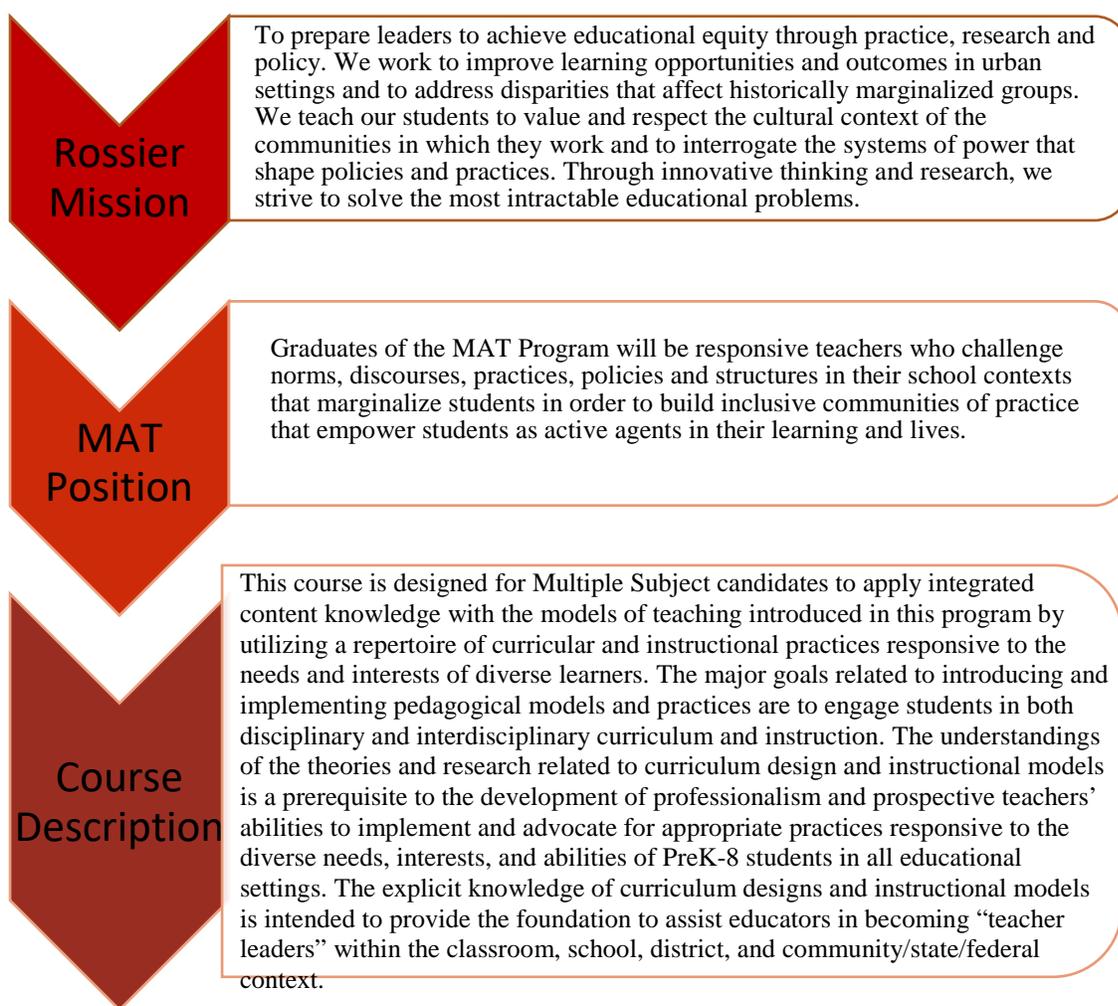**EDUC 677:** Curriculum and Pedagogy: An interdisciplinary approach

Fall 2021
Mondays, 5:00-7:30

Units: 4
Location: HED 103

Instructors: Drs. Sandra Kaplan and Eugenia Mora-Flores
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Hours of Service: 24 hours/daily; 7 days weekly.

Rossier Mission

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

MAT Position

Graduates of the MAT Program will be responsive teachers who challenge norms, discourses, practices, policies and structures in their school contexts that marginalize students in order to build inclusive communities of practice that empower students as active agents in their learning and lives.

Course Description

This course is designed for Multiple Subject 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.
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.
4. Construct clear and appropriate lesson plans that articulate the relationship between subject area, standards, objectives, curriculum, and instructional practices

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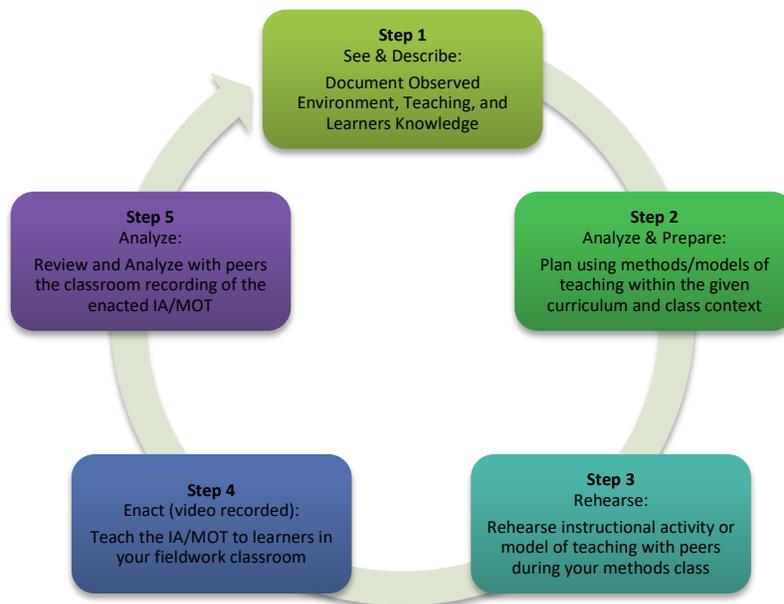
Guided Practice: Our Program's Approach to the Student Teaching Fieldwork Experience

