



**Department of Education  
MATTC Program  
EDUC 258/283 (3 units)  
Developing Positive Classroom Cultures**

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**Course Meeting:** Thursday, 5-8 PM  
**Classroom:** Guadalupe Hall 203  
**Office Hours:** Thursday 2:30-4:30pm, 8-9pm (in person or via Zoom)

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### **Land Acknowledgment**

We acknowledge that Santa Clara University sits on the land of the Ohlone and Muwekma Ohlone people. We remember their continued connection to this region and give thanks to them for allowing us to live, work, learn, and pray on their traditional homeland. We offer our respect to their Elders and to all Ohlone people of the past and present.

### **Mission and Goals**

#### **Department of Education: Mission and Goals**

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 focus on ensuring each student will begin their 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**

Becoming a teacher—one who is committed to serving diverse learning needs of students—will be a challenging, but meaningful journey of transformation. This course invites you to ask what it means to develop positive classroom cultures and critically construct your theory and practice for creating a classroom as space in which students have and exercise rightful presence. Critically engaging with discourse around the classroom such as management, control, power dynamics, equity and justice, we explore different cultural approaches that can work toward ensuring students' rightful presence. The course activities and assignments will facilitate you to develop a justice-oriented classroom management model that is consistent with the California Standards for the Teaching Profession.



## Course Resources

All readings are available online (linked), and/or as PDF files from our Shared Folder. See Appendix C for additional resources.

Melissa Wells and Courtney Clayton. [Foundations of American Education: A Critical Lens](#)  
Averill & Rinaldi. 2011. Multi-tiered system of support.

Milner, H.R. IV, Cunningham, H.B., Lelale-O'Connor, L., Kestenberg, E.G. (2018) "These kids are out of control": Why we must reimagine "classroom management" for equity. Thousand Oaks, CA: Corwin. <https://sculib.scu.edu/record=b3833291> (chapters 1 to 5 are available in our shared google folder)

Calabrese Barton, A., & Tan, E. (2020). Beyond equity as inclusion: A framework of "rightful presence" for guiding justice-oriented studies in teaching and learning. *Educational Researcher*, 49(6), 433440. <https://doi.org/10.3102/0013189X20927363>

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard educational review*, 58(3), 280-299.  
<https://doi.org/10.17763/haer.58.3.c43481778r528qw4>

Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education*, 54(1), 68-78.  
<https://doi.org/10.1080/10665684.2020.1863883>

## Supplementary resources

Videos:

[Introduction to MTSS](#)

[Practical classroom management video](#)

[Create a positive learning environment](#)

Obispo et al. 2021. Teachers' Classroom Management Styles and Student-Teacher Connectedness and Anxiety

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational researcher*, 41(3), 93-97. <https://doi.org/10.3102/0013189X12441244>  
[California's social emotional learning guides](#)

OER commons <https://oercommons.org/courseware/lesson/55618/overview>  
<https://teach4theheart.com/best-websites-for-teachers/>

