



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 230a (2 unit)
Ethical Reflective Practicum in Secondary Schools I
Summer 2018

Instructor: Dr. Melina Johnson
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Course Meeting: Thursdays, 1:30-3:30
Classroom: Guadalupe Hall, Room 205
Office Hours: By Appointment

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 first 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) 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. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

Course Objectives

| This course will develop students' knowledge of or skills with... | | Standard/Goals Addressed | | |
|--|---|--------------------------|---------|--|
| | | DG # | PLG # | TPE # |
| 1 | Continuous reflection on your moral and ethical core, identity, and life experiences in relationship to the moral and ethical core of your teaching practice. | 2, 4 | 4, 6 | 6.2, 6.5 |
| 2 | Familiarizing yourself with a school, including its community and culture. | 1, 4 | 1, 5 | 1.1, 6.4, |
| 3 | Through observation, familiarizing yourself with a variety of classroom management and classroom organization strategies. | 1, 2 | 1, 4, 5 | 2.2, 2.6 |
| 4 | Effective and respectful communication and professional rapport with students, teachers, and staff. | 4 | 4, 5 | 1.2, 2.6, 5.4, 6.4 |
| 5 | Exploring and understanding contemporary issues in teaching relating to state adopted standards, professional ethics, rights, responsibilities and student diversity. | 4 | 6 | 3.1, 6.6, 6.7 |
| 6 | Identifying and describing strategies and resources that serve ELL, special needs students and students in underperforming groups. | 1, 3 | 1, 3, 5 | 1.2, 1.6, 2.4, 3.4, 3.6, 4.4, 4.5, 5.6-5.8 |
| 7 | Collaborating with colleagues and classmates, analyzing the complexities of ethical teaching in culturally and linguistically diverse classrooms. | 4, 5 | 4, 6 | 6.1, 6.2, 6.3 |
| 8 | Engaging in professional inquiry, establishing professional learning goals, and improving professional practice. | 2 | 4 | 6.3 |
| *DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard | | | | |

Course Requirements/Assignments

| | Assignment | Assessment value | Course Objective Assessed |
|----|---|------------------|---------------------------|
| 1 | Class attendance and participation | 20% | 1-8 |
| 2 | Field Experience: Observation in student teaching placement for the morning hours, Monday through Thursday | 40% | 2-6, 8 |
| 3 | Reflective Portfolio | 20% | 1 |
| 4. | <i>Signature Assignment: Teacher Toolkit</i> <ul style="list-style-type: none"> ● Introduction Letter ● Campus Orientation Project ● School Profile ● Personal Development Plan | 20% | 1-8 |

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) Introduction Letter, (2) Campus Orientation Project, (3) School Profile, and (4) Personal Development Plan.

1. Introduction Letter – You will write a letter to formally introduce yourself to your students and their parents/guardians and explain your role as a student teacher at your placement site.

2. Campus Orientation Project – This element of the toolkit has been designed to help you become more familiar with the faculty, staff, and physical layout of your school site. A template will be provided.

3. School Profile – This element of the toolkit has been designed to help you become more familiar with the demographics and specific strengths and challenges of your school site. A template will be provided.

4. Personal Development Plan – Using information provided from the [Riso-Hudson Enneagram Type Indicator](#), you will create a personal development plan for the first half of the school year that includes a general reflection and three goals relevant to your role as a teacher.

