



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
Master of Arts and Credential Program
EDUC 230/231c (6 unit)
Ethical Reflective Practicum in Special Education (6 units)
Winter**

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Course Meeting:
Classroom:
Office Hours:

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focuses on ensuring each student will begin his or her teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making.

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description:

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the 6-12th grade levels. The main focus of the clinical practicum seminar is to support students as they complete their student teaching experience. This seminar focuses on the Teacher Performance Expectations (TPEs), and MMSN TPEs as indicated in the course objectives. The seminar, in combination with classroom teaching, will provide students the opportunity to discuss instructional strategies and methodologies, as well as challenges and issues in public education, particularly programs for students with disabilities. It will also provide classroom-based support while students complete the California Teacher Performance Assessments (CalTPAs) and the Education Specialist Exam.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Continuous reflection on your lessons, instruction and the moral and ethical core of your teaching practice.	2, 4	4, 6	6.1, 6.2	
2	Maintaining a professional rapport and effectively and respectfully communicating with students, parents, teachers, and staff, including the use of conflict resolution techniques when needed.	4	4, 5	6.4	6.1, 6.2, 7.2
3	Creating and maintaining a safe, fair, and supportive learning environment that supports the physical, social, & psychological well being of all students, including English learners and students with learning disabilities.	1, 3, 4	1, 5	1.6, 2.1, 2.2, 2.5	1.5, 2.2, 2.3, 2.5, 2.6, 4.7
4	Using a range of curricular materials and resources to increase student engagement and demonstrating the ability to adapt materials to meet the needs of English Learners and students with identified disabilities.	1	1, 2	3.4	1.1, 1.2, 2.1, 3.1, 4.1,
5	Using formative (including self-assessment) and summative assessments to measure students' academic performance and progress (ITP progress included), and demonstrating the ability to adapt assessments to better assess progress on language and learning goals for English learners and students with identified disabilities.	1	3	1.8, 5.3, 5.5	1.1, 1.4, 1.2, 2.1, 2.10, 3.1, 4.2, 5.1, 5.2, 5.6, 7.1

6	Planning and providing (both independently and collaboratively) classroom instruction, including literacy instruction and ELD instruction that is standards-based; responsive to student diversity of culture, language, and ability; and promotes students' development of language and effective expression.	1, 3	1, 2	1.6, 2.2 3.4, 5.5, 7.1-7.10	4.6, 6.1, 7.3, 7.4, 7.5
7	Developing a repertoire of effective teaching, strategies for all students including English learners and students with an identified disability.	1	1, 2	1.6, 2.2	
8	Collaborating with colleagues—including education specialists, paraprofessionals and general education teachers—and classmates, analyzing the complexities of ethical teaching in diverse classrooms, in particular diversity of culture, language, ability, and socioeconomic status.	4, 5	4, 6	6.1, 6.2, 6.3	2.3, 2.4, 2.7, 2.8, 4.6, 6.1, 7.2
9	Exploring and understanding contemporary issues, policies and laws in education/teaching related to state adopted standards, professional ethics, rights, responsibilities, student diversity, and individuals with disabilities.	4	6	6.6	6.3, 6.4

*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation; MMSN TPE=Mild to Moderate Support Needs Teaching Performance Expectation

Course Requirements/Assignments

	Assignment	Assessment Value	Course Objective(s) Assessed
1	Class Attendance and Participation	20%	1-9
2	Field Experience: Full participation in student teaching placement for two periods; Minimum one afternoon of planning and observation; Four Formative Evaluations completed by your Master Teacher and University Supervisor (total of eight); and Satisfactory Summative Evaluations from Master Teacher and University Supervisor	35%	2-8

3	Reflections	20%	1, 3,9
4	<i>Signature Assignment: Teacher Toolkit</i> <ul style="list-style-type: none"> ● Parent Communication Examples ● Classroom Management & Discipline Plan (revised) ● Current Resume ● Assessment Analysis ● Strategies for organizing a safe environment for students with disabilities ● Positive behavior management for students with disabilities <i>See specific directions and rubric for more information.</i>	25%	1-8