UDL guideline: <https://udlguidelines.cast.org/>



### Course Objectives

This course will develop students' knowledge of or skills with...	Standard/Goals Addressed			
	DG #	PLG #	TPE #	MMSN TPE #
Examine elements of the classroom environment that minimize behavior problems with collaboration with families and appropriate related services	1,2	5	2.1, 2.5	2.2, 2.3, 2.4, 2.7, 4.7
Identify effective classroom management principles that facilitate learning through development of positive student behavior, particularly students with complex social communication, behavioral and emotional needs and those on the autism spectrum disorder	1, 2	1.5	1.3, 1.5, 1.8, 2.3	2.2, 2.3, 2.5, 2.6, 2.10; 3.3
Design classroom rules, routines, and incentives appropriate for the grade level to be taught through understanding if student's communicative intent in variety of contexts.	1, 2	4, 5	1.2, 2.6	1.7, 2.4, 2.5, 2.6, 2.10
Review the essential components of various models for responding to discipline problems particularly through understanding students' communicative intent and involving families.	2, 4	4	2.1, 6.5	2.4, 2.5, 2.8
Develop a personal model for preventing and responding to discipline problems particularly positive psychosocial development and self-determined behavior of students with disabilities.	4	5, 6	1.2, 6.5	1.7, 2.4, 2.6, 2.7, 2.8, 2.10
Discuss the relation between teacher expectations and student motivation (e.g., positive communication skills) and learning.	2, 4, 5	1, 4	1, 3	2.6, 2.10, 4.3
Explore effective procedures for dealing with serious disruptive behavior problems by collaborating with other agency personnel	2, 3, 4	5, 6	1.2, 2.1	2.5, 2.7, 2.8, 2.10, 3.3,
Recognize cultural influences on behavior, and identify relevant approaches when relating to diverse students and their parents. Ensure the least restrictive environment according to student needs	3, 4	3, 5	1.2, 2.2, 2.5	2.8, 4.3, 4.7
Identify "Restorative Justice" resources available to promote school safety and reduce school violence through engagement with families	3, 4, 5	4, 5	2.3, 2.4, 6.5	2.4, 2.10, 4.7
Analyze specific "Mindfulness" interventions to promote the development of social competence with goal of supporting students with complex social communication, behavioral and emotional needs.	1, 2, 4	5	2.1, 2.3	2.10, 4.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				



### Assignments

See **Appendix A** for detailed descriptions and specific due dates of each assignment.

Category	Assignment	Submission timing	Submission platform	Pts (100)
Introduction	<b>1-1.</b> Introduce yourself to the class	during	Class slide	5
	<b>1-2.</b> Course opening survey	after	Google Form	5
	<b>1-3.</b> Course start quiz	after	Camino	5
Signature Assignment 1: First-day-matters	<b>2.</b> Classroom values and expectations	after	Class slide	5
	<b>3.</b> Classroom routines and rituals	after	Class slide	5
	<b>4.</b> First-day presentation	after	Class folder	20
Multi-Tiered System of Support (MTSS)	<b>5.</b> UDL for a least restrictive learning environment	after	Class slide	5
	<b>6.</b> Outlining parent-school-community support	after	Class slide	5
Signature Assignment 2: DPCC Project	<b>7.</b> Outlining your DPCC project	asynchronous	Class folder	5
	<b>8.</b> Reflection on Rightful Presence	after	Class folder	5
	<b>9.</b> Individual meeting with Won	asynchronous	Zoom	5
	<b>10-1.</b> Final DPCC project	after	Camino	25
	<b>10-2.</b> Course-ending survey	after	Google Form	5

### Course Calendar

[Asynchronous: weeks 7 & 9; Zoom: week 10]

Sess.	Before: READ	During: ACT	After: EXPAND
1 (1/11)		<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>● <b>1-1.</b> Introduce yourself to the class: the most remembered teachers to you</li> <li>● Syllabus and Assignment Overview</li> <li>● Group activity: What does it mean by positive classroom culture?</li> </ul>	<b>1-2.</b> Course opening survey <b>1-3.</b> Course start quiz
2 (1/18)	<a href="#">Calabrese Barton &amp; Tan (2020)</a>	<b>Classroom as a space where students are rightfully present</b> <ul style="list-style-type: none"> <li>● Classroom scenario spotlight             <ul style="list-style-type: none"> <li>○ Analyze the scenario</li> <li>○ Imagine your response</li> </ul> </li> <li>● Reading discussion             <ul style="list-style-type: none"> <li>○ What does it mean by rightful presence?</li> </ul> </li> <li>● Group discussion             <ul style="list-style-type: none"> <li>○ unpacking 3 tenets of rightful presence</li> </ul> </li> </ul>	<b>2.</b> Classroom values and expectations



