USC Rossier
School of Education

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

Units: 4
Spring 2023 Term: Wednesdays, 5:00 - 7:30 PM PST
Meeting Length: 2 hours 30 minutes
Location: THH (Taper Hall) Room 117
Instructor: Dr. Shanta M. Smith
Office Hours: W 4-5 PM Virtually
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. ***Implement*** six -models of teaching: Differentiated Instruction, Accountable Math Talks, Cognitive Guided Instruction, 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 will be held virtually. 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. Please email me to let me know what is occurring and attach your assignment to the email.

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.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not All students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. Click here for more information. The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

USC Technology Support Links

Zoom information for students
Software available to USC Campus

Classroom Norms

Classroom norms describe the behaviors that are encouraged and discouraged during class. They are an empowering tool for establishing and maintaining a supportive learning environment. Maintaining positive and respectful norms for interacting during class offer greater conditions and opportunities for learning. Our primary commitment is to learn from each other. We will listen to each other and not "talk at each other" in this course. We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding. Here are some basic norms that will guide our interactions this semester:

1. **Respect**: Listen to each other actively, attentively, and respectfully without interrupting or cutting someone off. Comments you make should reflect that you have paid attention to the speaker's comments and that you are not speaking on anyone else's behalf. Do not editorialize what others say (e.g., "I think what Maleka is trying to say is…"). Challenge one another's viewpoints, not each other's character or person. Avoid inflammatory language and be mindful of your body language, facial expression, tone, and volume of your voice. Be mindful of the amount of space you are taking up in the discussion (e.g., invite others to join the discussion instead of

making another point when you've been speaking the most).

2. **Constructiveness**: Criticize ideas, not individuals or groups. Keep your assumptions in check – on what basis or evidence do you make a claim, conclusion, or suggestion? Respect others' right to hold opinions that differ from your own. Learning is not predicated on your ability to convince someone else to change their mind, belief, or value to align with yours. Not every disagreement will be resolved – commit to learning, not proving you're right or seeking a neat and complete resolution. Ask questions when you find yourself reacting to a situation or discussion – do not assume you know what others are thinking or have implied. Actively work at seeing an issue or situation from the other person's perspective. Listen, then share using "I" statements.

3. **Inclusivity**: Do not monopolize the discussion by letting your question or answer run on. Know that it is okay to be emotional about issues and you can name your emotions. Others may not know how to respond to those emotions, which is also okay. Try not to silence yourself out of concern for what others will think and also try not to monopolize or dominate the discussion with those emotions – share and make space for others to share. Step up, then step back. Be mindful of taking up much more time than others. Consider anything that is said in class as strictly confidential, even if the session is online, recorded, and available to students afterwards. In those cases, the recording is available only to the class community, not the general public, and should not be shared with anyone outside of the class.

4. **Procedure**: Wait to be recognized by the instructor or discussion leader before speaking. Address the class as you speak, online or in a campus classroom. Say your name before making a statement to assist the class in getting to know you. Do your best to make a single point each time you speak, rather than making a series of statements at once. You might start your statement with a short one-sentence summary of the point you are making, for example.

Zoom Etiquette

"Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Here are our Zoom Etiquette recommendations:

- Please set up in a quiet room and well-lit space. You should refrain from sitting with a window or lamp behind you because the light will drown out/shadow your image. Although we cannot replicate a physical classroom online, please participate in ways that allow your classmates to fully see and hear you as if you were in a campus classroom.
- Please eliminate all distractions in your room (i.e., pets, family members, roommates, friends, or colleagues should not be joining us in class by virtue of being in the room with you).
- Please attend class dressed as you would on campus or as a teacher attending a faculty meeting.
- Please log into Zoom about 5 minutes before class to ensure you're ready to engage at the start time.
- Please actively participate in class by using the "raise hand" feature or signaling with your hand to speak up during discussions. Otherwise, be sure to MUTE yourself unless you are speaking to the class.

Problems Joining Class: Please contact Student Success using the virtual assistant on Canvas or the "question mark" button on the left vertical menu on Canvas.

