ED.UC 677: Applications of Curriculum and Pedagogy in Urban Secondary English Classrooms, Part B
Units: 4
Term—Day—Time: Spring, 2025
Meeting Length: 2 hours 30 minutes

Location: Online

Instructors:
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Office Hours: By appointment

IT Help: (888) 628-5041
Hours of Service: 24 hours/daily; 7 days weekly.

The syllabus may have changes made during the term to best meet the needs of you and your cohort.

Rossier Mission

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

MAT Position Statement

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

Course Description

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

Learning Objectives

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

1. Apply knowledge of learning theories, content and pedagogy when planning and implementing lessons/curricula;
2. Align learning objectives, student-centered learning strategies and varied assessments;
3. Utilize the reflective cycle, using Rodgers' cycle and Larrivee's reflective descriptors, to deepen one's understanding of the relationship between teaching and learning;
4. Draw upon information from observation and reflection to inform instructional decision-making;
5. Use multiple and varied approaches to facilitate individual and group learning;
6. Develop one's identity as a teaching professional, change agent and educational advocate;
7. Justify the match between curriculum, pedagogical approaches, and student needs; and...
8. Advocate on behalf of the selections of curriculum and instruction decisions to colleagues, administrators, parents, and other stakeholders.

Course Notes

- Candidates will have ongoing access to the instructor and fellow classmates throughout the course.
- All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point.
- E-mail (outside of class time) and chat (during class time) will be the primary forms of immediate communication with the instructor.
- E-mail will be checked regularly during business hours during the week and will be responded to as soon as possible.
- ALL DUE DATES ARE CLEARLY MARKED IN THE SYLLABUS, IN THE WEEKLY BREAKDOWN. **The Syllabus will clearly delineate due dates.** *Each will benoted in class a week or two prior to submission.*
- All assignments should be created in Microsoft Word and uploaded as a .docx with the exception of videos; assignments should be titled: Last name, assignment – e.g., Carbone.FV1-LessonPlan
- Office hour are designed to meet the needs of enrolled students and will be scheduled accordingly.
- Documents mentioned in the syllabus are available in Brightspace, usually in the Content Tab: Toolbox.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers in Brightspace or edthena (check Course Schedule) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

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

Technological Proficiency and Hardware/Software Required

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

Required Readings and Supplementary Materials
All readings without direct links or noted as in Brightspace in the Course are available in ARES.
Supplementary matrials will be available in Brightspace.
No Required books.

The ELA concentration of EDUC677 is taught using the **flipped classroom** approach. Class lectures and assignment explanations, if noted, will be viewed prior to each weekly class meeting. This research-based classroom design allows for more time during class for discussion, problem-solving, and support during the clinical practice experience (guided practice).

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

The course work (readings, activities, and assessments) is designed to provide you with opportunities to observe and investigate the complexities of your fieldwork classroom's:
- social context
- environment
- instructional practices
- learners' various funds of knowledge and prior knowledge/academic work.

Our goal is to prepare you to engage in what researchers Lampert et al. (2013) describe as "intellectually ambitious instruction" (p. 226).
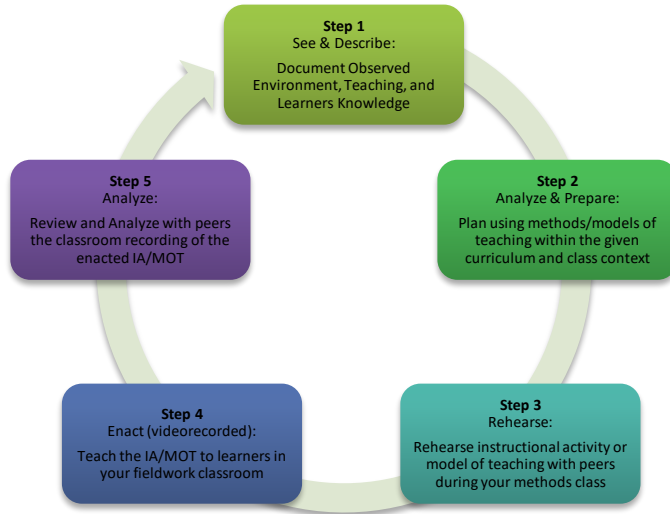Smylie & Wenzel (2006) note that if done well, this kind of instruction will help learners "develop in-depth knowledge of subject matter, gain higher-order thinking skills, construct new knowledge and understanding, and effectively apply knowledge to real-world situations" (p. 7, as cited by Lampert et al., 2013).
This course borrows Lampert et al.'s conception of rehearsal: "Rehearsal can involve notices in publicly and deliberately practicing how to teach rigorous content to particular students using particular instructional activities" (p. 227).
This course also incorporates components of Lampert et al.'s (2013) "Cycles of Enactment and Investigation", Rodgers's (2002) Reflective Cycle and Larrivee's Levels of Reflective Practice (2008) frameworks to engage you in a series of evidence-based inquiry, rehearsal, application, and critical reflection in the course and during your fieldwork application of practice.
Represented in a cyclical graphic, Figure 1 demonstrates the process in which you will engage to complete a reflective teaching cycle of observation, preparation, rehearsal, enactment, and analysis.

