EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary English Classrooms, Part B

Units: 4
Term—Day—Time: Spring 2024, Wednesdays, 5-7:30pm
Meeting Length: 2 hours 30 minutes
Location: WPH 204
Instructor: John Pascarella

Office Hours: By appointment

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

Rossier Mission

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

MAT Position 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 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 and the Overview of Course Assignments (your instructor will share with you) will clearly delineate due dates.** *Each will be addressed 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 hours are designed to meet the needs of enrolled students and will be scheduled accordingly.
- Documents mentioned in the syllabus are linked directly to Google; for a Google Folder with pertinent documents and Readings, go to: EDUC677 Student Materials.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) 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 other readings are available by following the link: 677 ELA Readings.
Required: Freire, P. (1998). *Pedagogy of freedom: ethics, democracy, and civic courage.* Rowman & Littlefield.
Available at this link: https://drive.google.com/file/d/1c1D9nPrGh4n5iw1j4t2zHXoTwtkh6_wO/view?usp=sharing
Hard copies – anywhere but amazon: https://www.goodreads.com/book/show/86881.Pedagogy_of_Freedom
($14.59)

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).

Description and Assessment of Assignments
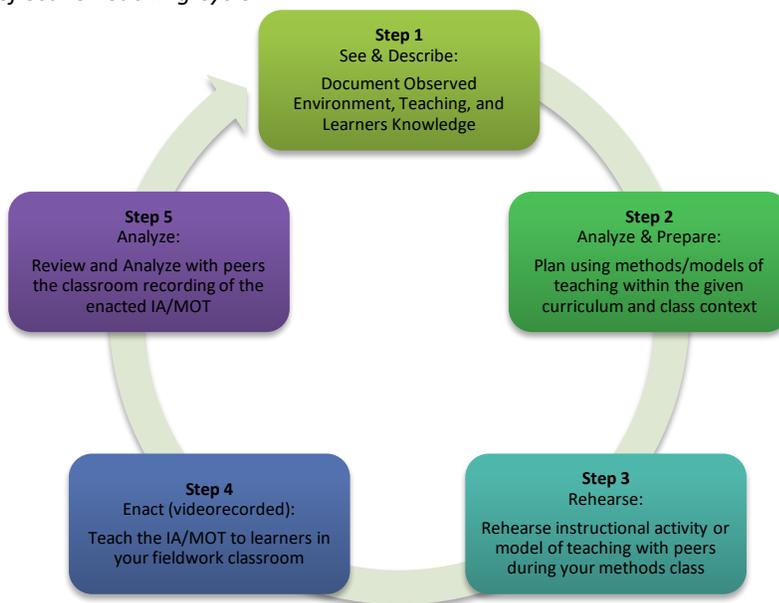In this course, you will learn alongside other novice teachers to:
- develop, instantiate, modify, adapt, and or create curriculum in your content area in order to:
- activate and leverage learners' prior knowledge to increase the accessibility rigor and relevance of the curriculum
- plan lessons through 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 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.
Click here for Entry Interview Guide and Rubric to prepare for the Entry Interview. View the video for a brief overview. This opportunity is important to your development and for your GT's understanding of the course goals and requirements. You should expect these entrance interviews to take 15-20 minutes.
Weeks 1 & 2 – C/NC- 5% of final grade

Assessment 2: Weekly USC Candidate Observation and Goal Setting Form
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 3, Week 5, week 7, Week 9, Week 13, and Week 15 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: Focus Videos (6 Total)

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

1. a lesson plan and all related lesson plan materials/documents
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 to identify:
   a. the strategy you are enacting
   b. a strength and explain how/why that strength support student learning
   c. evidence of student learning and explain how/why learning is taking place
   d. an instance that might benefit from revised practice and explain why
4. a comment on 2 classmates' videos

- Each 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).
   o The Lesson Plan for **FVs 1 only** must be the ELA Lesson Plan Template. Upon your instructor's approval, you may then use the Lesson Plan Template – Short Version ELA or one your Guiding Teaching may use.
   o Using the comment function on the video, view your video and provide an analytic comment (citing theory/research as appropriate) to annotate your video in the following three areas:
      - Identify the strategy you are enacting
      - Identify a strength and explain how/why that strength support student learning
      - Identify evidence of student learning and explain how/why learning is taking place
      - Identify an instance that might benefit from revised practice and explain why
   o The reflection includes a description of an indeterminate moment **significant to student learning**, analysis of the moment **connected to research/theory**, intelligent action, and connection to Larrivee's Levels of Reflective Practice.
- When uploading:
   o Using the digital index card, provide
      - A summary of the focal area (e.g., dialogic discussion, collaborative learning, etc.)
      - A question for the coach (instructor) to focus the feedback [*What area(s) do you want feedback on? E.g., "Are all students engaged? Where might I provide support for English Learners more directly/effectively? Etc.]*
   o Upload the Lesson plan & Video
   o Annotate the video – refer to Annotating RFVs & RTEs 673 & 677

