

- **EDUC 673: Applications of Curriculum and Pedagogy ELA - Part A**
- **Units: 4**
- **Term—Day—Time:**
- **Meeting Length: 2 hours 30 minutes**

- **Location: USC City Center or Online**

- **IT Help: (888) 628-5041**
- **1-33Hours of Service: 24 hours/daily; 7 days weekly.**
- **Instructors & Emails:**
 - **Dr. Paula M Carbone pmcarbon@usc.edu**
 - **Dr. Nasser Cortez nasserco@usc.edu**
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 - **Dr. Soo Park soowpark@usc.edu**
 - **Dr. Rebecca Williams willara@usc.edu**
- **Office Hours scheduled individually by each professor.**

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 Statement

- 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

- The major goals are to engage students in meaningful learning using dialogic discussions, culturally situated skills development, problem-posing inquiry, and other competencies in ELA to facilitate instruction that enables learners to become collaborative and independent problem-solvers, as well as critical and creative thinkers. Antiracist pedagogy frames the course as an Enduring Understanding that Eurocentric approaches to planning, teaching, and assessing should be reframed to include Black, Indigenous, and People of Color's (BIPOC) perspectives and knowledge in varied contexts. The essence of this course is to learn and apply how curriculum might be developed according to antiracist, counter hegemonic approaches, what curriculum designs are appropriate for inclusivity of diverse learners, and how the content might be delivered to engage and support all learners in realizing their aspirations. The course is designed to counter the traditional and often reductive approaches to English Language Arts instruction through the principles of problem-posing, critical, and culturally sustaining pedagogies. This course is completed in two parts, Part A and Part B, across Terms 2 and 3, respectively.

Course Learning Objectives (LOs)

These Learning Objectives are intended to prepare ELA Credential Candidates to provide youth in secondary ELA classes with the capacity to make relevant meaning of the worlds they inhabit and to develop the capacity and means to enact change for justice.

- By the end of this course, teacher candidates will be able to:
 1. Recognize the importance of English Language Arts content and skill development as integral features of the learning and teaching process in order to access conceptual, critical understandings.
 2. Design culturally relevant, non-hegemonic curricula for equitable educational outcomes.
 3. Differentiate between curriculum and instruction (i.e., pedagogical practices).
 4. Design coherent sequences of lessons for skill, knowledge and conceptual construction of understanding framed by curricular goals.
 5. Integrate standards into lesson and curricula.
 6. Enact teaching and assessment in content and skill areas to engage BIPOC, novice and more expert learners in developing critical literacy in response to print, digital, media, visual and other texts for participation in social, economic, and political arenas.
 7. Develop an appropriate and rich learning environment that is a community of practice.
 8. Engage in critical reflection to deepen understanding of the relationship between teaching and learning

Course Notes

- Candidates will have ongoing access to the instructor and fellow classmates throughout the course.
- 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 (outside of class time) and chat (during class time) will be the **primary forms** of immediate communication with the instructor. Use the instructor's and your USC email only.
- E-mail will be checked regularly during business hours during the week and will be responded to as soon as possible.
- **ALL DUE DATES ARE CLEARLY MARKED IN THE SYLLABUS, IN THE WEEKLY BREAKDOWN. The Syllabus and the Overview of Course Assignments (your instructor will share with you) will clearly delineate due dates. Each will be explained in detail prior to the submission date.**
- **All print assignments should be created in Microsoft Word and uploaded as a .docx with the exception of videos; assignments should be titled: Last name, assignment – e.g., Carbone-RTE 1 Part A**
- Office hours are designed to meet the needs of enrolled students and will be scheduled accordingly.

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 where noted by instructor (Digital Campus, Google Drive, edthena) 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/>

If online, please remember that the online video feed is considered an educational space, and should therefore reflect that in your demeanor, location, and focus.

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). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

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 follow this link [Reading Folder, 673-ELA](#)**

- For the ELA Concentration of this course, you will also **purchase and read:**
- Appleman, D. (2015). *Critical Encounters in high school English: Teaching literary theory to adolescents* (3rd ed.). Urbana, IL: Teachers College Press. **You must purchase the 3rd edition; previous editions are missing materials added to the 3rd edition.**
- Kellner, D., & Share, J. (2019). *The Critical Media Literacy guide: Engaging media and transforming education*. Brill Sense.

Description of Assignments

The documents, rubrics &/or templates for the assignments are linked for your convenience. PLEASE NOTE: you must be signed into USC with your USC Net ID (my.usc.edu) to access the Google materials linked here.

All assignments have hot links to supporting documentation.

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 for integration into lesson and unit objectives
 - engineer opportunities for students to provide evidence of intended learning through the enactment of appropriate pedagogical approaches
 - scaffold learners' experiences *as needed* to build disciplinary knowledge, interdisciplinary connections, and academic language
 - embed curriculum processes and materials that are authentic to the discipline, enable authentic, "real world" application, and promote higher order thinking with the use of more advanced cognitive tools.