Figure 1: MAT Reflective Teaching Cycle

Step 1
See & Describe:
Document Observed Environment, Teaching, and Learners Knowledge

Step 2
Analyze & Prepare:
Plan using methods/models of teaching within the given curriculum and class context

Step 3
Rehearse:
Rehearse instructional activity or model of teaching with peers during your methods class

Step 4
Enact (videorecorded):
Teach the IA/MOT to learners in your fieldwork classroom

Step 5
Analyze:
Review and Analyze with peers the classroom recording of the enacted IA/MOT

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.

School Site Requirements
First and foremost, all members of Guided Practice are expected to fulfill the basic requirements of their respective roles—Teacher Candidate, Guiding Teacher or Guided Practice Instructor—as they are laid out in the Guided Practice School Placement Policies (Appendix A) and Roles and Responsibilities (Appendix B). See specifically: "School Site Attendance and Daily Expectations." Additionally, all teacher candidates must complete the following six assessments during Guided Practice A. Rubrics are available in the Course Toolbox; however, your instructor may provide updated/revised rubrics via email. Instructors will review rubrics in class as assessments are introduced.

Assignment 1: The Entry Interview
The Entry Interview provides a structured opportunity for you, your Guiding Teacher, and your Instructor to meet together to discuss your understanding of the expectations of this course, your learning goals for "student teaching," the elements that will count as "evidence" of you meeting those goals, and the activities that will constitute your assessment of teaching performances throughout the course/placement.
The Entry Interview is a mandatory component of this course and program and may be conducted over the phone, using Zoom, or through the use of other videoconferencing software. You will be expected to actively assist in the arrangement of the Entry Interview with the Instructor and Guiding Teacher to take place during the second week of the term or sooner (if amenable to all parties). Your attendance in the Entry Interview is mandatory; the attendance of your Guiding Teacher is required per their contract.
The Entry Interview Guide and Rubric, in Brightspace, outlines how to prepare for the Entry Interview. View the video for a brief overview. It is available in Brightspace in the Content section in the Toolbox: Documents & Files. This opportunity is important to your development and for your GT's understanding of the course goals and requirements. You should expect these entrance interviews to take 20-30 minutes.

Assessment 2: Bi-Weekly USC Candidate Observation Form – 6 total
This form is intended to engage you, as a pre-service teacher (PST) in your practice, with the benefit of your guiding teacher's (GT) expertise and feedback. It is **collaborative**, completed as you meet with your GT weekly, discuss student learning needs, and set a goal for the next lesson(s).
Beginning in week 3 you will complete the Observation and Goal Setting Form in collaboration with your Guiding Teacher.

- You and your GT will have (at MINIMUM) a conference to discuss your questions as you observe your GT teach, plan upcoming lessons you will be teaching, and discuss and reflect on your practice, with the GT providing feedback and suggestions.
- Your GT will complete Parts A-C of the form during a formal observation of your teaching (beginning week 3). You and your GT will set goals for future lessons in Part D.
- SUBMIT as a word document only to the Digital Campus.
- Points are not assigned by the Guiding Teacher – the purpose of the form is for your GT to provide you with instructional, constructive written feedback, from which you can set clear and tangible teaching goals each week. The form should be filled out and discussed weekly; Please encourage your Guiding Teacher to provide as many details as possible in their feedback to you on this form.

