

EDUC 258/283 - Developing Positive Classroom Cultures

Term: Quarter Year

Credits: # units

Course Day & Times: ###

Location: ### (for online courses put Zoom link here)

Instructor Information

Name: ### (pronouns)

Contact Phone & Email : ###; ###

Office Location: ###

Office Hours: ###

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.

Respect for Diversity

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 diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, 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.

1. **Know that you have a rightful presence here. This space belongs to you.** Exercise your voice and agency in this class to support learning for everyone—yourself, your classmates, and your instructors. Your wellbeing is prioritized here. Please reach out to the course instructor if life events are preventing you from experiencing the wellbeing you need for success in this course. Let's all pitch in to help one another learn and to show care for each other.
2. **Collaborate with collegiality and care.** This course asks you to do some individual reflection, but the majority of learning opportunities here require collaboration – or the sharing, processing, and synthesis of ideas among learners. Listen humbly to the ideas of others. Thoughtfully pushback on ideas you question, but expect to learn from and even be changed by the ideas of others.

3. **Adhere to an asset orientation in your reflection and language.** All our students bring cultural and individual resources, which deserve recognition and serve as generative places for continual learning. Students don't have deficiencies. When we encounter struggles with teaching, we see them as challenges of teaching – things we should expect to address and things that we *can* address with the right support. The same goes for all of us – we have inspirational stories and knowledges that will make us strong teachers. We don't have deficiencies – only areas for growth. And we can and will grow in those areas together. If/when we hear deficit comments made by the course instructors or peers in class, consider responding by calling the person in and/or by rephrasing and modeling a parallel thought from an asset perspective.
4. **Continue to develop a teaching stance on social justice and anti-oppression:** Be prepared to discuss issues related to different forms of discrimination –i.e., racism, classism, and sexism. Be prepared to develop a language that reflects a deeper understanding of these issues. Expect to learn how to teach about systems of oppression and how to teach in a way that challenges these systems.
5. **Celebrate our community.** Reach out to one another. Affirm each other. Be kind. Show and receive love and respect. Make an effort to connect personally with one another. Look out for each other, inside and outside of class.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

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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

MATTC Program Learning Goals (PLGs)

The PLGs represent SCU's Masters of Arts in Teaching and Teaching Credential (MATTC) program's commitment to individuals who earn their multiple or single subjects credential at Santa Clara University. The MATTC 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 Objectives

This course will develop students' knowledge of or skills related to:		Goals/Standards Addressed		
		DG #	PLG #	TPE #
1	Examine elements of the classroom environment that minimize behavior problems with collaboration with families and appropriate related services	1,2	5	1.2, 2.1, 6.4
2	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	2.2, 2.3
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, 2.3, 2.6, 6.5

4	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, 2.4, 6.5
5	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, 2.4, 6.5
6	Discuss the relation between teacher expectations and student motivation (e.g., positive communication skills) and learning.	2, 4, 5	1, 4	2.2, 2.6
7	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
8	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
9	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
10	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
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Resources

CalTPA Performance Assessment Guide

https://www.redlands.edu/globalassets/depts/school-of-education/academic-documents/tpa/caltpa_c1_assessmentguide_ms.pdf

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>

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](#)

[California's social emotional learning guides](#)

Videos:

[Introduction to MTSS](#)

[Practical classroom management video](#)

[Create a positive learning environment](#)

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

Graded Assignments

	Assignment	Completion timing	Platform	Pts
1	1-1. Introduce yourself to the class 1-2. Course opening survey and quiz	during after	Class folder Google form	5 10
2	2. Pick your go-to UDL strategies	after	Google form	5
3	3. Letter to parents and guardians	after	CAMINO	5
4	4. Develop your go-to Instructional Strategies	after	spreadsheet	5
5	5. Classroom scenario spotlight (1)	after	CAMINO	7.5
6	6. Classroom scenario spotlight (2)	after	CAMINO	7.5
7	7. Outline Teacher Blog	asynchronous	website	5
8	8. Course Review Quiz	after	CAMINO	10
9	9. Course-ending survey	during	Google form	10
10	10. Final Teacher Blog Submit (Due: 3.18 Tue Midnight)	asynchronous	CAMINO	30

Note: Descriptions and rubrics for major course assignments can be found on Camino.