1. Class Attendance and Participation Being present in class, being on time to class, and participating in class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend and be on time for all classes as scheduled for the quarter. You will be asked to sign in for class by responding to each session’s opening prompt using the Zoom chat feature and completing an exit question at the end of each class. Your typed response in the chat and completion of the exit question will ensure that you receive credit for the class sessions that you attend and in which you participate. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence per course, excusing you from one class session with (at most) half the grade penalty. To use your excused absence, please notify me by email or phone BEFORE class. If there is an emergency and it is not possible to contact me prior to class, you are responsible for contacting me within 24 hours by email or phone to let me know why you were absent from class. Please be sure to review any course materials in the Module on Camino for the missed class date. Excessive tardiness may also result in a grade penalty (loss of points) as it may affect class participation. Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Field Experience During winter quarter, you are expected to be present at your student-teaching placement five days per week, teaching two class periods and observing and/or preparing during another two class periods. You should participate in parent and IEP meetings held for students in your classes, ensure to discuss the ITP. Though you may sometimes teach using your Master Teacher’s lesson plans, you should have opportunities to co-plan lessons or lesson sequences with your Master Teacher, as well as teach your own lessons to the students, **which should include literacy instruction, ELD instruction,** and including appropriate use of technology. You will submit your Clinical Practice Log monthly and short videos of your teaching throughout the quarter. At the end of winter quarter, you, your Master Teacher, and your Field Supervisor will complete the *Mid-Program Review/Continuation in Student Teaching* form. You will be assessed with the formative assessment tool found in the MATTC handbook (pg.56). Although all seven Teaching Performance Expectations are evaluated throughout the academic year, winter quarter observations include specific focus on TPEs 1, 2, and 7. (Practice & Assess MMSN 1.1, 2.2, 4.1; Practice MMSN 1.2, 1.4, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 2.10, 4.7, 5.1, 5.2, 5.6, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5 ; Introduce & Practice 2.8, 4.2; Assess 4.6, 6.1; Practice UTPE 1.6, 1.8, 3.4, 4.6, 6.4, 6.6, 7.1-7.10; Assess UTPE 1.6, 1.8, 3.4, 7.1, 7.3, 7.7, 7.8, 7.9, 7.10). ***Please find the scoring rubrics for the formative teaching assessment at the end of this document.**

Reflections Each week you will submit a one-page reflection on your field experience, **with a particular focus on planning and delivering multi-tiered instruction (e.g., literacy)** that meets the academic and social-emotional needs of a diverse group of students, including English learners and students with disabilities. Reflections on various topics (e.g., your own values, implicit and explicit biases, contemporary issues in education, policies, laws, conflict with colleagues, supporting positive classroom climate, and social psychological well being, collaborating with colleagues to support students with identified disabilities, professional learning goals, etc.) discussed in class or explored through designated readings/videos will also be assigned. **(Practice MMSN 2.5, 2.8, 2.10, 3.2, 6.3, 6.6, 7.1, 7.2 7.3, 7.4, 7.5) (Practice UTPE 1.6, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10; Assess UTPE 1.6, 7.1, 7.2) (Assess MMSN 7.4)**

***See end of document for rubric to assess reflections.**

Signature Assignment (Teacher Toolkit) Requirements. The purpose of the Signature Assignment for this course, referred to as the Teacher Toolkit, is to collect evidence of your ongoing development toward meeting Program Learning Goals and California Teaching Performance Expectations. The Teacher Toolkit for this quarter consists of 4 elements: (1) Parent Communication Examples, (2) Classroom Management/Discipline Plan, (3) Current Resume, and (4) Assessment Analysis.

1. Parent Communication Examples – Provide two examples of professional communication you had with parents/guardians during this quarter. It can be any form of communication used to support student success, share expectations, and/or elaborate on student progress (e.g., email, letter, classroom newsletter, class blog, telephone call log, etc.). **(Practice UTPE 1.2, 6.4; Practice MMSN 2.4, 7.2)**

2. Classroom Management and Discipline Plan – Describe your classroom management and behavior plan including classroom routines, procedures and norms. You may update/revise your work from EDUC 283. Include revisions/additions in a different color, and include a written reflection in which you explain what is working well and reasons for any changes. Be sure to incorporate responses to the following questions.