6 observation forms due, each submitted on Friday of Week 4, Week 56 week 8, Week 9, Week 11, and Week 13 and one week of your choice. Each complete form is worth up to 10 points each/60 possible points - 10% of final grade

Assignment 3: Reflective Focus Videos (6 Total)
Focus Videos (RFVs) apply the MAT Reflective Teaching Cycle. Each RFV)may be 10-25 minutes in length, depending on the breadth and depth of the instructional activity you lead in a given class. For the purposes of this assignment, you will submit:

1. a lesson plan and all related lesson plan materials/documents
   a. Be sure to use UDL multiple means in the lesson. Check CAST for explanation & examples.
2. the recording of the instructional activity in focus *only* (i.e., **do not submit the full length lesson video** unless you have been given advanced approval to do so by your instructor)
3. annotations to the video: include THREE of the four annotationt titles in each RFV. You must include all FOUR at least once by RFV#3.
4. a comment on 2 classmates' videos that is focused on pedagogy

- Each Reflective Focus Video will be uploaded to **edthena**, and consists of a lesson plan, the video with annotations, and a reflection (at the end of the lesson plan). ALL LESSON PLAN TEMPLATES ARE IN THE CONTENT TAB OF BRIGHTSPACE: Click Content, Toolbox, RFVs
   - The Lesson Plan for R**FVs 1 only** must be the Lesson Plan Template – RFV1.
   - For **RFVs 2-6** use the Lesson Plan Template – RFVs 2-6.
   - Using the comment function on the video, view your video and provide analytic comments, citing theory/research as appropriate and observable evidence to support claims to annotate your video
      - Each video should include the following titles:
         - Students using educational technology, providing content-specfific feedback to students, and assessing student learning and use of age and/or developmentally approriate higher-order thinking skills.
         - **Three** of the six videos submitted must also include the title "Sutdents using educational technology" for a total of **FOUR** annotations.
         - **Reflective video pedagogy required:**
            - RFV#1: Focus on developing academic language (writing/reading or speaking/listening)
            - RFV#2: Focus on assessment, integrating formative assessment and if possible, self-assessment

- o RFV#3: Focus on critical analysis of text
- o RFV#4: Focus on differentiation
- o RFV#5: Focus on developing academic language (writing/reading or speaking/listening but different from focus in RFV#1)
- o RFV#6: Focus on re-teaching using intelligent action from a previous reflection.
- o The reflection includes a description of an indeterminate moment involving **pedagogy, significant to student learning**, **not a technical problem,** analysis of the moment **connected to research/theory** (with citation), intelligent action, and connection to Larrivee's Levels of Reflective Practice. Copy the level descriptor you are referring to. Example:

Description of Indeterminate Moment	Analysis with cited research/ theory	Planned Intelligent Action	Connection to Larrivee – Level & Descriptor	Justification for Description to Larrivee
Student asked for directions, saying "What do we do?" after I had modeled with ppt. and asked one other student to repeat the directions.	During the modeling, I was focused on the ppt. and not on the class. It is likely that some students, including this one, was not paying attention. For modeling, Fisher & Frye (2018) discuss the GRR model with *focused instruction* and *guided instruction.* I used focused instruction and did not involve students after that.	For the activity I modeled, it is likely that students only needed *guided instruction,* in which I ask questions while modeling. That way, I can keep a better eye on the class and use verbal cues to ensure all students are attending to the directions. Additionally, formative assessment of their understanding takes place through questioning. A final check on who is not ready to begin would reveal students needing individual assistance.	Level 3: Pedagogical Level *Accepts responsibility for one's professional practice and learning outcomes*	I accept responsibility for using a teacher-centered approach to model an activity for which students already have demonstrated the skills required. I ignored the class while modeling and should have included them, used formative approaches, and then done a final check before starting to assist students individually.

- ▪ When uploading:
  - o Upload the Lesson plan (with reflection at the end), Resources, & Video : exact due dates are per your instructor during the week due.
  - o Annotate the video using two+ the annotation titles
  - o Click on: Submit to coach

Weeks 2-12: 5 points for RFVs 1-4; 10 pts. For RFVs 5-6; 40 possible points– 40% of final grade. Please submit all work to Edthena.

Assignment 4: CalTPA, Cycle 2 Submission for Secondary Single Subject Candidates

CalTPA
Passing the CalTPA is a Requirement for Teacher Credentialing in the State of California. Submission of CalTPA Cycle 2 is 10% of your grade in 677. Even if you are not going to be teaching in California, you must submit the CalTPA to complete the requirements for the USC MAT Program.

For this assessment**,** you will access/read/annotate the CalTPA Assessment Guide in your subject area and complete your lesson planning, video recording, and commentary writing. **This is a submission grade only.**

THE CalTPA IS NOT "EXTRA" :
1. You will videotape lessons you are teaching within your scope & sequence during weeks 6, 7, or 8.

2. You are already creating lesson plans/outlines for the lessons you teach to meet the scope & sequence
3. The ELA Lesson Plan Template has prepared you to write the narrative explaining/justifying the pedagogical choices made in your teaching and their connection to theory/research.

