



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 250/275- Ethics, Diversity, Reflection: Introduction to TK-12 Teaching
(2 units)
Summer Pre-session 2017**

<i>Instructors:</i>	Lisa Goldstein & Louie Agelson
<i>Office:</i>	256 Guadalupe Hall
<i>Office Hours:</i>	Daily before/after class; other times by appointment
<i>Phone:</i>	Lisa's cell- 512-762-6549
<i>Email:</i>	lsgoldstein@scu.edu
<i>Course Meeting:</i>	June 19-23, 2017 (Monday-Friday) 8:00 am -12 noon OR 1:00 pm – 5:00 pm
<i>Room:</i>	150/151 Guadalupe Hall

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, Preservice Pathway.)

Course Description

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Be introduced to the expectations, requirements, and legal responsibilities for teaching credential candidates and practicing teachers in the state of California and begin the process of preparing yourself to meet these obligations successfully.	4, 6	4, 6	1.1, 2.2, 6.1, 6.2, 6.5, 6.6, 6.7
2	Examine your own experiences, assumptions, and beliefs about schooling, teaching, learning, culture, language, race/ethnicity, social class, dis/ability, opportunity, privilege, knowledge, power, and society and develop strategies for noticing and managing the impact of your personal background on your professional practices.	4, 6	4, 6	6.2
3	Begin to develop an understanding of the moral work of teaching and the ethical responsibilities teachers hold toward their students, their colleagues, and society.	4, 6	4, 6	6.2, 6.3, 6.5, 6.6
4	Learn and practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing personal and professional development throughout their careers.	4, 6	4, 6	6.1, 6.3, 6.4, 6.5, 6.6
DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation				

Required Texts

California Commission on Teacher Credentialing. (2016). *California Teaching Performance Expectations*. Sacramento, CA: California Department of Education. A short version of the TPEs is presented at the end of the syllabus. Download a fully elaborated version of the TPEs from <http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf>.

California Commission on Teacher Credentialing. (2009). *California Standards for the Teaching Profession*. Sacramento, CA: California Department of Education. A short version of the CSTPs are

presented at the end of the syllabus. A fully elaborated document can be found at <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>.

California Commission on Teacher Credentialing. (January, 2016). *CalTPA Candidate Handbook*. Sacramento, CA: California Department of Education. This document is available online at <http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook.pdf>. We strongly suggest you print a hard copy of the CalTPA Handbook as you will be using it throughout the program. Further information about the Teaching Performance Assessment and many other TPA materials can be downloaded from <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>.

Course Requirements/Assignments

NOTE: This class is offered on a Pass/No Pass basis. Students must meet all the expectations listed in this syllabus to earn a grade of Pass. All assignments must be completed and handed in at the beginning of class on the day they are due. Because of brief duration and high intensity of this course format, we cannot accept late work.

Grades are based on a 100-point total. Distribution of points across assignments is as follows:

	Course/Requirements/Assignments	Points	TPE Assessed
1	Professional Conduct	30	6.1, 6.2, 6.3, 6.5, 6.6
2	Daily Reflection Assignments	30	6.1, 6.2, 6.5
3	Life Graph (Signature Assignment)	30	6.1, 6.2, 6.3, 6.5, 6.6
4	Overgeneralizations and Problematic Projections (OPPs)	10	6.2, 6.5

Assignment 1: Professional Conduct

Regular attendance at all class meetings is a requirement in this program. Ten 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 (loss of 5 points instead of 10). 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.

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.

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.