- What behavior expectations did you establish (and/or keep from your Master Teacher) for your classroom? How were those expectations communicated to students?
- What specific norms, procedures, and/or routines helped maintain a positive, inclusive, and effective classroom environment?
- What did you do to support positive relationships between you and your students, as well as among students?
- How did you make students feel safe to communicate in your classroom?
- How did you handle discipline issues?
- What is the evaluation of your positive behavioral intervention plan?

(Practice MMSN 2.1, 2.5, 2.6, 6.6)

(Practice UTPE 2.1, 2.2, 2.5, 2.6, 6.5; Assess UTPE 2.1, 2.2, 2.5, 2.6, 6.5)

3. Current Resume – Include the final draft of your resume that you will use for your job search. A rough draft will be due in class for peer review.

4. Assessment Analysis – Choose one assessment (formative or student self-assessment) you administer during the quarter to analyze.

Formative Assessment Analysis

Analyze the results of a formative assessment you administer this quarter, and choose 2-3 student samples (names removed but include students with disabilities) to share that reflect trends in your analysis. Also write a short narrative that includes the following:

- A copy of the formative assessment and/or assessment directions

- A description of the formative assessment and how it fit into the lesson/unit of study, including the standards and objectives it addressed
- A description of what you learned (e.g., types and patterns of errors, unexpected misunderstandings, high levels of prior knowledge) based on student work analysis
- A description of how you will monitor student thinking, provide student feedback and how this analysis will guide (or guided) your subsequent instruction
- Examples of how you would modify the assessment to support English learners and students with disabilities and describe how modifications align with IEP.
- (Practice MMSN 1.4, 5.1, 5.2, 5.6, 7.1) (Practice UTPE 1.6, 1.8, 5.3, 5.4, 5.5, 7.10; Assess UTPE 1.6, 1.8, 7.10)

OR

Student Self-Assessment Analysis

Analyze the results of a student self-assessment from this quarter, and choose 2-3 student samples (names removed but include students with disabilities in your analysis) that reflect trends in your analysis. Also write a short narrative that includes the following:

- A copy of the assessment and/or assessment directions
- A description of the assessment and how it fit into your lesson/unit of study, including standards and objectives it addressed
- A description of how this assessment did/did not accurately reflect students' mastery of standards/objectives
- A description of what you learned based on student self-assessment
- A description of how this analysis will guide (or guided) your subsequent instruction
- Examples of how you would modify the assessment to support English learners and students with disabilities and describe how modifications align with IEP. (Practice MMSN 1.4, 5.1, 5.2, 5.6) (Practice UTPE 1.6, 1.8; Assess UTPE 1.6, 1.8)

*See end of document for Teacher Toolkit Grading Rubric.

Assessment/Grading Criteria

Pass/Fail grade will be based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments determined by me, your Master Teacher and your University Field Supervisor. You must **fulfill all field experience requirements**. Overall performance must be equivalent of a "B-" or above to earn a passing grade.

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model effective communication skills for your students.

Professional Conduct and Performance Policies

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements; however, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you are receiving important information and updates from SCU faculty, staff, and classmates.**

Responsible Use of Technology. Everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole-class discussions, group work and pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Department of Education and University Resources

Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the [School of Education and Counseling Psychology Bulletin](#) for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Discrimination, Harassment and Sexual Misconduct (Title IX) SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

To support your well-being, the following resources are available to you:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online

Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

EDUC 230C Class Schedule and Course Outline

Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

Class Session & Date	Course Topics	Assignment(s) Due
Session 1	<ul style="list-style-type: none"> • Check-In • Course Overview • Professional Communication with Parents 	<ul style="list-style-type: none"> • Weekly Reflection • CalTPA/Ed Specialist Exam Workshop – Date & Time TBD
Session 2	<ul style="list-style-type: none"> • Self-Assessment / Check-In • TPA/Ed Specialist Exam Prep • Providing services for students with disabilities in out of school settings (speakers: Psychologist, orthopedist, speech and language specialist) (Practice MMSN 2.4; Introduce & Practice 2.7) 	<ul style="list-style-type: none"> • Weekly Reflection • Students with Disabilities Services (Practice MMSN 2.4; Introduce & Practice 2.7)
Session 3	<ul style="list-style-type: none"> • Self-Assessment / Check-In • Transition Planning (Introduce & Practice MMSN 1.4) 	<ul style="list-style-type: none"> • Weekly Reflection • Secondary Transition Planning (Introduce & Practice MMSN 1.4)
Session 4	<ul style="list-style-type: none"> • Self-Assessment / Check-In • TPA/Ed Specialist Exam Prep 	<ul style="list-style-type: none"> • Weekly Reflection • Video #1
Session 5	<ul style="list-style-type: none"> • SPED paraprofessionals and Ed Specialist collaborations (Practice MMSN 2.4, 6.1; Introduce & Practice 2.7) • Getting Hired Part II: The Resume 	<ul style="list-style-type: none"> • Weekly Reflection • Assessment Analysis • Paraeducators and Collaborations (Practice MMSN 2.4, 7.3; Introduce & Practice 2.7)
Session 6	<ul style="list-style-type: none"> • Self-Assessment / Check-In • TPA/ Ed Specialist Exam Prep • Student Services Q&A 	<ul style="list-style-type: none"> • Weekly Reflection • Resume
Session 7	<ul style="list-style-type: none"> • Self- Assessment / Check-In • Getting Hired Part III: The Interview 	<ul style="list-style-type: none"> • Weekly Reflection
Session 8	<ul style="list-style-type: none"> • Self-Assessment / Check-In • SPED Policies & Law (Practice MMSN 6.3) 	<ul style="list-style-type: none"> • Weekly Reflection • Video #2

		<ul style="list-style-type: none"> • Special Education Law (Practice MMSN 6.3)
Session 9	<ul style="list-style-type: none"> • Self-Assessment / Check-In 	<ul style="list-style-type: none"> • Weekly Reflection • Parent Communication Examples
Session 10	<ul style="list-style-type: none"> • Self-Assessment / Check-In • TPA/ Ed Specialist Exam Prep • Spring Quarter Preview 	<ul style="list-style-type: none"> • Weekly Reflection • Classroom Management & Discipline Plan (revised)
		<ul style="list-style-type: none"> • Santa Clara County Teacher Recruitment Fair – Date & Time TBD

Reflection Assignment Rubrics

Score	1	2	3	4
	Unsatisfactory	Basic	Proficient	Distinguished
Addressing topic: the reflection addressed the topic	Does not address topic	Moderately addresses topic.	Addresses topic	Clearly addresses topic
Organization and clarity: reflection is organized and clearly articulates main point	Not clearly written and not organized	Moderately written and organized	Clearly written and organized	Very clearly written and very well organized.
Theory to practice: reflection attends to theories/readings and makes connections to practice.	Does not draw connections between theory/readings and practice.	Draws some connections between theory/readings and practice.	Draws clear connections between theory/readings and practice.	Draws very clear connections between theory/readings and practice.

The Scoring Rubrics for the Formative Teaching Assessment

(Practice & Assess MMSN 1.1, 2.2, 4.1; Practice MMSN 1.2, 1.4, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 2.10, 4.7, 5.1, 5.2, 5.6, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5 ; Introduce & Practice 2.8, 4.2; Assess 4.6, 6.1; Practice UTPE 1.6, 1.8, 3.4, 4.6, 6.4, 6.6, 7.1-7.10; Assess UTPE 1.6, 1.8, 3.4, 7.1, 7.3, 7.7, 7.8, 7.9, 7.10)

Teacher candidates are observed and formatively assessed eight times for EDUC 230/231C and are assessed using the rubrics below which focus on TPEs 1 and 2. Multiple Subject and Single Subject English candidates are observed in lessons for English Language

Arts (see first rubric). Ed Specialists will be assessed for all elements of the MMSN TPE 7 elements. Teacher candidates will be assessed summatively for all 7 TPEs and Ed Specialists for all MMSN TPEs at the end of the quarter.