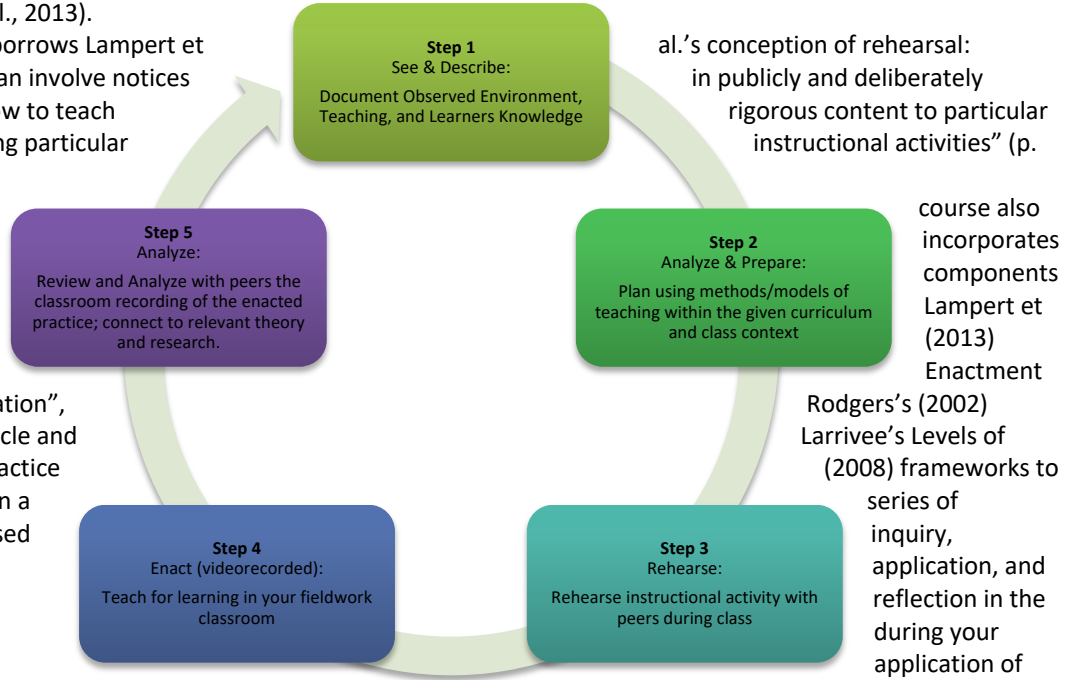
The course work (readings, activities, and assessments) is designed to provide you opportunities to observe and investigate the complexities of your fieldwork classroom's:

- social context
- environment
- instructional practices
- learners' various funds of knowledge and prior knowledge/academic work).

Our goal 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 rigorous content to particular instructional activities” (p. 227). This

of al.’s “Cycles of and Investigation”, Reflective Cycle and Reflective Practice engage you in a evidence-based rehearsal, critical course and fieldwork practice.



Represented in a cyclical graphic, 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

The assignments described below are designed 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” critically oriented practices in your discipline and fieldwork classroom context.

School Site Requirements

The requirements of Guided Practice are expected to be met by the Teacher Candidate, Guiding Teacher or Guided Practice (EDUC673) Instructor—as they are laid out in the Guided Practice [School Placement Policies](#) (Appendix A) and [Roles and Responsibilities](#) (Appendix B). See specifically: “School Site Attendance and Daily Expectations.” The following assignments are intended to develop your practice as you meet the California Teacher Credentialing Commission’s (CTCC) requirements for credentials.

Fieldwork Log

During guided practice, you will be asked to keep a fieldwork log that documents your hours in the field.

- The Fieldwork Log is a requirement of the CTCC – hours must be met to receive a credential.
- The Fieldwork Log is in the Digital Campus Toolbox.
- Please 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 to the Digital Campus.** 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 analysis 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 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, using Zoom, or through the use of other videoconferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the Instructor and Guiding Teacher to take place during the second week of the term or sooner (if amenable to all parties). Your attendance in the Entry Interview is mandatory; the attendance of your Guiding Teacher is required per their contract.

The guide and rubric are available by clicking the link above “The Entry Interview” and in the Digital Campus Toolbos to prepare for the Entry Interview.

This opportunity is important to your development and for your GT’s understanding of the course goals and requirements. You should expect these entrance interviews to take 15-20 minutes.

Weeks 1- 2 - CR/NC

Assignment 2: Weekly USC Candidate Observation and Goal Setting Form

[The Observation and Goal Setting Form \(OGS\)](#) and [rubric](#) are intended to engage you, as a pre-service teacher (PST) in your practice, with the benefit of your guiding teacher’s (GT) expertise and feedback. It is collaborative, completed as you meet with your GT weekly, discuss student learning needs, and set a goal for the next lesson(s).

Beginning in week 3 you will complete the Observation and Goal Setting Form in collaboration with your Guiding Teacher.

- You and your GT will have (at MINIMUM) a conference to discuss your questions as you observe your GT teach, plan upcoming lessons you will be teaching, and discuss and reflect on your practice, with the GT providing feedback and suggestions.
- This form is to be FILLED OUT BY YOU **prior to the conference** as a self-assessment, and brought to the conference for the GT's comments.
- SUBMIT as a word document only, titled with last name, OGS, week #: Carbone, OGS, week 3.

The comments should be focused on your work with the GT: observing, co-planning, teaching, grading, and your RFV video. If a video was not due the week the form is due, then please focus on any or all of the lessons you actively taught for which you have videotape. Prior to filling in your section of the form, you are expected to review your video, and complete your observations prior to meeting with your GT.