YOU ARE NOT ALLOWED TO USE ANY FOCUS VIDEOS FOR THE edTPA. Instructors are not allowed to edit, provide feedback, or suggest video clips for submission to the edTPA. Please note that the California Teacher Credentialing Commision requires fieldwork supervisors (your instructor) to observe your teaching a minimum of 6 times. Therefore, you may use one of the FVs for your Summative Assessment

Weeks 2-12: 6.5 points per RFV; 40 possible points (you'll have a bonus few points) – 40% of final grade. Please submit all work to Edthena.

Assignment 4: edTPA Submission for Secondary Single Subject Candidates
Program Key Assessment #3

edTPA is Ed Code 44259
Passing the edTPA is a Requirement for Teacher Credentialing in the State of California and is also counted as 10% of your grade in 677. Even if you are not going to be teaching in California, you must submit the edTPA to complete the requirements for the USC MAT Program.

For this assessment, you will access/read/annotate the edTPA Handbook in your subject area through Edthena and complete your lesson planning, video recording, and commentary writing during the first 14 weeks of this course. Follow the Recommended Timeline in the chart below to complete all components of the edTPA. All information will be entered into Edthena.

THE edTPA IS NOT "EXTRA" :
1. You will videotape lessons you are teaching within your scope & sequence during weeks 5, 6, or 7
   See "Filming Schedule FVs & edTPA – week 5-7"
2. You are already creating lesson plans for lessons you teach in the scope & sequence
3. The ELA Lesson Plan Template has prepared you to write the narrative explaining/justifying the choices made in your teacing and their connection to theory/research.
4. The writing sample, feedback, analysis and future planning for writing instruction was rehearsed in 673 (Key Assessment 2).

- Office hours with the edTPA coordinator will also be available throughout this period of time and you may contact the coordinator at any time with questions.
- It is recommended that you tape edTPA during weeks 5-7 and that you submit your edTPA during Week 14, but reach out to the edTPA coordinator should you need your timeline modified. You must show evidence of edTPA submission by the end of 677 and notify your professor in advance that you are working with the edTPA Coordinator and plan to submit later than Week 14.

A learning segment prepared for this assessment should:

- **[Secondary ELA]** provide opportunities for students to use textual references to construct meaning from, interpret, or respond to complex text, AND to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels.

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

Additionally, an **edTPA Webinar Series** is also available to you to support with your edTPA submission. In a five-part workshop, you will be able to:

- Part 1, Navigate Process & Resources
- [Part 2 – N/A Elementary Only]
- Part 3, Identify Task 1 and Central Focus requirements
- Part 4, Identify Task 2 Video Performance requirements
- Part 5, Identify Task 3 Feedback Requirements
- Part 6, Subject-Specific Evidence of Learning for Secondary

The edTPA coordinator will visit your class sessions in the first 9 weeks to deliver above webinars. The recorded webinars will also be available to you asynchronously. Part 1 will be delivered on Week 2, while Parts 2-5 will be delivered during Weeks 7 through 9. **You will be supported throughout your edTPA journey.**

Assignment 5: Final Assessment – Capstone Project

Program Key Assessment #4

The Capstone is an individualized project that is developed in relationship to an interest, concern, issue related to student learning, curriculum and/or instruction, community needs and support, collegial relationships or professional development. The Capstone will address the issue through ELA concepts in theory and practice.

You will create a digital poster with the following elements:

1. Your problem and why it is important to address
2. Background on your problem from research/theory
3. What the research/theory say to address the problem in the classroom through intelligent action

The purpose of the Capstone is to demonstrate the ability to identify a critical area of interest focused on the Rossier Mission to examine the area interest 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
- Design a culturally relevant lesson on metaphors & similes
- & etc.

Program Key Assessment 4: Up to 25 points total may be earned for the Capstone/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 for that week, including a practical application for each reading
- Answer two questions that were asked during class time.

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

Part of your participation grade will be based on weekly completion (during class-time) of a strategy matrix, in which you share a successful strategy, an unsuccessful strategy, and connect to prior coursework for theory/ practice.

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 16 – 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	40	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

Assignment Rubrics

All assignment rubrics are available in the "Documents and Tools" page of the course on the LMS (Canvas).

