

EDUC 673: Applications of Elementary Mathematics, Science and Physical Education Pedagogy A

Units: 4

Fall 2022 Term: Thursdays, 5:00 - 7:30 PM PST

Meeting Length: 2 hours 30 minutes

Location: Online

Instructor: Dr. Shanta M. Smith

Office Hours: T, W, Th 4-5 PM and By Appointment

Contact Info: shantasm@usc.edu

IT Help: (888) 628-5041

Hours of Service: 24 hours/daily; 7 days weekly.

Course Description

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

The major goals related to introducing and implementing pedagogical models and practices are to engage learners in the study of a chosen discipline by using various forms of inquiry, and direct instruction that enables learners to become collaborative and independent problem-solvers, as well as critical and creative thinkers. The understanding 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 needs, interests, and abilities of 6-12 students in all educational settings.

Our evidence of improving all student's learning opportunities in the classroom is to observe to what extent we can *Socialize Intelligence* in the classroom. Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can “teach” Intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students. Michaels, O'Connor & Hall (2010).

Learning Objectives

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

1. **Justify** the match between curriculum, models of teaching, and student needs;
2. **Exemplify** mastery in the implementation of six -models of teaching: Differentiating Instruction, Accountable Math Talks, Cognitive Guided Instructions, 5Es, Teacher-Guided Whole Group Discussion and Inquiry;
3. **Advocate** on behalf of the selections of curriculum and instruction decisions to colleagues, administrators, parents, and other stakeholders; and
4. **Construct** a clear and appropriate lesson plan that articulates the relationship between standards, the objective, curriculum, and the model of teaching

Course Notes

Candidates will have ongoing access to the instructor and classmates throughout the course. Through Canvas, e-mails, course calendars, and Forums, the instructor will maintain communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share ideas, comments, and questions with the instructor and/or classmates through private and public means. In addition, candidates will be made aware of real-time opportunities for discussion with the instructor and classmates. All required materials will be prepared and posted before the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates. E-mail and correspondence through Canvas will be the primary forms of immediate communication with the instructor. E-mail will be checked daily during the week and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. My office hours are posted on the first page of this syllabus. They can be held virtually or in person. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor through Edthena and/or Canvas by the posted due date. Remember to back up your work frequently and post papers on Canvas or Edthena once completed, load files onto a power drive, and keep a hard copy of papers/projects.

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 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.

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, Instagram, LinkedIn, Skype, etc.). Basic tasks will include posting attachments, opening and posting to discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in other courses, candidates will need to be able to video record their interactions with their Guiding Teacher and students (which may be accomplished through the use of a portable micro video camera) and upload videos (in time-limited segments). In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

COURSE REQUIREMENTS

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

Class Time Requirements - Up to 5 points each week

Class Time and/or contact hours weekly: The class meets once a week for 2 hours and 30 minutes. For online students, in order to receive full credit for class time, you must be present via video and teleconferencing. **Class time and participation are worth 10% of the overall course grade.**

- We are encouraging you to use multimedia tools to create the most effective learning environments for your classroom including this class. We expect you to be connected through a computer/monitor, video camera, and audio connection. This makes you eligible to earn the maximum point value for the class time work. **If you are connected by audio only, you are not eligible for the maximum point value assigned during class time.** Each student will be required to copy and paste all or parts of homework assignments during class time.
- Students are also required to examine text, image, audio, and video information from the instructor and other students during class time. **Instructors will award points during class time for text, image, audio, and video contributions. Students who do**

not meet these requirements will be deducted points during class time. Instructors will notify students who are deducted points through the private chat option while online. We are aware that Internet and phone networks can be unpredictable and out of your control. In our experience, these types of interruptions are not frequent, but when they do occur, students will not be held accountable for such events.

Assessment goals for the 16 weeks are to:

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- Design and Implement **2** Reflective Teaching Event (RTE) Videos and **3** Reflective Focus Videos (RFV);
- Co-plan & complete **6** GT Observation Forms
- Complete a Weekly Math Lab
- Submit Mini-Unit Assignment; and
- Submit Key Assessment 4 (**Teacher Portfolio** Parts A, B, &C)

All assignments will include the:

- ❖ Common Core Mathematics Standards (CCS), Common Core Practice Standards, and the Next Generation Science Standards (NGSS) with an emphasis on the Scientific and Engineering Practices and Crosscutting Concepts described in the NGSS, and California Physical Education Standards.
- ❖ English language development standards.
- ❖ Learning objectives reflect the highest of intellectual challenges, including the need to pose questions, conduct purposeful research, think critically, make decisions, and draw reasonable conclusions supported by evidence.
- ❖ Formal and informal assessments.
- ❖ Instructional strategies and learning tasks.
- ❖ Resources and materials and a description of choices that were made.
- ❖ Units must be designed with real-world problems that foster inquiry and embody key concepts like change, equality, and environment.
- ❖ A description about how students share their understandings.
- ❖ Design experiences in whole group and small groups that foster collaboration such as listening, reasoning together, and building upon each other's ideas.
- ❖ A description of how time is structured for feedback that students can receive from classmates and teachers during rehearsals of final findings; such feedback— "What we liked and our questions"—is most helpful and reflects what occurs in actual life experiences.
- ❖ Occasions to revise, modify, and elaborate on findings; and
- ❖ Student and teacher engagement in planning, monitoring of, and self-reflection on work, progress, and results.
- ❖ Opportunities to obtain pre-, formative, and summative assessment information.
- ❖ A clear and easy-to-follow subject-matter integrated curricular structure centered on authentic problems and inquiry.
- ❖ A description of how teachers and students share control of decision making, teaching, and learning; and
- ❖ An analysis about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, how you use an analysis of your student learning or experiences (in or out of school) as a resource, and how you structure new or deeper learning to take advantage of specific student strengths