- Office hours with the CalTPA coordinator will also be available throughout this period of time and you may contact the coordinator at any time with questions.
- It is recommended that you tape CalTPA during weeks 6-8 and that you submit your CalTPA during the first 2 submission windows, but reach out to the CalTPA coordinator should you need your timeline modified. You must show evidence of CalTPA submission by the end of 677 and notify your professor in advance that you are working with the CalTPA Coordinator and plan to submit later than Week 14.
- It is important to note that once you graduate, there is no longer any support offered by USC for the TPA.

Professional conversations about teaching and learning associated with CalTPA assessed outcomes are expected and highly encouraged. Please see *Guidelines for Supporting CalTPA Candidates* to determine what topics and activities are allowable as professional conversations. Instructors define how much class time should be spent discussing this assessment; if you seek further time and support to address your assessment preparation, please contact CalTPA Coordinator.

Additionally, an **CalTPA Webinar Series** is also available to you to support with your CalTPA submission. The webinars are announced through Brightspace. The recorded webinars will also be available to you asynchronously. **You will be supported throughout your CalTPA journey.**

Assignment 5: Final Assessment – Inquiry Project

Program Key Assessment #4
The Final Assessment is an individualized or group project that is developed in relationship to an interest, concern, or issue related to student learning, curriculum and/or instruction, community needs and support, collegial relationships or professional development. The Final Assessment will address the issue through ELA concepts in theory and practice. You will identify the problem associated with your topic, research it using credible sources, and complete an outline of the topic for its background, current situation, and application of topic for student learning. The inquiry topic's findings should support the Rossier Mission Statement and illustrate humanizing approaches to schooling aligned to your topic.

You will complete the Inquiry Topic One-Pager & Rubric: include a reference list, and complete the self-assessment. This document is in Brightspace, Toolbox, in the Assignments & Rubrics folder.
Week 14, you will present the findings to the class using the completed outline in the template; the template and self assessments are due in edthena the Friday of week 15.

The purpose of the Inquiry Project is to demonstrate the ability to identify a critical area of a problem of practice/interest focused on the Rossier Mission for examination in a focused way in order to to support, through action, the Rossier Mission*. These actions may include, but are not limited to:
- Design engaging, sociocultural ways to teach vocabulary
- Examine restorative practices for use in the classroom
- Design a culturally relevant lesson on sustainability and climate justice.
- & etc.

Program Key Assessment 4: Up to 25 points total may be earned for the Final Assessment in its complete submission to Edthena, amounting to 20% of your final grade.

Assignment 6: Class Participation

The ELA concentration of EDUC677 is taught using the **flipped classroom** approach. Class lectures and assignment explanations will be viewed prior to each weekly class meeting. This research-based classroom design allows for more time during class for discussion, problem-solving, and support during the fieldwork experience (guided practice).

Punctual attendance and active engagement are expected. Points will be based on:
- punctual attendance and
- the level and quality of your engagement
  - engagement will be measured periodically through self-assessments and instructor observations during whole and small group discussions and activities

 Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online candidates must make every effort to engage in discussion through the 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 the instructor's discretion and only if the request is made in advance; in the event of an emergency, the request should be made as soon as possible after the missed class. Following any absence, **excused or unexcused**, you are still expected to engage in the ideas, debates, and conversations of the class.

To make up any absence, excused or unexecused:

Please **watch the video** for the session you missed and **within one week of your absence** send your instructor:
- A summary of the assigned readings/concepts for that week, including a practical application for each reading/concept.
- Answer two questions that were asked during class time.
- Complete the Strategy Check-in for that week.

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

Part of your participation grade will be based on weekly completion (during class-time) of a Strategy Check-in, in which you share a successful strategy, an unsuccessful strategy, and connect to theory/ practice. During weeks after you submit your RFVs, you will select one comment from your instructor and respond using theory and research.

Week 1, Weeks 3-14. Up to 65 points may be earned for Class Participation, 5 points per class, 13 class meetings, amounting to 10% of your final grade.

Assessment 7: The Exit Interview and Induction Individual Development Plan

The Exit Interview provides a structured opportunity for each candidate and Guided Practice Instructor to meet together to review and to assess the candidate's progress in this course, and to provide descriptive feedback on the candidate's growth, strengths, and challenges as s/he continues into professional practice. Prior to starting the Exit Interview, the Candidate should complete the Induction Indiviudal Development Plan using the template provided and be prepared to disucss the strengths, areas for improvement, and professional learning goals described in that document. The Induction Individual Development Plan and Exit Interview are mandatory components of this program. In the exit interview, candidates will be expected to discuss their 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. 21. Candidates will be assigned a date and time for their Exit Interviews. The Induction Individual Development Plan should be uploaded to edthena.

