activities (using the suggestions presented in the table below) on your fieldwork log daily (see Appendix B of this document). All logs will be submitted at the end of the semester to the LMS. Keep a copy of your log, 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.

- If pursuing an Education Specialist Credential, at least 5 hours of the 15-20 hours a week must be completed with your assigned Education Specialist Guiding Teacher.

○ Completed hours when working with their Ed Specialist Guiding teacher will be documented on a separate fieldwork log.

Fall 2020 Approved Activities for Guided Practice Hours

	Synchronous	Asynchronous
Planning	Parent meetings Co-planning sessions (with guiding teacher)	Parent meeting- how to incorporate parents Co-planning through Google Suite (joint plans) Planning for distance learning- translating lessons into distance learning lessons (with guidance from guiding teacher) Flipgrid-preparing an activity Screencastify- planning a pre-recorded lesson/demonstration Planning for pre-recorded lectures or demonstrations
Instruction	Live session- teach a lesson online (whole group) Live session- teach a lesson online (small group)- must be at least 4 students minimum	Video- read alouds Video demonstration Video lectures

Assessment	Grading and analyzing student work (with guiding teacher)	Grading and analyzing student work (guided by guiding teacher) Grading and analyzing student work (reviewing with guiding teacher) Reviewing work on Google Classroom-providing individual or group feedback Flipgrid- reviewing student submissions Reflecting on lessons and planning for the needs of individual students
Personal Growth	Time working with professional learning communities, grade level and department meetings. Networking with other teachers at the school. Webinars	Webinars

Week 1: Site-Assessment

During week 1 you will have some time to settle into your placement and get acquainted with the instructional context, the students and your guiding teacher. Take time to research, observe and think about the following:

Working with your Guiding Teacher
Understanding your role as an observer, a co-planner, a co-instructor and lead instructor when on campus, in online synchronous sessions, asynchronous platforms, and/or hybrid models.
Getting to know your students
Describe the context of your classroom, including: • The composition of learners in the classroom • The dynamics between learners • The interaction of the teacher and the diversity of the learners when a lesson is being taught.
Distance learning
• What is the school's approach to reopening (hybrid, distance learning (asynchronous and synchronous opportunities, back on site)? • Are there opportunities for teaching on campus/online? Are you able to record your lessons? To what extent are recordings allowed and shared? • What technologies are available for teachers to use for distance learning? • What technologies is your class using? • Are there any specific restrictions on the use of some technologies? Will you have formal access to the school's learning platform (e.g., Canvas, Google Classroom, etc.)? Will you be provided a faculty account access, email account, and other digital access to communicate and carry out digital learning tasks/experiences with students? • Who's being left out? What is the school doing to make sure all families are being served?

Week 2 Entry Interview

During Week 2 you will begin to engage in a collaborative relationship between your guiding teacher and professor for EDUC 677 to set goals and expectations for the semester. Refer to the Entry Interview Guide provided by your instructor (also available at the end of this document, Appendix C). Additional discussion points might include the following:

- ● Review site-assessment, course assignments, and set goals for the term. What is the plan to support whole group instruction, small groups, and individual learning with the available modalities/mediums utilized?
- ● Virtual learning norms: What is your (candidate) plan to establish video-conferencing norms with your K12 students (e.g., setting up in a distraction free room, setting up a desk or table if possible, in a well lit room, using an appropriate/universal virtual backdrop; student agency/power/implicit bias; SEL and anti-bias norms for participation/engagement)? What about permissions for recording? Guiding teachers(GT) must be present; GT can move to breakout rooms with students as long as communication through backchannels occur and TC stays in the main room to ensure recording.
- ● Document a range of acceptable activities (using the suggestions presented in the table below) on your fieldwork log daily. All logs will be submitted at the end of the semester to the LMS. Keep a copy of your log, 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.

Weeks 3-15 Teaching Responsibilities

During weeks 3-15 candidates will continue to log 15-20 hours per week toward the general education credential and if applicable 5 hours per week for the education specialist credential.