Common Core Mathematics Content and Practice Standards

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

REQUIRED READINGS

1. Kazemi, E. & Hintz, A. **Intentional Talk: How to Structure and Lead Productive Mathematical Discussions.** (2014).
2. Seda, Pamela & Brown, Kyndall (2021). **Choosing To See.** ISBN: 978-1-951600-80-8
3. Van de Walle, J., Karp, K., et. al. Teaching Student-Centered Mathematics Volume II, *Grades 3-5.* 3rd Edition 978-0134556420. **OR** Van de Walle, J., Karp, K., et. al. Teaching Student-Centered Mathematics Volume II, *Grades Pre-K - 2.* 3rd Edition
4. Adding It Up (online) <https://www.nap.edu/download/9822> The Strands of Mathematical Proficiency/ Chapter 4
5. Institute for Learning Accountable Sourcebook <https://ifl.pitt.edu/how-we-work/sourcebook.cshtml>
6. **Common Core Mathematics Content & Practice Standards**
<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>
7. **Next Generation Science Standards** <https://www.nextgenscience.org/>
8. <https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

Optional Readings

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

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

Descriptions and Assessments

In this course, you will learn alongside other novice teachers to develop, instantiate, modify, adapt, and or create curriculum in your content area in order to activate and leverage learners' prior knowledge to increase the accessibility, rigor, and relevance of the curriculum; plan lessons through the lens of curriculum development, rather than planning lessons as discrete events or activities; effectively translate standards into lesson and unit objectives; engineer opportunities for students to provide evidence of intended learning; scaffold learners' experiences to build disciplinary knowledge, interdisciplinary connections, and academic language; and embed curriculum processes and materials that are authentic to the discipline, enable "real world" application, and promote higher order thinking with the use of more advanced cognitive tools.

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

This course also incorporates components of Lampert et al.'s (2013) "Cycles of Enactment and Investigation" and Rodgers's (2002) Reflective Cycle frameworks to engage you in a series of evidence-based inquiry, rehearsal, application, and reflection practices throughout the course and during your fieldwork application of instructional activities (IAs) and models of teaching (MOTs) learned in this course. Represented in a cyclical graphic below, Figure 1 demonstrates the process in which you will engage to complete a reflective teaching cycle of observation, preparation, rehearsal, enactment, and analysis.

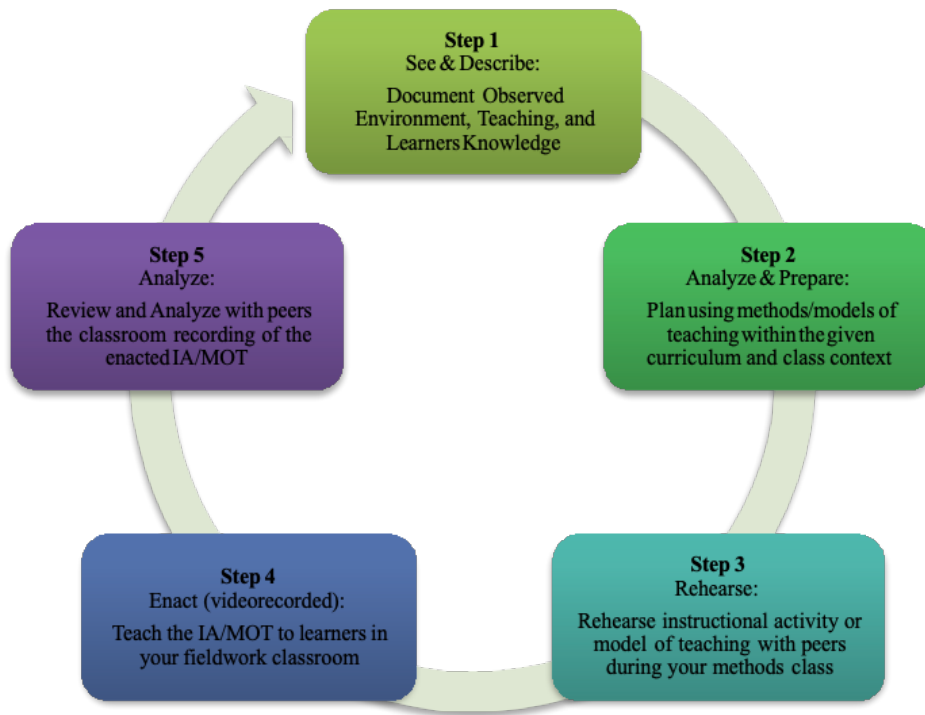


Figure 1: MAT Reflective Teaching Cycle

Each of the assignments you will be expected to complete in this course will be structured to support this reflective cycle. Each assignment will ask you to provide evidence that you are learning to see, describe, analyze, and experiment or “enact” instructional activities, models of teaching, or other curriculum practices in your discipline and fieldwork classroom context. Elements that will count as “evidence” of you meeting those goals, and the activities that will constitute your assessment of teaching performances throughout the course/placement.

Assignment 1: Entry Interview

The Entry Interview is a mandatory component of this course and program and will be conducted over Zoom. You will be expected to actively assist in the arrangement of the Entry Interview with the Guided Practice Instructor and Guiding Teacher to take place during the second week of the term or sooner (if amenable to all parties). The Guided Practice Instructor will ask questions to challenge your assumptions while assisting you in cultivating your goals and refining your plan for achieving and assessing those goals. **Your attendance in the Entry Interview is mandatory;** the attendance of your Guiding Teacher is strongly preferred, but should your Guiding Teacher not attend, you will not lose credit. Please make every reasonable effort to ensure your Guiding Teacher participates in the Entry Interview, as this opportunity is important to your development and your GT’s understanding of the course goals and requirements. **Please refer to the rubric for this assessment before attending your Entry Interview.** *If you are a practicing/licensed teacher in your own classroom, you and the placement office will make arrangements for a peer-mentor to be contracted to support/join you on this entry interview and complete peer observations throughout the semester.