- Points are not assigned by the Guiding Teacher – the purpose of the form is for your GT to provide you with instructional, constructive written feedback, from which you can set clear and tangible teaching goals each week. The form should be filled out and discussed weekly; upload to the Digital Campus as a word doc – photos and pdfs are difficult to comment on. Please encourage your Guiding Teacher to provide as many details as possible in his/her feedback to you on this form.

This assignment is required by the California Teacher Credentialing Commission (CTCC): guidance from your fieldwork teacher. Because we are an online program, this is our documentation for CTCC and Accreditation. Weekly, starting Weeks 4-15: 5 points each/60 possible points - 5% of final grade

Teaching Events: Assignments 3 & 4

The teaching events are aligned to the MAT Reflective Teaching Cycle. They are intended to show your development in planning, teaching, assessing, and reflecting to meet the needs of novice and more expert learners, BIPOC and mainstream youth, and students with special needs.

The videos are either a full-length lesson, or “Reflective Teaching Event” or a shorter, close-up of a key competency in your discipline, a “Focus Video”.

Each type of teaching event has accompanying documentation and is described below. A “Reflective Teaching Event Guide” is in the Digital Campus Toolbox and through links within the text below with more detailed guidance and rubrics.

All parts of the teaching videos will be uploaded to edthema.

The California Teacher Credentialing Commission requires that supervising instructors view any credential candidate a minimum of SIX times. The two RTEs and three FVs equal five observations; your video for the Key Assessment is the sixth observation.

Assignment 3: Reflective Focus Videos (3 Total)

Reflective Focus Videos (RFVs) apply the MAT Reflective Teaching Cycle. Each Reflective Focus Video (RFV) may be 10-25 minutes in length, depending on the breadth and depth of the instructional activity you lead in a given class. For the purposes of this assignment, you will submit your [lesson plan](#) (see [annotated example of the Lesson Plan Template](#)) and all related lesson plan materials/documents, and the recording of the instructional activity in focus *only* (i.e., do not submit the full length lesson video unless you have been given advanced approval to do so by your instructor). You will [annotate the video](#) to identify an example of anti-racist, culturally relevant, and/or equity pedagogy with evidence and an example of a moment that might have been improved, with suggested intelligent action. There is also a video explanation:

Although three Reflective Focus Videos are required, your instructor may ask for additional videos to demonstrate development in your teaching practice.

There is a “Reflective Focus Videos Guide” in the Digital CampusToolbox as well as at the link above “annotate the video” with a rubric.

Weeks 3-12: 10 points per RFV; 20 possible points – 15% of final grade.

Please submit all work to [Edthena](#).

Assignment 4: Reflective Teaching Events (2 total)

[Reflective Teaching Event Guide and Rubric](#)

The purpose of the two Reflective Teaching Events (RTEs) is to develop your practice through planning, instruction, assessment, and reflection. Each of the two RTEs have **three distinct parts**, explained below. Additional guidelines may be required by your specific credential track. The RTE includes being present within the context of the fieldwork classroom, planning a lesson within a larger, sequential unit of study to engage all learners, including BIPOC, advanced learners, and students with learning and language differences, in meaningful, appropriately challenging, and authentic learning and assessment opportunities.

Part A: Lesson Planning and Rehearsal – Observe, Analyze, and Prepare (10 points, Lesson Plan submitted to [Edthena](#).)

- Learning about the context of the fieldwork classroom will inform your planning to meet the diverse needs of your students. You will gather observation notes of your classroom context, analyze the context and use that information to prepare your lesson plan. Use the doc “RTE Part A – Appendix A” in the Toolbox as pre-planning guides; only the Lesson plan is uploaded. **The Lesson Plan should reflect this contextual information and be designed after you complete the pre-planning templates, then upload your completed lesson plan to edthena.**

Part B: Annotated Teaching Video (10 points, teaching video uploaded and annotated on [Edthena](#))

You will teach and record your lesson and submit the *entire* lesson recording, uploaded to Edthena in the EXPLORATIONS tab. A lesson is defined as one learning objective (LO), learning task, and means to measure the learning objective. **Should your fieldwork classroom have block scheduling, you are not required to upload an entire, bell-to-bell lesson, but a recording of ONE COMPLETE LESSON within the block scheduled time.** After uploading the video, you will annotate your video (in Edthena) as you watch your practice for Critical Reflection on Practice. An annotation guide [Annotating RFVs & RTEs](#) is also in the Digital Campus Toolbox and is reviewed in the [video](#) available in Unit 2, week 3.

Part C: Critical Reflection on Teaching and Learning (10 points, submitted to [Edthena](#))

Engage in the MAT Reflective Cycle in order to analyze your practice for factors that led to and/or impacted student-learning and plan for next steps to ensure that your practice *changes* so that learning is addressed. A guide for your reflection is at the end of the [Lesson Plan Template](#).

ALL RTEs MUST BE COMPLETED AND UPLOADED TO EDTHENA, WITH ANNOTATIONS NO LATER THAN THE FRIDAY OF WEEK 12.