This is required by the California Teach Credentialing Commission.

Week 15 – C/NC; 5% of final grade

Grading Breakdown

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

Assignment	Points	% of Grade
Entry Interview	C/NC	5
Weekly Observation Form	60	10
Reflective Focus Videos	30	40
edTPA Submission	CR/NC	10
Capstone/Final Assessment	25	20
Class Participation	65	10
Exit Interview	C/NC	5
TOTAL	190	100

Grading Scale

Course final grades will be determined using the following scale:

A	95-100	B	83-86	C	73-76	D	63-66
A-	90-94	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 and below

A numeric grade of 80 and above is required to receive credit for the class.

Assignment Rubrics

All assignment rubrics are in the Toolbox in Brightspace, in Content.

Assignment Submission Policy

All assignments will be submitted to the Learning Management System (Canvas).

Grading Timeline

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

INCOMPLETES

IN – incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete. Conditions for Removing a Grade of Incomplete: If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time: Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX" and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

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

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

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

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own including copying an AI post, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, https://policy.usc.edu/research-and-scholarship-misconduct/

Support Systems:

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
eeotix@usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care.report

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

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Overview of Scope & Sequence for Teaching Load Expectations

The MAT Program's Scope & Sequence for the two-part sequential course, Applications of Curriculum and Instruction in High Needs Schools Part A and Part B illustrates a steady progression in teaching load responsibilities from Part A to Part B.

Candidates are typically advised that a "lesson" constitutes one complete learning event that has been planned with a clear and measurable learning objective and includes a *beginning* (e.g., this lesson activity might include a do-now, anticipatory set, or another motivation activity), *middle* (e.g., these lesson activities might include direct instruction and student centered activities with the use of formative assessment techniques), and *end (*e.g., a closure activity such as an exit ticket). A lesson should be viewed as an interactive process rather than as a "presentation" or "lecture." The candidate must create a bond between them and the students they teach. They must learn as much as possible about these students so that they can differentiate instruction and design strategies to address the needs of all students in these classes.

By completing 1 week of co-teaching in EDUC 673, and 3 weeks of solo teaching in EDUC 677 candidates will fulfill the required 4 weeks of co-teaching or solo teaching. Solo or co-teaching includes those activities in which the candidate plans or co- plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

Secondary/Single Subject Candidates:
During Part B, as candidates progress from one lesson to two lessons, the second lesson should be taught on the next day (sequentially) to the same group of learners. In this way, the candidate should begin to cultivate connections with one group of students as required lessons taught increase. Starting with the same group of students Mon-Thurs (sequentially) is more beneficial to the candidate and to the students. Any configuration that allows for the sequencing, transitioning, and continuity of lessons from one day to the next is strongly recommended.

If the secondary teacher candidate has a **block schedule** situation and does not see the classes each day, **a block can be counted as two lessons**. However, when the requirement is four lessons or more per week, the teacher candidate should be teaching the same block of students twice during that week to have the experience of sequential lessons and transitioning from one day to the next. The teacher candidate should avoid teaching two blocks in one day until 6 or more lessons are required per week.

Course Schedule: A Weekly Breakdown

The California Teaching Performance Expectations (TPEs) are noted for each unit.

To review the TPEs, please go to: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/tpe-1-6-placemat.pdf?sfvrsn=2

All readings without direct links in the syllabus or Brightspace are available in ARES.