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 Teacher, 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 Teacher to leading more and more classes weekly. This progression allows for feedback from the Guiding Teacher 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 Teacher 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 her or himself and the students s/he is teaching. S/he must learn as much as possible about these students so that s/he can differentiate instruction and design strategies to address the needs of all students in these classes. Candidates should consult her/his 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.

Elementary/Multiple Subjects 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.

Scope and Sequence of Teaching Load Responsibilities (EDUC677)

Week	Teaching Load
	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**.
1	Learn the curriculum, learners, observe the GTs, and plan your first lesson
2	2 sequential lessons
3	2 sequential lessons
4	4 sequential lessons
5	4 sequential lessons
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	6 lessons
8	8 lessons = 4 sequential + 4 additional sequential (i.e., two lessons per day)
9	8 lessons
10	8 lessons, including 1 full day (i.e., your P-GT's full lesson load for one normal day)
11	8 lessons, including 2 full days
12	4 full days
13	4 full days
14	8 lessons
15	6 lessons

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 teacher. 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.

Assignment 1: The Entry Interview*
The Entry Interview provides a structured opportunity for you, your Guiding Teacher, and your 677 Instructor to meet together to discuss your understanding of the expectations of this course, your learning goals for the second fifteen weeks of "guided practice", 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 video conferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the 677 Instructor and Guiding Teacher. Your 677 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. Please refer to the guide for this assessment before attending your Entry Interview.
Week 1-2 – CR/NC - 5% of final grade

Assessment 2: Weekly 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 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 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 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 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.

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 - 10% of final grade

Assignment 3: Reflective Focus Videos
The purpose of the two Reflective Teaching Events (RTEs) is to develop your practice through planning, instruction, assessment, and reflection. 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 the RFV assignment, including a rubric, will be provided in the RFV Assignment Guide.

> **Focused Video 1** (Week 4): Videorecord an Instructional Activity demonstrating differentiation
> **Focused Video 2** (Week 5): Videorecord an Instructional Activity demonstrating supporting students social-emotional learning
> **Focused Video 3** (Week 6): Videorecord an Instructional Activity demonstrating interdisciplinary teaching and learning
> **Focused Video 4** (Week 10): Videorecord an Instructional Activity that demonstrates an area of strength related to accommodating the interaction between curriculum, instruction and assessment
> **Focused Video 5:** (Week 11) Videorecord an Instructional Activity – that addresses your focus area for the Capstone assignment
> **Focused Video 6** (Week 12): Videorecord an Instructional Activity showing how you would present yourself for applying for a full time teaching position

Upload all Focus Videos to EdThena for instructor review. Weeks 4-12: 10 points per RFV; 60 possible points – 40% of final grade

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.*

Assignment 4: 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)	✔ 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.	✔ 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.	✔ 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)	✔ Continue planning and arranging for video recording. ✔ Attend edTPA coordinator office hours if you have questions.	✔ 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 Literacy (Tasks 1-3) segment only. ✔ Begin commentaries for Task 1.	✔ 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)	✔ Enter Context, Lesson Plans, Lesson Materials, and Commentaries for Task 1 into Edthena. ✔ Begin commentaries for Task 1.	✔ 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.	✔ 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)	✔ 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.	✔ What questions do you have regarding the edTPA handbook?
4	8 (attend edTPA Webinar Workshops & collect evidence for Task 3)	✔ 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. ✔ All candidates submit portfolios to Pearson based on Submission dates that will be shared by edTPA coordinator. ✔ Begin commentaries for Tasks 1-2.	✔ What questions do you have regarding the edTPA handbook? ✔ What types of assessments will you use and why? In what modality? How is 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)	✔ 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.	✔ 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)	✔ 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)	✔ 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	✔ Begin commentaries for Tasks 3-4. ✔ Contact Writing Center to review your work, if needed: James, Writing Advisor	✔ How are you changing/modifying your teaching and instructional delivery based on data you

	preparing for submission)	jhayashi@usc.edu (213) 740-2727	have collected through observations and assessments?
7	13 (focus on writing and preparing for submission)	✔ 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)	✔ 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.	✔ 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 rubrics in the edTPA.

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 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 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 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 Teacher/Peer Mentor.
- Part C is **due Week 13-14** 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 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, amounting to 20% of your final grade.

Assignment 6: 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 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 3-14. Up to 26 points may be earned for Class Participation, 2 points per class, 13 class meetings, amounting to 10% of your final grade. Week 2 and 15 will be accounted for through the entrance and exit interviews.