| | Assignment | Exceeds | Meets | Approaches | Does Not Meet |
|----------|-----------------------------------|--|---|---|---|
| 1 | Introduction Letter | The letter meets expectations and a separate reflection is included, describing how the letter was distributed to students and parents, as well as any feedback that was received from your students, parents, or Master Teacher. | The letter is a clear and professionally written introduction to students and parents describing your role as a student teacher at your placement site. The letter does not exceed one page and is free from spelling and grammatical errors. | The letter is an introduction to your role as a student teacher at your placement site, but could use some minor revisions to increase clarity, professionalism, and/or errors in spelling/grammar. | The letter is incomplete, unclear, and/or written in an unprofessional manner. The letter does not clearly describe your role as a student teacher at your placement site and/or includes multiple errors in spelling and/or grammar. |
| 2 | Campus Orientation Project | The project meets expectations and includes additional information, photos, and/or documents beyond those required to show an in depth understanding, as well as a connection to the physical school site and the people on campus. | The project includes all required information, documents, and/or photos. The project is organized and demonstrates a clear understanding of your physical school site and the people on campus. | The project is missing 1-2 required elements. The project is mostly organized and demonstrates a general understanding of your physical school site and the people on campus. | Three or more of the required elements of the project are missing. The project is disorganized and does not demonstrate an understanding of your physical school site or the people on campus. |
| 3 | School Profile | The school profile meets expectations and includes useful information beyond what was required. | The school profile is completed in its entirety. All information is current and accurate. | The school profile includes most of the required elements and/or some of the information is inaccurate/outdated. | Three or more of the required elements of the school profile are missing, or the information is inaccurate/outdated. |
| 4 | Personal Development Plan | The plan meets expectations and includes additional goals. There are clear action steps with due dates for check-ins and a plan that spans more than just the quarter/semester of the school year. The written reflection takes a deep and thoughtful look at personal patterns within your life and how knowledge of these patterns impact you personally and professionally. | Using the information received from the Enneagram, a plan is developed for the quarter/semester of the school year. The plan includes three personal goals and their relevance to your development as a teacher, an accountability partner, and action steps. The plan also includes a written reflection on initial feelings regarding your Enneagram summary and its relevance to you both personally and professionally. | Using the information received from the Enneagram, a plan is developed with less than three goals, or only short term goals that do not span the quarter/semester. The plan is not relevant to your development as a teacher, and/or does not include an accountability partner, or action steps. The written reflection on initial feelings regarding your Enneagram summary is vague and/or personal and professional relevance is not addressed. | The personal development plan is missing or not based on the Enneagram, is lacking most of the required elements, or is done hastily without thought or effort. |

Assessment/Grading Criteria

The Pass/No Pass grade will be based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments as determined by me, your Master Teacher and your University Field Supervisor. You must **fulfill all field experience requirements**. Overall performance must be equivalent to 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.
- Attendance and participation in all class sessions is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.

Professional Conduct and Performance Policies

Please Note: *Data documenting your adherence to the policies listed here are gathered by your instructor through ongoing observation and documentation.*

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.

Attendance. Regular attendance at all class meetings is a requirement in this program. Points will be deducted from your grade for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty. 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.

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.

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.

Responsible Use of Technology. As we will read about 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, 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 reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. 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. Santa Clara University insists on honesty and integrity from all members of its community; see www.scu.edu/academic-integrity for details. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F/NP for the course. In addition, a student guilty of dishonest acts will be immediately dismissed 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 action (SECP Graduate Bulletin, 2017-2018).

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.

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 (Benson Center 22 and Library Annex) offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

Disability Accommodations If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources <http://www.scu.edu/disabilities>, Benson 216, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. 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 Disabilities Resources. The Disabilities Resources office 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). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

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 Disability Resources.

Title IX Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more

information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>.

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 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.

EDUC 230A 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 & In-Class Activities | Assignments Due |
|-------------------------|--|--|
| Session 1 – August 2nd | <ul style="list-style-type: none">• Introductions• Course Syllabus Review• MATTC Student Handbook/Summer Expectations Review | |
| Session 2 – August 9th | <ul style="list-style-type: none">• Check-In/Discussion• Classroom Climate | <ul style="list-style-type: none">• Introduction Letter to Parents |
| Session 3 – August 16th | <ul style="list-style-type: none">• Check-In/Discussion• Enneagram Reflection• School Climate | <ul style="list-style-type: none">• Enneagram |
| Session 4 – August 23rd | <ul style="list-style-type: none">• Check-In/Discussion• Physical Classroom Environment | <ul style="list-style-type: none">• School Profile |
| Session 5 – August 30th | <ul style="list-style-type: none">• Check-In/Discussion• Review Fall Quarter Placement Requirements/Expectations | <ul style="list-style-type: none">• Campus Orientation Project• Personal Development Plan |