Assignment 2: Daily Reflection Assignments

The Daily Reflections (one due in class on Tuesday, Wednesday, and Thursday) have three purposes. First, each provides an opportunity for you to identify and reflect on your assumptions/values/thoughts about key issues at the core of every teacher's professional practice and prepare you to articulate your views in dialogue with classmates. Second, the daily process of identification, reflection, articulation, and in-class dialogue allows you to develop clarity about your professional stance. Finally, Daily Reflections also provide a baseline articulation of your beliefs, understandings, and goals. As you move through the program (and your career), you can refer back to these writings to check that your practices, instructional strategies, professional decisions, and classroom behaviors are aligned with your values and aspirations. The prompts for each assignment are presented in the following table:

Daily Reflection Assignment prompts	
For Tuesday: <u>Most Influential Teacher</u>	Think back to grades TK-12 and identify a teacher, administrator, counselor, or coach who had a strong influence on you. Develop of list of <u>5-10 words or short phrases</u> that create a portrait of this influential educator, capture his/her unique qualities, and present the things you liked best about his/her teaching practices.
For Wednesday: <u>In My Classroom</u>	List 5 important ideas that will play a role in your teaching practice. For each idea, provide a short paragraph that explains why this idea is important to you AND that clearly describes specific things an observer in your future classroom would be able to see, hear, or identify that would provide evidence of this important idea's presence in your practice.

<p>For Thursday: <u>Expectations in</u> <u>Education</u></p>	<p>Provide reasonably detailed responses to each prompt. <i>In TK-12 education, what is expected of</i></p> <ol style="list-style-type: none"> 1. <i>the teacher?</i> 2. <i>colleagues? (list continues on the next page)</i> 3. <i>students' parents?</i> 4. <i>administrators?</i> 5. <i>the teacher in the school and in the local communities?</i>
---	--

To receive full credit, each of your Daily Response Assignments must (a) address all parts of the prompt in a thorough and thoughtful manner; (b) be double-spaced, in an easily readable 12 pt font with one inch margins; and (c) be available in hard copy form at the beginning of class on the day it is due. If Lisa and/or Louie have a concern about the quality of your Daily Response, we will provide you with feedback designed to improve your work.

Assignment 3: *Signature Assignment—Life Graph*

Following the format shown in the models completed and discussed in class (St. Ignatius' life graph, Lisa's life graph) identify 8-12 critical incidents from your own life—incidents you believe played a decisive role on your path to becoming a teacher—and create a life graph that features visual representations of those incidents. We will provide the large paper for you to use for your life graph; you will share your completed life graph in class on Friday.

For your Life Graph presentation, you will choose only 3 of your critical incidents and discuss their impact on your path to teaching. To earn full credit for this assignment, (a) your life graph must include 8-12 illustrations/drawings/symbols that represent critical incidents in your life; (b) your presentation must include a discussion of the impact of 3 of those critical incidents on your path to becoming a teacher; and (c) you will attend thoughtfully to the presentations given by your classmates. Please refer to the attached rubric for more information.

Life Graphs will be shared and photographed on the final day of class.

Assignment 4: *Overgeneralizations and Problematic Projections (OPPs)*

Our life experiences—both the good ones and the bad ones—impact our teaching practice. Sometimes we're conscious of these influences and use them to strengthen our teaching (e.g., "my sixth grade teacher told me I was bad at math; I am NEVER going to tell my students they're bad at anything!"). But sometimes our life experiences lead us to develop unidentified or unexamined biases, projections, or overgeneralizations about people or situations and, as a result, we may behave in ways that detract from the quality of our teaching. By reflecting on our lives, beliefs, and tacit assumptions, teachers can become aware of the OPPs that might undermine our efforts to be highly effective with all our students.

This assignment requires you to identify **THREE** of your OPPs and to complete the four-stem sentence frame below for each OPP.

Four-Stem Sentence Frame

Stem 1: Because I....

Stem 2: I might...

Stem 3: Rather than...

Stem 4: I'll remain aware of this possibility by....