Assessment 7: The Exit Interview & Induction Individual Development Plan

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 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 Reflective Teaching Events (i.e., planning and teaching videos). Candidates will be assigned a date and time for their Exit Interviews.
Assignment 7 constitutes the course Summative Experience - 20 points (10 points for IIDP, 10 points for participation in the Exit interview); 5% of final grade

Week 15 - 20 points - 5% of 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:

Assignment	Points	Weight (% of grade)
Entry Interview	CR/NC	5
Weekly Observation Form	60	10
Reflective Focus Videos	60	40
edTPA Submission	CR/NC	10
Capstone Project	40	20
Class Participation	26	10
Exit Interview (IIDP)	30	5
Total	236	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/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.

"Bias Assessment Response and Support": https://titleix.usc.edu/reporting-options/
"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* 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.

Required Readings and Supplementary Materials

EDUC670 Text- Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction.* Chicago: Chicago UP.

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

Course Schedule: A Weekly Breakdown

Course Schedule	Topics in alignment to MAT domains	Readings and Homework Must be completed before class in preparation for class time sessions.	Assignments/ Due Dates
Unit 1 Weeks 1-2 **August 23** **August 30 (No class- entry interviews)**	**Introduction to Guided Practice and course expectations** - Define course relationship to the development and submission of edTPA; discuss role of edTPA Coordinator **Introduction to Interdisciplinary Curriculum and Instruction (from Unit 2)** - Introduce the concept and goals of interdisciplinary teaching and learning. - Introduce the philosophies that underscore the teaching profession. - Review the components of math instruction: conceptual, procedural, problem solving. <u>Domains</u>: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	**Week 1 Readings** Review edTPA manual Review Tyler, R. W. (2013). Chapters 1 & 2 **Week 2** Entrance Interview with Guiding Teacher: Defining Semester Academic and Collegial Expectations	**Week 2-August 30 NO CLASS** attend Entry Interviews
Unit 2 Weeks 3 **September 6**	**NO CLASS LABOR DAY- UNIVERSITY HOLIDAY**	**Week 3 Readings and Videos** Read article on Interdisciplinary Learning (Video) Creating Objectives (Video) Review the video on Direct Instruction	Attend edTPA info session, prepare edTPA (planning and video recording)
Unit 3 Weeks 4 & 5 **September 13** **September 20**	**Discovery Based Instruction** - Compare the purposes and syntax of discovery based instruction: and its relationship to models of teaching: GI, AO, 5Es and their application across the disciplines: science, math, language arts, social studies. - Define the varied outcomes that discovery and interdisciplinary learning have for gifted, SPED and EL learners. - Define the formative and summative strategies to assess student needs, interests, abilities among students of academic and cultural diversity.	**Week 4 Readings and Videos** Review Tyler chapter on Assessment 2. Read the Reflective Cycle and relate the domains of the document to the teaching and learning of the Di, Gi, AO and 5Es models of teaching **Week 5 Readings and Videos**	EdTPA Q & A session with Assessment Coordinator Videotape and Prepare for EdTPA RFV 1: Due before class time week 4-September 13 RFV 2: Due before class time week 5-September 20

	Domains: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	Learning Activity: Redesign an existing 5E model of instruction focused on mathematics or science so that it is interdisciplinary. Bring to class an advance organizer that could be used to develop an interdisciplinary lesson	**Candidate Observation and Goal Setting Form (week 5-September 20)**
Unit 4 Weeks 6 & 7 **September 27** **October 4**	**Play and its Relationship to Learning, SEL and Culturally Responsive Teaching** - Discuss the nature of PLAY and its relationship to teaching and learning in the various models of teaching and its relationships to academic , social/emotional and cultural differences among learners - Review the VAPA and Physical Education Standards and their relationship as the focus or support for lessons in LA, SS, Math and Science. - Introduce the Role Playing model of teaching Domains: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	**Week 6 Readings and Videos** Review VAPA Standards Review Physical Education Standards Review materials on VAPA- LACOE Teal modules Read the article on "play" as an essential instructional strategy **Week 7 Readings and Videos** Review assigned VAPA videos- LACOE Teal modules Learning Activity: Design and submit an interdisciplinary lesson that focuses on play, individual differences, and social/emotional development. Articulate how the lesson will be assessed .	RFV 3: Due before class time week 6-September 27 Videotape and Prepare for EdTPA **Candidate Observation and Goal Setting Form (week 7-October 4)**
Unit 5 Weeks 8 & 9 **October 11** **October 18**	**Critical, Creative, Problem Solving and Logic Thinking Skills** - Review critical, creative, problem solving and logic thinking skills and where and how they relate to State standards across the - Present the importance of classroom environment to: classroom management, accommodating individual differences academic and social/emotional differences among learners - Introduce the Socratic Seminar model of teaching with emphasis on	**Week 8 Readings and Videos** Article on differentiation Article on classroom management Article on learning centers Review Key Assessment #4 Capstone Assignment Learning activity: Develop the initial question(s) that will guide your Capstone assignment and submit in class	**Submit Part A Key Assessment-Capstone Project – October 18** Continue working on your EdTPA **Candidate Observation and Goal Setting Form (week 9-October 18)**