EDUC 677 minimum requirements

- Weeks 3-6 you must teach at least 2 sequential lessons a week
- Weeks 7-9 you must teach at least 3 sequential lessons a week
- Weeks 10-12 you must lead at least 1 full day of learning experiences (can include planning asynchronous tasks, live sessions, and assessment analysis)
- Weeks 13-15 you must lead at least 2 full day of learning experiences (can include planning asynchronous tasks, live sessions, and assessment analysis)

Refer to the Scope and Sequence Document in Appendix D of this document to see the minimum requirements organized by week.

Week 15 Exit Interview (Refer to the Exit Interview Guide/Rubric)

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 they continue onto Guided Practice B or into the field as a full-time teacher (EDUC677). The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments and/or Reflective Focus Videos (i.e., planning and teaching videos). Refer to the Exit Interview Guide and Rubric provided by your instructor. It can also be found in Appendix E of this document. Additional questions to consider discussing:

- What patterns have you identified in the relationship between your teaching practices and your students' learning?
- With what have you struggled most thus far in Guided Practice?
- Where do you feel you have demonstrated your greatest strengths? How do you know—in other words, what evidence can you provide to support your responses?
- What are some of the short-term and long-term goals that you are setting for yourself? How do these goals relate to the "MAT Vision of a Teacher?

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Social Emotional Learning Research Resources

Growth mindset, adapted by Transforming Education from Farrington et al. (2013) and Dweck (1999), measures the extent to which students believe their intelligence is malleable (as opposed to fixed). Students rate how true is each of four statements using a 5-category Likert scale (5 = Very true, 1 = Not at all true).

Social awareness, adapted by Transforming Education (2016) from the American Institutes for Research (AIR) and the Collaborative for Academic, Social, and Emotional Learning (CASEL) tool "Student Self-Report of Social and Emotional Competencies," measures perceived interpersonal abilities such as empathizing with others and listening to others' points of view. Each item has its own 5-category scale. •

Self-Efficacy, adapted from Farrington et al. (2013), measures how students perceive their abilities to perform academic tasks and succeed in classes. Students rate how confident they are with statements such as "I can do well on all my tests, even when they are difficult" using a 5-category Likert scale (5 = Completely confident, 1 = Not at all confident). •

***Self*-Management** represents the "ability to regulate one's emotions, thoughts, and behaviors effectively in different situations" (Transforming Education, 2016, p. 5), measured through nine items adapted from Park et al. (2017). Students rate how often they behaved as the item described "during the past 30 days," using a 5-category Likert scale (5 = Almost all the time, 1 = Never or almost never).

Textbook Course Requirement

(1) Carpenter, Thomas P., Fennema, E., Franke, Megan L., Levi, Linda & Empson, Susan B. (2015). Children's Mathematics: Cognitively Guided Instructions (2015) 2nd Edition

(Select a Van de Walle text associated with the grade level you are teaching this semester.)

(2) Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, Grades Pre-K - 2. 3rd Edition

(3) Van de Walle, J., Karp, K., et. al. Teaching Student -Centered Mathematics Volume II, Grades 3-5. 3rd Edition

(4) Banko, W., Grant, M. Jabot, M., McCormack, and O'Brien, T. Science for the Next Generation. (2013). NSTA press.

Unit	Week	Topics	Readings/Homework	Assignment/Due Dates
1	2	**Who Are My Students?** **Entry Interview with Guided Teacher** **Teaching Online**	**Before the *Entry Interview*: *Reflections*** 1. Review the *Student Teaching Field Guidelines for online/hybrid classrooms located in the Appendix.* **After Entry Interview**: Ideas for Online Teaching in the Early Grades https://www.youtube.com/watch?v=D5UaSUWlbRs **edTPA Work Groups** ▪ Collect a set of student work samples ▪ Read the State Standards **Appendix A&B** (Van de Walle)	**ENTRY INTERVIEW** **(No Class Week 2)** Scheduled Online Entry Interview with Guided Practice Teacher(s) and Candidate(s). **Read** ▪ Figure 2.1 Guiding Questions for What Matters (SJML 2020) ▪ Introduction (CGI) ▪ Chapters 1-3 (CGI) ▪ Chapter 9: Posing Problems and Eliciting Thinking (CGI) **Read.** **Assessing for Learning pages.** (Van de Walle) Read Grades **Pre-K-2** pages 27-39 Grades **3-5** - 28-40 **Due Week 3**

