



SCHOOL OF EDUCATION AND  
COUNSELING PSYCHOLOGY

Department of Education  
Master of Arts and Credential Program  
EDUC 231E (6 unit)  
Ethical Reflective Practicum III  
Winter 2018

*Instructor:* Harold Jules Hoyle, Ph.D.  
*Email:* hhoyle@scu.edu

*Course Meeting:* Weds, 1:30-3:30 pm  
*Classroom:* Guadalupe Hall 201  
*Office Hours:* By Appointment

### **Mission and Goals of the Department of Education**

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

### *MS/SS Teaching Credential Program Learning Goals (PLGs)*

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focuses on ensuring each student will begin his or her teaching career ready to:

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

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

**Course Description:**

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the Catholic schools at the K-12th grade levels. The main focus of the clinical practicum seminar is to support students as they complete their teaching experience. This seminar focuses on the Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom teaching, will provide students the opportunity to discuss instructional strategies and methodologies, as well as challenges and issues in Catholic education.

**Course Objectives**

| This course will develop students' knowledge of or skills with...                              |   | Standard/Goals Addressed |       |                               |
|--|---|--------------------------|-------|-------------------------------|
|  |   | DG #                     | PLG # | TPE #                         |
| 1  | Continuous reflection on your lessons, instruction and the moral and ethical core of your teaching practice.                                      | 2, 4                     | 4, 6  | 6.1-6.4                       |
| 2  | Effective and respectful communication and professional rapport with students, teachers, and staff.   | 4                        | 5     | 2.1; 2.2;<br>3.4; 6.3         |
| 3  | Creating and maintaining a safe and fair learning environment.  |                          |       |                               |
| 4  | Using a range of curricular materials and resources to increase student engagement.   | 1                        | 1,2   | 3.4                           |
| 5  | Using formative and summative assessments to measure students' academic performance.  | 1                        | 3     | 1.8; 5.5                      |
| 6  | Planning and presenting classroom instruction for two class periods that is culturally and linguistically responsive.                             | 1,3                      | 1,2   | 1.6; 2.2;<br>3.4; 5.5         |
| 7  | Developing a repertoire of effective teaching strategies.   | 1                        | 1,2   | 1.6; 1.8;<br>2.1; 2.2;<br>5.5 |
| 8  | Collaborating with colleagues and classmates, analyzing the complexities of ethical teaching in culturally and linguistically diverse classrooms. | 4, 5                     | 4, 6  | 6.1; 6.2;<br>6.3;             |
| *DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard |   |                          |       |                               |

### Course Requirements/Assignments

|    | Assignment   | Assessment value | Course Objective Assessed |
|----|--|------------------|---------------------------|
| 1  | Class attendance and participation   | 20%              | 1, 2, 3, 4, 5, 6, 7, 8    |
| 2  | Field Experience: Full participation in teaching placement; Observations completed by Site and University Supervisors; and Satisfactory Summative Evaluations from Site and University Supervisors   | 55%              | 2, 3, 4, 5, 6, 8          |
| 3  | Reflective Binder: lesson plans and reflections  | 5%               | 1                         |
| 4. | <i>Signature Assignment:</i> Teacher Toolkit <ul style="list-style-type: none"> <li>● Parent Communication Examples</li> <li>● Completed Lesson Plan</li> <li>● Safe Learning Environment Plan</li> <li>● Assessment Analysis</li> <li>● Personal Assessment Reflection</li> <li>● Progress on Principal Yearly Goals</li> </ul> | 20%              | 1, 2, 3, 4, 5, 6, 7, 8    |

### Assessment/Grading Criteria

Pass/Fail grade will be based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments determined by me, your Master Teacher and your University Field Supervisor. **Fulfill field experience requirements.** Overall performance must be equivalent of a "B" or above to earn a passing grade.

- All written and oral assignments must reflect graduate-level standards. As a teacher, you must be able to model effective communication skills for your students.

- Attendance and participation in all class sessions is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.

### **Professional Conduct and Performance Policies**

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements; however, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

**Attendance.** Regular attendance at all class meetings is a requirement in this program. Points will be deducted from 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 late arrival will be excused; your second late arrival will cause 1 point to be deducted from your final course grade; your third late arrival 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 my discretion.