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 encourage 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 15 weeks are to:

- Design and Implement 2 Reflective Teaching Event (RTE) Videos and 3 Reflective Focus Videos (RFV)
- Co-plan lessons & upload 6 GT Observation Forms
- Complete a Weekly Math Lab
- Submit Mini-Unit Assignment; and
- Submit Key Assessment 2 (**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 Math Standards K-12 can be obtained at https://learning.ccsso.org/wp-content/uploads/2022/11/Math_Standards1.pdf

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 I, *Grades Pre-K – 2,* Third Edition

4. Adding It Up: The Strands of Mathematical Proficiency/ Chapter 4

5. Institute for Learning Accountable Sourcebook

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.

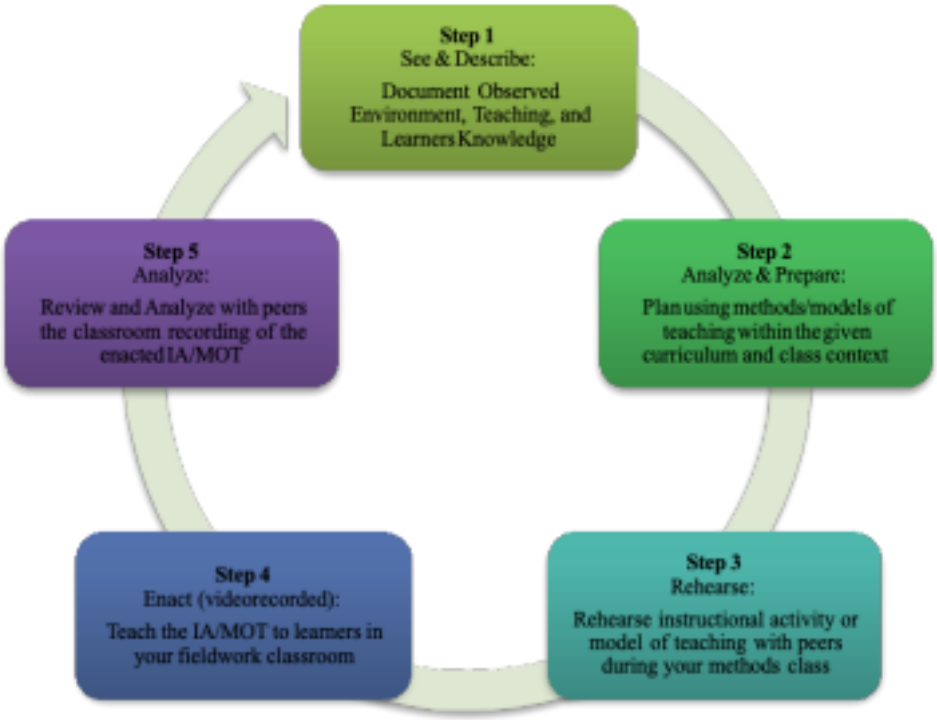

Figure 1: MAT Reflective Teaching Cycle

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.

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 Canvas. Please refer to the rubric for this assessment before submission.

Weeks 5-13: 6 observation forms are due. Upload on Canvas under USC Candidate and Goal Setting.
Each completed form is worth up to 10 points each/60 possible points - 10% of the final grade.

Assignment 3: Math & Science 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. For weeks 10-15, you will explore Gizmos Science Lab. Log in information will be sent to you.

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

Assignment 4: Reflective Focus Video (3 RFV) & Reflective Teaching Events (2 RTE)

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 instruction.

*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 - *What are you noticing?*	Week 3 Class (Bring to class)	Classroom Observations- What are you noticing and what are you wondering?	Mathematics
Reflective Focus Video **(RFV #1) Video 1**	Week 5 Class (Upload to Edthena)	10-15 minutes **Differentiating Instruction Lesson: Focus**- Learners with Special Needs, Gifted and Talented Learners, or English Language Learners. *Video 10-15 minutes*	Mathematics Upload GT Observation Form (LMS)
Reflective Focus Video **(RFV#2) Video 2**	Week 6 Class (Upload to Edthena)	10-15 mins **Accountable Math Talk Lesson** *Video 10-15 minutes*	Mathematics Upload GT Observation Form (LMS)
Reflective Focus Video **(RFV #3) Video 3**	Week 8 Class (Upload to Edthena)	10-15 minutes **Cognitive Guided Instruction Lesson** *Video 10-15 minutes*	Mathematics Upload GT Observation Form (LMS)