2	**3**	**Assessing for Learning** **Question Formulation Technique** **Questions that promote reflection and metacognition**. **Family Engagement** **Connecting with EDUC 674** **Chapter 11** **The Community: Engaging with Families and Neighborhoods** Oakes, Lipton, Anderson & Stillman. (2018). Teaching to Change the World	**Social Justice Context** Telling Stories About Schools: Using Critical Race and Latino Critical Theories to Document Latina/Latino Education and Resistance. **Content** **1.** POD: *Conceptual Understanding Procedural Fluency & Mathematical Reasoning/ Problem-solving Skills Using CGI STEM Stories* 2. RFV#1 Presentations &Discussion **3.** What is CGI and why is it important? **Instructional Models/Strategies** Utilizing Student's Voices Figure 10.2 Steps of the Question Formulation Technique https://rightquestion.org/rqi-resources/videos/ Using the Right Questions *in Groups* • Figure 10.4 Questions That Promote Reflection and Metacognition *Social Justice Math Lesson-SJML (2020)* **Read:** **Assessing for Learning pages.** (Van de Walle) Grades **Pre-K-2** pages 27-39 Grades **3-5** - 28-40 • **edTPA Workgroups**. Identify a central focus • **Create a formative assessment**	**Presentations:** Utilizing Student's Voices (See and Describe) **Due: Week 3 Upload to Edthena** **RFV1/CAPSTONE,PARTA** **(Part of KeyAssessment 4)** **Next Steps** • edTPA Task 4 Assessment Activity: Collect 1 set of student math work to bring to class. Due Week 4 **Read** • Chapter 3: Addition and Subtraction Children's Solutions Strategies (CGI). Due week 4 ▪ Grades Pre-K-2 Chapter 8: Developing Meaning for the Operations (Van de Walle) Grades 3-5 Chapter 8: Exploring Numbers and Operation Sense

2	**4**	Differentiating ways of teaching and learning How Do I Assess My Students Understanding of Mathematics *Using Tools of Equity, Access and Inclusion?* **Connecting with EDUC 674** Culturally Relevant Teaching and the Brain. Hammon (2020) (ARES) Part 1	**Social Justice Context** • PDF, "Fostering Civil Discource: A Guide for Classroom Conversations," Facing History and Ourselves **Content:** • POD (CGI): Addition & Subtraction Strategies • Develop or adapt a formative assessment (Rubric) your Class set Student Work sample that will allow you to assess whole class learning. • Activity: Rubric Party **Social Justice Teaching Mathematics Resources** *Social Justice Math Lesson-SJML (2020)* • Figure 3.4 Assessment Strategies to Support Mathematics and Social Justice Discussions • Figure 3.7 Benefits of Using Discussion Practices When TMSJ • • Figure 3.8 Teachers' Actions to Facilitate Discourse During a SJML **Read:** Differentiation Grades **Pre-K – 2** pages 40-52. Grades **3-5** pages 41-53 **edTPA Work Group** Create a rubric	**Due Week 5** RTV 2: Presentation Differentiating Instructions **Next Steps**: Read: • Chapters 5 and 6: Base Ten Number Concepts (CGI) • **Van de Walle** **Grades 3-5** Developing Whole-Number Place Value Chapter 10 **Grades Pre-K-2** Developing Whole-Nuber Place Value Chapter 11 **Due week 5** Van de Walle Planning, Teaching and Assessing Culturally and Linguistically Diverse Children pages 54 70 Pre-K-2/grades 3-5 pages 55-71 (2)Planning, Teaching, and Assessing Children with Exceptionalities 70-85 Pre-K-2/ grades 3-5 pages 71-85 **Due week 5**

