



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 230c (6 unit)
Ethical Reflective Practicum III
Winter 2019

Instructor: Harold Jules Hoyle, Ph.D.
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Course Meeting: Weds, 1:30-3:30 pm
Classroom: G, Room 202
Office Hours: 2:30-4 Tues or 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 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 Teaching 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 Assessment (TPA).

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Continuous reflection on your lessons, instruction and the moral and ethical core of your teaching practice.	2, 4	4, 6	6.1-6.4
2	Effective and respectful communication and professional rapport with students, teachers, and staff.	4	4, 5	1.2, 2.6, 5.4, 6.4
3	Creating and maintaining a safe and fair learning environment.	1, 3, 4	1, 5	1.6, 2.1, 2.2, 2.3, 2.6
4	Using a range of curricular materials and resources to increase student engagement.	1	1, 2	3.4
5	Using formative and summative assessments to measure students' academic performance.	1	3	1.8, 5.5
6	Planning and presenting classroom instruction for two class periods that is culturally and linguistically responsive.	1, 3	1, 2	1.6, 2.2, 3.4, 5.5
7	Developing a repertoire of effective teaching strategies.	1	1, 2	1.6, 1., 2.1, 2.2, 5.5
8	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
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Course Requirements/Assignments

	Assignment	Assessment value	Course Objective(s) Assessed
1	Class Attendance and Participation	20%	1-8
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	40%	2-6, 8
3	Reflective Binder: Lesson plans and reflections	20%	1
4	<p><i>Signature Assignment:</i> Teacher Toolkit</p> <ul style="list-style-type: none"> ● Parent Communication Examples ● Completed Lesson Plan ● Learning Environment Reflection ● Current Resume ● Assessment Analysis ● Individual Development Plan Draft <p><i>See specific directions and rubric for more information.</i></p>	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 6 elements: (1) Parent Communication Examples, (2) Completed Lesson Plan, (3) Learning Environment Reflection, (4) Current Resume, (5) Assessment Analysis, and (6) Individual Development Plan Draft.

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 students,

share expectations, and/or elaborate on student progress (e.g., email, letter, classroom newsletter, class blog, telephone call log, etc.).

2. Completed Lesson Plan – Using the MATTC Lesson Plan Template, you will write a lesson plan that includes a connection of subject matter to real-life contexts, noting Master Teacher and/or Field Supervisor feedback both before and after teaching the lesson. In your lesson reflection, you also need to note how you used knowledge of your students’ experiences, interests, and/or backgrounds to engage them in this lesson.

3. Learning Environment Reflection – Write a narrative in which you describe the steps you took throughout the quarter to create and maintain a safe and fair learning environment in your classroom. Be sure to include a copy of the syllabus or any document you shared with students and parents/guardians to establish expectations, norms, procedures, etc. As you reflect on the quarter, consider the following questions:

- What does a *safe* and *fair* learning environment look and sound like?
- How did you attempt to create and/or maintain that in your classroom? Describe any differences between your strategies and those of your Master Teacher (as well as any reasons for changes you made).
- What behavior expectations did you establish (and/or keep) for your classroom? How were those expectations communicated to students?
- What specific norms, procedures, and/or routines helped maintain a positive 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?

4. 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.

5. Assessment Analysis – Choose two assessments you administer during the quarter to analyze; one formative and one summative.

Formative Assessment Analysis

Analyze the results of a formative assessment you administer this quarter, and choose 2-3 student samples (names removed) that reflect trends in your analysis. Also write a 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 lessons/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 this analysis will guide your subsequent instruction

Summative Assessment Analysis

Analyze the results of a summative assessment you administer this quarter, and choose 2-3 student samples (names removed) that reflect trends in your analysis. Also write a narrative that includes the following:

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

- A description of the summative assessment and how it fits into your 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 work analysis
- A description of how you would improve your unit and/or the summative assessment in the future based on the results

6. Individual Development Plan Draft – The California Commission on Teacher Credentialing (CTC) expects that you leave the SCU MATTC program with an Individual Development Plan (IDP), which you create in collaboration with your Master Teacher and Field Supervisor, for use during your Induction program. Your IDP will include recommendations for growth and professional development, and you will begin drafting your IDP this quarter. A template will be provided.