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, 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, as noted in the tables below the guidelines provided.
For the scope and sequence, go to:
[Teaching Load Spring 2023](#)
[Teaching Load Spring 2023 Dual Candidates](#)

Candidates are typically advised that a "lesson" constitutes one complete learning event that has been planned with a clear and measurable learning objective and includes a *beginning* (e.g., this lesson activity might include a do-now, anticipatory set, or another motivation activity), *middle* (e.g., these lesson activities might include direct instruction and student centered activities with the use of formative assessment techniques), and *end* (e.g., a closure activity such as an exit ticket). A lesson should be viewed as an interactive process rather than as a "presentation" or "lecture." The candidate must create a bond between her or himself and the students s/he is teaching. S/he must learn as much as possible about these students so that s/he can differentiate instruction and design strategies to address the needs of all students in these classes. Candidates should consult her/his USC Professor for additional information about the models of instruction, appropriate length, and acceptable content of lesson designs to be implemented.

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

Secondary/Single Subject Candidates:
During Part A, 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 until five or more lessons are required in a week. 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

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).

All readings not in the required book are available at: https://drive.google.com/drive/folders/11MYAKJc-4bx0fUnRzaIY2q9HycLuwEiR?usp=sharing

Unit Week	Topics	Readings *Readings are to be completed prior to class time.*	Assignments and Due Dates
UNIT 1 *Week 1*	**Discourse in ELA** *Guiding Question: How might the history of institutional racism inform us about equity in the world we currently live in?* ***Learning Objectives*** Facilitate dialogic discussions while sustaining linguistic backgrounds. TPE 1, 2, 3, 4 Evaluate classroom dialogic discussion using a transcript for promotion of student learning. TPE 5, 6 **ELA Competency:** Engage students in dialogic for conceptual construction of knowledge in response to literature.	Gorman, A. (2021). The Hill We Climb Miller, S. M. (2007). How literature discussions shape students' thinking. pp. 289-316. Prior to viewing, be sure to sign in to the USC Google site with your USC net-id View: Course Overview Unit Lecture: Dialogic	Read Course Syllabus, Assignments & Rubrics; Unit Readings prior to class time
UNIT 1 *Week 2*	**ENTRY INTERVIEW** **No class meeting** ***Learning Objective*** **Theory to Practice:** Analyze classroom practice to support meaningful discourse for learning. TPE 1, 2 Distinguish between *scripted* and *planned* questioning using readings to plan discussion using planned questioning. TPE 1, 2	NO CLASS MEETING: ENTRY INTERVIEW Take time this week to gather information for the context portion of the edTPA. Find edTPA materials in edthena under the edTPA tab. This form is NOT graded but very important. It can be accessed on page 3 of the edTPA handbook. BRING COMPLETED FORM TO CLASS WEEK 3 Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Unit Lecture: Structures of Knowledge & Process 23,42	ENTRY INTERVIEW Complete observations in your fieldwork classroom and analyze how student learning Btakes place.

UNIT 2 *Week 3*	**Pedagogy** *Learning Objectives* Design a dialogic discussion for equitable discussions to support conceptual construction of knowledge. TPE 1, 2, 4 Identify concrete learning activities using edTPA planning rubrics to understand expectations. TPE 1, 6 **ELA Competency:** Facilitate complex response to literature	Langer: Envisionments Chapter 7-Strategies for Teaching, pp. 89-111. Chapter 9-Learning Literary Concepts and Vocabulary, pp. 132-136. Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Envisionments 15,13 PDF of Envisonments Lecture Observation & Goal Setting Form -Purpose	Observation & Goal Setting Form #1 Begin videotaping lessons for classroom peer discussion Prepare for EDTPA: identify complext text, focus, and calendar when you will record
UNIT 2 *Week 4*	*Learning Objectives* Examine development of critical consciousness of structural issues impeding equity in learning. TPE 2, 6 Practice strategy for vocabulary instruction for conceptual vocabulary. TPE 1, 2, 4 ELA Competency: Critical Pedagogy of dialogic discussion: Praxis for dialogic, 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 Prior to viewing, be sure to sign in to the USC Google site with your USC net-id View: Critical Consciousness Lesson Plan Template for RFV 1	RFV 1: due before class time in edthena EXPLORATIONS. Collect Video and Prepare for EDTPA: Begin designing lesson plans & identify writing sample you will collect for Part 3
UNIT 3 *Week 5*	**Writing Development** *Learning Objectives* Identify an indeterminate moment from practice using RFV 1 & edTPA instruction rubrics to critically reflect. TPE 6 Evaluate uses of writing in the ELA classroom for equity and development of student voice.	Ife, F. (2012). Powerful writing: promoting a political writing community of students. *English Journal, 101* (4), 64-69. Dunn, S. H. (2008, March). *Writing in Rhythm: Spoken Word in Urban Classrooms* [Review of the book by Maisha Fisher]. *Anthropology & Education Quarterly, 39*(1), Online. 1.5 pages Sela, R. (2022). Power writing: How to write in an in-depth and meaningful way. Online at: https://www.ronsela.com/power-	Observation & Goal Setting Form #2 RFV 2: due before class time Collect Video and Prepare for EDTPA: Film ENTIRE sequential lessons in case you have a tech issue, you will have other video to choose from Collect student work samples & bring to class, week 6