	conducting discussions that are interdisciplinary in nature. Relate the Socratic Dialogue to an Advance Organizer and identify their similarities and differences - Introduce Key Assessment Domains: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	**Week 9 Readings and Videos** Read the article describing the Socratic Seminar Learning Activity: Design a classroom environment to accompany a lesson plan that includes learning centers, bulletin boards, etc.	
Unit 6 Weeks 10& 11 **October 25** **November 1**	**The Art of Discussion** - Define the importance of preparing students to be a discussant and leader and/or follower in a discussion related to academic, social and persal issues. - Plan and implement a Socratic Seminar lesson and define how this model of teaching has applicability for social studies, science, math and language arts discussions. - Defend the concept that the Socratic Seminar model of teaching is relevant to the planning and implementing of interdisciplinary teaching and learning. - Identify the skills that can be reinforced within the context of the Socratic Seminar model of teaching. - Recognize the many and varied areas related to the function of the school, teacher, students and parents that facilitate and/or hinder its effectiveness to attain the mission and goals defined for the district schools, and classrooms. Domains: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	**Week 10 Readings and Videos** Article on socractic seminar Article on issues during the first year of teaching (L. Darling-Hammond) Revisit reading from EDUC672- Jeff Zwiers, constructive conversations (also available in the Toolbox)	RFV 4: Due before class time week 10- October 25 RFV 5: Due before class time week 11- November 1 **Candidate Observation and Goal Setting Form (week 11- November 1)**
Unit 7 Weeks 12& 13 **November 8** **November 15**	**Redesigning "State-approved" Materials** - Exploring the Teaching of Basic Subject Matter Concepts found in "state-approved" materials. - Identify the relevance of state approved materials for student diversity and instructional relevance - Discuss district and classroom related issues and their resolution: pacing charts, forms of classroom	**Week 12 Readings and Videos** Read an article relevant to contemporary view of teaching Read hand-out on UDL (available in the toolbox) Read overview of MTSS (available in the toolbox)	Submit Part B Key Assessment-Capstone Project (week 12-Nov. 8) Submit Part C Key Assessment-Capstone Project (weeks 13-14: November 15-26)

	management, preparing students for State tests. - Aligning Universal Design Learning principles to models of teaching - MTSS- comprehensive support for all learners <u>Domains</u>: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment		RFV 6: Due before class time week 12- November 8 **Candidate Observation and Goal Setting Form (week 13- November 15)**
Unit 8 Week 14 **November 22**	**Advocacy and Leadership** - Discuss the role of the first year teacher as an advocate and "mentor". - Discuss the various philosophies of teaching. - Discuss the concept of the "teacher/parent conference" and the dialogue that takes place in this conference. <u>Domains</u>: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	**Week 14 Readings and Videos** Article on parent/teacher interactions. Review the article by Seymore Sarasan "Teaching as A Performing Art."	Submit Part C Key Assessment-Capstone Project (weeks 13-14: November 15-26)
Week 15 **November 29 NO CLASS- ATTEND YOUR EXIT INTERVIEW**	Exit Interviews		**Final draft of Key Assessment-Capstone Project- November 29** **Candidate Observation and Goal Setting Form (week 15- November 29)** **Submit IIDP in preparation for Exit Interview – November 29**

<p align="center">**Unit 1: Standards and Objectives: Single Subject and Interdisciplinary**
Weeks 1-2
August 23/August 30</p>

Introduction

This unit initiates the candidates to the expectations of the course. Primary to this introduction are the outcomes derived from student teaching and the roles between the Guiding Teacher and Student Teacher (Candidate). The roles include academic planning and teaching, learning and attending to classroom, school and district expectations, and the dialogue and reporting between the Guiding Teacher and Student Teacher (refer to your guided practice handbook). This course also introduces the dimensions, requirements and timeframes regarding the edTPA and the USC Personnel who provide assistance for comprehending and completing the edTPA requirements.

Learning Outcomes:
- Students will be informed and responsive to the requirements of student teaching and its relationship to be awarded a Teaching Credential.
- Students will comply to the institutional , academic and personal requirements and expectations of student teaching as defined by USC MAT program and the California TPEs.
- Students will review their philosophy of teaching.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Review and discuss the USC/MAT "Guiding Practice" document to describe, analyze and respond to expectations and outcomes expected from the student teaching experience
- Discuss the many and varied practices that can be utilized from previous courses in the student teaching experience
- Discuss the edTPA: purposes, outcomes and assistance rendered by edTPA coordinator
- Plan Entrance Interviews between Guiding Teacher and Candidate.
- Review teaching philosophies: positive and negative consequences of various philosophies that underscore curriculum and instruction, teaching and learning.

Week 1 Readings:
edTPA handbook

Week 2- NO CLASS, Attend your entry interview

NO CLASS- LABOR DAY UNIVERSITY HOLIDAY

Introduction
The purposes of interdisciplinary learning as an essential concept to be integrated into the teaching and learning opportunities provided to all learners will be emphasized. Review of the Direct Instruction model of teaching as a means to plan and implement interdisciplinary lessons across the disciplines of Language Arts, Social Studies , Math, Science and VAPA will be demonstrated to recognize and respond to differences and promote equity among learners. The relationship of social/emotional needs and behaviors of students will be discussed with references to planning and integrating these behaviors into models of teaching with specific emphasis on implementing a Direct Instruction lesson.