Grading Criteria

1. 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.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must notify the instructor of your absence. You will still be responsible for all missed content and in-class work (see Attendance Policy below for more details).
3. Letter grades are assigned based on overall percentage, as follows:

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

Your grades will be visible in Camino.

4. For assignments done in groups, all group members will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted on their due dates. This is a professional preparation program. All assignments are expected to be submitted on their due dates. As a professional, if you need an extension be sure to reach out to your instructor at least five days prior to the due date. Unless you have made special arrangements beforehand, late assignments may receive at most a 10% penalty at the instructor's discretion.

Course Outline

Week (Date)	Before: READ	During: ACT	After: EXPAND
1	CA Dpt of Education: Definition of MTSS	<p>Introduction to the course & Multi-tiered System of Support</p> <p>Course Intro</p> <ul style="list-style-type: none"> ● 1-1. Introduce yourself to the class: the most remembered teachers to you ● Syllabus and Assignment Overview ● The course intro video is introduced. <p>Assignment Preview</p> <ul style="list-style-type: none"> ● Preview 1-2 <p>Multi-tiered system of support</p> <ul style="list-style-type: none"> ● WATCH: MTSS (7:54-17:50) ● What, how and why MTSS? ● CA Dpt of Education: Definition of MTSS ● MTSS and DPCC (developing positive classroom culture) 	1-2. Course opening survey and quiz
2	<p>Browse: UDL guideline</p> <p>Recommended reading: Universal Design for Learning from Chapter 2.</p> <p>Calabrese Barton & Tan (2020)</p>	<p>Universal Design for Learning</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● Course Opening Survey analysis <p>ACTIVITY: UDL for students' rightful presence [Introduce TPE 2.4]</p> <ul style="list-style-type: none"> ● Introduction to the concept: Rightful Presence <ul style="list-style-type: none"> ○ Concept of Rightful Presence ○ Jigsaw group activity <ul style="list-style-type: none"> ▪ Expert group: take one of the three tenets of RP, and develop slide page(s) to explain and exemplify each. ▪ Conference group: regroup by tenet and teach each other. 	2. Pick your go-to UDL strategies

		<ul style="list-style-type: none"> o Subject group activity <ul style="list-style-type: none"> ▪ Regroup by subjects or grade-levels of teaching ▪ Discuss and produce one-page specific instruction plan addressing one or more RP tenets: <ul style="list-style-type: none"> ● Grade Level: ● Context (subject teaching? Morning routine? ritual?) ● Continue your learning from REDS course: UDL <ul style="list-style-type: none"> o TPA's 3 focus group students o Understanding 3 focus group students with the Rightful Presence lens. ● Preview Assignment 2. Pick your go-to UDL strategies <ul style="list-style-type: none"> o What specific UDL strategies will you use for the students? o Respond to the survey form for your go-to UDL strategies 	
3	<p>READ: Ladson Billings (2021)</p> <p>Recommended reading: Strategies for Building a Positive Classroom Environment (Chapter 7)</p>	<p style="text-align: center;">DPCC through daily instruction (1)</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● What is our common pick UDL? <p>Concept introduced</p> <ul style="list-style-type: none"> ● Cultural pedagogies: Relevant, Responsive, and Sustaining <p><u>ACTIVITY: Culturally Relevant Practices [Introduce TPE 2.2]</u></p> <ul style="list-style-type: none"> ● Before-class reading: Ladson-Billings (2021) ● Jigsaw group activity <ul style="list-style-type: none"> o Expert group: take one of the three propositions of culturally relevant pedagogy, and develop slide page(s) to explain and exemplify each. 	<p>3. Letter to parents and guardians</p>