Unit Week	Topics in Alignment to MAT Domains Domains: Curriculum; Pedagogy; Critical Thinking & Discourse; Critical Reflection; Advocacy; Environment; Assessment	Readings *Readings are to be completed prior to class time.*	Assignments for Course & CalTPA Due Dates CalTPA Due Dates are suggested: this timeline is to ensure you submit the CalTPA before the end of the term. You are welcome to work ahead of the timeline; if you fall behind, you may miss valuable feedback on your drafts.	Scope & Sequence The Teaching Load Responsibilities listed below are a program-sanctioned recommendation. Should the candidate plan to teach fewer or more lessons than those recommended below, the candidate must gain approval from *both the Guiding Teacher and the USC Instructor*.
UNIT 1 *Week 1*	**Discourse in ELA** *Guiding Question: How can discourse in ELA be informally assessed for development of critical analysis of text using academic language?* ***Learning Objectives*** Facilitate discussions while sustaining linguistic backgrounds. TPE 1, 2, 3, 4 Evaluate classroom discussion for depth and complexity in meaning making. TPE 5, 6, 7 **ELA Competency:** Facilitate discussion for conceptual construction of knowledge through **synergistic thinking** in response to literature. **Synergistic Thinking**: When we can rise above the facts and see the patterns and make connections between the facts and related concepts . . .then we can say our thinking is integrated at a conceptual level. (Erickson, 2007, p. 11)	Comber, G. et al., (1989). The Touchstones Project: discussion classes for all students of all abilities. (4 pages). Retrieved from: https://touchstones.org/wp-content/uploads/2022/03/Discussion-Classes-for-Students-of-All-Abilities-March-1989.pdf Read excerpt from Dillard, *Pilgrim at Tinker Creek:* The Fixed. Retrieved from: https://hankinsatherton.weebly.com/uploads/3/0/9/6/30963163/thefixedbyanniedillard.pdf Review HANDOUTS: Types of Assessments 1 & 2 (Burke, J. (2013). *The English teacher's companion*, (pp. 296-308). In Brightspace, content, week 1. *These pages provide an overview of assessment to re-inforce what you already know.* Prior to viewing, be sure to sign in to the USC Google site with your USC net-id View: Unit Lecture: Discourse in the ELA Classroom Ignore slide title - week 3 – 673 Consider viewing at 1.2 or 1.5 speed Pdf of slides in Brightspace, Week 1.	Read Course Syllabus Read CalTPA Assessment Guide before week 3's class.	**Week 1** Learn the curriculum, get to know the learners, observe the GT, and plan your first lesson Complete observations in your fieldwork classroom and analyze how student learning takes place. --How is teacher talk used to model academic language? --How is student talk used to support academic language development?

UNIT 1 *Week 2*	**ENTRY INTERVIEW** Learning Objectives: Establish professional goals and engage in continuous and purposeful professional growth & development. TPE 6.2 **ELA Competency:** Establish professional learning goals.	**ENTRY INTERVIEW** **NO CLASS MEETING THIS WEEK** Discuss the bi-weekly Observation Form (6 total) with your GT. The Form is **COLLABORATIVE** and filled out during a formal discussion. CalTPA Cycle 2 **Read the Assessment Guide.** In Brightspace, content, toolbox, CalTPA folder. Begin the contextual information about students to be completed week 3. **View:** Unit Lecture: Structures of Knowledge & Process 23,42 Consider viewing at 1.2 or 1.5 speed Attend to **synergistic thinking** Pdf of slides in Brightspace, Week 2. Prior to viewing, be sure to sign in to the USC Google site with your USC net-id	ENTRY INTERVIEW 1. Share goals for the term 2. Reivew expectations for Scope & Sequence, CalTPA, and Observation Forms 3. Rubric here	**Week 2** **Scope & sequence:** 2 Sequential Lessons
UNIT 2 *Week 3*	**Response to Text** *Learning Objectives* Evaluate reading strategies for alignment with Scarborough's Reading Rope/taxonomies. TPE 3.1, 3.4 Analyze reading strategies and assessments for meaning making. TPE 3.2, 5.1 Design interrelated learning objectives, assessments, and standards for a lesson using the reading strategy "Reflecting on challenges to your beliefs and values (pp. 571-572)." TPE 2.5, 4.1, 4.2, 4.4, 4.5 RFV = TPE 1, 2, 3, 4, 5 **ELA Competency:** Instruction for reading with depth and complexity for critical analysis.	Readings due prior to class time: CalTPA Assessment Guide (in Brightspace: Content: Toolbox) Bienkowski - Supporting Students' Meaning-Making in Reading. Edutopia. Retrieved from: https://www.edutopia.org/article/supporting-meaning-making-reading-instruction/ Review the following HANDOUTS in the Brightspace, week 3 folder: Notetaking Tools – Burke Reading Ideas - Burke Reader's Notebook Scoring Guide – Burke Review Scarborough's Reading Rope	**Attend CalTPA info session with Sally Chuang** **CalTPA Step 1 Plan #I draft** Begin videotaping lessons for classroom peer discussion **RFV#1 due in edthena** *before class time* **week 4** **NO LATE submissions**	Teach 2 sequential lessons
UNIT 2				