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

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 4 and continuing through the end of Week 15, you will lead instructional lessons by following the Scope and Sequence Guide outlined in this syllabus. 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 Canvas on the appropriate assignment page. Points are not assigned by the Guiding Teacher – the purpose of the form is for your Guiding Teacher (GT) to provide you with instructional and constructive written feedback, from which you can set clear and tangible teaching goals each week. Please encourage

your Guiding Teacher to provide as many details as possible in his/her feedback to you on this form. Using the reflective goal questions provided, you will provide a short synopsis of the pedagogical skills you have learned and your future instructional goals on this observation form. Additional instructions may be provided on the 2SC LMS. Please refer to the rubric for this assessment before submission.

6 observation forms are due (refer to [the At-a-Glance](#) document)

Each complete form is worth up to 10 points each/60 possible points - 10% of the final grade.

Assignment 3: Math Lab

Each week you will spend 1 hour in a digital mathematics lab using Frax Learning. Candidates will spend one hour each week engaged in a math lab. The purpose of the math lab is to continue building your math content skills during the semester.

Weeks 3-15 – CR/NC; 5% of the final grade

Assignment 4: Reflective Focus Video (3 RFV) and Reflective Teaching Events (2 RTE: 1 for science and 1 for PE)

Reflective Teaching Event (RTEs) and the Reflective Focus Video (RFVs) apply the MAT [Reflective Teaching Cycle](#) displayed on p. 8 of this syllabus. The Reflective Teaching Cycle is completed in five distinctive parts, steps, or phases, as demonstrated in the reflective teaching cycle document. In Term 2, the lesson video assignments required you to observe the learning context, document existing learning and teaching practices, and investigate evidence of ongoing student learning. In Term 3, you will focus your work on instructional activities, models, or methods introduced 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 and analyze for the purposes of professional growth as a new teacher.

A RTE consists of a full-length teaching event.

A RFV is 10-15 minutes of the lesson depending on the breadth and depth of the instructional activities.

Weeks 3-15: (2) RTE possible 60 points and 30 points each per RTE--20% of the full grade

(3) RFV is 30 possible points with 10 points per RFV; 15% of final the full grade.

The **schedule** for the Reflective Teaching Events and Reflective Focus Videos are below:

Assignments	Assignment Due Date	Teaching Video	Instructional Model	Subject-matter
See and Describe - <i>What are you noticing?</i>	Week 3 (Bring to class)	Observation	Observations What are you noticing?	Mathematics
Reflective Focus Video (RFV #1) Video 1	Week 5 (Upload to Edthena)	10-15 minutes	Differentiating Instruction for Learners with Special Needs, Gifted and Talented Learners, or English Language Learners. <i>Video Full Lesson 10-15 minutes</i>	Mathematics Upload GT Observation Form (LMS)
Reflective Focus Video (RFV#2) Video 2	Week 6 (Upload to Edthena)	10-15 mins	Cognitive Guided Instructions (CGI) <i>Video 10-15 minutes</i>	Mathematics
Reflective Focus Video (RFV #3) Video 3	Week 7 (Upload to Edthena)	10-15 minutes	Accountable Math Talks: A Productive Mathematics Discussion <i>Video Full Lesson 10-15 minutes</i>	Mathematics Upload GT Observation Form (LMS)
Reflective Teaching Event (RTE #4) Video 4	Week 10 (Upload to Edthena)	Full Lesson Video	5Es & the Inquiry Process <i>Full Lesson Video</i>	Science Upload GT Observation Form (LMS)
Reflective Teaching Event (RTE #5) Video 5	Week 12 (Upload to Edthena)	Full Lesson Video	Small Group Work and Peer Conferencing	Physical Education Upload GT Observation Form (LMS)

Mini-Unit Program Key Assignment #4	Week 13 (Upload to Edthena)	N/A	3-Consecutive Lessons Plans <i>Plan and teach</i>	Science Upload GT Observation Form (LMS)
Teaching Portfolio Videos Program Key Assessment 2: Includes Assignments 4 and 5	Weeks 14-15 (Upload to Edthena)	2/ 10-minutes clips	Inquiry Presentations: <i>The Teaching Portfolio Video presentation includes the Mini-Lesson Unit. You will teach & video, 2 lessons of the 3 Mini-Unit Lessons. In the last week of class, you will engage in a Conference to present your Teaching Portfolio Videos and Assessment Analysis.</i>	Science Upload GT Observation Form (LMS)

Assignment 5: Teacher Candidate Designed Science Mini-Unit Plan

Program Key Assessment #2

The Mini-Unit Plan will include 3 science sequential lessons that would be part of the entire unit. Use the template provided. Candidates will use the [Science Lesson Plan Template](#) that includes identifying the NGSS and application of the 5Es Instructional Model. The Program Key Assessment #2 consist of the Mini-Unit and the Teacher Candidate Video Portfolio analysis.

Assignment 6: Final Assessment – Teacher Candidate Science Video Portfolio Analysis

Program Key Assessment #2

Candidates will complete two “video lesson analyses” that are part of the three Mini-Unit lessons. Select two of the three Mini Unit lessons to complete your Science Video Portfolio.

Part A Description: Candidates will first identify moments of practice aligned with our competencies and TPEs. Using the Rodgers (2002) Reflective Cycle, candidates will complete a “raw description” without judgment or interpretation of the moments of practice they identified. They will describe the evidence of the interaction. Candidates will then analyze what they saw occurring in video observation using parts of their description as evidence for their analysis and draw connections using the supporting literature that brings the course readings, concepts, and skills to bear on what they observed—using Edthena, **time-stamp evidence** to identify areas of student engagement and understanding.