How this works:

Because I ...*describe something you believe or experienced or know about yourself that could impact your teaching in a potentially problematic way....*

I might ...*engage in a specific professional behavior related to what was described in the "because I" statement*

rather than ...*describe a specific behavior or practice that would be better aligned with your goals for yourself as a teacher....*

I'll remain aware of this possibility by ...*describe how you will keep your behavior and practices in line with your professional aspirations for yourself and with district and state understandings of best practice.*

Example:

Because I was a child who loved reading, **I might** assume that every child loves reading **rather than** observing my students carefully and noting who is an enthusiastic reader and who appears to be more reluctant. **I'll remain aware of this possibility by** jotting down my observations of my students' reading habits during daily sustained silent reading and regularly looking for patterns that will help me understand each individual student as a reader and so I can teach him/her more effectively.

Each of your sentence frames should be completed with a level of detail that will allow us to understand the context, see logical connection across the four stems, and understand the specific, observable steps you intend to take to remain aware of this OPP.

Assessments & 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 email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

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

4. When assignments are done in pairs, both partners 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 on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Course Outline & Class Schedule

**Course Plan Subject to Change*

Date	Due in today's class	Discussion Topics
Monday June 19		Who am I and why does it matter? What do I believe and why does that matter? Early influences outside the classroom
Tuesday June 20	Review course syllabus, rubrics, TPEs and <u>California Standards for the Teaching Profession</u> Daily Reflection Due: Most Influential Teacher	What does effective teaching look like? Influences from inside the classroom
Wednesday June 21	Daily Reflection Due: In My Classroom	Imagine your future teaching practices: What images and ideas come to mind? Where did these images/ideas come from? What images shape your students' thinking? What images shape the thinking of your students' families and the local community?
Thursday June 22	Daily Reflection Due: Expectations in Education	Working in TK-12 schools: Rules, roles, requirements, responsibilities
Friday June 23	Life Graphs	Who are you? Life Graph presentations In the end, how so I want to be remembered?
June 25	OPP Statements due to Lisa via email (lsgoldstein@scu.edu) NO LATER THAN 8 pm	

Life Graph/Life Graph Presentation **RUBRIC**

STUDENT NAME

ASSIGNMENT GRADE

LIFE GRAPH <ul style="list-style-type: none"> 8-12 visual representations of critical incidents on the path to becoming a teacher Completed graph available for presentation in class on Friday 	
Pass	COMMENTS/NOTES
No Pass	
LIFE GRAPH PRESENTATION <ul style="list-style-type: none"> Explained the significance of 3 critical incidents Connected ONE critical incident with their decision to become a teacher Described how ONE critical incident will influence their future teaching practices 	
Pass	COMMENTS/NOTES
No Pass	
PROFESSIONAL AWARENESS <ul style="list-style-type: none"> Presentation was focused, ideas were presented clearly Provided an appropriate amount of descriptive detail Completed presentation within the predetermined time limit Spoke using a volume level and pace that enabled classmates to connect with the presentation 	
Pass	COMMENTS/NOTES
No Pass	
THOUGHTFUL, ATTENTIVE LISTENING <ul style="list-style-type: none"> Demonstrated respectful attention to classmates' presentations 	
Pass	COMMENTS/NOTES
No Pass	

OPP Statements Rubric

STUDENT NAME	ASSIGNMENT GRADE
BASIC REQUIREMENTS	
3 sentence frames; each with a different OPP. Each frame includes four thoughtful, clear, completed stems.	
Pass	COMMENTS/NOTES
No Pass	
ENGAGEMENT WITH THE INTENTION OF THE ASSIGNMENT	
Student's chosen OPPs are authentic and reasonable. In each frame, stems 2 and 3 demonstrate honest consideration of the possible influence of the OPP. Each awareness plan is detailed, specific, and closely linked to its OPP.	
Pass	COMMENTS/NOTES
No Pass	
COMMITMENT TO CONTINUED AWARENESS	
Plan for maintaining awareness of each OPP is realistic and do-able, even for a novice teacher.	
Pass	COMMENTS/NOTES
No Pass	
REFLECTION AND PROFESSIONAL GROWTH	
Student's responses reflect serious consideration and willingness to take responsibility for aspects of classroom practices that are within her/his control.	
Pass	COMMENTS/NOTES
No Pass	

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 Ethicspoint <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)