Reflective Teaching Event **(RTE #4) Video 4**	Week 10 Class (Upload to Edthena)	Full Lesson **Small Group Work and Peer Conferencing** Full Lesson Physical Education Video	Physical Education Upload GT Observation Form (LMS)
Reflective Teaching Event **(RTE #5) Video 5**	Week 12 Class (Upload to Edthena)	Full Lesson **5Es & the Inquiry Process** *Full Lesson Science Video*	Science Upload GT Observation Form (LMS)
Mini-Unit Program Key **Assignment #4**	Week 13 Class (Upload to Edthena)	**3-Consecutive Science Lessons Plans** *Write, Plan & Teach Lessons and include in Mini-Unit Template*	Science Upload GT Observation Form (LMS)
Teaching Portfolio Videos **Program Key Assessment 2:** **Includes Assignments 4 and 5**	Weeks 14-15 Classes (Upload to Edthena)	*The Teaching Portfolio Video is the Key Assessment 2. It is due Week 14.* *For the last class during week 15, you will provide a mini presentation (10-15 minutes) to share your Teaching Portfolio Videos and Assessment Analysis.*	Science

Assignment 5: Teacher Candidate Designed Science Mini-Unit Plan

MAT 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

MAT 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. Grade and add comments.

(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.

Weeks 14-15: 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 canvas 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 percentages (weights) of the major assessments offered in this course.

EDUC 673

Assignment	Points Possible	% Final Grade
Entry Interview	CR/NC	5%
Observation & Goal Setting Forms	(60) 10 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) total points	30%
Exit Interview	CR/NC	5%
Math Lab	CR/NC	5%
Class Participation	(45) 3 points per class	15%

CREDIT or NO CREDIT

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

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 & below

Assignment Rubrics

All assignment rubrics are available on the "Documents and Tools" page of the course on Canvas (http://2sc.rossieronline.usc.edu).

Assignment Submission Policy

All assignments will be submitted to Edthena, except for the Observation Forms. Observation forms should be submitted to Canvas under the category USC Candidate and Goal Setting Form. (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 or a religious observation that you must participate in, please email your professor.

Statement on Academic Conduct and Support Systems

ACADEMIC INTEGRITY

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

COURSE CONTENT DISTRIBUTION AND SYNCHRONOUS SESSION RECORDINGS POLICIES

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless

conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. (Living our Unifying Values: The USC Student Handbook, page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the internet, or via any other media. (Living our Unifying Values: The USC Student Handbook, page 13).

Spring 2023 Fieldwork Guide (Please look for an email from the USC Fieldwork office for the documents and the handbook).

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 for 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 Ed Specialist or Guiding teacher will be documented on a separate fieldwork log.

	Synchronous & Asynchronous
Planning	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), Parent meetings Co-planning sessions (with the guiding teacher), Flipgrid-preparing an activity, Screencastify- planning a pre-recorded lesson/demonstration and Planning for pre-recorded lectures/demos
Instruction	Live session- teach a lesson online (whole group), Video Read-alouds Video demonstration Video lectures Live session- teach a lesson online (small group)- must be at least 4 students minimum
Assessment	Grading and analyzing student work (guided by guiding teacher),Grading and analyzing student work (reviewing with the guiding teacher), Grading and analyzing student work (with the guiding teacher), Reviewing work on Google Classroom (individually or with guiding teacher), group feedback sessions/data teams, Flipgrid- reviewing student submissions, reflecting on lessons, and planning for individual students
Personal Growth	Time working with professional learning communities, grade level, and department, webinars, meetings, networking with other teachers at the school