Part B Analysis: Instructional Strategies and Student Learning (Parts 1-2f)

- (a) Candidates will create a **Formative Assessment tool** (quiz, exit slip, etc.) to analyze student learning during the Mini-Unit;
- (b) Create a **Rubric, an Evaluation Criteria** that is aligned with the learning objective(s) that will evaluate the whole class and individual students. *You are encouraged to co-construct your rubric with your students;*
- (c) **Collect and analyze student work;**
- (d) Candidates will create a **Student Evaluation Chart** that describes the whole class scores using the rubric to summarize student learning;
- (e) Provide a **quantitative and qualitative summary** that describes patterns of whole-class learning and identifies an area(s) of struggle identified in your analysis; and
- (f) **Next steps in teaching:** Based on the class and individual student analysis, what teaching strategies you would use to address the student’s errors and misconceptions.

Part C Experimentation: They will then analyze their growth, discoveries, and areas for learning and instructional gains. They will discuss how this new knowledge might impact them as a future teacher or current teacher who is deepening their understanding of this topic. They will generate a plan (not a lesson plan but a plan of action) that might enable them to continue to develop their knowledge and skills as they continue through the MAT so that they will be able to ensure students in their (future) classroom have both access and opportunity to learn. They will incorporate the use of the program domains of teacher practice and our CCTC TPE-aligned program competencies.

Up to 75 points may be earned for the Final Assessment, amounting to 30% of your final grade. The Final Assessment includes the Mini Unit and the Teacher Portfolio Assignments.

Assignment 6: Class Participation

Punctual attendance and active participation are expected. Points will be based on your punctual attendance and the level and quality of your participation. Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the 2sc site for video participation (not just via teleconference). Online candidates who do not participate in the full online class time (via video *and* teleconference) may be given only partial credit for participation in that discussion session.

Both online and on-campus candidates are expected to actively participate in class discussions by asking questions and contributing to the discussion. Excused absences are approved at my discretion and only if the request is made in advance or in the event that you have an emergency, that the request is made as soon as possible after the missed class. Consult me on the process for making up an excused absence.

Weeks 3-15. Up to 65 points may be earned for Class Participation, 5 points per class, 14 class meetings, amounting to 10% of your final grade.

Assessment 7: The Exit Interview

The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and assess the candidate’s progress in this course, and to provide descriptive feedback on the candidate’s growth, strengths, and challenges as the candidate continues onto Guided Practice B (or in some cases, retakes Guided Practice A). The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments (i.e., planning and teaching videos). In particular, candidates must be prepared to respond to the questions provided in the unit description on p. X. Candidates will be assigned a date and time for their Exit Interviews.

Week 16: 20 points; 5% of the 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.

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Assignment	Points Possible	% Final Grade
Entry Interview	CR/NC	5%
Observation & Goal Setting Forms	60 (5 points each)	5%
Reflective Focus Videos	30 (10 points each)	15%
Reflective Teaching Events	60 (30 points each)	20%
Key Assessment #2 Mini Unit & Video Portfolio Analysis	75	30%
Exit Interview	CR/NC	5%
Math Lab	CR/NC	5%
Class Participation	45 (3 points 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 on the “Documents and Tools” page of the course on the LMS (<http://2sc.rossieronline.usc.edu>).

Assignment Submission Policy

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

Grading Timeline

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

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor before 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 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 a documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time: Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

LATE POLICY

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

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

You must attend class time at the time you have signed up with your instructor. If there is an extreme emergency, your instructor may allow you to attend another section for credit with PRIOR approval. Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

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

Support Systems

Several USC 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.

Course Schedule | Weekly Breakdown

Units	Week	Topics	Readings and/or Homework	Assignments and Due Dates
1	1	<p>Who Are My Students?</p> <p>Equity-Driven Mathematics Teaching</p> <p>Balancing The Equation: <i>Building procedural fluency, conceptual knowledge, and reasoning/problem-solving skills</i></p>	<p>Introduction to the 673 MS Course</p> <ul style="list-style-type: none"> • POD • RFVs & RTEs • STEM Course • EDTHENA Uploads • Canvas Uploads • Week 2 Entry-Interviews • Google docs/ folders • Math Lab • edTPA • Office Hours <p><i>What is Social Justice, and Why Does It Matter in Teaching Mathematics?</i></p> <p>Activity: Equity-Driven Mathematics Teaching Frameworks Figure 1.2 Key Elements of Equity-Driven Mathematics Teaching Frameworks Assign students in groups to research one part of the key mathematical framework. <i>Social Justice Math Lesson-SJML (2020)</i></p> <p>View the Video Before Class:</p> <ul style="list-style-type: none"> • Meet Pedro Noguera, Dean of Rossier School of Education: Are we failing our students? • Balancing the Equation: Matt Larson • Math Lab (The minimum of 1 hr/week) 	<p>Due Week 1</p> <ul style="list-style-type: none"> • Read EDUC 673 Syllabus Peruse resources <p>Due Week 3</p> <ul style="list-style-type: none"> • Read Intentional Talk <ul style="list-style-type: none"> • Introduction • Targeted Discussion: How to Structure and Lead Productive Mathematical Discussions. <i>Chapter 1 (Pages 1-16)</i> edTPA Handbook <ul style="list-style-type: none"> • Task 4 <p>Assignment Start this assignment in Week 1:</p> <ul style="list-style-type: none"> • See and Describe: Observation/ What do you notice and Wonder about your students? • View: Introducing Noticing and Wondering • edTPA Handbook <ul style="list-style-type: none"> ○ Complete the Context of Learning Form for Task 4 • <u>Describe your classroom (bring your findings to class):</u> <ul style="list-style-type: none"> ■ What is the social organization in the classroom? ■ What is the instructional model? ■ What kinds of questions are students asking? ■ How are students using technology? ■ How are students making sense of their mathematics thinking? ■ What are the classroom routines?