Weeks 5-12: 10 points per component; 30 points per RTE; 60 possible points – 20% of final grade

Assignment 5: Final Assessment – Teacher Candidate Video Portfolio Analysis Program Key Assessment #2: Submitted to Edthena

The Final Assessment will be developed over the course of the term in stages. (See the Course Breakdown for due dates. It is a curricular unit of study, following the Understanding by Design (Wiggins & McTighe, 2003) framework. For ELA candidates, the focus of the unit of study will be writing assessment, feedback, and instructional next steps in supporting students in writing development.

The Unit should be designed to align to the fieldwork classroom’s upcoming lessons, readings, and assessments. This is intended for an ideal classroom placement; it may be that you are constrained by mandates, the Guiding Teacher’s curriculum, etc. If that is the case, you will design the unit framed by the learning objectives and curricular goal of your GT, but the unit DESIGN will be a more theoretical unit of study, using the “best” curricular

and pedagogical approaches (including Stage 2 assessments) informed by your coursework in the MAT@USC Program.

- In a perfect world, you will teach the lessons in the mini-unit. However, it is understood that each candidate will have a unique schedule, and while the goal is to teach the lessons from the mini-unit you may find that is not possible. THIS WILL NOT IMPACT YOUR GRADE OR THE KEY ASSESSMENT.
- You should design this unit plan with the input and support of your Guiding Teacher (or a peer/colleague in your subject area if you are a credentialed teacher using your own classroom) and plan to teach lessons from the unit plan in for the KA2 and RTEs 2 & 3 of this semester after receiving feedback from your 673 instructor. HOWEVER, AS NOTED ABOVE, IF THIS IS NOT POSSIBLE YOU WILL NOT BE PENALIZED.

The unit sections will be turned in over the course of the term with the following parts: Stages 1-3 of UbD, Evaluation Criteria for the writing assessment, three student writing samples with feedback, and analysis and feedback for the writing samples. Each part is explained below.

[Key Assessment Template](#)

Part 1 – Stage 1 of the unit. This includes the Enduring Understanding, the Essential Questions, and the unit Learning Goals.

Part 2 – Stage 2 of the unit. This includes the *unit's summative assessment* that will measure how students met the unit Learning Goals. It should be authentic (have real world applications) and show transfer of knowledge, engaging students in a new and unique application of learning.

Part 3 – Stage 3. The daily lesson plans that make up the instruction and learning of the unit towards the unit's Learning Goals. Streamlined Lesson Plan Template

Part 4 – Evaluation Criteria for the writing sample from which you will score, provide feedback, and select three student samples to turn in. The criteria may be an [analytic rubric](#), a [holistic rubric](#), or a [criteria chart](#). The assignment for which the evaluation criteria are developed should be copied onto it.

Part 5 – Three student worksamples, reflecting three distinct student needs.

- a. One of the three focus students should have specific learning needs, such as a student with an IEP, a 504 plan, an English Language Learner, a novice reader, an underperforming student or a student with gaps in academic knowledge.
- b. One of the three focus students should be an English Language Learner, or a student who needs support in aspects of language.
- c. One of the three focus students should be need additional support, either to address gaps in academic knowledge or to provide greater challenge.

These samples should show the feedback you provided to each student. You may take a photo of the worksamples or use another method to copy them and prepare them to upload to edthena.

Part 6 – [An analysis of the writing assessment](#) for the WHOLE class, including patterns that emerged, and an analysis of each of the three students' writing from Part 5. The analysis must include what instructional next steps will be taken to provide support for the whole class and individual students' needs that emerged in the analysis. A template will be provided for the analysis and planning for next steps.

Part 7 – A teaching video of about 10 minutes showing your instructional next steps, based on the analysis you completed in Part 6.

[Key Assessment Rubrics](#)

75 points may be earned for the Final Assessment, amounting to 35% of your final grade.

Assessment 6: The Exit Interview

[The Exit Interview](#) uses the [MAT Vision of a Teacher](#) and 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 Applications of Curriculum and Pedagogy, Part B (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 (i.e., planning and teaching videos) and their pedagogical approaches in anti-racist and culturally relevant pedagogies.

A guide and rubric is in the Digital Campus.

Week 15 - CR/NC ; 5% of final grade

Assignment 7: Class Participation

The ELA concentration of EDUC673 is taught using the **flipped classroom** approach. Class lectures and assignment explanations will be viewed prior to each weekly class meeting. This research-based classroom design allows for more time during class for discussion, problem-solving, and support during the fieldwork experience (guided practice).

Punctual attendance and active engagement are expected. Points will be based on:

- punctual attendance and
- the level and quality of your engagement
 - engagement will be measured periodically through self-assessments and instructor observations during whole and small group discussions and activities

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 Digital Campus 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, as well as complete each class lecture prior to class time.**

Excused absences are approved at the instructor's discretion and only if the request is made in advance; in the event of an emergency, the request should be made as soon as possible after the missed class. Following any absence, **excused or unexcused**, you are still expected to engage in the ideas, debates, and conversations of the class.

To make up any absence, excused or unexcused:

Please **watch the video** for the session you missed and **within one week of your absence** send your instructor:

- A summary of the assigned readings for that week, including a practical application for each reading
- Answer two questions that were asked during class time.

Send the make-up work in a word document via email to your instructor.