		<ul style="list-style-type: none"> o Conference group: regroup by proposition and teach each other. ● Subject group activity <ul style="list-style-type: none"> o Regroup by subjects or grade-levels of teaching o Discuss and produce one-page specific culturally relevant instruction plan: <ul style="list-style-type: none"> ▪ Grade Level: ▪ Context (subject teaching? Morning routine? ritual?) ▪ Description of the procedure ▪ How this is culturally relevant (consider 3 propositions concurrently). <p><u>ACTIVITY: Develop DPCC components-VERRI</u> <u>[Introduce TPE 2.6]</u></p> <ul style="list-style-type: none"> ● Introduction to classroom culture components <ul style="list-style-type: none"> o Values and Expectations o Routines and Rituals <ul style="list-style-type: none"> ▪ How classroom routines and rituals are informed by values and expectations? ▪ Routines and Rituals for effective instruction: What are routines/ rituals? o Instructional Strategies (Next session's focus) ● Group Discussion: Brainstorm VERR (Values, Expectations, Routines and Rituals) <ul style="list-style-type: none"> o Consider your subjects, students' grade levels o Start composing a letter to parents and guardians that introduce your VERRI components. ● Closing Discussion: <ul style="list-style-type: none"> o Connecting VERRI and MTSS o How will you communicate the VERR with your students' families? 	
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		<ul style="list-style-type: none"> o Consideration of school norms and policies in establishing and refining VERR. <p><u>ACTIVITY: Asset-based communication with families [Practice TPE 1.2]</u></p> <ul style="list-style-type: none"> ● Brainstorm tips for asset-oriented communication with families <ul style="list-style-type: none"> o sharing achievement expectations and student progress o If needed, PIP (positive-areas of improvement-positive) approach ● Group online search: online communication platforms that support sustained communication with families ● Practice communication with families <ul style="list-style-type: none"> o During class: begin outlining the first-day letter. o After-class assignment 3. Introduce your classroom VERR in the letter to parents and guardians 	
4	<p>READ: Delpit (1988)</p> <p><u>Chapter 6: Curriculum: Planning, Assessment, & Instruction</u></p>	<p>DPCC through daily instruction (2)</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● 4. Letter to Parents and Guardians <p>Concept introduced</p> <ul style="list-style-type: none"> ● Culture of Power <p><u>ACTIVITY: Instructional Strategies for DPCC [Introduce TPE 2.2]</u></p> <ul style="list-style-type: none"> ● Before-class reading: <u>Chapter 6: Curriculum: Planning, Assessment, & Instruction</u> ● Discussion: <ul style="list-style-type: none"> o How do the strategies introduced by before-class reading support the following? <ul style="list-style-type: none"> ■ productive student learning environments i.e., traditional, blended, and online) 	<p>4. Develop my go-to Instructional Strategies</p>

		<ul style="list-style-type: none"> ■ positive interactions among students ■ honor diversity and multiple perspectives ○ Connecting Instructional strategies and MTSS ● Preview Assignment 4, your go-to instructional strategies <ul style="list-style-type: none"> ○ Now, identify your 5 or more go-to instructional strategies for DPCC. ○ Individually, add yours in our shared spreadsheet. ○ For your reference: <ul style="list-style-type: none"> ■ <u>Teach for the Heart</u> ■ <u>We Are Teachers</u> ■ <u>Bored Teachers</u> 	
5	Chapter 7. Critical Community Stakeholders in Classroom Environment	<p style="text-align: center;">Critical Community Stakeholders in Classroom Environment</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● Our shared instructional strategies? <p>Community Stakeholders</p> <ul style="list-style-type: none"> ● School social workers ● Families ● Communities ● Connection to MTSS <p><u>ACTIVITY: Critical Community Members Role Play [Practice TPE 6.4]</u></p> <ul style="list-style-type: none"> ● Each group (3 to 4 persons) receives the scenario and role descriptions. ● Each participant reviews their role's perspective and prepares statements and questions for the discussion. ● The group conducts a 5-7 minute role-play meeting, where the classroom teacher facilitates the discussion, and each participant contributes their perspective. 	5. Classroom scenario spotlight (1) [Practice TPE 6.5]