2	<p>Who Are My Students?</p> <p>Entry Interview with Guided Teacher</p> <p>Creating Routines</p> <p>Creating a Safe and Nurturing Learning Environment</p>	<p>Before the Entry Interview: Reflect and think about what you know, what you want to know more about and what are some of the GT expectations about student teaching.</p> <p>Review the Student Teaching Field Guidelines</p>	<p>Due Week 3</p> <ul style="list-style-type: none"> ● ENTRY INTERVIEW- No Class Week 2 <ul style="list-style-type: none"> ■ Scheduled Online Entry Interview with Guided Practice Teacher(s) and Candidate(s). ● Read <ul style="list-style-type: none"> ■ Intentional Talk <ul style="list-style-type: none"> ● Introduction ● Targeted Discussion: How to Structure and Lead Productive Mathematical Discussions. <i>Chapter 1 (Pages 1-16)</i> <p>edTPA Handbook</p> <ul style="list-style-type: none"> ● Task 4 <p>Van de Walle</p> <ul style="list-style-type: none"> ■ Assessing for Learning pages. (Van de Walle) ■ Grades Pre-K-2 pages 27-39 Grades 3-5 - 28-40 ■ Adding It Up (online) https://www.nap.edu/download/9822 <p><u>The Strands of Mathematical Proficiency: Chapter 4</u></p> <p><u>Choosing To See: Introduction pgs. 1-18</u></p> <ul style="list-style-type: none"> ● Math Lab (The minimum of 1 hr/week) ● Assignments <p>edTPA Handbook</p> <ul style="list-style-type: none"> ● Complete the Context of Learning Form for Task 4 <p>Choosing to See</p> <ul style="list-style-type: none"> ● Write response notes to “Questions To Consider” page 18. Bring your notes to class for a discussion. <p>See and Describe: Observation/ What do you notice and Wonder about your students?</p> <ul style="list-style-type: none"> ● View: Introducing Noticing and Wondering <p><u>Describe your classroom (bring your findings to class):</u> What is the social organization in the classroom? What is the instructional model? What kinds of questions are students asking? How are students using technology? How are students making sense of their mathematics thinking? What are the classroom routines?</p>
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2	3	<p>Assessing for Learning</p> <p>Question Formulation Technique</p> <p>Family Engagement Connecting with EDUC 674 Chapter 11 The Community: Engaging with Families and Neighborhoods Oakes, Lipton, Anderson & Stillman. (2018). Teaching to Change the World https://www.youtube.com/watch?v=mYfC1QM9AS4&feature=emb_logo</p> <p>Balancing The Equation: Building procedural fluency, conceptual knowledge and reasoning/problem-solving skills</p>	<p>Community Check-in</p> <ul style="list-style-type: none"> EDTHENA GT Observations Forms Field Logs 2 RTE vs 3 RFV Rehearsals Lesson Plan Template <p>POD: Conceptual Understanding Procedural Fluency & Mathematical Reasoning/ Problem-solving Skills STEM-based Stories- Multiplication Representations Student-led/ Peer-Peer</p> <p>Instructional Models/Strategies</p> <p>Discussion:</p> <ul style="list-style-type: none"> Navigating Classroom Talks Dialogue: Classroom Observations/ What did you notice? <p>Activity: Figure 10.2 Steps of the Question Formulation Technique: Assessment Strategies</p> <p>Figure 10.4 Questions That Promote Reflection and Metacognition https://rightquestion.org/rqi-resources/videos/ Using the Right Questions in Groups <i>Social Justice Math Lesson-SJML (2020)</i></p> <p><i>What are some ways we can teach students to learn how to ask their own questions?</i></p> <p>View during class:</p> <p>Common Core Math Standards https://learn.teachingchannel.com/video/common-core-state-standards-for-math</p> <p>Common Core Practice Standards https://learn.teachingchannel.com/video/explore-math-practice-standards</p> <p>Understanding Language https://www.youtube.com/watch?v=l4AVFIW-GT4</p>	<p>Due Week 4</p> <ul style="list-style-type: none"> Read Van der Walle <ul style="list-style-type: none"> Grades Pre-K – 2 Differentiation pages 40-52 Grades 3-5 Differentiation pages 41-53 Choosing to See <ul style="list-style-type: none"> Chapter One: Include Others As Experts pgs 19-40 Intentional Talk <ul style="list-style-type: none"> Targeted Discussion: Open Strategy Sharing Chapter 2 – (pages 17- 38) View <ul style="list-style-type: none"> What is Differentiation? Videos Edutopia Math Lab (The minimum of 1 hr/week) Assignment Choosing to See <ul style="list-style-type: none"> Reflect on Questions To Consider Take notes in response to Call To Action questions. Bring your notes to class for discussion.
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2	4	<p>Differentiating ways of teaching and learning</p> <p>How Do I Assess My Students' Understanding of Mathematics <i>Using Tools of Equity, Access and Inclusion?</i></p> <p>Connecting with EDUC 674</p> <p>Culturally Relevant Teaching and the Brain. Hammond (2020) (ARES) Part 1</p>	<p>Community Check-In</p> <p>POD: Cognitive Guided Instructions (CGI): Assessing Errors and Misconceptions; Multiple Representation Student-led/ Peer-Peer</p> <p>Dialogue: Open Strategy Sharing Differentiating Instructions <i>How to Structure and Lead Productive Mathematical Discussions. Intentional Talk</i> Kazemi & Hintz</p> <p>Social Justice Context</p> <ul style="list-style-type: none"> PDF, "Fostering Civil Discourse: A Guide for Classroom Conversations," <i>Facing History and Ourselves</i> Figure 3.8 Teachers' Actions to Facilitate Discourse During an SJML <p>Activities: Rubric Party/ Student Co-constructed Rubric Rehearsal</p>	<p>Due Week 5</p> <ul style="list-style-type: none"> GT #1 Observation Upload on the LMS Read <p>Van de Walle</p> <ul style="list-style-type: none"> Grades PreK-2 Developing Meaning for Operations (Chapter 9) Grades 3-5 Exploring Number and Operational Sense (Chapter 8) <p>Intentional Talk:</p> <ul style="list-style-type: none"> Targeted Discussion: Compare and Connect- Chapter 3 (pages 39- 54) <ul style="list-style-type: none"> RFV #1 Differentiation Presentations Math Lab (The minimum of 1 hr/week)
3	5	<p>Differentiating Instruction for Learners and Special Needs, for Gifted and Talented Learners, and/or for English Language Learners</p> <p>Connect with EDUC 674</p> <p>Culturally Relevant Teaching and the Brain (ARES) Part 2 Chapters 5-7</p> <p>Focusing on Growth</p>	<p>Community Check-In</p> <p>POD: CGI: Academic vocabulary and symbolic language; Mathematics Language Function Student-led/ Peer-Peer</p> <p>Discourse: <i>Compare and Connect- Whole Group</i> <i>How to Structure and Lead Productive Mathematical Discussions. Intentional Talk</i> Kazemi & Hintz</p> <p>GT Observations – Small Group</p> <p>Building a Social Justice Context:</p> <ul style="list-style-type: none"> Article, "Teaching With Current Events in Your Classroom," <i>Facing History and Ourselves</i> <p>Figure 4.3 Social Justice Teaching Strategies Social Justice Math Lesson-SJML (2020)</p> <p>Activity: Presentation Instructional Models RFV #1 Differentiating Instructions</p>	<p>Due Week 6</p> <ul style="list-style-type: none"> Read <p>Intentional Talk</p> <ul style="list-style-type: none"> Targeted Discussion: <i>Why? Let's Justify</i> Chapter 4 (pages 55-75) <p>Van de Walle</p> <p>Grades Pre-K-2</p> <ul style="list-style-type: none"> Planning, Teaching and Assessing Culturally and Linguistically Diverse Children pages 54-70 Planning, Teaching, and Assessing Children with Exceptionalities pages 70-85 <p>Grades 3-5</p> <ul style="list-style-type: none"> Planning, Teaching and Assessing Culturally and Linguistically Diverse Children pages 55-71 Planning, Teaching, and Assessing Children with Exceptionalities pages 71-85 <p>Choosing To See</p> <ul style="list-style-type: none"> Chapter Three: Understand Your Students Well pages 64-82 <ul style="list-style-type: none"> RFV #2- Cognitive Guided Instruction Presentations Math Lab (The minimum of 1 hr/week) Assignment Choosing To See

