



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

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

Professor:

Office:

Office Hours:

Email:

Course Meeting:

Classroom:

Phone:

Skype:

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 focus on ensuring each student will begin their teaching career ready to:

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

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

Course Description

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 TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their student teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as

indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

Course Objectives and Program

1. The student will, become familiar with the school and community by becoming an integral part of the school culture. (TPE 1.2)
2. The teacher candidate will develop and maintain an ongoing narrative (the Observation Journal) of all of his/her classroom observations. (TPE 6.1)
3. The student will observe and understand a variety of classroom management strategies and classroom organization. (TPE 2.4, 2.6)
4. Reflect on the moral and ethical core of your teaching practices and the relationship between your moral/ethical core and your identity and life experiences. (TPE 1.2, 1.5, 4,5)
5. The student will demonstrate effective communication and professional rapport with students, teachers and staff during the observation period in and outside of the classroom. (TPE 1.2, 6.4)
6. The student will be introduced to and understand contemporary issues in teaching relating to state adopted standards, professional ethics, rights, responsibilities and student diversity. (TPE 6.6, 6.7)
7. The teacher candidate will identify from the Observation Journal, from in class performances with students, from feedback from the resident teacher and university supervisor, a minimum of four areas needing personal and professional growth. (TPE 6.3)
8. Collaborate with classmates in professional learning communities (PLCs) to analyze and evaluate the complexities of ethical classroom teaching in culturally and linguistically diverse school settings (TPE 6.1-7)
9. The teacher candidate will identify and describe strategies as well as resources that serve ELL, special needs students and students in under-performing groups. (TPE 1.2, 1.6, 2.4, 4.5)

Required Text(s) & Readings

Hougan, Eric *Road To Teaching*

In class and out of class readings as assigned

Course Requirements/Assignments

1. Attendance and active participation in all practicum activities. (TPE 6.5)
2. Daily Observation Journal--following your observation, write out insights gained. *What worked well in the class? What did not work well? What did you learn about teaching from this observation? What would you have done differently? Why? State your rationale?* (TPE 6.1; 6.3; 6.4)
3. Critical Incident Reports (TPE 6.1; 6.6)

Teachers (and teacher candidates) frequently encounter complex professional problems that have no obvious right or wrong solutions. The research literature on teachers' ethical decision making often refers to these challenging situations as "critical incidents." A critical incident does not have to be dramatic or confrontational—something as routine as deciding which student to call on when there are 6 hands raised is an ethical dilemma that warrants consideration.

You will begin to notice and to experience critical incidents as soon as you enter your placement classroom and interact in a professional capacity with your master teacher(s) and students. You will need to become increasingly be aware of the moral and ethical implications of the activities and interactions that occur in your placement classroom. This assignment is designed to assist you in developing the skills needed for the efficient identification and effective management of critical incidents and the ethical dilemmas embedded within them.

Beginning with Class #2 and continuing into the middle of spring quarter, you will be required to bring a completed a Critical Incident Report to each class session. This form should be used to document a critical

incident that you experienced in the two-week period since the class last met. (A copy of this form can be found at the back of this syllabus along with the rubric that will be used to evaluate your Critical Incident Reports. A blank Critical Incident Report form and an electronic copy of the rubric are available in the course folder in MATTC Documents file on Google Docs.) These completed Critical Incident Reports will be analyzed and discussed in each class session.

Please **type** your assignment and complete each part of the graphic organizer to the best of your ability.

You will have the opportunity to write a practice Critical Incident Report in the first class and to evaluate your assignment using the assignment rubric before you tackle the task on your own. More information will be provided in Class #1.

4. Guided reflection activities and assignments--conducted during the practicum. (TPE 6.6; 6.7)
5. Begin a file of activities and resources that you find helpful and interesting. Make sure you write out complete titles of books and their publishers so you will know where to find these materials in the future. Always ask permission of other teachers if you want to keep a copy of their activities and worksheets. TPE
6. Maintain a log of meetings and conferences with your resident teacher and university supervisor. Include dates, times, topics- TPE
7. You are expected to be at your school four mornings each week, Monday thru Thursday until December. In the event of an absence, call your resident teacher and inform your field supervisor. TPE 6.3

Assessments & 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 the university instructor, resident teacher and university supervisor.

Fulfill field experience requirements. Overall performance must be equivalent of a "B" or above to earn a passing grade. Regular attendance at all class meetings is a requirement in this program. Points will be deducted from your final grade for the course 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.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion. Attendance and punctuality are the only policies with the immediate potential to impact your course grades. Your instructor through ongoing observation and documentation gathers data documenting your adherence to the remaining policies listed here. These data are a primary factor in the assessment of your mastery of TPE 12- "Professional, ethical, and legal obligations."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her 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 his/her assessment with you.

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 pair group 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 your instructor for further information.

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 lateness.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> 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.

Discrimination and Sexual Misconduct (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, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethics point <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. 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 (ECP Graduate Bulletin, 2013-2014).

Disability/Accommodations Procedure

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111: TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

Assessments & 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 the university instructor, resident teacher and university supervisor. 3) **Fulfill field experience requirements.** Overall performance must be equivalent of a "B" or above to earn a passing grade.

Course Outline & Class Schedule

August 3

In Class:

Introductions: Icebreaker

Placements, Reflections, and Ground Rules, Teacher Performance Expectations. Course Syllabus- Review handbook pgs. 26-33, 25-60, 56, 82-83- Handbook on line:

Group discussion/review of homework assignment:” *Discuss what it means to be a teacher*”

Review Teacher Performance Expectations (TPEs) Handbook pp. 3-5

Review Teacher Performance Assessments. (TPAs)-

Review Summer Checklist

Teacher Presence- discussion/activity (TPE) 6.3

Read chapter 20 and using the school’s web site- complete assignment on page # 70

August 10

In Class:

Ice-breaker activity/ building enthusiasm

Review Teacher Performance Assessment pp.53

TPA 1

School Profile – share out- collect (TPE) 1.2, 6.4

Introduce reflective journal template and process of effective observations- (TPE) 6.1

Becoming Part of the School Culture (in text)- review (TPE) 6.4

TPE 1-6 reading and exercise- in groups- report out -

Homework: - Read Chapters 21,22,25,30

August 17

In Class:

Icebreaker

3 min. presentations- separate

Review chapters homework- 21,22,25,30- take-aways? (TPE) 4.6, 6.4, 6.5

Video observation on mini lesson using observation template and protocol: (TPE) 6.1

Group discussion on lesson observed

Homework: Reading Assignment: - Chapters 23,24,26

August 24

In Class:

Ice-breaker (together)

Common problems of student teachers- pdf chart- review/discuss (TPE) 1-6

Review chapters 23,24,26- take-aways – (3 groups) TPE) 6.1, 6.4, 6.5

Homework: Reading Assignment: Review TPE 4- 4.5, 4.6

August 31

In Class:

Icebreaker

Introduce protocol for problems and issues discussions

Lesson Planning: - Blooms Taxonomy (TPE) 3.1, 3.2, 3.3, 4.1, 4.3, 4.4

SCU lesson plan format- review