Learning Outcomes:
- Review the purposes and process of translating a Standard into an objective.
- Create an interdisciplinary objective responsive to Standards across subject areas such as Language Arts and Science, Math and Social Studies and Math and Science with VAPA integration
- Relate interdisciplinary learning into the syntax of a Direct Instruction lesson with practical emphasis on defining the importance interdisciplinary learning for all students across grade levels.
- Define the behaviors of social/emotional learning and indicate why and how these behaviors can be integrated into a model of teaching, specifically a Direct Instruction.
- Comprehend the many and varied curriculum and instructional methods that respond to the intellectual, social, cultural, linguistic differences among students.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Introduce the meaning and purposes of interdisciplinary learning with a focus on the differences between a discipline that is superordinate and those that are subordinate.

Superordinate discipline - Science		
Subordinate disciplines:	Language Arts	Social Studies

- Demonstrate the syntax of the Direct Instruction lesson and where interdisciplinary learning could be planned and implemented

Motivation	Interdisciplinary presentation of the skill
Demonstration	Interdisciplinary demonstration of how the same skill can be used within more than one discipline
Check for Understanding	Example question: How could this skill be applied in math AND language arts?
Structured Practice	Apply the same skill across more than one discipline with students
Guided Practice	Have student choice the group they want to attend. Each group applies the skill in more than one discipline: example: compare skill in science and language arts; compare skill in language arts and math, etc.
Independent Practice	Students select the two disciplines they will apply the skill in.

- Introduce the behavior categorized within the context of social/emotional; self-awareness, self -regulation or management, social engagement, etc.
- Illustrate where in a Direct Instructional Lesson these skills can and should be introduced and practiced:

Motivation	
Demonstration	Self-awareness
Check for Understanding	Social respect
Structured Practice	

Guided Practice	Social engagement
Independent Practice.	Self-regulation

- Discuss the definition and practices of "differentiation" and/or the planning and implementation of the teaching/learning processes that reinforce the attending to individual differences within teaching and learning:
  - o Where in the lesson is there an opportunity for "choice" or individualization?
  - o Where in the lesson are there open-ended questions to allow for the expression of individual responses?
  - o Where in the lesson is the tempo of the lesson differential to accommodate differences in how students learn?
  - o Where in the lesson is there a variety of resources to accommodate differences in experiences and language backgrounds?
  - o Where in the lesson can students work with a partner AND/OR alone?

Week 3 Readings and Videos: CONTENT ABOVE TO BE COVERED IN WEEK 1- Assignments below to be reviewed during week 3

Read article on Interdisciplinary Learning
(Video) Creating Objectives
(Video) Review the video on Direct Instruction

Unit 3: Discovery Based Instruction
Weeks 4-5: September 13, September 20

Introduction

The academic and personal purposes of discovery learning and its role in planning and implementing lessons within and across the disciplines will be demonstrated and related to the domains on the MAT Reflective Cycle. The importance of constructing and utilizing information derived from formative and/or summative assessments will be discussed with emphasis on how assessment information relates to understanding and planning for the diversity among learners.

Learning Outcomes:
- Define the features and purposes of a discovery lesson
- Compare models of teaching and methods to plan and implement a discovery lesson
- Relate the academic and personal values of discovery learning methods and models of teaching to responding to diversity among learners
- Define the importance and appropriate methods of assessment to attain different types of information about teaching and learning within a lesson
- Relate the features of a discovery lesson to Universal Design Learning principles

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

- Discuss and demonstrate the differences between didactic and discovery learning with emphasis on the roles and outcomes of discovery learning for the teacher and the learners.
- Compare the Advance Organizer, Group Investigation and 5Es models of teaching in relationship to each of their syntactical phases.

Advance Organizer	Group Investigation	5Es
Present the Advance Organizer	Present the Puzzlement	Engage
Practice with the Advance Organizer	Solicit Questions	Explore
Apply the Advance Organizer	Research	Explain
Relate to the Real World	Share and Summarize	Elaborate
	Solicit Additional Question	Evaluate

- Initiate dialogue related to these questions:
  - Where in each model of teaching is the process of "discovery" most emphasized?
  - Where in each model is the teacher dominant and/or the learner dominant? Why do these differences emerge and why are they important to recognize?
  - Where in each model is there a significant opportunity to respond to individual differences: academic, social, linguistic, cultural, etc.
  - Where in each model of teaching is there the most significant opportunity to provide interdisciplinary learning?
  - Where in each model is the best method to apply formative assessment?
- Discuss how a Standard in a given subject area can be planned and implemented in EACH of these models of teaching. Discuss the flexibility of the teaching of standards and the criteria that could be applied to SELECT the implementation of the Standard in one model of teaching versus others.
  - Develop criteria for the decision to select and utilize one model of teaching versus others. Consider the following variables:
    - Student needs, abilities, prior knowledge
    - Time
    - Resources
- Relate the various "discovery- based" models of teaching to the domains on the Reflective Cycle. Note the example to promote discussion:

Domain	Model of Teaching - Syntax	Rationale

Week 4 Readings and Videos:

-Review Tyler chapter on Assessment
-Read the Reflective Cycle and relate the domains of the document to the teaching and learning of the Di, Gi, AO and 5Es models of teaching

Unit 4: Play and its Relationship to Learning, SEL and Culturally Responsive Teaching
Weeks 6-7: September 27, October 4

Introduction
The importance of play as a medium for learning and teaching often is discussed with reference to students in the early years; however, the importance of play as an integrated feature of learning and teaching across all grades will be introduced and demonstrated as a feature of various models of teaching. The importance of the arts and physical education as distinct subject areas as well as their relevance in interdisciplinary experiences are stressed within this unit of study.