Week 4	***Learning Objectives*** Examine development of critical consciousness of structural issues impeding equity in learning. TPE 2.2, 2.4 OF = TPE 6.1, 6.2 **ELA Competency**: Critical Approaches: Praxis for Discussion, Reflection, and Action.	El-Amin, et al. (4 Feb. 2017). Critical consciousness: A key to student achievement. Kappan. https://kappanonline.org/critical-consciousness-key-student-achievement/ 5 pages **View Unit Videos:** Unit Lecture #1: Building Critical Consciousness and Youth Activism 3,02 Unit Lecture #2: Wayne Au - Critical Consciousness 3,27	CalTPA Step 1 Plan: #II draft Begin designing lesson plans with assessments/ technology Observation Form #1 due in Brightspace Friday, week 4	Teach 4 sequential lessons
UNIT 3 ***Week 5***	**Writing Analysis & Assessment** ***Learning Objectives*** Evaluate uses of writing assignments and assessments in the ELA classroom to promote equity. TPE 3.1, 3.5, 3.6 Conceptualize elements of argument to develop students' critical consciousness through praxis. TPE 2.4, 2.5, RFV = TPE 1, 2, 3, 4, 5 **ELA Competency**: Elements of argument; syllogisms and enthymemes, and structure of arguments.	Ife, F. (2012). Powerful writing: promoting a political writing community of students. *English Journal, 101* (4), 64-69. Carefully review the HANDOUTS (in Brightspace, week 5) to support writing instruction and assessment. *From* Burke, J. (2013). Chapter 4: Teaching Writing. *The English teacher's companion,* (4th ed.), (pp. 65-135). Heinemann. • Analyzing the language of writing prompts • Crafting strong introductions • Critical theory paper • Focus Failure • Patterns & Purposes • Sample rubric • Sentence starters • Thesis generator • Writing FOD Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Unit Lecture: Syllogistic Thinking Consider viewing at 1.2 or 1.5 speed Pdf of slides in Brightspace, Week 5.	Collect Video and Prepare for CALTPA: Film ENTIRE sequential lessons **RFV#2 due in edthena before class time week 6** *You may use part of your CalTPA lessons for the RFV.*	Teach 4 sequential lessons
UNIT 3 ***Week 6***	Evaluate student writing for developing teaching goals.	Cassel, S. (July 9, 2018). *Peer review done right.* Edutopia.	**CalTPA Step 1 Plan: #III** Assessment Descriptors draft	Teach 6 lessons: 4 sequential +

	TPE 5.1, 5.2 Identify patterns of error in student writing samples to form rhetorical inquiry groups for differentiation. TPE 5.1, 5.4 Examine assessment strategies for efficacy in students' writing development. TPE 5.5 RFV = TPEs 1, 2, 3, 4, 5 OF = TPE 6.1, 6.2 **ELA Competency:** Analyze student writing from an asset-based perspective to forumulate future instruction.	(Oct 16, 2018). *How a high school English teacher helped his students grade themselves.* HMH: Writable. OPTIONAL: *(modify ideas for 7-12)*: Price, D. (Oct. 22, 2021). *Writing assignments: A self-evaluation for students.* Faculty Focus. Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Re-inforcing feedback approaches from 673 **Feedback for Learning** 16,03 Consider viewing in 1.2 or 1.5 speed PDF of lecture in Brightspace: content, week 6	Observation Form #2 due in Brightspace Friday, week 6	2 addition sequential *The 4 sequential lessons may be the CalTPA lessons*
UNIT 4 *Week 7*	**Pedagogical Choices & Student Learning** *Learning Objectives* Identify issues of equity & access in assessment practices for modification. TPE 1, 2 Evaluate the various assessments from state, district, and publishers for data collection to inform instruction. TPE 4, 5, 6	Pedagogical Choices: Aligning LO, Standards, and Assessment (Standards). No readings No Unit Lecture this week	**CalTPA Step 2 Teach and Assess: #I Conduct the Learning Segment weeks 7-8** **RFV#3 due in edthena before class time week 8**	Teach 6 lessons *Lessons may be used for CalTPA*
UNIT 4 *Week 8*	*Learning Objectives* RFV = TPEs 1, 2, 3, 4, 5 OF = 6.1, 6.2	Pedagogical Choices: Impact of cassessment on student learning. No readings No Unit Lecture this week	**CalTPA Step 2 Teach and Assess: #I Conduct the Learning Segment weeks 7-8** Observation Form #3 due in Brightspace Friday, week 8	Teach 8 lessons 4 sequential + 4 additional *Lesson may be used for CalTPA*
UNIT 5 *Week 9*	**Reflection for curricular & pedagogical development** *Learning Objectives* • Apply reflective cycle for deeper understandings of	Review CalTPA	**CalTPA Step 2 Teach and Assess: #II Select and Annotate Video Clips draft** Weeks 9 & 10 **RFV#4 due before class Week 10**	Teach 8 lessons (any combination during M-Th)