				<ul style="list-style-type: none"> ● Reflect on “Questions to Consider” questions. ● Take notes in response to Call To Action questions. Bring your notes to class for discussions.
3	6	<p>Cognitive Guided Instructions</p> <p>EDUC 674 Connection: <u>Culturally Relevant Pedagogy and the Brain.</u> <u>Hammond.</u> Part 3 Chaps 8 & 9</p> <p>Balancing The Equation: <i>Building procedural fluency, conceptual knowledge and reasoning/problem-solving skills</i></p>	<p><u>Community Check-In</u></p> <p><u>POD</u> CGI: Base 10 Strategies Student-led/ Peer-Peer</p> <p><u>Discourse:</u> Why? Let’s Justify. Intentional Talk. <i>How to Structure and Lead Productive Mathematical Discussions. Intentional Talk</i> <i>Kazemi & Hintz</i></p> <p><u>Building a Social Justice Context to Deepen Learning</u> <u>Figure 4.3 Social Justice Teaching Strategies</u> <i>Social Justice Math Lesson-SJML (2020)</i></p> <p><u>Activity:</u> RFV #2 - Cognitive Guided Instructions Presentations/Rehearsals</p> <p><u>Flagway</u></p>	<p>Due Week 7</p> <ul style="list-style-type: none"> ● GT #2 Observation Upload on the LMS ● RFV #3- Accountable Math Talks: A productive Mathematics Discussion Teaching Presentation ● READ Giving Students the Opportunity to Drive Lessons <p>Van de Walle</p> <p>Grades Pre-K-2</p> <ul style="list-style-type: none"> ● Building Strategies for Whole-Number Computation: Chapter 12 <p>Grades 3-5</p> <ul style="list-style-type: none"> ● Building Strategies for Whole Number Computation: Chapter 11 <p><u>Choosing To See</u></p> <ul style="list-style-type: none"> ● Chapter Four: Use Culturally Relevant Curricula pages 84-110 <p><u>Intentional Talk</u></p> <ul style="list-style-type: none"> ● Targeted Discussion: What’s Best and Why? – Chapter 5 <ul style="list-style-type: none"> ● Assignment <u>Choosing To See</u> <ul style="list-style-type: none"> ● Reflect on “Questions to Consider” questions. ● Take notes in response to Call To Action questions. Bring your notes to class for discussions. <p>● Math Lab (The minimum of 1 hr/week)</p>

4	7	<p>Balancing The Equation: <i>Building procedural fluency, conceptual knowledge and reasoning/problem-solving skills</i></p>	<p>Community Check-In</p> <p>POD Student-led</p> <p>Discourse: What's Best and Why? <i>How to Structure and Lead Productive Mathematical Discussions. Intentional Talk Kazemi & Hintz</i></p> <p>Building a Social Justice Discussion: Teacher-Guided and Student Driven</p> <p>Activity: RFV #3- Accountable Math Talks: A Productive Mathematics Discussion Video Presentation</p> <p>GT Observations – Small Group</p>	<p>Due Week 8</p> <ul style="list-style-type: none"> Read Van de Walle Grades Pre-K <ul style="list-style-type: none"> Problem Solving Strategies pages 12-26 Grades 3-5 <ul style="list-style-type: none"> Problem Solving Strategies pages 13-28 Intentional Talk <ul style="list-style-type: none"> Targeted Discussion: Define and Clarify – Chapter 6 Start thinking about your Mini-Unit Assignment: Choosing To See <ul style="list-style-type: none"> Reflect on "Questions to Consider" questions. Take notes in response to Call To Action questions. Bring your notes to class for discussions. Math Lab (The minimum of 1 hr/week)
4	8	<p>edTPA Task 4</p> <p>Balancing The Equation: <i>Building procedural fluency, conceptual knowledge and reasoning/problem-solving skills</i></p>	<p>Community Check-In</p> <p>Questions and Concerns</p> <p>POD: edTPA Task 4 Overview/ Problem-Solving Strategies</p> <p>Discourse: Targeted Discussion: Troubleshoot and Revise – Chapters 7 & 8 <i>How to Structure and Lead Productive Mathematical Discussions. Intentional Talk Kazemi & Hintz</i></p> <p>Mathematics Assessment Presentations & Discussion</p>	<p>Due Week 9</p> <ul style="list-style-type: none"> READ/ Survey: Get to Know the Next Generation Science Standards Bring to class: <ul style="list-style-type: none"> Hot Wheel car(s) Ramps Stop Watch Ruler Several surfaces example RTE 1: Science 5Es Presentations Part A