		<ul style="list-style-type: none"> After the role-play, groups reflect on the experience using discussion questions <p>Preview Assignment: Classroom scenario spotlight</p> <ul style="list-style-type: none"> Analyze the scenario Imagine your responses 	
6	<p>READ: Trauma in the Educational Setting (chapter 7)</p> <p>Recommended reading: California's social emotional learning guides</p>	<p>DPCC through restorative practices (1)</p> <p>Assignment share out</p> <ul style="list-style-type: none"> Respond to peers' responses to the classroom scenarios <p>ACTIVITY: Promoting students' social-emotional growth [Introduce TPE 2.1]</p> <ul style="list-style-type: none"> Reading discussion: California's social emotional learning guides Jigsaw activity: Introduce and Design teacher practices for five California's SEL goals and guiding principles <p>ACTIVITY: Trauma-informed Healing-centered pedagogies [Introduce TPE 2.4]</p> <ul style="list-style-type: none"> Reading discussion: Understanding adverse childhood experiences and supporting students with ACE. Group Activity <ul style="list-style-type: none"> Select one of the following: <ul style="list-style-type: none"> Trauma, Homelessness or foster care, incarceration, and/or are medically fragile Group Online Search <ul style="list-style-type: none"> Identify online sources to offer access to practical information for supporting the students. Introduce do and don't, to support the students, drawing on the insights gained from the sources. 	<p>6. Classroom scenario spotlight (2) [Practice TPE 6.5]</p>

		<ul style="list-style-type: none"> ● Whole class discussion: <ul style="list-style-type: none"> ○ Connection to MTSS ○ Be careful: not deficit- but asset-oriented approach from trauma to healing <p>Discussion: Classroom scenario spotlight</p> <ul style="list-style-type: none"> ● Analyze the scenario ● Imagine your responses 	
7		<p style="text-align: center;">Asynchronous</p> <p>7. Outline Teacher Blog</p>	
8	READ: Milner (2018) Chapter 5	<p style="text-align: center;">DPCC through restorative practices (2)</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● Respond to peers' responses to the classroom scenarios <p><u>ACTIVITY: Restorative practices [Introduce TPE 2.1]</u></p> <ul style="list-style-type: none"> ● Before-class reading discussion: Chapter 5 (Milner et al., 2018), "Classroom Management is about Restorative Discipline" <ul style="list-style-type: none"> ○ Can a discipline be 'restorative'? ○ Restorative practices with whom? ● Group Activity: <ul style="list-style-type: none"> ○ Restorative justice to foster a caring community where each student is treated fairly and respectfully by adults and peers ○ Explore and rehearse each restorative approach. ● Whole-class Discussion: <ul style="list-style-type: none"> ○ Promise and Caution of Restorative Approaches? ○ Connection to MTSS? ○ Restorative approaches as <ul style="list-style-type: none"> ■ positive interventions and supports 	8. Course Review Quiz

		<p>■ Conflict resolution practices</p> <p><u>ACTIVITY: Classroom Scenario Analysis [Practice TPE 2.3]</u></p> <p>Discussion: Classroom scenario spotlight</p> <ul style="list-style-type: none"> ● Practice establishing, maintaining, and monitoring inclusive learning environments engaging in 3 classroom scenario situations. ● Full scenario synopsis and reflection prompts will be shared during class. 	
9		<p>Showcase your Teacher Blog (Zoom)</p> <p>Assignment share out</p> <ul style="list-style-type: none"> ● Respond to peers' responses to the classroom scenario <p>Showcase your teacher blog</p> <p>Course Reflection</p>	9. Course ending survey
10		<p>Asynchronous</p> <p>10. Final Teacher Blog (Due: ###. Midnight)</p>	

Professional Conduct Expectations

Attendance & Punctuality

Regular attendance at all class meetings is a requirement in this program. Ten percent will be deducted from your final grade for the course for each unexcused class session you missed. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify the instructor 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 the instructor advance notice of these absences so they can make the necessary accommodations.

Coming to class (and returning from breaks) on time is another course requirement. Your first unexcused lateness will have no consequences, and subsequent unexcused lateness may result in a 1% reduction in overall grade for each instance.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic tardiness.