	indeterminate moments in teaching videos. • Analyze indeterminate moment focusing on effective pedagogical practice from theory/research. • Plan intelligent action emerging from reflective analysis to further student learning. **ELA Competencey:** Use reflection on pedagogy to develop more effective curriculum and pedagogy.		Observation Form #4 due in Brightspace Friday, week 9	
*Spring Break – No class meeting* *March 17-22, 2025*
UNIT 5 *Week 10*	***Learning Objectives*** • Analyze assignments and feedback for development of student learning to apply to future instruction. TPES 5.1, 5.2, 5.3, 5.4 RFV = TPEs 1, 2, 3, 4, 5	**Review CalTPA Step 3 Reflect: #1 Analyze the Formal Assessment Responses** **Review CalTPA STEP 4 Apply: #I Next Steps for Learning**	**CalTPA Step 2 Teach and Assess: #II Select and Annotate Video Clips draft** **CalTPA Step 2 Teach and Assess: #III Analysis of Informal and Student Self-Assessment draft** **RFV#4 due before class Week 10**	Teach 8 lessons including 1 full day Plan & teach CalTPA Step 4 Apply – Next steps for learning
UNIT 6 *Week 11*	**Releasing responsibility for student engagement with authentic topics** ***Learning Objectives*** Examine pedagogy for equipping secondary ELA students with approaches to question, analyze and evaluate media with a critical lens. TPE 1.5 Analyze new literacies and conventional print-based literacies from reading for 'teaching for learning'. TPE 1.3	Miller, S. M., Knips, M. A., & Goss, S. (2013). Changing the game of literature with authentic assessment: The promise of multimodal composing. *English Journal, 103* (1), pp. 88-94. 6 pages McArthur, S. A. (2019). Centering student identities on Critical Media Literacy instruction. *Journal of Adolescent & Adult literacy, 62*(6), 686-689 4 pages Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:**	**CalTPA Step 3 Reflect: #1 Analyze the Formal Assessment Responses draft** **CalTPA STEP 4 Apply: #I Next Steps for Learning draft** **RFV#5 due before class time week 12** Observation Form #5 due Friday in Brightspace, week 11 **Identify Capstone Inquiry Project focus**	Teach 8 lessons including 2 full days

	Evaluate pedagogy for equipping secondary ELA students with approaches to question, analyze and evaluate media with a critical lens. TPE 6.1, 6.3 OF = TPE 6.1, 6.2 **ELA Competency: Using student identities to develop and expand core literacies.** Multimodal Composing does not have to be visual. Rhetorical scholar Jody Shipka (2009) received the pictured multimodal text when she asked students to write on their educational autobiography. "Child Shaper"	**Unit Lecture: Multimodal Text – A Framework for Analysis** **Consider viewing in 1.2 or 1.5 speed** PDF of video in Brightspace, week 11		
UNIT 6 *Week 12*	*Learning Objectives* Evaluate topics emerging from content currently being taught for controversial conversations. TPE 1.2, 1.3, 1.4. 1.5 RFV = TPEs 1, 2, 3, 4, 5 **ELA Competency:** Engage students in entering the conversations of the day with informed perspectives.	**Bring topic selected for Final Inquiry to class for approval.**	**CalTPA Step 3 Reflect: #1 Anallyze the Formal Assessment Responses draft** **CalTPA Step 4 Apply: #1 Next steps for Learning draft** **CalTPA STEP 4 Apply: #II Follow-up Instruction: Re-teaching or Extension Activity draft**	Teach 2 full days
UNIT 7 *Week 13*	**Humanizing Pedagogy** *Learning Objectives*		**RFV#6 due before class time week 14**	Teach 4 full days

	Identify rigor, challenge, and critical approach in RFV 5 in peer review. TPE 6.1 Examine your strengths, areas for improvement, and use them to set goals for your practice. TPE 6.2 OF = TPE 6.1, 6.2 RFV = TPEs 1, 2, 3, 4, 5		**Observation Form #6 due in Brightspace by Friday, week 13.**	
UNIT 7 *Week 14*	Sociocultural learning through student presentations of inquiry project findings.	One-pager for Inquiry topic: Use template in Brightspace, toolbox, Assignments & Rubrics. Use Outline in one pager to present the inquiry topic – 5 minutes maximum. Complete the self-assessment (below the template) and submit to **edthena**.	**One-pager for Inquiry project.** **Presentation using the outline in the template. Complete the self-assessment below the template and upload to edthena no later than week 15, Friday, 11:59pm.** **Induction Plan due in Brightspace prior to scheduled Exit Interview, week 15**	Teach 4 full days
UNIT 8 *Week 15*	**EXIT INTERVIEW** **No class meeting** **Reflection on Practice** Exit Interview TPE 6	Class does not meet: Exit Interview		Teach 8 lessons