Weekly; 5% of final grade

Grading Breakdown

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

Assignment	Points Possible	% of Final Grade
Entry Interview	CR/NC	5%
Observation & Goal Setting Forms	60 (5 points each)	5%
Reflective Focus Videos (3)	30 (10 points each)	15%
Reflective Teaching Events (2)	60 (30 points each)	20%
Key assessment #2 Video Portfolio Analysis	75	35%
Exit Interview	CR/NC	5%
Class Participation	45 (3 per class session)	15%

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 Digital Campus and direct links in the syllabus

Assignment Submission Policy

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

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.

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. We understand that in any classroom situation, flexibility may be required.

Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments including work and childcare.

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.

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” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <https://policy.usc.edu/research-and-scholarship-misconduct/>

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500

eeotix@usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care.report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Teaching Load Responsibilities

Overview of Scope & Sequence for Teaching Load Expectations

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
1	Learn the curriculum, learners, observe the GTs, and plan your first lesson
2	Learn the curriculum, learners, observe the GTs, and plan your first lesson
3	Co-teach one lesson with your Guiding Teacher
4	Teach one lesson on your own
5	Teach one lesson on your own and Co-teach another lesson with your GT
6	2 sequential lessons (e.g., Tues & Wed or Wed & Thurs, etc.)
7	2 sequential lessons
8	3 sequential lessons
9	3 sequential lessons
10	3 sequential lessons
11	4 sequential lessons (i.e., one lesson per day with the same group of learners)
12	Co-teach 2 full days
13	Co-teach 2 full days
14	2 sequential lessons
15	2 sequential lessons

Course Schedule: A Weekly Breakdown

The weekly learning objectives are annotated with the California Teacher Performance Expectations (TPEs).

The following list explains the 6 categories of TPEs:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

	Topics	Readings and/or Homework	Assignments and Due Dates
UNIT 1 Week 1	<p>English as a Discipline</p> <p>LEARNING OBJECTIVES:</p> <p>Examine the structure of knowledge in English Language Arts (ELA) in the 21st Century. TPE 2, 3</p> <p>Engaging in identity work. TPE 6</p> <p>Apply “Tool to Assess Teachers’ Level of Reflective Practice” (Larrivee, 2008) to classroom observations of pedagogy. TPE 6</p> <p>ELA Competencies: The role of critical media literacy in ELA. Reflective Practice.</p> <p>Domains: Curriculum; Pedagogy; Critical Reflection; Critical Thinking & Discourse;</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Read the text – print and video – at “why identity matters” : Retrieved from https://criticalmediaproject.org/why-identity-matters/ <i>This is an important introduction to an activity we will complete in class.</i></p> <p>Larrivee, B. (2008). Development of a tool to assess teachers’ level of reflective practice. <i>Reflective Practice</i>, 9(3), 341-360. Carefully read the Handout “The 4 Levels of Reflective Practice” – this is in the reading folder in the Google Drive or shared by your instructor. (p. 1)</p> <p>REVIEW prior to class time – will be used throughout course: CCSS (2016). English Language Arts Standards-Introduction-Key Design Consideration Available at: http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration/ https://www.edutopia.org/blog/getting-know-students-deeply-shane-safir Also review and be familiar with your state ELA secondary standards.</p> <p>Unit Lecture. – view BEFORE class time</p>	<p>Collect signed video release forms.</p> <p>Begin to gather the information on the community, school site, classroom & students for background context which will inform your planning, teaching, assessment & reflection.</p> <p>Take notes on classroom observations of Guiding Teacher’s pedagogy, routines, and management. Consider using the Weekly Observation and Goal Setting Form (OGS) as a tool to guide your observations. No assignment needs to be turned in.</p> <p>Distribute and begin collecting Video Release Forms.</p>
UNIT 1 Week 2	<p>ENTRY INTERVIEW</p>	<p>NO CLASS MEETING THIS WEEK</p>	<p>Entry Interview in lieu of class time.</p>

	<p>Getting to know students</p> <p>Introductory 1:2 Interviews with You, Your Instructor, and Your Guiding Teacher Video interview, in which you and your Guiding Practice Classroom Teacher (GT) discuss goals and outcomes for the course. Click the link above “Entry Interview” for more information.</p> <p>ELA Competencies: Grammar instruction within the socio-political classroom context</p>	<p>Readings: due Prior to Class Time <i>Although class does not meet this week, the two readings assigned will be taken up in an interactive Google Slide (due at the end of regularly scheduled class time) & in Week 3.</i></p> <p>Unit Lecture – View prior to submitting the assignment, due before regularly scheduled class time week 2.</p> <p>After viewing the unit lecture, complete the Observation Guide using the information from the structure of knowledge Unit Lecture and your observations of your fieldwork classroom.</p> <p>Prior to the entry interview: Review the Entry Interview Overview video</p> <p>TPE 1, 2, 3</p>	<p>Gather information: continue collecting information for classroom context & taking notes on classroom observations of Guiding Teacher’s pedagogy, routines, and management.</p> <p>GT will be informed of RTE requirements: First RTE due in edthema by Friday of week 5, no late RTEs allowed.</p> <p>RTEs must include, in any order that works for the Guiding Teacher (GT), a Socratic Seminar, one lesson using literary theory and one lesson of a dialogic (weeks 4-6, 9, 10).</p>
<p>Unit 2 Week 3</p>	<p>Designing Equitable Learning Opportunities Discourse in ELA</p> <p>Learning Objectives:</p> <p>Apply elements of lesson plan using edTPA rubrics to provide rationale. (Add to strategies matrix)</p> <p>TPE 3, 6</p> <p>Examine dialogic teaching and its benefits for student learning; rehearse questioning in a dialogic</p> <p>TPE 1, 2, 3, 4</p> <p>ELA Competencies:</p>	<p>Readings: due Prior to Class Time</p> <p>Kelly, M. (2021). Paulo Freire’s five ideas for dialogical learning. Instructional Coaching Group. 5 pages. Retrieved from: https://www.instructionalcoaching.com/paulo-freires-five-ideas-for-dialogical-learning/</p> <p>Saroyan, W. The Filipino and the drunkard. Print version in Reading Folder (1½ pages) or link to audio (7,40): https://grqaser.org/en/grqaser/337/the-filipino-and-the-drunkard</p> <p>Spalding, A. (27 November, 2020). Dialogic teaching & classroom talk: How to improve dialogue and oracy. 4 pages. IRIS. Retrieved from https://blog.irisconnect.com/uk/blog/developing-effective-dialogic-teaching-and-classroom-talk</p> <p>Tienken, C. H., Goldberg, S. & DiRocco, D. (2009). Questioning the questions. Kappa</p>	<p>OGS due Friday. Must include a LO</p> <p>Sandbox (in class): Designing 4-part Learning Objectives (re-inforcement); dialogic discussion; Investigate questioning</p> <p>TPE 2, 3</p>