Participation

Your participation in whole class discussions and group work is essential for the success of this course. We, as educators committed to equitable education, will engage in respectful, thoughtful participation in class activities and discussion. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. The quality of our class sessions and the depth of your learning depend directly on your prepared participation.

While 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 your instructor for further information.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

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.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any

assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

[If applicable: Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.]

If an instructor has reason to feel you are not meeting all the expectations as outlined in the syllabus, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their support in helping you reach those expectations. If your instructor does 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 your instructor at any time and s/he will be glad to share their assessment with you.

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist 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. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

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 childbirth 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 Accessible Education (OAE) or from the Office of Equal Opportunity and [Title IX Office](#). This [resource page](#) from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, <https://www.scu.edu/oae> 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 my OAE 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 shifting health advisories related to COVID-19, exams may be administered online.

Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

All online class meetings will 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 the 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

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical 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 find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

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, Eduroam, Duo, hardware and software issues, and more.

Wellness

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in *cura personalis*, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your

sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (<https://www.scu.edu/wellness>) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [The HUB Writing Center](#) (Writing and Public Speaking)

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from 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

Appendices

Appendix A Descriptions of Assignments

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:
 - What do you want us to know about you?
 - Your most-remembered teacher and why?
 - One instructional strategy you know as effective?

1-2. Course-opening survey and quiz (10 pt.)

- After the session 1,
- Respond to all questions of the survey form offered during session 1. The survey also includes quiz questions.

2. Pick your go-to UDL strategies (5 pts)

- After the session 2,
 - Explore the [UDL website](#) or (the [UDL checklist PDF](#)).
 - Consider the three focal student groups of TPA.
 - i. Students identified as an English learner
 - ii. Students identified by the district/school with an Individualized Education Program (IEP) or a 504 plan or a student who has been identified for Gifted and Talented Education (GATE)
 - iii. Students whose life experience(s) either inside or outside of school may result in a need for additional academic and/or emotional support and whose behavior in class catches your attention
 - Respond to the [Google form](#) where you can pick 10 UDL strategies for each of three focus group students categorized by Teaching Performance Assessment (TPA).
- Criteria
 - UDL strategies for each student group were selected (1 pt per each group, 3pts total)
 - Assignment completed in time (2 pts, due: right before the next session starts).

3. Letter to parents and guardians (5 pts)

- After the session 3,
 - Draft your letter to your (future) students' parents and guardians that welcome them and their children.
 - In the letter, you will introduce your vision of positive classroom culture by articulating:
 - i. Classroom Values (2 to 3)
 - ii. What your students and parents/guardians can expect from you (3 to 5).
 - iii. Your expectations to students (5 to 7)
 - iv. Daily routines
 - v. Quarterly/Yearly rituals
 - Refine the letter content and upload to the Camino Discussion Form
- At the beginning of Session 4,
 - Read your peers' and Give your feedback to 2 peers.
- Criteria
 - Each of the 5 components addressed: 0.5 points * 5 components
 - Assignment completed in time (1.5 pt, due: right before the next session starts)
 - Feedback given to peers routine and ritual was named and well elaborated with detailed procedures (1 pt).
 - For unmet criteria, partial points (50% per each) are given

4. Develop my go-to Instructional Strategies (5 pts)

We know the UDL strategies. Then, what are other strategies 'out there' to be useful for your instructions? Identify **5 or more of your 'go-to' instructional strategies**.

- In a spreadsheet instructor shares during the session 4,
 - Fill in the cells with your recommended instructional strategies:
 - i. The name of your recommended instructional strategy
 - ii. description of the strategy

- Criteria
 - For each of the five or more strategies, address the following (0.8*5=4pts total)
 - i. Name of strategy (0.2)
 - ii. Description of strategy (0.6)
 - Assignment completed in time (1pts, due: right before the next session starts).
 - For unmet criteria, partial points (50% per each) are given

