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 fourth 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 teacher candidate will continue to maintain a narrative reflective journals of all instruction observed. (TPE: 6.1-6.4, 6.6)
2. The teacher candidate will demonstrate knowledge and use of the range of curricular materials and resources available at their schools. (TPE: 2.4)
3. Students will explore a variety of positive ways to manage student behavior (TPE: 1.8, 2.1, 2.6, 2.6)
4. Each student will demonstrate a developing repertoire of effective teaching strategies. (1.6, 1.8, 2.1, 2.2, 3.4, 5.5)
5. Students will understand their legal and ethical responsibilities as a professional educator. (2.3, 2.4, 6.5, 6.6)
6. Students will understand the value of parents as partners and develop strategies to utilize the skills of parents. (1.2, 2.6, 4.6)
7. 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)
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 6.3)

Required Text(s) & Readings
Hougan, Eric *Road To Teaching*
Rutherford, Paula, *Why Didn’t I Learn This in College*
In class and out of class readings as assigned

Course Requirements/Assignments

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* Signature Assignment
1. Attendance and participation in all activities, and meetings. (TPE 6.6)

2. **Teacher Toolbox 4 (TPE 6.1, 6.2, 6.3, 6.4, 6.5)**

   This quarter’s signature assignment is composed of three mini-assignments that prepare students to successfully participate in a job interview and ongoing professional development as a teacher leader.

   **For this assignment, students will:**
   
   a. Compose a resume for a specified teaching position. The resume should include a description of your educational career objective, academic background information, specific teaching highlights, and references provided with specific contact information. (TPE: 6.1, 6.2, 6.5)
   
   b. Write a cover letter for a specified teaching position. The cover letter should include a description of the desired position, philosophy of education, specific information about teaching experiences relative to the position and examples of how you would effectively communicate with peers, colleagues, and families. The letter should also include a concluding paragraph and be 1-2 pages in length with no spelling and/or grammar errors. (TPE: 6.2, 6.4)
   
   c. Design a Professional Development Action Plan (PDAP) that would include the identification and description of needed areas of growth with corresponding growth resources. The PDAP should identify and describe more than 4 areas of growth and 6 resources.

3. Lesson Plan Binder with tabs labeling the following sections: (TPE: 2.6, 6.1-6.4, 6.6)

   a. Unit Plans (general plan for each unit taught) – use prescribed format
b. Daily lesson plans—a lesson plan for EVERY lesson taught - Use SCU format

c. Written daily lesson reflections—using the prescribed format—after each day's lesson
   Write out on the bottom of the lesson plan insights gained, modifications for subsequent
   lessons for that day. What worked well in the class? What did not work well? Identify
   specific theories or strategies that worked or did not work.

d. Copies of all handouts/supporting materials used in your class with your lesson plans.

e. Assessment instruments—tests, quizzes, formative and summative

f. Self-Evaluation/Reflection - (noted in SCU Lesson Plan Template)

4. Professional Learning Community Class Discussions – This quarter you will participate in
   weekly class discussions which invite you to analyze your skill as a teacher, evaluate ethical
   dilemmas you encounter, the processes you use to assess your own teacher effectiveness in the
   classroom, and how you plan to develop as a teacher leader (6.2, 6.6)

NOTE: You should demonstrate active participation in your school through your student teaching. If
you will be absent make sure you call your resident teacher and designated attendance office. (3.4; 6.3;
5.3; 5.5) You also need to complete a satisfactory evaluation from your master teacher & University
Supervisor. (6.6; 3.4; 6.3), four formative assessment lessons observed by the master teacher & four
formative assessment lessons observed by the university supervisor - 8 total. (1.6; 3.4; 6.3; 3.4; 2.1)

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. 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

Course Outline & Class Schedule
April 5
In class: Overview of course/review course syllabus
Update on OCI and SCOE Recruitment Fair
Problems and issues
Mock interviews

April 19
Problems and issues
Child abuse reporting/legal ethical issues
Role-play parent conference

May 3
Problems and issues
Professional scenarios activity/teacher unprofessional conduct
Mock interviews
Homework: Self-evaluation hand-out and Chapters 40-45

May 17
Problems and issues
BTSA overview
Temporary, Probationary, Tenure and Contracts, STRS, Benefits
First year teacher panel- What to expect in the first year of teaching
Evaluation form for master teacher/field supervisor

May 31
Problems and issues
New hires/expectations/current issues in education (Superintendent)