	<p>Facilitating dialogic Engaging students in critical thinking Recognize student learning</p> <p><u>Domains:</u> Advocacy, Assessment, Critical Thinking & Discourse, curriculum, Environment, Pedagogy.</p>	<p>Delta Pi 46(1), 39-43.</p> <p><i>These are short, essential readings for conducting discussions and framing questions to engage students in sociocultural learning in response to literature and literary texts. We will use the “Filipino and the Drunkard” in class to model a dialogic discussion so being prepared is essential.</i></p> <p>Unit Lecture & Lesson Planning for FV – View before class time</p>	
<p>Unit 2 Week 4</p>	<p>Structuring Discourse Learning Objectives</p> <p>Deconstruct Instructional Strategies for complex reading in Appleman text in order to design learning objectives/learning tasks. TPE 1, 3</p> <p>Examine and evaluate lesson plan components; rehearse introducing literacy theory(-ies) to your fieldwork context.</p> <p>Sandbox (in class): Problem of Practice: Being “present” – Level 1 analysis (description) for changes in practice TPE 6</p> <p>ELA Competencies: Engaging students in constructing complex responses to literature Critical Reflective Practice Lesson Planning components</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Appleman: Chapter 1-What we teach and why, pp. 1-15. Chapter 2-Prisms and possibilities: introducing multiple perspectives, pp. 16- 28.</p> <p>Unit Lecture&Key Assessment– View before class time.</p>	<p>Focused Video 1 due in edthena before class time. CML, dialogic, or other complex response to text]</p> <p>Lesson Plan Template Review the annotated example of the Lesson Plan Template</p> <p>OGS due Friday.</p> <p>Continue Collecting Information for classroom context</p> <p>Two volunteers to share 5 minute video clip with class next week.</p>
<p>Unit 3 Week 5</p>	<p>Critical Approaches to Teaching & Learning</p> <p>Learning Objectives: Develop and apply critical literacy in lessons.</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Cridland-Hughes, S. (2015). Caring critical literacy: The most radical pedagogy you can offer your students. <i>English Journal</i>, 105(2), 129-132. 3 pages</p>	<p>Key Assessment 2. Parts I & 2: <i>Stages 1 & 2 – planning and assessing in the unit</i> Template for KA-2 Fill in only Stages 1- 2</p>

	<p>Sandbox(in class): Peer review: two volunteers to share 5 minute video clip of practice. Address Problems of Practice (PoP) for intelligent action.</p> <p>ELA Competencies: Distinguish and apply critical literacy approaches from traditional approaches to teaching ELA. (e.g., metaphor, etc.) TPE 1, 2, 3</p> <p>Evaluate EUs & EQs in UbD examples for their value in supporting critical literacy. TPE 1</p> <p>Domains: Advocacy, Critical Reflection, Critical Thinking and Discourse, Curriculum, Environment, Pedagogy</p>	<p>Kellner, D., & Share, J. (2019). Critical Media Literacy Guide: Chapter 1 – Towards Critical Digital and Media Literacies, pp. 1-20 Chapter 2 – Ideology and the Politics of Representation, 21-44. (23 pp)</p> <p>Unit Lecture – View before class time.</p> <p>Recommended not Required: Spector, K., & Jones, S. (2007). Constructing Anne Frank: Critical literacy and the Holocaust in eighth-grade English. <i>Journal of Adolescent & Adult Literacy</i>, 51(4), 36-48. <i>Pay particular attention to the questions for critical literacy</i></p>	<p>Due in Google Drive before next class.</p> <p>OGS due Friday.</p>
<p>Unit 3 Week 6</p>	<p>Learning Objectives:</p> <p>Collaborate to design a student-centered learning opportunity for class using a self-selected chapter in Appleman. REHEARSAL TPE 2, 3</p> <p>Apply theory to practice using literary theory. TPE 1, 2, 3, 4, 5</p> <p>Enactment of literary lenses. TPE 6</p> <p>ELA Competencies: Using youth’s assets to engage with literature for meaningful learning</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Groups read one chapter from Appleman, Chapters 4-6. READ selected chapter independently; prepare STUDENT-CENTERED, ENGAGING “lesson” collaboratively DURING CLASS TIME. Use the appendix in Appleman to engage class & “teach” them the content of the chapter – DO NOT SUMMARIZE. [This is a REHEARSAL for teaching in student-centered, non-transmissive ways. You should use the suggested lessons in Appleman in the appendix to acquaint your colleagues with the theory in the chapter your group “teaches”.]</p> <p>Everyone reads: Chapter 7: The Past is Always New: The New Historicism</p> <p>Unit Lecture – View before class time.</p>	<p>OGS due Friday.</p> <p>Two volunteers to bring in a 5 minute video clip of a problem of practice.</p> <p>Reflective Teaching Event #1 - Video due in edthena [Socratic Seminar OR literary theory] – ELA Lesson Plan, Teaching Video, and Reflection (at the end of the Lesson Plan Template) using template. Review the annotated example of the Lesson Plan.</p>