5	9	<p>The Next Generation Science Standards</p> <p>5Es Instructional Model</p> <p>Speedometry</p> <p>Connection to EDUC 674 Ralabate Chapters 1-3</p> <p>Next Generation Science Standards</p>	<p>Community Check-In</p> <ul style="list-style-type: none"> Welcome to Science and PE Science Mini Unit- Discuss Overview Science Teacher Portfolio – Discuss Overview Questions & Concerns? <p>RTE 1: Science 5Es Lesson Planner Part A</p> <p>5Es Guidelines for Designing Research-Informed Science Lesson Sequences</p> <p><i>How can we use our student's cultural artifacts to teach and learn science?</i></p> <p>Activity: View and Discuss NGSS. <i>How is the NGSS the same/different from the science that you experienced learning in K-5?</i></p> <p>https://learn.teachingchannel.com/video/next-generation-science-standards-achieve</p> <p>Activity: Speedometry 5Es Demonstration & Exploration</p> <p>Mattel & Rossier Partnership Hotwheels</p> <p>KINETIC & POTENTIAL ENERGY</p> <p>Group 1: Grades 3-5</p> <p>https://hotwheels.mattel.com/en-us/content/images/speedometry/Speedometry_Grade_4_Lessons.pdf</p> <p>Curriculum Grade 4</p> <p>https://play.hotwheels.com/en-us/speedometry.html</p> <p>Group 2: Grades PreK-2</p> <p>Content Instructions</p> <p>https://hotwheels.mattel.com/en-us/content/images/speedometry/SpeedometryKindergartenCurriculumCCSS.pdf</p>	<p>Due Week 10</p> <ul style="list-style-type: none"> Read Choosing to See <ul style="list-style-type: none"> Chapter Seven: Expect More pages 155-173 View <ul style="list-style-type: none"> A Science Integration Model for ALL Students! Ross Spiral Curriculum: An Interdisciplinary Approach to Science Draft of your Science Mini-Unit Ideas Math Lab (The minimum of 1 hr/week) Focus on Student Growth <ul style="list-style-type: none"> How Can We Make Them More Relevant RTE 1: Science 5Es lesson Part B, C GT #3 Observation Upload on the LMS Assignment: <p>Choosing To See</p> <ul style="list-style-type: none"> Reflect on “Questions to Consider” questions. Take notes in response to Call To Action questions. Bring your notes to class for discussions.
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5	10	<p>Integrating Science Language Development</p> <p>Science & Addressing Special Needs of Students</p> <p>Connections to EDUC 674 Ralabate: Chapters 4&5</p> <p>Special Needs in Science Exploration</p>	<p>1. Community Check-In: Questions, Comments & Concerns Review 5Es Science Integration</p> <p>2. Science Discourse: Discuss Why Integrate the Curriculum? Animal Patterns: Integrating Science, Math & Art</p> <p>3. Learning Through the Eyes of Kyane Students learning science with an IEP</p> <p>4. Preparing the Mini-Unit- due Week 13 Small group discussion What are your questions Model Examples</p> <p>5. RTE 1: Science 5Es Part B, C</p>	<p>Due Week 11</p> <ul style="list-style-type: none"> • GT #4 Observation Upload on the LMS • RTE 2: PE Lesson Part A • Math Lab (The minimum of 1 hr/week)
6	11	<p>Families' Involvement in Science</p> <p>5Es Implementations</p>	<p>Community Check-In</p> <p>Science Discourses</p> <p>RTE 2: PE lesson Part A</p> <p>Exploring Chemical vs. Physical Changes in Science https://learn.teachingchannel.com/video/teaching-physical-and-chemical-changes</p> <ul style="list-style-type: none"> ■ Water Unit: Content <i>Differentiation in 3rd Grade Science Investigation</i> https://learn.teachingchannel.com/video/content-differentiation-science • GT Observation Feedback – Small Groups 	<p>Due Week 12</p> <ul style="list-style-type: none"> • GT #5 Form Upload on the LMS • View <ul style="list-style-type: none"> • Exploring the Natural Environment with Young Learners • RTE 2: PE lesson Part B, C • Mini Unit <ul style="list-style-type: none"> • Create a Science Lesson Assessment Tool • Create a Science Lesson Rubric • Math Lab (The minimum of 1 hr/week)