		<ul style="list-style-type: none"> <li>○ Values and expectations presented by schools and districts</li> <li>○ Values and expectations in your classroom <ul style="list-style-type: none"> <li>■ Consider your subjects, students' grade levels</li> </ul> </li> </ul>	
3 (1/25)	<a href="#">Teach for the Heart</a>  <a href="#">Bored Teachers</a>  <a href="#">We Are Teachers</a>	<b>Classroom culture through daily routines and rituals</b> <ul style="list-style-type: none"> <li>● Classroom scenario spotlight <ul style="list-style-type: none"> <li>○ Analyze the scenario</li> <li>○ Imagine your response</li> </ul> </li> <li>● Reading discussion <ul style="list-style-type: none"> <li>○ DPCC starts from your daily instruction.</li> <li>○ How classroom routines and rituals are informed by values and expectations?</li> <li>○ Routines and Rituals for effective instruction: What are routines/ rituals?</li> </ul> </li> <li>● Group activities <ul style="list-style-type: none"> <li>○ Explore websites for teachers</li> <li>○ Identify classroom routines and rituals you think effective for DPCC</li> </ul> </li> </ul>	3. Classroom routines and rituals
4 (2/1)	Delpit (1988)	<b>Classroom as a political space</b> <ul style="list-style-type: none"> <li>● Group activities <ul style="list-style-type: none"> <li>○ Set up &amp; brainstorm the assignment 4</li> </ul> </li> <li>● Reading discussion <ul style="list-style-type: none"> <li>○ Culture of power</li> </ul> </li> </ul>	4. First-day presentation
5 (2/8)	<a href="#">Intro to MTSS</a>	<b>Multi-tiered system of support</b> <ul style="list-style-type: none"> <li>● Classroom scenario spotlight <ul style="list-style-type: none"> <li>○ Analyze the scenario</li> <li>○ Imagine your response</li> </ul> </li> <li>● Discussion <ul style="list-style-type: none"> <li>○ MTSS</li> <li>○ MTSS vs RTI</li> <li>○ Least restrictive learning environment</li> </ul> </li> <li>● Group activities <ul style="list-style-type: none"> <li>○ Which approaches will you take routinely from <a href="#">UDL guideline</a>?</li> <li>○ Focus group students (from TPAs)</li> </ul> </li> </ul>	5. UDL for a least restrictive learning environment
6 (2/15)	Milner (2018) Chapter 5  <a href="#">California's social emotional</a>	<b>DPCC through restorative discipline</b> <ul style="list-style-type: none"> <li>● Classroom scenario spotlight <ul style="list-style-type: none"> <li>○ Analyze the scenario</li> <li>○ Imagine your response</li> </ul> </li> <li>● Reading Discussion <ul style="list-style-type: none"> <li>○ Can a discipline be 'restorative'?</li> <li>○ Restorative practices with whom?</li> </ul> </li> </ul>	6. Outlining parent-school-community support



	<a href="#">learning guides</a>	<ul style="list-style-type: none"> <li>● Group activities             <ul style="list-style-type: none"> <li>○ Brainstorm ways to partner with families, communities, and school staff.</li> </ul> </li> </ul>	
7 (2/22)		<b>Asynchronous</b> <b>7. Outlining your DPCC project</b>	
8 (2/29)	Ladson Billings (2021)	<b>Classroom as a culturally affirming space</b> <ul style="list-style-type: none"> <li>● Classroom scenario spotlight             <ul style="list-style-type: none"> <li>○ Analyze the scenario</li> <li>○ Imagine your response</li> </ul> </li> <li>● Reading discussion             <ul style="list-style-type: none"> <li>○ 3 tenets of culturally relevant pedagogies</li> <li>○ What is valued in CRP?</li> </ul> </li> </ul>	<b>8.</b> reflection on rightful presence in your teaching
9 (3/7)		<b>Asynchronous</b> <b>9. Individual zoom meeting with Won</b>	
10 (3/14)		<b>Zoom meeting</b> Showcase your DPCC project <b>10-1.</b> Final DPCC project (Due: 3/21 Thur. Midnight) <b>10-2.</b> Course ending survey	

(The course calendar details are subject to change)

### Assessments & Grading Criteria

Final grades will reflect your contributions to our community's growth as pre-service teachers, including but not limited to attendance, punctuality, participation in class sessions, completion and quality of course assignments, critical reflection of theory, research and practice.

### Attendance and punctuality

Please refer to the performance policies about Attendance, Punctuality & Communication (below at p. 5). Attendance and participation in all class meetings is required. Absence and lack of punctuality can immediately affect your final grades. If you are going to be absent from class, please email me to inform me of your absence. You will still be responsible for any missed content.