Element	Teaching Performance Expectations	4=Exceeds Expectations	3=Meets Expectations	2=Approaches Expectations	1= Does Not Meet Expectations
Teaching Elementary English or Spanish Language Arts					
Element 1	Design and deliver instruction in reading, writing, speaking, listening and language that assures all students develop (BMATTC Only: language proficiency in the language of instruction) and meet or exceed the California standards.				
Element 2	Demonstrate knowledge of the California Standards in English (BMATTC Only: or Spanish) Language Arts as well as the English Language Development Standards that are integrated in the Standards document.				
Element 3	Develop integrated, interdisciplinary (BMATTC Only: and culturally responsive) lessons that draw on English (BMATTC Only: and/or Spanish) Language Arts to facilitate learning across the curriculum.				
Element 4	Study, observe and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills.				
Element 5	Create a print-rich environment where students learn to read, write, comprehend, compose, appreciate, analyze, and perform and enjoy the language arts through a multiplicity of texts.				
Element 6	Understand the role of foundational reading skills assessment and instruction in early grades and are able to teach these skills effectively.				
Element 7	Select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts.				
Element 8	Know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.				
BMATTC Only: Element 9	Fluency with language of instruction is evident.				

Element	Teaching Performance Expectations	4=Exceeds Expectations	3=Meets Expectations	2=Approaches Expectations	1= Does Not Meet Expectations
Beginning teachers must be able to...					
TPE 1. Engaging and Supporting All Students in Learning					
Element 1	Apply knowledge of students , including their prior experiences, interests and social-emotional learning needs, as well as their funds of knowledge and cultural, language and socioeconomic backgrounds, to engage them in learning.				
Element 2	Maintain ongoing communication with students and families , including the use of technology to communicate with and support students and families, and to communicate achievements expectations and student progress.				
Element 3	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
Element 4	Use a variety of developmentally appropriate and ability-appropriate instructional strategies, resources, and assistive technology , including (BMATTC Only: bilingual methodology), principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.				
Element 5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.				
Element 6	Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, and students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.				
Element 7	Provide students with opportunities to access the curriculum by incorporating the visual and performing arts , as appropriate to the content and the context of learning.				
Element 8	Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				

TPE 2. Creating and Maintaining Effective Environments for Student Learning					
Element 1	Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.				
Element 2	Create learning environments (i.e., traditional, blended, and online) that promote productive student learning , encourage positive interactions among students, reflect diversity, (BMATTC Only: positive views of bilingualism) and multiple perspectives and are culturally responsive.				
Element 3	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotional healthy and safe to enable all students to learn and recognize and appropriately address instance of intolerance and harassment among students such as bullying, racism, and sexism.				
Element 4	Know how to access resources to support students , including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile				
Element 5	Maintain high expectations for learning with appropriate support for the full range of students in the classroom.				
Element 6	Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.				
BMATTC Only: Element 7	Fluency with language of instruction is evident.				
TPE 7. Effective Literacy Instruction for All Students - on Summative Assessment					
Element 1	Plan and implement evidence-based literacy instruction grounded in an understanding of literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework				
Element 2	Plans and implements systematic, evidence-based, explicit, and multimodal literacy instruction that integrates content, utilizing the principles of Universal Design for Learning, the California's Multi-Tiered System of Support framework ensuring adherence to Tier 1's best first instruction, Tier 2's targeted supplemental instruction, and Tier 3's referrals for intensive intervention, and the California Dyslexia Guidelines.				

Element 3	Integrates asset-based pedagogies and inclusive strategies into literacy instruction , emphasizing the importance of recognizing and building upon the diverse cultures, languages, dialects, and community backgrounds of students; they incorporate culturally and linguistically affirming and sustaining practices , and actively promote literacy development in languages other than English, particularly within multilingual, dual language, and bilingual education settings.				
Element 4	Delivers literacy instruction, integrated with content, that is dynamic, motivating, and captivates all students , tailoring it to their age, language and literacy progression, and specific literacy objectives; this instruction is rooted in family engagement, encompasses social and emotional learning, integrates trauma-informed practices, and is designed based on students' learning strengths and areas of need, thorough examination of instructional resources and assignments, and alignment with established academic standards.				
Element 5	Foundational Skills. Cultivates students' understanding of print concepts, integrating alphabet basics, phonological awareness, and word recognition with decoding and morphological techniques , ensuring structured instruction while emphasizing text fluency components such as accuracy, prosody, and rate, all underpinned by a strong foundation in spelling, semantics, and syntax.				
Element 6	Meaning Making. Draws on students' prior knowledge, using complex texts across various mediums to enhance literal and inferential comprehension. By integrating strategic questioning and discussion, the teacher candidate emphasizes higher-order cognitive skills, such as reasoning and critical analysis across disciplines. This engagement encourages students to delve into texts, promoting evidence-based analysis, reflection, and research through reading, listening, speaking, writing, and discerning visual content.				
Element 7	Language Development. Promotes oral and written language growth by focusing on vocabulary, syntax, and advanced comprehension , fostering environments that nurture discipline-specific language while integrating diverse media, and valuing students' unique linguistic backgrounds, including promoting translanguaging using their home languages and dialects.				
Element 8	Effective Expression. Cultivates students' expressive skills through diverse writing and speaking tasks, emphasizing collaboration, feedback, and refinement, while integrating technology, multimedia, and foundational language conventions, and for younger students, prioritizing letter formation and associated decoding techniques.				