3	**5**	Differentiating **Instructions for Learners and Special Needs, for Gifted and Talented Learner, and/or for English Language Learners** **Connect with EDUC 674** Culturally Relevant Teaching and the Brain (ARES) Part 2 Chapters 5-7	**Context:** • Article, "Teaching With Current Events in Your Classroom," Facing History and Ourselves • **Social Justice Teaching Strategies** Figure 4.3 Social Justice Teaching Strategies *Social Justice Math Lesson-SJML (2020)* **Content:** POD: Base-Ten Number Concepts **Instructional Models:** Presentation on *Differentiating* Instructions **Discuss Observational Form #1** edTPA workgroups Analyze whole class **Read:** Before Class Van de Walle (1)Planning, Teaching and Assessing Culturally and Linguisticall Diverse Children pages 54 70 Pre-K-2/grades 3-5 pages 55-71 (2)Planning, Teaching, and Assessing Children with Exceptionalities 70-85 Pre-K-2/ grades 3-5 pages 71-85	**Observation Form #1** **Due Week 5** **Upload on the LMS** **Presentation RTV 2:** **Differentiating Instructions in Mathematics** **Due Week 5** Read **Chapters 7**: Solving Multidigit Problems (CGI) **Chapter 8:** Problem Solving as Modeling **Chapter 10:** Engaging Students with Each Other's Ideas (CGI)

3	**6**	Cognitive Guided Instructions **EDUC 674** **Connection**: Culturally Relevant Pedagogy and the Brain. Hammond. Part 3 Chaps 8 & 9	**Context** Figure 4.3 Social Justice Teaching Strategies *Social Justice Math Lesson-SJML (2020)* Article, "How Inquiry-Based Learning Can Work in a Math Classroom" (2017). University of Texas, Arlington **Content** • POD: • **Chapters 7**: Solving Multidigit Problems (CGI) • **Chapter 8:** Problem Solving as Modeling • **Chapter 10:** Engaging Students with Each Other's Ideas (CGI) **Read Before Class: Van de Walle.** **Grades Pre-K-2** Building Strategies for Whole-Number Computation: Chapter 12 **Grades 3-5** Building Strategies for Whole Number Computation: Chapter 11 **edTPA work groups** Analyze 3 focus students **Prepare to discuss** the complexities of Academic Mathematics Language that includes: • Monitoring student's mathematics language use; • Mathematics language function; • Mathematics vocabulary and symbolic language; and • Instructional strategies to deepening student learning.	**Weeks 7-8 Preparation edTPA** **Due Week 7** **Upload to EDTHENA** **Prepare RTV 3: CGI** **Read (CGI)** **Chapter 11** Mathematical Principles Underlying Children's Mathematics **Due week 7**

4	**7**		**EDUC 677** Continue to follow the edTPA Study Guidelines edTPA Collaborative Study Groups Task 4 ***Write a re-engagement lesson.*** • Monitoring student's mathematics language use; • Mathematics language function; • Mathematics vocabulary and symbolic language; and Instructional strategies to deepening student learning.	**Observation Form #2 Due upload to the LMS** **Upload RFV #7: CGI to Edthena** Problem Solving Strategies (Van de Walle) Grades Pre-K pages 12-26 Grades 3-5 pages 13-28
4	**8**	***edTPA* Preparation**	Continue to follow the edTPA Study Guidelines edTPA Collaborative Study Groups ***Implement the lesson with the 3 focus students*** ***Evaluate the effectiveness of the re-engagement lesson***	Continue to follow the edTPA Guidelines **RFV# 5 Direct Teaching due Week 9** READ Due Week 9 Direct Teaching Instructing (Van de Walle) Pages 11-12
5	**9**	**The Next Generation Science Standards** **5Es Instructional Model**	**Read Before Class** **Content** • **From Framework to Next Generation Science Standards** **View during class:** **Disciplinary Core Ideas** **Science and Engineering Practices**	