5. Classroom scenario spotlight (1) (7.5 pts)

- After the session 5,
 - Read two classroom scenarios posted at the CAMINO Discussion Forum.
 - Select one scenario to respond.
 - Make your responses that answer the question prompts about the scenario of your choice.
- At the beginning of session 6,
 - Read your peers' and Give your feedback to 2 peers.
- Criteria
 - For your chosen scenario, responded to all the question prompts in time (3 pts).
 - Gave feedback to your two peers' responses in time (2 pts).
 - For unmet criteria, partial points (50% per each) are given

6. Classroom scenario spotlight (2) (7.5 pts)

- After the session 6,
 - Read two classroom scenarios posted at the CAMINO Discussion Forum.
 - Select one scenario to respond.
 - Make your responses that answer to the question prompts about the scenario of your choice.
- At the beginning of session 7,
 - Read your peers' and Give your feedback to 2 peers.
- Criteria
 - For your chosen scenario, responded to all the question prompts in time (3 pts).
 - Gave feedback to your two peers' responses in time (2 pts).
 - For unmet criteria, partial points (50% per each) are given

7. Outline my Teacher Blog (5 pts)

- During this asynchronous session 8,
 - Create your Teacher Blog using any website builder platform (e.g., Google Site, Wix, Weebly).
 - Outline your Teacher Blog content and format.

8. Course Review Quiz (10 pts)

- Respond to the course Review Quiz at CAMINO.

9. Course-ending survey (5 pts)

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

10. SIGNATURE ASSIGNMENT: Final Teacher Blog Showcase and Submit (30 pts)

The purpose of this Signature Assignment is to ‘embody’ your approach to Developing Positive Classroom Culture into a format of Teacher Blog where you present your classroom values, expectations, routines, and rituals, a set of go-to instructional strategies, including a space that allows communication with parents/guardians and resource-sharing.

Procedure

- Session 1: Overall introduction to the Signature Assignment, Teacher Blog.
- Session 7: Explore and Select your website platform (e.g., Google Site, Weebly, Wix)
- Session 8: Outline your Teacher Blog content and format
- Session 9: Showcase your Teacher Blog in the making
- **By ##### Midnight: Publish and Submit the url of your final Teacher Blog to CAMINO.**

Required Assignment Components

Component	Description	Point (total 30)
1 Teacher Blog Showcase	On ####, Individually, for 10-15 minutes, screen-share via Zoom, and highlight the areas of your Teacher Blog that you want to highlight	5 Attend the Zoom and Make a presentation in given time
2 Peer Feedback	In a Google form, provide your feedback to your peers’ Teacher Blogs.	2.5 Attend the Zoom and Provide the peer feedback
3 Access to Blog	Teacher Blog was shared in time with Instructor by making the Blog published or making the instructor as a co-editor	2.5
4 Final Teacher Blog (3/18)	<p>Four required components</p> <p><i>[The component headers below are NOT the title. Give specific titles for each.]</i></p> <ol style="list-style-type: none">1. Introduce yourself as a teacher<ul style="list-style-type: none">● Refer to assignment 1-1.● Consider the audience of the blog2. Blog posts<ul style="list-style-type: none">● Refer to readings and resources from the course.● Produce 3 or more posts that introduce concepts or articles from the course (e.g., UDL, MTSS, Culture of Power, Restorative Practice), and add opinion/comments/ and suggestions<ul style="list-style-type: none">○ 2 paragraphs3. How I will create a positive classroom culture?<ul style="list-style-type: none">● Refer to assignment 3.	<p>20</p> <p>5 pts per each of 4 components</p> <p>Criteria for each component:</p> <ul style="list-style-type: none">● Content is clearly elaborated (1.5)● Content is practical in a long term (1.5)● Content is relevant to the prior discussions, activities, and assignments of the course (1)● Format is visitor-friendly (1)

	<ul style="list-style-type: none"> ● Introduce your classroom values, expectations, routines, and rituals. <p>4. Main instructional strategies</p> <ul style="list-style-type: none"> ● Refer to assignment 4. ● Introduce a set of instructional strategies that you think you will frequently utilize and that you want to share with the blog visitors. 	<ul style="list-style-type: none"> ● Partial points (50% per each) given to unmet criteria
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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

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>

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

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](#)