Element 9	Content Knowledge. Integrates literacy instruction across disciplines , utilizing diverse mediums and experiential learning to deepen students' content knowledge, while emphasizing navigation of complex texts, research skills, and fostering responsible digital literacy and citizenship.				
Element 10	Employs diverse assessment tools to monitor literacy progress , identifies potential reading challenges including dyslexia, effectively assesses English learners, and collaborates with stakeholders for comprehensive evaluations, supplemental instruction, and intensified support when needed.				
Element 11	Delivers comprehensive English language development instruction , intertwining integrated and designated ELD within Tier 1, aligning it with content topics, and leveraging both ELA/literacy and ELD standards to address students' unique literacy profiles, proficiency, and backgrounds, while emphasizing students' cultural assets and fostering purposeful English interactions across disciplines.				

Teacher Toolkit Rubric: Winter 2021

	Assignment	Exceeds	Meets	Approaching	Does Not Meet
1	Parent Communication Examples MMSN 2.4, 7.2 UTPE 1.2, 6.4	Meets expectations and includes a response from parent/guardian, includes parents of students with disabilities.	Two examples of parent communication are included. Communication has a professional tone and format. The clear purpose of the communication is to support student learning. Includes parents of students with disabilities.	Only one example of parent communication is included. Communication has a somewhat professional tone and format. The purpose of the communication is unclear.	Examples of parent communication are missing, or examples are unprofessional in tone & format & the purpose does not support student learning.

2	Classroom Management & Behavior Management Plan MMSN 2.1, 2.5, 2.6, 6.6	Plan is clearly written and meets all expectations. In addition, student feedback is included regarding their impressions of the learning environment. Positive behavioral interventions & supports	Plan is clearly written and addresses all areas of consideration (i.e., current classroom expectations /norms/procedures/routines and how those are communicated to students, steps taken to support positive relationships in the classroom, and discipline plan). Updates/revisions are clear and logically explained in the reflection. Positive behavioral interventions & supports	Plan is included with updates/revisions, but only some areas of consideration are included and/or the reflection is vague and/or not specific to your classroom. Vague Positive behavioral interventions & supports	The plan is included without updates/revisions and/or the reflection is missing.
3	Current Resume	Resume meets expectations and includes revision based on professional feedback (e.g., Career Center, principal, HR professional).	Resume is complete, professionally written and formatted, and appropriate to the field and your level of experience.	Resume is improperly formatted, or missing relevant information.	Resume is incomplete or missing.
4	Assessment Analysis (Practice MMSN 1.4, 5.1, 5.2, 5.6, 7.1, 7.10) (Practice UTPE 1.6, 1.8, 5.3, 5.4, 5.5, 7.10; Assess UTPE 1.6, 1.8, 7.10)	Meets expectations, shows a deep understanding for student learning, and includes additional reflection regarding the way(s) in which subsequent instruction was impacted.	An assessment analysis (one formative or one student-self assessment) is included. The analysis includes a copy of the assessment and/or its directions, a description of how the assessment fits into the current unit of study, a data analysis, 2-3 student samples that reflect the data analysis, and a description of how the analysis will guide future instruction and/or unit planning. Clearly describes modification for English Learners and students with disabilities.	An assessment analyses is included, but is not clearly a formative or student self-assessment. Some elements are missing, incomplete, or unclear. Less than 2 student samples are included.	Analysis is missing, student work is not included, and/or multiple elements of the analysis are missing or lacking clear information.