		Connection to EDUC 674 Ralabate Chapters 1-3	**Crosscutting Concepts** • **5E(z) Guidelines for Designing Research-Informed Science Lesson Sequences**	
5	**9**	**Physical Education Standards** **Introduction 5Es Instructional Model** **Connections to EDUC 674** Ralabate: Chapters 4&5	**Why Integrate the Curriculum?** **View Before Class:** Animal Patterns: Integrating Science, Math & Art https://www.teachingchannel.org/videos/teaching-patterns http://study.com/academy/lesson/integrated-curriculum-definition-benefits-examples.html Ross Spiral Curriculum: An Interdisciplinary Approach to Science https://www.youtube.com/watch?v=hHZhkB0FJik Learning Through the Eyes of Kyane https://learn.teachingchannel.com/video/through-students-eyes Students learning science with an IEP	**Observation #3 Form Due week 9** **Upload on the LMS** **RFV 4:** Directed Teaching (Science) **Due Week 9**

5	**10**	Families Involvement in Science	**Read Before Class** **Read Before Class (pages 61-94)** **Physical Sciences**: Where's My Sugar? Experimenting With Dissolving **View and Discuss During Class** ▪ The 5Es Exploring Chemical vs. Physical Changes in Science https://learn.teachingchannel.com/video/teaching-physical-and-chemical-changes ▪ **Water Unit:** Content Differentiation in 3rd Grade Science https://learn.teachingchannel.com/video/content-differentiation-science Content Differentiation in 3rd Grade Science https://learn.teachingchannel.com/video/content-differentiation-science	**Due Week 11** **RFV: 5Es (Science)** **CAPSTONE, PART B Due Week 11** a. **Identify a Problem of Practice** b. **Identify 2 Peer-Review Research Articles** c. **Create an Action Plan** *Collaborating with Families and Science: Learning Through Nature* https://www.teachingchannel.org/videos/young-learners-environment Due Week 10

6	**11**		**Read Before Class** **View During Class** 5Es Presentations and Discussion **GT Feedback Group Discussion** **CAPSTONE, PART B (Group Work)** d. **Identify a Problem of Practice** e. **Identify 2 Peer- Review Research Articles** f. **Create an Action Plan** Process vs Product Goals https://www.youtube.com/watch?v=Gm04s3wWWnM&feature=youtu.be	**Observation #3 Form Due week 11 Upload on the LMS** **Reflective Focus Video # 5 5Es Presentation & Discussion Due Week 11**

6	**12**	Speedometry	**View Before Class:** **Problem-based Learning**: Perseverance and Problem-solving STEM Lesson IDEAS: • Editable Cars • The Brain Safety Design Challenge: Neuroscience • Persistence in Problem-Solving https://www.teachingchannel.org/videos/tch-presents-teaching-problem-solving (58 mins.) **During Class:** Discussion Reflective Focus video #4: Problem-based Learning **Speedometry Presentation** Mattel & Rossier Partnership Hotwheels **Grade 4** https://hotwheels.mattel.com/en-us/content/images/speedometry/Speedometry_Grade_4_Lessons.pdf https://play.hotwheels.com/en-us/speedometry.html **Grade K** Content Instructions https://hotwheels.mattel.com/en-us/content/images/speedometry/SpeedometryKindergartenCurriculumCCSS.pdf	**EDUC 677** **Prepare** CAPSTONE, PART C **(Key Assessment 4)** **a. Enact Action Plan** **b. Implement Teaching Video** **c. Collect Student Work** **due week 13** **Due Week 13** **RFV #6**: Problem-based Learning Presentation and Discussion