### Assignments and participation

Your work will be graded according to the criteria specified on the rubrics for each assignment. Grades are based on the quality of work and professional conduct, rather than how one student's work compares to that of his/her peers. Grade concerns will be addressed individually outside of class time. Please contact me via email as soon as a concern arises.

- All assignments are expected on their due dates. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be subject to a loss of points.
- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.





- For any assignments done in pairs/small groups, both partners/all group members will receive the same grade, unless otherwise stated.

### Final letter grades

Final letter grades are assigned on the standard scale based upon a possible total of 100 points.

<b>A</b>	94-100	<b>C+</b>	77-79
<b>A-</b>	90-93	<b>C</b>	74-76
<b>B+</b>	87-89	<b>C-</b>	70-73
<b>B</b>	84-86	<b>D+</b>	67-69
<b>B-</b>	80-83	<b>D</b>	63-66

### Incomplete grades

Under certain 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.

### Professional Conduct and Performance Policies

Professional conduct and performance policies are germane to your mastery of TPE 6-“Developing as a Professional Educator.” If needed, I may contact you individually and privately to discuss the issue, clarify the expectations, and offer my support in helping you reach those expectations. When 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 discuss with you. Regarding the performance policies, this section points out the details of attendance, punctuality and communication as well as responsible participation and academic integrity.

### Attendance, Punctuality & Communication

Attendance and punctuality are the only policies with the immediate potential to impact your course grades. I as your instructor gather data documenting your adherence to the remaining policies listed here through ongoing observation and documentation.

**Attendance.** Regular attendance at all class meetings is a requirement in this program. Refer to the following attendance policy.

1) Points deducted from the final grade of the course

- 1 unexcused absence – 3 points deducted from the final grade.
- 2 absences –6 points deducted from the final grade.
- 3 or more unexcused absences – dropped

2) Each of you will be granted 1 Emergency Release (ER) per course. Your ER excuses you from losing points. To use your ER, you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

- Points will *not* be deducted if the absences are 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.





- Because so much of the course content is learned through participation in class activities and other experiences, it is not possible to make up for missing a class session.
- However, there are ways you can engage with the content, join the conversation, and try to fill the knowledge gaps that are the result of your absence. If you must miss a class session, do the following things:
  - Complete and submit on time all assignments due for the class session.
  - Download and review the PowerPoint presentation and any handouts and discussion notes from class (all posted on Camino).
  - Talk with your classmates to get their sense of the main “takeaways” of the session.

**Punctuality.** Coming to class (and returning from breaks) on time is another course requirement. Your first late arrival will be excused; your second late arrival will cause 5 points to be deducted from your final course grade; your third late arrival will cause 10 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

- Despite excellent grades on assignments and other aspects of professional conduct, you may earn a lower course grade as a result of excessive absence or chronic lateness.
- Knowing that there are times when unexpected circumstances arise that may result in late arrival, please email me ahead of time (or as soon as possible) when this occurs.

**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 maintain a connection with your classmates and me.** To access course materials and participate in online activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Camino.

### **Responsible Participation & Academic Integrity**

As we read and study in this course, everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, small group, and pair work is essential for the success of this course.

**Participation.** We, as future teachers working toward equitable education, will engage in respectful, thoughtful participation in class activities and discussion.

- We should take responsibility for our own learning and support the learning of our peers. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. As indicated above, assignments are still due per course outline even in the event of an excused absence and late arrival.
- The quality of our class sessions and the depth of your learning depend directly on your prepared participation. Please be prepared for class based on the expectations outlined in the course syllabus and by the class norms.



**Responsible use of technology.** Electronic devices should be used during class to support learning. While a class is in session, please refrain from engaging in any activity not directly related to what is taking place in the classroom. I may ask you to close your laptop or put away some other forms of technology. In some instances, the inappropriate use of technology in class may result in points being deducted from the final grade. If you would like more detailed clarification about the expectations regarding appropriate in-class technology use, please feel free to contact me for further information.