Learning Outcomes:
- Define the importance of play and playfulness as features for learning within and across subject areas and how play can be an essential feature of responding to diversity among learners.
- Integrate the concept of play and playfulness within the syntax of the various models of teaching: direct instruction, advance organizer, group investigation and 5Es
- Recognize the utilization of the role playing model of teaching as the means of teaching a standard and In the subject areas of language arts, social studies and science.
- Adapt the VAPA and Physical Education Standards to various models of teaching.
- Defend the VAPA and Physical Education Standards as the primary focus of a lesson plan AND as the interdisciplinary features of a lesson plan.

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

- Introduce the VAPA Standards and discuss their relevance as an area of study.
    - o Demonstrate how one or more VAPA Standard(s) can become the primary objective of a lesson plan in any model of teaching.
    - o Introduce the concept of one or more VAPA Standards as an interdisciplinary feature of a lesson (or unit of study). Discuss the relationship between VAPA Standards and language arts, social studies, math and science standards.
    - o Discuss the implications of VAPA Standards and their orientation to studying art AND engaging in creative art experiences.
        - ▪ Example: Objective: Students will be able to identify and describe the relationship of the setting to the central theme of the story after reading "Call of the Wild" and locating a famous landscape that depicts the setting and share their description in both words and pictures (artistic and personal renderings) they have drawn.
- Introduce the Physical Education Standards and discuss their importance as an area of
    - o Study other than their value as performance indicators during recess, sports, etc.
    - o Discuss the relationship of physical education to the subject areas of math, science,
    - o Social studies and the arts. Note the following chart to facilitate this learning.

Physical Education Standard	Social studies	math	Science
Students demonstrate psychological and sociological concepts and principles that relate to physical activity	Importance of social and physical behaviors in historical activities such as war, politics, etc.	Developmental physiological changes due to age, time, weight, etc.	Study of the human body

- Introduce the concept of "play" as defined by Froebel, Montessori, Reggio Emilia and why play is considered to be an important variable in the teaching and learning processes. Relate the concepts of play to students' interest in gaming, etc.
    - o Demonstrate the concept play using building blocks, straws, etc. to illustrate a concept related to a Standard or objective. (Note there are techniques to illustrate play techniques of building with technology to be used online courses.)
    - o Discuss how "play" can be integrated into a model of teaching.

Model	Syntax	Play
Group Investigation	Research	Create an answer to a selected question
5Es	Explain	Build a model to explain the concept
Direct Instruction	Independent Practice	Dramatize the skill

- Introduce the purposes underlying the Roleplaying model of teaching: providing students with an opportunity for problem solving through enactment or dramatization, engaging students in collaborative/collegial work, reinforcing language development in a purposeful setting with peers.
  - o Demonstrate the roleplaying model of teaching with a standard/ objective from social studies, science or language arts
  - o Discuss the implications of the roleplaying model to respond to diversity within the classroom.
  - o Discuss how the roleplaying model facilitates interdisciplinary learning in the various syntactical areas of the model.

Week 6 Readings:
-Read the article on "play" as an essential instructional strategy
-Review VAPA Standards
-Review Physical Education Standards
-Review materials on VAPA- LACOE Teal modules

Week 7 Readings and Videos
Review assigned VAPA videos- LACOE Teal modules

Unit 5: Critical, Creative, Problem Solving and Logic Thinking Skills
Weeks 8-9: October 11, October 18

Introduction

The purpose and design of the Key Assessment will be introduced and discussed as an assignment that involves reflection and demonstration of concepts and skills related to "becoming a practicing professional A review of critical, creative, problem solving and logic skills and their relationship to the subject areas of math, science, language arts and social studies will be integrated into lesson plans aligned to the models of teaching. The interdependence between establishing the classroom environment and defining classroom management expectations will be discussed with the implications of how the environmental structure of a classroom affects academic, social and emotional behaviors and accommodates the diversity among learners