7	**13**	**Problem-based Learning**	**Read Before Class** **During Class** ▪ Presentations & Discussions for Capstone Part C ▪ Group Discussion: Feedback GT Observation #5 ▪ **Reflective Focus Video # 6: Problem-Based Learning Presentation and Discussion** **Taking Care of Our Environment Pre-K-K** https://youtu.be/eDFfHhOP_VM **The Recess Path Grades K-2** https://my.pblworks.org/project/recess-path Shrinking Our Footprints Grades 3-6 https://my.pblworks.org/project/shrinking-our-footprints	**EDUC 677** **Observation #5 Form Due Upload on the LMS**
7	**14**	**Creating My Professional Learning Environment**	**Presentations & Discussion** **CAPSTONE, PART D**	**EDUC 677 Due Week 15** **Prepare to Present Final Assessment: CAPSTONE, PART D** **Observation Form 6 Due** a. **Summarize Findings Aligned Goals** b. **Analysis findings** c. **Implications** d. **Professional Goals**

8	**15**	CAPSTONE PROJECT PRESENTATIONS	**Presentations & Discussion CAPSTONE, PARTD** **Final Assessment: CAPSTONE, PARTD** **Observation Form 6 Due** a. **Summarize Findings Aligned Goals** b. **Analysis findings** c. **Implications** d. **Professional Goals**	**EDUC 677** **Observation #6 Form Due week 15** **Upload on the LMS**
8	**16**	**EXIT INTERVIEW**	**Create Induction Plan**	EXIT INTERVIEW (No Class)

Appendix A: Addendum to Clinical Field Experience Agreement

Fall 2020

School Site Attendance and Load: Due to countless in person school closures during the Fall 2020 semester, the MAT Program has made significant changes to the school site attendance and teaching load requirements for candidates (see Fall 2020 Fieldwork Guide for details).

I understand that I am responsible for completing and logging 15-20 hours a week of guided practice for 15 weeks under the supervision of my guiding teacher. Additionally, if I am earning my Preliminary Education Specialist credential, I am responsible for completing and logging 5 hours a week for 15 weeks under the guidance of an Education Specialist credentialed teacher. I understand I must complete a variety of approved synchronous and asynchronous activities that fall under the categories of Planning, Instruction, Assessment and Professional Growth.

_____ Printed Name of Teacher Candidate

_____ Signature of Teacher Candidate

_____ Date

Fieldwork Log

Date	Synch (S) Asynch (A)	Category P, I, A or PG	Describe Activity	Total Hrs/Min
			TOTAL HOURS	

Semester and Year	Fall 2020

Placement Information

Name of School District:	
Name of School & Address:	
Name of School Site Mentor:	
Name of Faculty:	

Signatures

Guiding Teacher Signature & Date		
Teacher Candidate Signature & Date		

DSM-7/3/20

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INTRODUCTION

Appendix C: ENTRY INTERVIEW GUIDE

EDUC 673: Applications of Curriculum & Pedagogy, Part A

The Entry Interview provides a structured opportunity for you, your Guiding Teacher, and your 673 Instructor to meet together to discuss your understanding of the expectations of this course, your learning goals for the first 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 by using another video conferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the 673 Instructor and Guiding Teacher to take place during the first week of the term or sooner (if amenable to all parties), as in prior to the first week of classes/placement.

QUESTIONS TO CONSIDER IN PREPARATION FOR YOUR ENTRY INTERVIEW:

1. Identify individual goals: What should you know and be able to do (pedagogical content knowledge) to begin work as a pre-service teacher in your first fifteen weeks of student teaching? What are your desired goals/outcomes for this clinical field experience?
2. Devise a plan: What actions will you take and what efforts will you invest to achieve your stated goals for this term/course? What types of support do you desire from your Guiding Teacher and Instructor to accomplish these goals?
3. Discuss modes of reflection and types of evidence: How will you know that you are making progress toward accomplishing your desired goals/outcomes during *and* by the end of this course? How will you maximize existing opportunities within the course to engage in reflection on your teaching? What other reflective methods will you use to improve your practice? What activities will count as evidence/data in the reflection and self-assessment of your teaching practices?