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.

*Attendance and punctuality are the only policies with the immediate potential to impact your course grades; however, your instructors, through ongoing observation and documentation, gather 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--Developing as a Professional Educator.*

**Communication.** Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you maintain a connection with your classmates and me.**

**Responsible Use of Technology.** 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 pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

### Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. Written assignments are to be submitted as Microsoft Word or Pages documents so that feedback can be written in tracked changes and returned to you via the Camino assignment portal. Please attend to this feedback.
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 200 points.

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4. When assignments are done in groups all members of the group 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 and submitted online to the Camino assignment portal. No other submission of assignment format is acceptable. Extensions of due dates for extenuating circumstances for individual students will be considered if discussed with the instructor in advance of the due dates.
7. You are welcome to revise and resubmit an assignment for which you receive a grade lower than a B- (i.e., < 80%). Revised assignments must reflect revisions based on the instructor's feedback to the original assignment and are to be submitted to the Camino portal for the assignment. Please discuss the assignment with the course instructor for any clarifications needed. **All resubmissions are due on August 31st, 2017.**

#### Assessment of Candidate Learning

- We will determine both your professionalism grade and your in-class activity grade by analyzing evidence of your in-class performance gathered by the coaches' ongoing observation and documentation throughout the quarter. If we have reason to feel you are not meeting the expectations spelled out on the syllabus, we will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer our support in helping you reach those expectations. If we do not contact you with a concern, you can assume you are fully satisfying these course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact any one of us and we will be glad to share our assessment with you.

- We have a suite of CSTP-driven tools that will be used throughout the year to assess your work and the work of your faculty coaches. The tools will be distributed and discussed in detail in class. The numerical ratings/evaluative categories on the CSTP assessment forms are aligned with the ratings/categories on the Diocese of San Jose’s Teacher Performance Appraisal.

The ratings on our CSTP instruments also correspond roughly to letter grades:

| A rating of... | and an evaluation of... | indicates your performance...                                      | and corresponds to letter grades in this range   |
|----------------|-------------------------|--|--|
| 4              | Distinguished           | Meets or exceeds all expectations                                  | A  |
| 3              | Proficient              | Meets most expectations  | B  |
| 2              | Basic                   | Meets some expectations  | C  |
| 1              | Unsatisfactory          | Meets few or no expectations                                       | D or F   |
| N.O.           | Not Observed            | Did not allow you to demonstrate this particular skill or practice | This is a neutral rating that indicates the assessor had no opportunity to observe your work in this area. |

**Academic integrity.** Santa Clara University insists on honesty and integrity from all members of its community; see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity) for details. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2016-2017 <https://www.scu.edu/ecp/student-services-and-forms/bulletin/>).

### **Department of Education and University Resources**

**Academic Action Plan** Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance. More information about the AAP is available in the MATTC Handbook.

**Incomplete Grades** Under certain extenuating circumstances, a student may request an Incomplete. See the [School of Education and Counseling Psychology Bulletin](#) for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

**Writing Support** The HUB Writing Center (22 Benson Center) offers a variety of services, such as peer tutoring. For more details, please visit: <http://www.scu.edu/provost/writingcenter/>.

**Disability Accommodations** If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, 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.

**Title IX** Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

**Reporting Practices** While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at [www.scu.edu/osl/report](http://www.scu.edu/osl/report). If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at [bguthrie@scu.edu](mailto:bguthrie@scu.edu). Reports may be submitted online through [www.scu.edu/osl/report](http://www.scu.edu/osl/report) or anonymously through Ethicspoint: <https://www.scu.edu/hr/quick-links/ethicspoint/>. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

## **Course Schedule & Outline**

### **January 11th**

Learning Circle: Check-in and Effective Learning Environments  
Course Overview and Highlights for Winter Quarter  
Problems to Possibilities

### **January 25th**

Learning Circle: Check-in and Lesson Planning  
Emotional Disturbance in children

### **February 8th**

Library Session- Meet at the SCU library room 203

### **February 22nd**

Learning Circle: Check-in and Assessment

## Survival and Graduation Preparation

### **March 8th**

Learning Circle: Check-in

Closing Activity and Spring Preview