**Academic integrity.** Santa Clara University insists on honesty and integrity from all members of its community; [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity) for details. You are expected to do your own work and to cite any sources they use. When identified by dishonest acts in an examination, paper, or other required work for a course, or assisting others in such acts, the students will receive a grade of F for the course. In addition, such dishonest acts will immediately dismiss the students from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary.

### **Statement for Equity and Wellness**

**Respect for diversity.** This course serves students from all diverse backgrounds and perspectives. The diversity you bring to this class be viewed as a resource, strength and benefit. I will do my best 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. If any of our class meetings conflict with your religious events, please let me know for arrangements.

**Gender inclusive language.** 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. For more on personal pronouns see [www.mypronouns.org](http://www.mypronouns.org)

**Wellness statement.** Jesuit education is grounded in concern for the whole person—mind, body, and spirit— and SCU has many resources and programs to support you. Resources that assist with mental wellness and mindfulness can be found through the Cowell Center and Campus Ministry, to name but a few. University students may experience stressors or setbacks from time to time that can impact both their academic experience and their personal well-being. These may include academic pressure or challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing difficulties, seeking help is a courageous thing to do for yourself and those who care about you. If you are concerned with your progress in this class, please contact me so that we can find solutions together. Drahmann Center can also offer support with issues regarding your academic progress more broadly. For personal concerns, SCU offers many resources, some of which are listed on the Cowell Center website. We are here as a support system for one another. Below are some resources and opportunities that can help us further.



### **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. More information about the AAP is available in the MATTC Handbook.

**Disability accommodations.** If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (OAE) (Benson 1, <http://www.scu.edu/oea>, 408-554-4109) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please discuss them with me during my office hours within the first two weeks of class. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from OAE. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). OAE must be contacted in advance to schedule proctored examinations or to arrange other accommodations. OAE would be grateful for advance notice of at least two weeks.

**Accommodations for pregnancy and parenting.** In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through OAE.

**Writing support.** The HUB Writing Center (22 Benson Center) offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

**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](mailto:caminosupport@scu.edu) or call 408-5513572. 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](mailto: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](mailto:techdesk@scu.edu) or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

**Course recordings.** Online class meetings will be recorded and made available on Camino. As is stated in the existing 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."

***Discrimination and sexual misconduct (Title IX).*** Santa Clara University is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual harassment, and sexual violence. SCU has dedicated staff trained to support you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the university or with law enforcement. Here are key resources:

- Confidential Survivor Advocate, (408) 551-3307;
- Counseling & Psychological Services (CAPS), (408) 554-4501; and
- Equal Opportunity and Title IX Office, (408) 551-3043.

Cases reported to the Office of Equal Opportunity and Title IX are fully investigated. As their investigation is required to be neutral, not to advocate and counsel students who have experienced sexual violence or harassment, SCU (and with the strong support of the Title IX office) has also hired an advocate outside the Title IX office, who is Bree Van Ness, Confidential Survivor Advocate, Wellness Center: [bvanness@scu.edu](mailto:bvanness@scu.edu); <https://www.scu.edu/wellness/survivor-advocacy--support/>. A comprehensive list of on- and off-campus Student Resources is available on the Equal Opportunity & Title IX website.

***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). Please be aware that if, for some reason, our interaction involves a 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.



## Appendix A Descriptions of Assignments

As indicated above, there are four categories of assignments:

- Introduction;
- Signature Assignment 1(First-day-matters);
- Multi-Tiered System of Support (MTSS);
- Signature Assignment 2 (Your DPCC project)

### Introduction [1-1, 1-2, 1-3]

1-1. Introduce yourself to the class (5 pt.)

- During the session 1,
- Occupy one slide page of the session 1 slide deck and introduce yourself with your responses to three question prompts.

1-2. Course-opening survey (5 pt.)

- After the session 1,
- Respond to all required questions of the survey form offered during session 1.

1-3. Course start quiz (5 pt.)

- After the session 1,
- Answer the course start quiz questions at Camino.

### Signature Assignment 1: First-day-matters [2, 3, 4]

Through this assignment, you will create one slide deck you will directly use or refer to when you introduce your students to your classroom values, expectations, routines, and rituals (shortly, VERRI). Purpose of this signature assignment is to help you establish the basic components that constitute the positive classroom culture and build positive relationships from day 1, week 1, and month 1. As the title of the assignment says, it is because the first day (week, month) matters.