The 673 Instructor will also ask additional questions to challenge assumptions, while assisting you in cultivating your goals and refining your plan for achieving and assessing those goals. Your attendance to the Entry Interview is mandatory; t**he attendance of your Guiding Teacher is strongly preferred, but not required**. Should your GT not attend, you will not lose credit. Please make every reasonable effort to ensure your Guiding Teacher participates in the Entry Interview, as this opportunity is important to your development and to your GT's understanding of the course goals and requirements. Please refer to the rubric for this assessment before attending your Entry Interview.

Remember: The scores that you receive in this rubric are the instructor's indication of your performance at this point in your preparation. The feedback provided should encourage you to focus on specific areas of growth.

Component	**Points**	**Feedback**
Sets clear instructional and professional development goals	12345	
Discussion and Plans for Supporting Varied Student Learning Needs	12345	
Discussion and Plans for Identifying and Supporting Language Demands	12345	
Discussion and Plans for Assessments to Monitor and Support Student Learning	12345	

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Appendix D: Teaching Load Responsibilities Scope and Sequence

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 Teacher and the USC Instructor***.					
	Week	**Teaching Load**		**Week**	**Teaching Load**
EDUC 673 Applicatio ns of Curriculum & Instruction , Part A	1 8/24/20 8/28/20	Complete Site-Assessment	**EDUC 677 Application s of Curriculum & Instruction, Part B**	1 8/24/20 8/28/20	Complete Site-Assessment
	2 8/31/20 9/4/20	Entry Interview		2 8/31/20 9/4/20	Entry Interview
	3 9/7/20 9/11/20 Mon 9/7 Labor Day	Teach or Co-Teach 1-2 lessons		3 9/7/20 9/11/20 Mon 9/7 Labor Day	Teach 2 sequential lessons
	4 9/14/20-9/18/20	Teach or Co-Teach 1-2 lessons		4 9/14/20-9/18/20	Teach 2 sequential lessons
	5 9/21/20-9/25/20	Teach or Co-Teach 1-2 lessons		5 9/21/20-9/25/20	Teach 2 sequential lessons
	6 9/28/20 10/2/20	Teach or Co-Teach 1-2 lessons		6 9/28/20 10/2/20	Teach 2 sequential lessons

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7 10/5/20 10/9/20	Teach 2 sequential lessons	7 10/5/20 10/9/20	Teach 3 sequential lessons
8 10/12/20 10/16/20	Teach 2 sequential lessons	8 10/12/20 10/16/20	Teach 3 sequential lessons
9 10/19/20 10/23/20	Teach 2 sequential lessons	9 10/19/20 10/23/20	Teach 3 sequential lessons
10 10/26/20 10/30/20	Teach 3 sequential lessons	10 10/26/20 10/30/20	1 Full day of learning experiences
11 11/2/20 11/6/20	Teach 3 sequential lessons	11 11/2/20 11/6/20	1 Full day of learning experiences
12 11/9/20 11/13/20	Teach 3 sequential lessons	12 11/9/20 11/13/20	1 Full day of learning experiences
13 11/16/20 11/20/20	1 Full day of learning experiences	13 11/16/20 11/20/20	2 Full days of learning experiences
14 11/23/20 11/27/20	1 Full day of learning experiences	14 11/23/20 11/27/20	2 Full days of learning experiences

Thanksgi ving Holiday Wed 11/25-Fri 11/27		Thanksgi ving Holiday Wed 11/25-Fri 11/27	

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15 11/30/20 12/4/20	1 Full day of learning experiences Exit Interview	15 11/30/20 12/4/20	2 Full days of learning experiences Exit Interview
16	**No Lessons / Final Assessment Due**	16	**No Lessons / Final Assessment Due**

INTRODUCTION

EXIT INTERVIEW GUIDE & RUBRIC

EDUC 673: Applications of Curriculum & Pedagogy, Part A

The Exit Interview provides a structured opportunity for each candidate, her/his Guiding Teacher, and the 673 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 onto EDUC 677: Applications of Curriculum & Pedagogy, Part B. The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their assessments (i.e., planning and teaching videos). In addition, the 673 Instructor will ask additional questions to assess the candidate's progress and ability to facilitate learning during student teaching. Candidates will be assigned a date and time for their Exit Interviews.

