



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 231b (4 unit)
Ethical Reflective Practicum II
Fall 2017

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Course Meeting: **Thurs. 1:30-3:30**
Classroom: **ESJ Campus Room 109**
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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

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 second 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

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, in class performances with students, 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)
10. Reflect on the moral and ethical core of your teaching practice and on the relationship between your moral/ethical core and your identity and life experiences (TPE 6.1)

Required Text(s) & Readings

Hougan, Eric *Road To Teaching* and other readings as assigned

Course Requirements/Assignments

Assignment	Due Date
1 Attendance	Bi-weekly
2 Class readings	Bi-weekly
3 Free Writes	Bi-weekly
4 Weekly Observation Journal	Bi-weekly
5 Activity and Resource File	Bi-weekly
6 * Teacher Toolbox 2 – Lesson Observation Form	
7 * Teacher Toolbox 2 – Transition Observation Form	
8 * Teacher Toolbox 2 – Master Teacher Interview	
9 * Teacher Toolbox 2 – Principal Interview	
10 * Teacher Toolbox 2 – Alternate School Summary	

* Signature Assignment

1. Attendance and participation in all activities, and meetings. (TPE 6.6)
2. Complete Class Readings (TPE 2.4, 2.6, 6.4)

3. Free Writes (TPE 1.2, 4.5, 4.6, 6.3, 6.3, 6.5, 6.6, 6.7)
Students will complete the assigned readings and reflect on aspects most applicable to their placement. Students will share their reflections with your group in class.
4. Weekly 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)
5. Activity and Resource File - 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 (2.4)
6. *** Teacher Toolbox 2 (TPE 1.1, 1.2, 2.6, 4.1)**
This quarter's signature assignment is composed of five mini-assignments that orient students to observations of classroom management strategies used in students' current placement and various background and instructional factors observed in students' alternate school visit.

For this assignment, students will:

- a. Observe a lesson taught by your master teacher. Complete the Lesson Observation Form with descriptive examples of each element observed. (TPE: 1.4, 3.1, 3.2, 3.3, 3.5, 3.6, 3.8)
- b. Observe a transition activity implemented by your master teacher. Complete the Transition Observation Form with specific descriptions of the teachers' instructional and classroom management strategies used during the transition time period. (TPE: 6.1, 4.4)
- c. Interview your master teacher for about 20 minutes. Write up the questions and his/her responses. Suggested questions: (TPE: 6.4)
 - Why did you decide to become a teacher?
 - How long have you been teaching?
 - What were the highest and lowest points of your career?
 - Why do you continue to teach?
 - What are the benefits of teaching?
 - What are the biggest challenges of teachers teaching today?
 - How is that different than when you began teaching?
- d. Interview your principal. Write up the questions and his/her responses. Suggested questions: (TPE: 6.4).
 - What is the school discipline policy?
 - Are there consistent classroom management strategies implemented throughout the school, or does each teacher develop his/her own?
 - How does the school meet the needs of all students? Examples: Gifted/Talented, Non/Limited ELLs, Special Education, Medically Fragile, Physically Challenged
 - How do you get the parents' perspective on school programs?
 - How do you decide to allocate funds?
 - What are the rewards/challenges of your job as a principal? Add your own questions as you think of them. These are only suggestions.
- e. Write a summary of your visit to your alternate school site. The summary should contain in-depth comparisons of various background, demographic, and instructional factors in both school settings. Summary should be 1-1.5 pages in length with no spelling or grammar errors.
<https://www.grammarly.com> (TPE: 6.1)