2. Classroom values and expectations (5 pts)

- After the session 2,
  - Claim your individual slide page(s), in a slide deck titled ‘2. Classroom values and expectations.’
  - In the page(s), present a set of values (2 to 3) and expectations (5 to 6) you consider meaningful to be prioritized for DPCC.
  - Explain why the values and expectations are meaningful (if you need additional space to explain, use the speaker note under the slide page).
- Criteria
  - Values were clearly stated and reasoned (2 pt.)
  - Expectations were clearly stated and reasoned (2 pt.)
  - For unmet criteria, partial points (50% per each) are given
  - Assignment completed in time (1 pt, due: right before the next session starts).

3. Classroom routines and rituals (5 pts)



- After the session 3,
  - Claim your individual slide pages (a total 4 pages), in a slide deck titled ‘3. Classroom routines and rituals.’
  - In the pages, present a set of routines (3) and rituals (1) you consider necessary for DPCC.
  - ‘Name’ each routine (or ritual).
  - Explain in detail the procedures entailed by the routines (or rituals).
- Criteria
  - Each routine and ritual was named and well elaborated with detailed procedures (1 pt).
  - For unmet criteria, partial points (50% per each) are given
  - Assignment completed in time (1 pt, due: right before the next session starts).

#### 4. First day presentation (20 pts)

- After the session 4,
  - Within this class folder ([Signature Assignment 1: First-day-matters](#))
  - Create a slide deck (refer to a template in the folder), which you may use for your first day presentation.
  - Include the following content (note: in your presentation, you do not need to use the following terms to your students, but indicate to me which content refers to the following).
    - i. Introduce yourself
    - ii. Classroom values and expectations
    - iii. Classroom routines
    - iv. Classroom rituals
    - v. Student activity through which you will discuss and update, if needed, the values, expectations, routines, and rituals.
    - vi. List of your instructional routine strategies
    - vii. Any additional information (or activities).
  - Make the presentation explicit enough and age-appropriate: Use plain language, Use graphics if needed
- Criteria
  - Items i through vi: content clearly presented by using age-appropriate modes of presentation (2pts, a total 12pts).
  - For unmet criteria, partial points (50% per each) are given
  - Assignment completed in time (3pts, due: right before the next session starts).

#### Multi-Tiered System of Support (MTSS)

#### 5. UDL for a least restrictive learning environment (5 pts)

- After the session 5,
  - Following the instructor's guide, work on [this document titled, "5. UDL Design for the least restrictive environment"](#)





- In the document, choose specific box(es), present a set of UDL strategies you'd like to routinely utilize for emerging bilinguals, students with special education, and students who need additional academic support.
- These three groups correspond to TPA's 'focus students'.
- Criteria
  - UDL strategies for each group were explicitly presented (3 pts).
  - For unmet criteria, partial points (50% per each) are given
  - Assignment was completed in time (2 pts).

#### 6. Outlining parent-school-community support (5 pts)

- After the session 6,
  - Claim your individual slide page, in a slide deck titled '6. Outlining parent-school-community support.'
  - In the page, present 4 ideas of how you would involve "parents" as rightful members of DPCC.
- Criteria
  - Specific occasions to partner with respective stakeholders were explicitly presented (3 pts).
  - For unmet criteria, partial points (50% per each) are given
  - Assignment was completed in time (1 pt).

#### Signature Assignment 2: DPCC project

- This assignment is aimed to help you develop your own narratives of DPCC in the creative platform of your choice. Example projects include:
  - Teacher Blog or website
  - Audio podcast series
  - Video clip series
  - Handbook (teacher guide)
- Whatever format you choose, you should address the following content criteria (See 10-1).
- You will share the links or copies of the project in this shared folder: [Signature Assignment 2. DPCC project](#)

#### 7. Outlining your DPCC project (5 pts)

- During asynchronous session 7,
- To the [Signature Assignment 2. DPCC project](#) folder, you will have created a document titled '[your name] DPCC project proposal]. In that document, you will elaborate your DPCC project plan.