QUESTIONS TO CONSIDER AS YOU PREPARE FOR YOUR EXIT INTERVIEW

- What were your goals for yourself and for your students during this first round of student teaching? Discuss the strengths of your teaching practices during this term. What student-based evidence can you provide to support your responses?
- Which methods did you use to enhance both written and verbal academic language and content-related vocabulary?
- Which methods did you use to provide feedback to students? How did the students utilize this feedback to improve skills, knowledge, or understandings?
- How did you collect, analyze, and use formative and summative assessment data to inform instruction?
- How did you differentiate instructional tools, activities, and assessments so that all students—including

  those with special needs and those who are gifted—had equitable opportunities to demonstrate relevant

  knowledge/ understandings/ skills?

  •

- What patterns have you identified in the relationship between your teaching practices and your students' learning?
- With what have you struggled most thus far in student teaching? Describe the challenges of practice you may have overcome and the challenges of practice you seek to overcome moving forward. What student – based evidence can you provide to support your responses?
- Discuss three major goals you have for your next semester of student teaching and discuss how these goals will affect your students.

How did you utilize the reflective process to improve your practice and to achieve the goals you stated in

your Entry Interview?

Component	Points	Feedback
Sets clear instructional and professional development goals based on evidence from student teaching experiences	12345	
Provides Analysis of How Varied Student Learning Needs Informed Instructional Decisions	12345	
Provides Analysis of How Her/His Instruction Supported Individuals' Language Demands	12345	
Provides Analysis of How Assessments Were Used to Monitor and Support Student Learning	12345	

Total Points for Entry Interview: /20

INTRODUCTION

EXIT INTERVIEW GUIDE & RUBRIC

EDUC 677: Applications of Curriculum & Pedagogy in Urban Schools, Part B

The Exit Interview provides a structured opportunity for each candidate, her/his Guiding Teacher, and the 677 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 onto becoming a new teacher/entering the profession. The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their assessments (i.e., planning and teaching videos). In addition, the 677 Instructor will ask additional questions to assess the candidate's progress and ability to facilitate learning during student teaching. Candidates will be assigned a date and time for their Exit Interviews.

QUESTIONS TO CONSIDER AS YOU PREPARE FOR YOUR EXIT INTERVIEW

- What were your goals for yourself and for your students during this second semester of student teaching? Discuss the strengths of your teaching practices during this term. What student-based evidence can you provide to support your responses?
- Which methods did you use to enhance both written and verbal academic language and content-related vocabulary?
- Which methods did you use to provide feedback to students? How did the students utilize this feedback to improve skills, knowledge, or understandings?
- How did you collect, analyze, and use formative and summative assessment data to inform instruction?
- How did you differentiate instructional tools, activities, and assessments so that all students—including

  those with special needs and those who are gifted—had equitable opportunities to demonstrate relevant

  knowledge/ understandings/ skills?

  •

- What patterns have you identified in the relationship between your teaching practices and your students' learning? How have these patterns evolved over two semesters of student teaching?
- With what have challenges have you overcome across two semesters of student teaching? Describe the challenges of practice you may have overcome and the challenges of practice you seek to overcome moving forward. What student – based evidence can you provide to support your responses?
- Discuss three major goals you have for your first year of teaching and discuss how these goals will affect your students.

How did you utilize the reflective process to improve your practice and to achieve the goals you stated in your Entry Interview?

Component	**Points**	**Feedback**
Sets clear instructional and professional development goals based on evidence from student teaching experiences	12345	
Provides Analysis of How Varied Student Learning Needs Informed Instructional Decisions	12345	
Provides Analysis of How Her/His Instruction Supported Individuals' Language Demands	12345	
Provides Analysis of How Assessments Were Used to Monitor and Support Student Learning	12345	

Total Points for Entry Interview: /20