Teacher Toolbox 2 – FALL RUBRIC

	Assignment	4 - Exceeds	3 - Meets	2 - Below	1 - Unacceptable
1	Lesson Observation Form Complete the Lesson Observation Form	Form is completely filled out. Answers contain specific descriptions of the lesson observed. There are no spelling or grammar errors.	Form is completely filled out. Answers contain some detail and specificity. Minor spelling and/or grammar errors do not impede meaning	Some responses are terse or the details are vaguely described. Possible spelling and/or grammar errors may impede meaning.	Form is incomplete and/or contains vague, unclear details. The work does not meet the expectations for the class.
2	Transition Observation Form Complete the Transition Observation Form	Form is completely filled out. Answers contain detailed and specific descriptions of the teacher's instructional and classroom management strategies. There are no spelling or grammar errors.	Form is completely filled out. Answers contain some detail and specificity. Minor spelling and/or grammar errors do not impede meaning	Some responses are terse or the details are vaguely described. Possible spelling and/or grammar errors may impede meaning	Form is incomplete and/or contains vague, unclear details. The work does not meet the expectations for the class.
3	Master Teacher Interview Interview your master teacher using the guiding questions provided in the syllabus.	Interview contains in-depth and detailed responses about issues like socio-emotional learning and critical pedagogy. 1.5 to 2 pages in length. There are no spelling or grammar errors.	Interview contains a variety of questions about the master teacher's professional and instructional background. 1 page in length. Minor spelling and/or grammar errors do not impede meaning.	Some responses contain terse or vague language. Some questions are superficial. Possible spelling and/or grammar errors may impede meaning.	Interview is incomplete and/or contains vague, unclear details. The work does not meet the expectations of the class.
4	Principal Interview Interview your principal using the guiding questions provided in the syllabus.	Interview contains in-depth and detailed responses about issues like restorative justice. 1.5 to 2 pages in length. There are no spelling or grammar errors.	Interview contains a variety of questions about the principal's tasks within the school. 1 page in length. Minor spelling and/or grammatical errors do not impede meaning.	Some responses contain terse or vague language. Some questions are superficial. Possible spelling and/or grammar errors may impede meaning.	Interview is incomplete and/or contains vague, unclear details. The work does not meet the expectations of the class.
5	Alternate School Summary Provide a summary comparing your alternate school visit with your current placement.	Summary contains in-depth comparisons of various background, demographic and instructional factors at the placement and alternate schools. 1 to 1.5 pages in length. There are no spelling or grammar errors.	Summary compares characteristics of the two schools in some depth. 1 page in length. Minor spelling and/or grammar errors do not impede meaning.	Summary contains comparisons between the two schools that are vague or contain little detail. Possible spelling and/or grammar errors may impede meaning.	Summary is incomplete and/or contains vague, unclear details. The work does not meet the expectations of the class.

NOTE - 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 6.6 - "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).

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

September 21

In Class:

Introductions: Icebreaker

Placements, Reflections, and Ground Rules, Course syllabus

Review Fall Checklist

Review Santa Clara University lesson plan template- MATTC (TPE) 4.4, 4.5

Problems/Issues, Observation Journal

Homework: 3 min. presentation focused on “classroom presence” hand-out – assignment due Oct. 5 (TPE) 6.1

October 5

In Class:

Problems/Issues- in groups of 5-select one and report out-

Review Teacher Performance Assessment (MATTC Handbook)

Cross/Curricular Observations- Reminder

Presentation/ EL/SDAIE strategies

Becoming Part of the School Culture (in text)- (TPE) 2

Alternate School Observation: **Complete by second week of November**

October 19

In Class:

Icebreaker

3 min. presentations- separate-

Issues and problems -separate

Homework Assignment: # 1 – Complete 2 written observations on TPE # 1 “Engagement” and TPE #3-

Understanding and Organizing - Subject Matter—(supported by chapters 23, 24, 25, 26) Due: November 2-

November 2

In Class:

Ice-breaker

Issues and problems-

Discuss written observations on TPE # 1 and # 3

Presentation on Special Needs Students and instructional strategies that address that population

Homework Assignment: Lesson observation TPE Standard #4 Planning Instruction and Designing Learning Experiences for all Students and TPE #5 Assessing Instruction, TPE 2 Creating Effective Environment for Learning

Homework: Reading Assignment: “6 Common Lesson Planning Pitfalls”- Handout

November 16

In Class:

Icebreaker

Issues and problems

Review 6 common lesson planning pitfalls- group activity

Lesson Planning: - Blooms Taxonomy

SCU lesson plan format- review