#### 8. Reflection on rightful presence (5 pts)

- After the session 8,





- Identify the conceptual framework(s) you want to relate to develop your ‘Statement of Purpose’, and indicate the conceptual frameworks in a slide page of the Session 8 slide deck:
  - Rightful Presence
  - Culture of Power
  - Culturally Relevant Pedagogy
  - Or, which conceptual frameworks will inform your SOP?

9. Individual meeting with Won (5 pts)

- During asynchronous session 9,
- Set up a time for Zoom meeting with Won (10-15 minutes).

10-1. Final DPCC project (25 pts)

- Include the following 5 components (These are not titles. Be creative to set your titles!!!)
  - Statement of Purpose: why teaching matters to me (2 pts)
  - DPCC components: classroom values, expectations, routines and rituals (refer to your first day slides) (2 pts)
  - 8 (or more) instructional strategies for DPCC (8 pts)
  - 4 (or more) ways to involve parents into your DPCC practices (4 pts)
  - 3 or more classroom scenario highlights: description, analysis, desirable responses (9 pts)
- Criteria
  - Each component and its subcomponents were presented explicitly.
  - Assignment submitted in time (1 pt).

10-2. Course-ending survey

- After the session 10,
- Respond to all required questions of the survey form offered during session 10.

### **Appendix B. Additional Resources and Materials**

#### **California department of education publications and resources**

California department of education– Common Core resources for special education

<https://www.cde.ca.gov/sp/se/cc/>

California Commission on Teacher Credentialing (CTC). (2016). California Teaching Performance Expectations. Sacramento, CA: Author.

[https://www.ctc.ca.gov/docs/default-source/educatorprep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410\\_0](https://www.ctc.ca.gov/docs/default-source/educatorprep/standards/adopted-tpes-2016.pdf?sfvrsn=8cb2c410_0)

California Department of Education (CDE). (2018). Response to Instruction & Intervention (RtI2). Retrieved June 10, 2021, from <https://www.cde.ca.gov/ci/cr/ri/>

California Department of Education website, specialized programs

[Family Involvement in the Ed Dev. Of Youth with Disabilities](#)

California Department of Education (CDE). (2018). Resources on IEPs for Children with Disabilities. <https://www.cde.ca.gov/Sp/se/sr/iepresources.asp>



### **DPCC project related**

We Are Teachers <https://www.weareteachers.com/>

The First 9 Months: First Year Teacher [https://www.youtube.com/watch?v=\\_785XzjW3D8](https://www.youtube.com/watch?v=_785XzjW3D8)

Classroom Management Related Resources and Materials

<https://create-abilities.com/first-week-me-bags/> Wiggins, G. (2012). Seven keys to effective feedback. Educational Leadership, 70(1), 10–16.

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/seven-keys-to-effective-feedback.aspx>

### **Further references**

ELL related

- <https://www.cde.ca.gov/ci/rl/cf/documents/elaldfwchapter3.pdf#page=93>
- <https://www.cde.ca.gov/ci/rl/cf/implementationssupport.asp>

Learning with special needs: ▪ <https://www.php.com/>

Autism related:

- [Types of Autism Spectrum Disorders](#)
- [Autism by the numbers](#)
- [Autism Spectrum Disorder: CDC Definitions](#)
- [Strategies for Classroom Management for students with autism.](#)

Trauma related

- NASP  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts>
- NCTSN [https://www.nctsn.org/sites/default/files/resources//child\\_trauma\\_toolkit\\_educators.pdf](https://www.nctsn.org/sites/default/files/resources//child_trauma_toolkit_educators.pdf)

Social & Emotional Learning related:

- <https://casel.s3.us-east-2.amazonaws.com/CASEL-Wheel-SEL-Reflection.pdf>
- <https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf>
- <https://www.cde.ca.gov/eo/in/documents/selguidingprinciples.pdf>

UDL related:

- <https://udlguidelines.cast.org/>
- Specific UDL practices/activities: <https://www.overcomingobstacles.org/portal/en>
- “UDL In a Nutshell” <https://www.youtube.com/watch?v=gmGgplQkrVw>

Partnership related [comprehensive breakdown of school personnel](#)