Learning Outcomes:
- Identify the structures such as learning and interest centers, bulletin boards and seat arrangement and their effects on academic and social/emotional development of students.
- Define the difference academic and social/emotional outcomes derived from various types of classroom management strategies.
- Define and apply the skills of critical, creative, problem solving and logic to the development of subject area standards in language arts, social studies, math and science and objectives, interdisciplinary learning and models of teaching
- Initiate the development of the Key Assessment.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Define the purposes and the elements of the Key Assessment. Discuss the Domains on the Reflective Cycle and how to address them within the development and context of the Key Assessment.
- Discuss the implications of the Key Assessment for interviewing and attaining a position as a teacher.
- Identify the skills relative to each of the major categories of "thinking skills:" logic, problem solving, creative and critical thinking.
  - Relate the skill categories to other systems of skill classification such as Anderson/Krathwal Taxonomy
  - Create clusters that organize the major skills of the discipline and a skills that introduce and/or reinforce the skills of critical, creative, problem solving and/or logic.
  - Example:
  - Reading skill - summarize : related to relate (critical thinking) related to combine (creative thinking)
  - Identify where in the syntax of each model (Direct Instruction, Group Investigation, Advance Organizer, 5Es) would be the appropriate placement to teach and learn one or more of the critical, creative, logic, or problem solving thinking skills.
  - Justify why the thinking skill is appropriately placed and its implications to respond to EL, SPED and Gifted Learners.
  - Example:
  - Direct Instruction - Structured, Guided and/or Independent Practice
  - Group Investigation- Research and Share/Summarize
  - Advance Organizer - Relate to the World
  - 5Es - Explain, Elaborate, Evaluate
- Demonstrate the develop of a learning center focused on a theme that has a set of accompanying task cards that provide interdisciplinary learning experiences related to the selected theme.
  - Discuss how the learning center structure utilized in a classroom provides students of differing abilities, needs, interest with the opportunities to have differentiated learning experiences.
  - Provide students with materials to work in groups to design a learning center focused on interdisciplinary learning of a theme.
  - Allocate time for students in each group to share their learning
  - center and to duplicate each of the learning centers for class
  - members.
- Delineate the many and varied set of classroom management strategies. Discuss the implications of these strategies for social/emotional development, college readiness, differentiation among the diversity of

learners, philosophy of education and learning theories such as Constructivism, Socio-Culturalism, Behaviorism, etc..

Strategy	Social/Emotional	Diversity	Philosophy
proximity			
Wait time			
Problem solving			
Rewards			
"The Look"			
Color Card Turning			
Contract			

- Review various types of differentiation: strategies such as pacing, reinforcement, individualization, replacement, etc. and how these strategies have the potential to positively and negatively affect SPED, gifted, EL students, content and skill acquisition, and the teaching/earning process.

Week 8 Readings:
Article on differentiation
Article on classroom management
Article on learning centers
Review Key Assessment #4 Capstone Assignment

Week 9 Readings and Videos
Read the article describing the Socratic Seminar

Unit 6: The Art of Discussion
Weeks 10-11: October 25, November 1

Introduction
The importance of teaching students how to engage in the "art of discussion" is one of the important aims of both the teaching and learning processes and will be demonstrated and practiced in relationship to the Socratic Seminar model of teaching. Recognizing the importance and integration of critical and creative thinking skills, the value of utilizing open and closed questioning methods and language development strategies will be practiced as contributing factors in developing the "art of discussing." An introduction to the myriad of issues that confront teachers and administrators at the curriculum, instructional, and professional levels will be introduced and discussed to prepare candidates for their entry into the field of teaching.

Learning Outcomes:
- Define the importance of preparing students to be a discussant and leader and/or follower in a discussion related to academic, social and persal issues.
- Plan and implement a Socratic Seminar lesson and define how this model of teaching has applicability for social studies, science, math and language arts discussions.
- Defend the concept that the Socratic Seminar model of teaching is relevant to the planning and implementing of interdisciplinary teaching and learning.
- Identify the skills that can be reinforced within the context of the Socratic Seminar model of teaching.
- Recognize the many and varied areas related to the function of the school, teacher, students and parents that facilitate and/or hinder its effectiveness to attain the mission and goals defined for the district schools, and classrooms.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Introduce the philosophy that undergirds the development and practice of the Socratic Seminar model of teaching: history related to Socrates, importance to become a discussant and relating the concept of discussion to debate.
    - Demonstrate a Socratic Seminar lesson with some students while other students observe and record responses to these questions:
        - How does the Socratic Seminar model of teaching affect the social/emotional interactions among learners?
        - How does the Socratic Seminar provide for attending to the diversity among learners?
        - How does the Socratic Seminar affect the teaching and learning of subject area State Standards: content, skills, research and products?
        - Wat specific planning and implementation attributes does the teacher need to consider to be effective as an instructor of the Socratic Seminar model of teaching?
        - How does the Socratic Seminar model of teaching relate to other models of teaching in terms of reinforcing skill acquisition, language development,
        - Interdisciplinary learning?
- Introduce the various issues that confront teachers and administrators (principals, supervisors, coaches, etc.) and use these issues to creatively problem solve.
    - Consider utilizing the issues that confront teachers and administrators (principals, supervisors, coaches, etc.) as the content to initiate discussion in the context of implementing a Socratic Seminar.
    - Relate the issues to be discussed to the MAT Domains on the Reflective Cycle. Primarily relate resolution to the Domain of Advocacy.
    - Note the list of issues that can be discussed and engage students to add to the list from issues they have confronted during their student teaching experiences
        - A. present in the Faculty Room overhearing teachers negatively discuss a student
        - B. encountering a colleague who has a different point of view about the nature of how Standards should be taught to students
        - C. told by the principal that the models of teaching are not part of the Teacher Edition assigned to the grade
        - D. disagreement with school policy on behavior management
        - E. colleague states that child is abused at home

- ▪ F. parent says that child is not succeeding at school because of poor teaching
- ▪ G. students are complaining that the work is "boring"
- ▪ H. Supervisor observes in classroom and says that teacher is too nice and too easy on the students.
- ▪ I. Principal and colleagues state that the pacing plan is the guide to sequence ALL learning.