Course Schedule | Weekly Breakdown

Spring 2023

	Topics/Daily Activities	Readings/Preparation	Deliverables
Week 1	**Introduction to EDUC 673 Overview** **Who Are My Students?** **Equity Driven Mathematics Teaching** **Balancing the Equation: Building Procedural Fluency, Conceptual Knowledge, and Reasoning/Problem Solving Skills**	**Review syllabus and resources** **View Dean Noguera video** **Dean of USC Rossier**	**Read Syllabus and resources** **Schedule online entry interview with Guided Teacher**
Week 2	**Entry Interview: Preparing for Success, Teacher Routines and Creating a Safe and Nurturing Learning Environment** **Social Justice and Math Education**	**Review Student Teaching Field Guidelines** **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 regarding student teaching. **Read:** Van de Walle et. al (2018) Grades PreK-2 Chapter 2 & 3 Grades 3-5 pp. Chapter 2 & 3 Common Core Math Standards for your student teaching placement grade **Complete:** **Frax Math Lab** (1 hour/week)	**See and Describe: Step 1 of MAT Reflective Teaching Cycle** **View Video-** Noticing and Wondering **Email 3 Student Teaching Goals to Professor** **Describe your Classroom Using these Questions** (Bring Your Findings to Class): • What is the social organization in the classroom? • What is the instructional model? • What kinds of questions are students asking? • How are students making sense of their mathematical thinking? • What are the classroom routines?
Week 3	**Classroom Learning Environments** **Teaching Mathematics through Problem Solving** **Question Formulation Techniques** **Metacognition & Math Practice Standards** **Assessing for Learning**	**Read**: Kazemi & Hintz (2014)-Introduction edTPA Handbook Task 4 Van de Walle et. al (2018) Grades PreK-2 Chapter 5 Grades 3-5 pp. Chapter 5 Adding It Up (online) Chapter 4: The Strands of Mathematical Proficiency, Seda & Brown (2021): Introduction **Complete:** **Frax Math Lab** (1 hour/week)	**See and Describe: Step 1 of MAT Reflective Teaching Cycle** **Complete:** Context of Learning Form for Task 4 Provide Responses for Questions to Consider from *Choosing to See* p. 18 (Bring Notes to Class for Classroom Discussion)

Week 4	**Differentiation** **Multiple Intelligences** **Planning and Teaching to Address Special Needs, Gifted and Talented Learners an/or English Language Learners** **Assessing Students Using Tools of Equity, Access, and Inclusion**	**Read:** Common Core Math Standards for your grade level student teacher placement Van de Walle et. al (2018) Grades PreK-2 Chapters 4 & 6 Grades 3-6 Chapters 4 & 6 Seda & Brown (2021): Chapter 1 Kazemi & Hintz: Chapter 2 **View:** What is Differentiation? Video **Complete:** **Frax Math Lab** (1 hour/week)	**Complete:** Responses to Questions from and Call to Action from *Choosing to See*
Week 5	**Culturally Relevant Teaching** **Structuring and Leading Productive Mathematical Discussions**	**Read:** Van de Walle et. al (2018) Grades PreK-2: Chapter 1 Grades 3-5: Chapter 1 Kazemi & Hintz (2014) Chapter 3 Seda and Brown (2021) Chapter 2 **Complete:** **Frax Math Lab** (1 hour/week)	**Guiding Teacher Observation Form #1 Due** Responses to Questions from and Call to Action from *Choosing to See* **RFV #1 Differentiated Instruction Due**
Week 6	**Cognitive Guided Instruction** **Including Others as the Expert** **Student Sense Making** **Student Led & Peer to Peer Learning**	**Read:** Van de Walle et. al (2018) Grades PreK-2: Chapter 2 Grades 3-5: Chapter 2 Kazemi & Hintz (2014) Chapter 4 Seda and Brown (2021) Chapter 3 **Complete:** **Frax Math Lab** (1 hour/week)	**RFV #2 Accountable Talk Due** Responses to Questions from and Call to Action from *Choosing to See* **Guiding Teacher Observation Form #2 Due**
Week 7	**Cognitive Guided Instruction** **Problem of the Day** **Problem-Solving & Reasoning** **Talk Moves** **Academic Language**	**Read:** Van de Walle et. al (2018) Grades PreK-2: Chapter 3 Grades 3-5: Chapter 3 Kazemi & Hintz (2014) Chapter 5 Seda and Brown (2021) Chapter 4 Giving Students the Opportunity to Drive Lessons **Complete:** **Frax Math Lab** (1 hour/week)	Responses to Questions from and Call to Action from *Choosing to See*