	Conceptualize elements of argument to develop students' critical consciousness for equity. TPE 1, 2, 4 ELA Competency: Elements of argument; syllogisms and enthymemes, and structure of arguments.	writing/#:~:text=Power%20writing%20is%20a%20skill,into%20a%20compelling%20story%2C%20and Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Unit Lecture: Syllogistic Thinking	
UNIT 3 *Week 6*	***Learning Objectives*** Evaluate writing using worksamples to promote metacognitive learning. TEP 5 Evaluate student writing using worksamples & edTPA assessment rubrics to inform instruction. TPE 5 Identify patterns of error in student writing samples to form rhetorical inquiry groups for differentiation. TPE 2, 5 Examine performance expectations in assessment edTPA rubrics to inform assessments. TPE 6	Patterson, N. G. (2001). Just the facts: Research and theory about grammar instruction. *Voices from the Middles, 8* (3), 50-55. Ruday, S. (2020). Grammar without walls: Student-centered and culturally relevant grammar instruction for the present and future of literacy. pp. 50-51 Prior to viewing, be sure to sign in to the USC Google site with your USC net-id **View:** Feedback for Learning 16,03	RFV 3: due before class time. Collect Video and Prepare for EDTPA: Narrative Part I
UNIT 4 *Week 7*	**Assessing to Teach** ***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 Apply concept of knowledge construction using RFV 3 for critical reflection on practice. TPE 6	No readings No Unit Lecture this week	Observation & Goal Setting Form #3 Collect Video and Prepare for EDTPA: Narrative Part 2

UNIT 4 *Week 8*	***Learning Objectives*** Examine the promotion of equity and access in pedagogical approaches & models of teaching in class discussion. TPE 1, 2 Apply knowledge of Socratic Seminar using literary text (TBD) in a Socratic Seminar. TPE 1, 3	No Readings No Unit Lecture this week	**edTPA narrative Part 3**
UNIT 5 *Week 9*	**Centering the Student** ***Learning Objectives*** Analyze new literacies and conventional print-based literacies from reading for 'teaching for learning'. TPE 1, 2, 3, 4 Revise lesson plan using MMC or 'teaching for learning'. Criti	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:** Centering students	Observation & Goal Setting Form #4
UNIT 5 *Week 10*	***Learning Objectives*** Examine pedagogy for equipping secondary ELA students with approaches to question, analyze and evaluate media with a critical lens. TPE 1, 2	Freire: Introduction-Aronowitz, pp. 1-20. Chapter 1: Introductory Reflections, pp. 21-28 View Video: Neoliberalims & Education YouTube – 6,04	RFV 4: due before class time.
UNIT 6 *Week 11*	**Ideology & Practice** ***Learning Objectives*** Determine the ideological stance of various pedagogical approaches. TPE 1, 2, 3, 4 Connect theory-to-practice in concrete pedagogical applications. TPE 2, 4, 6	Freire: Chapter 2-There is No Teaching without Learning, pp. 29-48. View: Final Capstone Project	RFV 5: due before class time. **Identify Capstone Inquiry Project focus**

UNIT 6 *Week 12*	*Learning Objectives* Reflect critically on assumptions of teaching and learning using readings and practice to modify lesson plans. TEP 4, 6 Connect theory-to-practice in concrete pedagogical applications. TPE 2, 4, 6	Freire: Chapter 3 – Teaching is not Just Transferring Knowledge, pp. 49-84. Review the induction document: USC MAT IIDP Induction Plan for class discussion Align with Larrivee for language of areas of improvement and goals. View: Induction document	RFV 6: Due before class time.
UNIT 7 *Week 13*	**Humanizing Pedagogy** *Learning Objectives* Identify rigor, challenge, and critical approach in RFV 3 in peer review. TPE 1, 2, 3, 4 Connect theory-to-practice in concrete pedagogical applications. TPE 2, 4, 6	Freire: Chapter 4-Teaching Is a Human Act, pp. 85-130.	Observation & Goal Setting Form #5 **Identify Capstone Inquiry Project focus**
UNIT 7 *Week 14*	*Learning Objectives* Identify indeterminate incidents in practice for intelligent action. TPE 6 Connect theory-to-practice in concrete pedagogical applications. TPE 2, 4, 6	Dugas, D. (2017). **Group Dynamics and Individual Roles: A Differentiated Approach to Social-Emotional Learning.** *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 90(2), pp. 41-47.	
UNIT 8 *Week 15*	**EXIT INTERVIEW** **No class meeting** **Reflection on Practice** Exit Interview TPE 6	No readings View: Exit Interview and Induction Plan	Final Assessment due before scheduled class time: CAPSTONE Observation & Goal Setting Form #6