Week 1 Readings:
Article on socractic seminar
Article on issues during the first year of teaching (L. Darling-Hammond)
Revisit reading from EDUC672- Jeff Zwiers, constructive conversations (also available in the Toolbox)

Unit 7: Redesigning "State-approved" Materials
Weeks 12-13: November 8, November 15

Introduction

The relationship between the planning and implementation of commercialy and teacher-prepared materials will be discussed with the purpose of determining the compatible relationship between the two types of materials to meet the needs, interests and abilities of learners. and the expectations of the grade level.

Learning Outcomes:
- Define and defend the features of commercially prepared grade/subject specific curriculum materials that introduce, reinforce and/or extend BOTH the State expectations and teacher/student expectations for learning and achievement.
- Redesign lesson plan from a textbook teacher's edition into a model of teaching that appropriately responds to the diversity among learners within the classroom AND the feasibility of interdisciplinary learning.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Examine a set of grade level subject specific commercially prepared materials to identify their relationships to these criteria:

Subject Area Type of Material	Support for Subject Standards	Support for Differentiation for Students Differences	Support for Language Development

- Redesign a commercial teacher's edition lesson into a selected model of teaching and be able to justify the reconstruction of the lesson using these criteria:
  - maintenance of the original objective and outcomes of the commercially prepared lesson
  - degree to which the redesign of the lesson supports diversity among learners: EL, Gifted, SPED
  - ability to expand the teaching AND learning opportunities for teachers and students
  - relationship of the redesigned lesson to the room environment and classroom management expectations
  - degree to which the redesign lesson responds to the community as well as the district and school expectations
  - ability of the redesigned lesson to expand the students' social/emotional development
  - ability of the redesigned lesson to reinforce the MAT Domains on the Reflective Cycle
  - relationship of the redesigned lesson to the edTPA criteria and California TPE standards.

Week 12 Readings:

-Read an article relevant to contemporary view of teaching
-Read hand-out on UDL (available in the toolbox)
-Read overview of MTSS (available in the toolbox)

Unit 8: Advocacy and Leadership
Weeks 14-15: November 22, November 29

Introduction

The role of the "Teacher As Advocate" is discussed with emphasis on the implications of how and why assuming the role of an advocate is an important attribute to becoming a "professional " educator.

Learning Outcomes:
- Define the role and importance of being an advocate for teaching and learning.
- Outline the procedural and professional relationships related to conducting a parent/teacher conference and its outcomes to be attained from the conference for parent, student and teacher.

Learning Experiences: All learning experiences must be completed and submitted when applicable to receive full credit for class participation each week.
- Reference the concept of Advocacy to the Domains on the MAT Reflective Cycle.
- Discuss the relationship between the concept of leadership and advocate.
- Articulate the many and different roles of the advocate: speaker, coach, respondent, leader, follower. Note definitions among the similarities and differences that each of these roles as an advocate requires. For example, an"advocate respondent" shares the need for information as does an "advocate leader."
- Demonstrate the multiple roles of an advocate utilizing the Role Playing model of teaching
- Reference the multiple philosophies of teaching and identify and relate them to the teacher's role as an advocate.
- Introduce the purposes and procedures that underscore the planning and implementation of a parent/teacher conference.
- Discuss the protocol for an appropriate interaction between parents and teacher.
- Discuss what appropriate evidence can and should be available to parents.
- Identify the positive consequences for asking students to attend the parent/teacher conference.
- Discuss the implications of formal and informal designated parent/teacher conferences.
- Identify the documentation appropriate to share during the parent/teacher conference.
- Identify appropriate follow-up written and/or verbal contact as a consequence of the parent conference.
- Define similarities and differences among parent/teacher conferences regarding an EL, Gifted and/or SPED student.
- Demonstrate and assess at least two mock parent/teacher conferences.

Week 14 Readings:

Article on parent/teacher interactions
Review the article by Seymore Sarasan "Teaching as A Performing Art."

Exit Interview (Week 15)- NO CLASS, ATTEND YOUR EXIT INTERVIEW

Alignment with Academic Standards and Expectations – Teaching Performance Expectations
(Adopted June 2016)

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

TPE	Unit	I or R	Description	Assessment
TPE #1: Engaging and supporting all students in learning	1-8	Reinforced	Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to establish and maintain positive relationships in and outside the classroom.	Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit
TPE#2: Creating and maintaining effective environments for student learning	1-8	Reinforced	Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning.	Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit
TPE #3: Understanding and organizing subject matter for student learning content specific pedagogy	1-8	Reinforced	Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the content area(s) of their credential(s).	Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit
TPE #4: Planning instruction and designing learning experiences	1-8	Reinforced	Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English	Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit

			learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.	
TPE #5: Assessing student learning	1-8	Reinforced	Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design.	Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit
TPE #6: Developing as a professional educator	1-8	Reinforced	Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues.	Entry interview Reflective Teaching Events (1-3) Reflective Focus Video Summative Assessment- Mini-unit Exit Interview