Teacher Toolkit: Winter 2019

	Assignment	Exceeds	Meets	Approaching	Does Not Meet
1	Parent Communication Examples	Meets expectations and includes a response from parent/guardian.	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.	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 and format and the purpose does not support student learning.
2	Completed Lesson Plan	Meets expectations, and the lesson was observed and/or evaluated by both your Master Teacher and Field Supervisor.	All elements of the SCU MATTC Lesson Plan template are included. The lesson includes a clear connection of subject matter to real-life contexts and an explanation of how knowledge of students' experiences/interests/backgrounds were used to engage students. The lesson reflection is thoughtful. Master Teacher and/or Field Supervisor feedback is included.	Some elements of the SCU MATTC Lesson Plan template are incomplete. The lesson includes a vague connection of subject matter to real-life contexts and/or unclear explanation of how knowledge of students' experiences/interests/backgrounds were used to engage students.	The SCU MATTC Lesson Plan template was not used, or is missing. The lesson does not include a connection of subject matter to real-life concepts and there is no explanation of how knowledge of students' experiences/interests/backgrounds were used to engage students.
3	Learning Environment Reflection	Reflection is clearly written and meets all expectations. In addition, student feedback is included regarding their impressions of the learning environment.	Reflection is clearly written and addresses all areas of consideration (i.e., description of ideal safe and fair learning environment, steps taken to create such an environment, 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).	Information is in list form without reflection and/or only some areas of consideration are included in the reflection.	The reflection is missing or shows little to no attention to creating a safe and fair learning environment. Descriptions are vague and/or not specific to your classroom.

4	Assessment Analysis	Meets expectations, shows a deep understanding for student learning, and includes additional reflection regarding the way(s) in which subsequent instruction was impacted.	Both assessment analyses (one formative and one summative) are included. Each 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.	Only one of the two assessment analyses is included, or 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.
5	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.
6.	Individual Development Plan (IDP) Draft		Progress has been made on all areas of the IDP draft with input from your Master Teacher and Field Supervisor.	Progress has been made on some areas of the IDP draft with input from your Master Teacher or Field Supervisor.	Limited progress has been made on the IDP draft, with no input from your Master Teacher or Field Supervisor.

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.
- 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

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.

Attendance. Regular attendance at all class meetings is a requirement in this program. Points will be deducted from the *Class Attendance and Participation* portion of your grade for each class session you miss. 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.

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 may cause 1 point to be deducted from the *Class Attendance and Participation* portion of your grade; your third late arrival may cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

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. 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 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, 2018-2019 <https://www.scu.edu/ecp/current-students/forms-and-policies/>).

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 (22 Benson Center) 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](#) 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 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 & In-Class Activities	Assignments Due
Session 1 January 9th	<ul style="list-style-type: none"> ● Introductions/Check-In ● Course Overview ● Assignment Review ● Self-Reflection 	
Session 2 January 23rd	<ul style="list-style-type: none"> ● x 	
Session 3 February 6th	<ul style="list-style-type: none"> ● Getting Hired Part II: Career Center Presentation on OCI (combined with Dr. Johnson's class) 	
Session 4 February 20th	<ul style="list-style-type: none"> ● Check-In ● Getting Hired Part III: Resume Peer Review ● Mock Interviews 	<ul style="list-style-type: none"> ● Resume
Session 5 March 6th	<ul style="list-style-type: none"> ● Check-In ● Lesson Planning Reflection & Feedback ● Individual Development Plan ● Spring Quarter Preview 	<ul style="list-style-type: none"> ● Completed Lesson Plan