			Peer Review: Part 1 of KA2
Unit 4 Week 7	<p>Authentic Writing for Problem-Posing Education</p> <p>Learning Objectives:</p> <p>Analyze instruction for argument writing TPE 1, 2</p> <p>Evaluate scaffolds for equity. TPE 1, 3, 4</p> <p>Apply edTPA rubric for assessment. TPE 6</p> <p>Sandbox: Review video (problem of practice) & writing instruction rehearsal. Plan lessons on writing assessment for KA2. REHEARSAL TPE 3, 4, 6</p> <p>ELA Competencies: Teaching strategies for writing instruction to supporting students' response to literature</p> <p><u>Domains:</u> Advocacy, Assessment, Critical Thinking & Discourse, Curriculum, Pedagogy</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Hillocks, G., Jr. (2011). Teaching argument writing: Grades 6-12. Heineman.</p> <p>Read:</p> <p>Preface: Teaching Argument for Critical Thinking, pp. xv-xxvi. Introduction: Planning for powerful learning, pp. 1-11. Chapter 1: Whodunit? Solving Mysteries to teach simple arguments of fact, pp. 15-40. <i>(short pages with lots of illustrations)</i></p> <p>Unit Lecture – View before class time.</p>	<p>Key Assessment 2. Part 3 due.</p> <p><i>A table showing the daily LOs for a 2-3 week unit, aligned to the unit of study from Stages 1 & 2. Add to your work in the template.</i></p> <p>OGS due Friday.</p>
Unit 4 Week 8	<p>Learning Objectives</p> <p>Design evaluation criteria for multimodal compositions.. Distinguish designing & reading MMC. TPE 4, 5</p> <p>Examine & discuss dominant discourses in writing instruction</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Kellner & Share – Critical Media Literacy Guide Chapter 3 – Putting theory into practice pp. 45-61 (16 pp).</p> <p>Park, S. (2015). Assessing students' digital multimodal compositions. International Literacy Association. Retrieved from: https://www.literacyworldwide.org/blog/literacy-now/2015/11/27/assessing-students-digital-multimodal-compositions</p>	<p>Focused Video 2 due Use the Lesson Plan Template. Review the Annotated Example of the Lesson Plan</p> <p>OGS due Friday.</p>

	<p>(assignment & assessment) & equity. TPE 1, 4</p> <p>Apply principles of feedback to a student work sample in collaborative group. TPE 5</p> <p>ELA Competencies: Assessment for equity</p>	<p>Wiggins, G. (2012). Seven Keys to Effective Feedback. <i>Educational Leadership</i>, 70(1), pp. 10-16. Retrieved from: http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx</p> <p>Unit Lecture – View before class time.</p>	
<p>Unit 5 Week 9</p>	<p>Critical Engagement with Texts</p> <p>Provide a the strengths and weaknesses of the Reader Response Theory in a rationale for its use in secondary classrooms. TPE 1, 2, 3, 4</p> <p>Analyze poetry using Reader response to practice using literary theory. TPE 1, 3</p> <p>Sandbox: Rehearsal & peer review of RR in the secondary ELA classroom. TPE 6</p> <p>ELA Competencies: Strategies for discussion of complex text Strategies for response to text</p> <p>Domains: Advocacy, Assessment, Critical Reflection, Critical Thinking & Discourse, Curriculum, Environment, Pedagogy.</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Appleman: Chapter 3-The Lens of Reader Response, pp. 29-52 & pp. 176 & 177</p> <p>Plath, S. “Mushrooms” Retrieved from: http://genius.com/Sylvia-plath-mushrooms-annotated</p> <p>Kellner & Share - The Critical Media Literacy Guide Chapter 4 – Preparing Educators to Teach Critical Media Literacy pp. 62-79</p> <p>Unit Lecture – View before class time.</p>	<p>Reflective Teaching Video (RTE) 2 due.</p> <p>OGS due Friday.</p>
<p>Unit 5</p>	<p>Learning Objectives</p>	<p><u>Readings:</u> due Prior to Class Time</p>	<p>Focused Video 3 due.</p> <p>OGS due Friday.</p>