Week 8	**Collaborating with Families** **Families Funds of Knowledge** **Student Agency and Math:** **Flagway** **Review of End of Term Assessments**	**Read:** Van de Walle et. al (2018) Grades PreK-2: Chapter 7 Grades 3-5: Chapter 7 Kazemi & Hintz (2014) Chapter 6 Seda and Brown (2021) Chapter 5 **Complete:** **Math Lab** (1 hour/week)	**RFV# 3 Cognitive Guided Instruction Due** Responses to Questions from and Call to Action from *Choosing to See* **Guiding Teacher Observation Form #3 Due**
Week 9	**Physical Education** **Assessing for Learning** **Small Group Work** **Peer Conferencing**	**Read:** CA Physical Education Standards for your grade level Van de Walle et. al (2018) Grades PreK-2: Chapter 3 Grades 3-5: Chapter 3 Kazemi & Hintz (2014) Chapter 7 Seda and Brown (2021) Chapter 6 **Complete:** **Frax Math Lab** (1 hour/week)	Responses to Questions from and Call to Action from *Choosing to See*
Week 10	**Next Generation Science Standards** **Three-Dimensional Learning** **5E Instructional Model** **Speedometry**	**Read:** NGSS Standards for your grade level Kazemi & Hintz (2014) Chapter 8 Seda and Brown (2021) Chapter 7 **Complete:** Gizmo Science Lab (1 hour/week)	**Guiding Teacher Observation Form #4 Due** Responses to Questions from and Call to Action from *Choosing to See* **RTE # 1: Physical Education Due**
Week 11	**Integrating Science Language Development** **Integrating the Curriculum: 5 E Science Mini-Unit** **Science & Addressing Special Needs of Students**	**Read:** NGSS Standards for your grade level **Complete:** Gizmo Science Lab (1 hour/week)	**Bring draft plans of 5E unit** **Create a class chart/table that illustrates students' scores** • What science concepts do you plan to teach? • What science concepts do you need to reteach? • What teaching strategies will you implement?
Week 12	**Science: Process &. Product Assessment Tools & Rubrics**	**Complete:** Gizmo Science Lab (1 hour/week)	**Guiding Teacher Observation Form #5 Due** **RTE #2: 5 E Lesson Due**
Week 13	**Family Involvement in Science** **Inquiry-Based Instruction** **Focusing on Student Growth**	**Complete:** Gizmo Science Lab (1 hour/week)	**5E Mini-Unit Due** **Guiding Teacher Observation Form #6 Due**
Week 14	**Problem-Based Learning** **Transition Planning** **STEAM**	**Complete:** Gizmo Science Lab (1 hour/week)	**Key Assessment #2**

Week 15	**Creating My Professional Learning** **Exit Interviews** **Field Logs** **Final Presentations**	**Complete:** Gizmo Science Lab (1 hour/week)	**Mini-Presentation Due:** Email digital presentation to Instructor
FINAL	**Exit Interview**	**Review Exit Interview Guide** **Review and Assess Process towards Beginning of Term Goals**	Responses to Exit Interview Guide Reflections on Student Teaching Goals Goals for EDUC 677

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.
Describe the context of your classroom, including: 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.
Technology in the School

- 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 TK-12 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 Canvas. Keep a copy of your log, you will submit the final logs at the end of the MAT program to the MAT credential analyst office as part of your comprehensive credential packet.

Weeks 3-15 Teaching Responsibilities

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

EDUC 673 "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. 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 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?

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such

as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline consists of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity, and Inclusion - (213) 740-2101
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
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) 442-1200 – 24/7 on call
Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Spring Semester 2023 (73 instructional days)

Open Registration	Thu-Fri	January 5-6
Classes Begin	Mon	January 9
Martin Luther King's Birthday	Mon	January 16
President's Day	Mon	February 20
Spring Recess	Sun-Sun	March 12-19
Classes End	Fri	April 28
Study Days	Sat-Tue	April 29 – May 2
Exams	Wed-Wed	May 3-10
Commencement	Fri	May 12