6	12		<p>1. Community Check-In</p> <p>Questions, Concerns & Comments</p> <p>2. RTE 2: Physical Education Lesson Presentations B, C (Select an instructional model that supports the learning of the lesson goals.)</p> <p>3. Process vs Product Goals https://www.youtube.com/watch?v=Gm04s3wWnM&feature=youtu.be</p> <p>https://tinyurl.com/difchecklist</p> <p>4. Small Group Work & Peer Conferencing</p> <p>5. GT Observation Feedback – Small Groups</p> <p>6. Discussion Group: Assessment Tools and Rubric</p>	<p>Due Week 13</p> <ul style="list-style-type: none"> • Mini Unit including rubrics, student work • Math Lab (The minimum of 1 hr/week)
7	13		<p>Community Check-In</p> <p>Questions, Concerns & Comments Student Work & Analysis</p> <p>Physical Education National Transformation Physical Education State Standards</p> <p>Discussion</p> <ul style="list-style-type: none"> • Is the Assessment Tool Aligned with the learning objectives? • Is the Rubric created to measure the extent that students have mastered the learning objectives? • What patterns of learning do you observe across the class? • What students need special support? • How will you use quantitative and qualitative methods to describe student goal obtainment? <p>Mini Unit due</p>	<p>Due Week 14: Class Canceled in observance of Thanksgiving</p> <p>Due Week 15</p> <ul style="list-style-type: none"> • Create a Class Chart/Table that illustrates students' scores. <ul style="list-style-type: none"> • What science concepts do you plan on reteaching? • What teaching strategies do you plan on implementing? • GT #6 Observation Upload on the LMS • Key Assessment 2 <ul style="list-style-type: none"> • Teacher Portfolio Presentations Conference • Math Lab (The minimum of 1 hr/week)

7	14		Class Canceled in Observance of Thanksgiving	
7	15	Problem-based Learning	Community Check-In Questions, Concerns & Comments Teacher Portfolio Discussion <ul style="list-style-type: none"> ■ Presentation: Physical Education Lesson ■ Group Discussion: Feedback GT Observation #5 	Due Week 15 <ul style="list-style-type: none"> ● GT #6 Observation Upload on the LMS ● Key Assessment 2: Teacher Portfolio Presentations ● View: <ul style="list-style-type: none"> ● Taking Care of Our Environment PreK-K ● Shrinking Our Footprints Grades 3-6 ● Math Lab (The minimum of 1 hr/week)
8	15	Creating My Professional Learning Environment	1. Community Check-In Questions, Concerns & Comments 2. Presentations & Discussion Conference Teacher Portfolio	Due Week 16 <ul style="list-style-type: none"> ● Key Assessment 2: Teacher Portfolio Final Presentations ● Math Lab (The minimum of 1 hr/week)
8	16	EXIT INTERVIEW	<ul style="list-style-type: none"> ● Create a Transition Plan to EDUC 677 ● Exit Interview ● Final Presentations 	<ul style="list-style-type: none"> ● Math Lab (The minimum of 1 hr/week)

Fall 2022 Fieldwork Guide

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

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

- 15-20 hours a week, this includes a combination of synchronous and asynchronous activities (refer to the table below).
- Hours should also include required coursework related to fieldwork, including but not limited to Reflective Focus Videos, Reflective Teaching Events, Mini-Units, and Teacher Portfolio related work.
- Document a range of acceptable activities (using the suggestions presented in the table below) on your fieldwork log daily (see Appendix B of this document).
- All logs will be submitted at the end of the semester to the LMS. Keep a copy of your log, you will submit the final logs at the end of the MAT program to the MAT credential analyst office as part of your comprehensive credential packet.
- If pursuing an Education Specialist Credential, at least 5 hours of the 15-20 hours a week must be completed with your assigned Education Specialist Guiding Teacher. Completed hours when working with their Ed Specialist Guiding teacher will be documented on a separate fieldwork log.

Approved Activities for Guided Practice Hours

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

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

Week 1: Site-Assessment

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

Working with your Guiding Teacher
Understanding your role as an observer, a co-planner, a co-instructor, and lead instructor when on campus, in online synchronous sessions, asynchronous platforms, and/or hybrid models.
Getting to know your students
Describe the context of your classroom, including: <ul style="list-style-type: none"> 1. The composition of learners in the classroom 2. The dynamics between learners 3. The interaction of the teacher and the diversity of the learners when a lesson is being taught.
Distance learning

- What is the school’s approach to reopening (hybrid, distance learning (asynchronous and synchronous opportunities, back on-site)?
- Are there opportunities for teaching on campus/online? Are you able to record your lessons? To what extent are recordings allowed and shared?
- What technologies are available for teachers to use for distance learning?
- What technologies is your class using?
- Are there any specific restrictions on the use of some technologies? Will you have formal access to the school’s learning platform (e.g., Canvas, Google Classroom, etc.)? Will you be provided a faculty account access, email account, and other digital access to communicate and carry out digital learning tasks/experiences with students? Who’s being left out? What is the school doing to make sure all families are being served?

Week 2 Entry Interview

During Week 2 you will begin to engage in a collaborative relationship between your guiding teacher and professor for EDUC 673 to set goals and expectations for the semester. Refer to the Entry Interview Guide provided by your instructor (also available at the end of this document, Appendix C). Additional discussion points might include the following:

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

Weeks 3-15 Teaching Responsibilities

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

EDUC673 “Minimum” requirements

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

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

The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and assess the candidate’s progress in this course, and to provide descriptive feedback on the candidate’s growth, strengths, and challenges as they continue onto Guided Practice B or into the field as a full-time teacher. The Exit Interview is a mandatory component of this program. In the exit interview, candidates will be expected to discuss their Teaching and Learning Event Assessments and/or Reflective Focus Videos (i.e., planning and teaching videos). Refer to the Exit Interview Guide and Rubric provided by your instructor. It can also be found in Appendix E of this document. Additional questions to consider discussing:

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

Fall Semester 2022

68 instructional days

Open Registration	Mon-Fri	August 15-19
Move-In	Wed	August 17
Classes Begin	Mon	August 22
Labor Day	Mon	September 5
Fall Recess	Thu-Fri	October 13-14
Veterans Day	Fri	November 11
Thanksgiving Holiday	Wed-Sun	November 23 – November 27
Classes End	Fri	December 2
Study Days	Sat-Tue	December 3-6
Exams	Wed-Wed	December 7-14
Winter Recess	Thu-Sun	December 15 – January 8