<p>Week 10</p>	<p>Apply literary theory/lenses to ELA text in fieldwork classroom in instructional activity. TPE 1, 2, 3, 4, 5</p> <p>ELA Competencies: Assessing responses to complex text</p>	<p>Appleman: Chapter 9-Lenses & Learning Styles: accommodating student plurality with theoretical plurality, pp. 128-142</p> <p>Appleman: Chapter 10 – Critical Encounters: Reading the World, pp. 142-150.</p> <p>Unit Lecture – View before class time.</p>	
<p>Unit 6 Week 11</p>	<p>Student-centered Environments</p> <p>Learning Objectives</p> <p>Analyzing the relationship of engagement & student-centered approaches. TPE 1,2</p> <p>Compare structured discussion with dialogic discussion for assessment of student response to complex text. TPE 1, 2, 4, 5</p> <p>Sandbox: Examine viable approaches to support student-centered environments. (edTPA rubrics) TPE 1, 2, 4, 6</p> <p>ELA Competencies: Writing instruction and Assessment Analysis of complex text Assessment of student response to complex text</p> <p>Domains: Advocacy, Assessment, Critical Reflection, Critical Thinking & Discourse, Curriculum, Environment, Pedagogy</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Kellner & Share – Chapter 5: Environmental Justice is Social Justice, pp 80-99. <i>(you may skip pp. 94-97)</i></p> <p>Visual Thinking Strategy (VTS)(http://www.vtshome.org/) for identification of structured discussion. Review the Website & Discover what a Visual Thinking Strategy discussion might look like.</p> <p>Unit Lecture – View before class time.</p>	<p>OGS due Friday</p>

<p style="text-align: center;">Unit 6 Week 12</p>	<p>Learning Objectives:</p> <p>Apply the tenets of Critical Media Literacy (CML) TPE 1, 2, 4</p> <p>Sandbox: Theory – to - practice: rehearse using one of Appleman’s lessons from Appendix, modified for CML. TPE 1, 2, 3, 4, 5</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Kellner & Share Chapter 6 Concluding Thoughts, pp. 100-108</p> <p>Unit Lecture – View before class time.</p>	<p>OGS due Friday</p> <p>Focus Video #3 due before class time in edthema.</p>
<p style="text-align: center;">Unit 7 Week 13</p>	<p>21st Century Skills</p> <p>Learning Objectives:</p> <p>Evaluate classroom practice using varied lists of 21st C skills to identify learning goals for Term 3. TPE 1, 6</p> <p>Design & produce digital poster/infographic on assigned aspect of course content, demonstrating understanding of theory-to-practice. TPE 3</p> <p>Sandbox: Review expectations of commentary for Key Assessment 2, analysis of student writing. TPE 6</p> <p>ELA Competencies: Strategies for multiple means of expression</p> <p>Domains: Advocacy, Assessment, Critical</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>Kohan, W. (2021). Why Paulo Freire more than ever? <i>Academic Letters</i>, Article 277. Pp. 1-3</p> <p>Unit Lecture – View before class time.</p>	<p>OGS due Friday.</p> <p>Teach & Videotape sequential Lesson for KA2 either week. 13 or 14</p> <p>Bring student writing work samples to class (week 14): 3 work samples showing a range from more expert to novice</p>

	Reflection, Environment, Pedagogy		
Unit 7 Week 14	<p>Learning Objectives:</p> <p>Identify and evaluate digital tools for providing feedback. TPE 5</p> <p>Provide & evaluate feedback on student writing samples TPE 5</p> <p>Design a multi-modal composition focused on literary theory in the ELA classroom. TPE 3, 4</p> <p>ELA Competencies: Argument writing instruction</p>	<p><u>Readings:</u> due Prior to Class Time</p> <p>No new readings: work on KA2 No Lecture this week.</p>	<p>OGS due Friday</p> <p>Link to Google Form for Final Exam shared</p> <p>Teach & Videotape sequential Lesson for KA2</p>
Unit 8 Week 15	<p>EXIT INTERVIEW</p> <p>Domains: Advocacy, Critical Reflection, Environment</p>	NO CLASS MEETING.	<p>KA2, Final Assessment, due by MONDAY. NO LATE KA2 assignments can be accepted.</p> <p>Compile Parts 1, 2, 3, 4 of KA2 for upload to edthema: Key Assessment 2. Use Template</p> <p>Analysis of Student Writing</p> <p>Key Assessment Rubrics</p> <p>UPLOAD AS ONE FILE, not 4 files (ignore the directions in edthema). MUST BE A WORD DOC.</p> <p>OGS due Friday.</p>

Final Exam	<p>Critical Reflection Summative Assessment</p> <p>TPE 6</p>	<p>During the time of the scheduled final exam, critically reflect on the key learning from this course. Focus on how it impacted your practice <i>using concrete examples</i> to support diverse learners in academic achievement; include a struggle/challenge and provide analysis and intelligent action for how you will work through the struggle/challenge during the following semester. Use Larrivee's 4-Levels of Reflective Practice, focusing on Levels 3 & 4, to guide your analysis and intelligent action.</p>	<p>Your professor will identify where you will upload the reflection.</p> <p>The reflection must be uploaded by the end time of the scheduled final for classes meeting on this day/time.</p>