



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**

Instructors: **Lisa Goldstein & Louie Agelson**
Office: **256 Guadalupe Hall**
Office Hours: **Daily before/after class; other times by appointment**
Phone: **Lisa's cell- 512-762-6549**
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Course Meeting: **June 19-23, 2017 (Monday-Friday)
8:00 am -12 noon OR 1:00 pm – 5:00 pm**
Room: **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...		<i>Standard/Goals Addressed</i>		
		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	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 2.5, 6.1, 6.2, 6.5
3	Life Graph	30	6.1, 6.2, 6.3, 6.5, 6.6
4	Overgeneralizations and Problematic Projections (OPPs) (Signature Assignment)	10	1.4, 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.
For Thursday: <u>Expectations in Education</u>	Provide reasonably detailed responses to each prompt. <i>In TK-12 education, what is expected of</i> 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: 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: *Signature Assignment*—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 <i>California Standards for the Teaching Profession</i> 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	

• 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)



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC
EDUC 253/278 (2 units)
Development and Learning Of TK-12
Summer 2017**

Professor:

Office:

Office Hours:

Email:

Course Meeting:

Classroom:

Phone:

Skype:

Mission and Goals of the Department of Education

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8. Teach for student understanding.
9. Make evidence-based instructional decisions informed by student assessment data.
10. Improve your practice through critical reflection and collaboration.
11. Create productive, supportive learning environments.
12. 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

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Students apply theories of cognitive, physical, social/emotional and motivation to learning contexts among children and youth.

Course Objectives

This course will develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>		
		DG #	PLG #	TPE #
1	Understanding and applying knowledge of the characteristics of typical and atypical development of children and youth to help inform instruction	1	2	4.2
2	Applying theories of development in creating productive learning environments (e.g., traditional, blended, online) for students with diverse cultural and linguistic backgrounds	2	4	2.2
3	Acquiring teaching and learning models that maximize student development and learning for all students, particularly through promotion of wide interaction models	4	5	4.7
4	Understanding and describe the cultural nature of human development and be able to apply practices of culturally and linguistically responsive teaching to make subject matter relevant to student experiences	3	1	4.7
5	Understanding and critique concepts and vocabulary associated with developmental and learning theories for students in TK-12 settings, including support of student motivation	2	6	1.3
6	Understanding of instructional strategies and accommodations for all students to meet their learning needs and assist with transition plans (e.g., IEP, 504 Plan, English Learner redesignation)	3	3	2.5; 4.5
7	Establishing and monitoring inclusive learning environments that are academically challenging and safe (e.g., emotional, health) with assistance of UDL and MTSS to provide access to instruction for all	1	5	1.4; 2.3

	students			
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Required Texts

Reading material for this course will be made available on Canvas

Course Requirements/Assignments

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

	Course/Requirements/Assignments	Points	TPE Assessed
1	Class attendance & participation	20	-
2	Two Literature Circles (LC)	20	4.2; 2.2; 4.5
3	Mid Term Exam/Piagetian Interview	30	1.3; 2.5; 1.4
4	ZPD Assignment	30	4.2, 4.7; 2.3

1. Assignment 1:

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.

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.

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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.

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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.

2. *Literature Circles (LC).*

A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher’s role in literature circles is that of facilitator.

Each student will be responsible for leading two *Literature Circles* on the readings throughout the course. *Literature Circle* leaders should come to class prepared with handouts for each member of their group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*Handout Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold in class.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Author’s Message.</u> To zero in on the topic for discussion, write down your version of the author’s main message. Include 1 quote that was memorable for you.	<u>Allocation of Time.</u> Budget 30 minutes for review of key themes and illustrating visual representation
* <u>Definition of terms.</u> List all the words of which you are unsure and define them in you own words	<u>Discussion of Major Themes and Subtopics.</u> Discuss major ideas brought forth by author(s). Ensure to provide evidence from text. Be sure to have readings available to reference.

<p>*Integration of Material with other Knowledge. Make connections of the readings to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?</p>	<p>Visual Representation. As a group, create a graphic re-presentation (image, quote or other format) that captures your groups discussion.</p>
<p>*Application of the Material. Assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?</p>	<p>Share Findings. Group leader report to the whole class main topics of group discussion, using the visual representation as a guide.</p>
<p><i>*Brings and shares tangible instructional connection (e.g., book, TED video, lesson from curricula) that extends understanding of readings for Exceeding Expectation score.</i></p>	

3. **Take home Midterm or Piagetian Interview**

A take-home exam will be available on Canvas. You will have one-week to complete.

OR

Piagetian Interview. To, as Piaget mentions *decenter* ourselves and begin to understand the method by which children and youth process certain tasks, conduct an interview with a student as that student attempts to accomplish a particular task (e.g., math problem, response to comprehension questions after reading a text, writing task). A-5 page paper will be submitted.

More description of this assignment can be found on Canvas, including the rubric which will be used to evaluate the products.

4. **ZPD Assignment.**

This assignment will allow you to interact with a learner in his/her *Zone of Proximal Development*, using the concept of *scaffolding*. You will need to work with a learner on a lesson that improves a skill or the learner's understanding of a concept. You are required to video-record the session, as this will aid you in analyzing your scaffolding efforts. Analysis will be presented on the last day of class.

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. Assignments 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.

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.

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Accommodations for Pregnancy and Parenting

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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).

Meetings	Course Topics	Course Readings	Assignments
Session 1	<i>What is developmentally appropriate?</i> Course Overview Introductions	Smagornisky, P. (2013). What Does Vygotsky Provide for the 21 st -Century Language Arts Teacher? <i>Language Arts</i> , 3, 192-204.	
Session 2	<i>Tabula Rasa Position of Behaviorism</i> <u>Introduction to behaviorist notions of learning</u> <ul style="list-style-type: none"> View of learner as pass Shaping behavior through stimuli Role of behaviorism in schools 	Miller, P. H. (2002). <i>Theories of Developmental Psychology</i> . Social Learning Theory Ch. 3. New York NY: Worth Publishers.	LC Leaders Group A
Session 3	<i>Stages of Cognitive Development</i> <u>Introductions to Cognitive Constructivist theory</u> <ul style="list-style-type: none"> Piaget's Stages of child development Role of play in development View of learner as "active" 	Singer, D. G. & Revenson. T. A. (1996). A Piaget Primer: How a Child Thinks. Ch. 1. Jean Piaget and His Theory. (pgs.1-12). Ch. 2. The Stages of a Child's Development (pgs13-27) Fisher, D. Frey, N, & Rothenberg, C. (2008). Why Talk is Important in Classrooms. In Doug F., Nancy F. & Carol R. (Eds). Content-Area Conversations: How to Plan Discussion-based Lessons for Diverse Language Learners.	LC Leaders Group B
Session 4	<i>Equilibration, Assimilation & Accommodation</i> <u>Cognitive Constructivist theory & Learning</u> <ul style="list-style-type: none"> Schema theory Internal/External variables Assessing development & learning 	Singer, D. G. & Revenson., T. A. (1996). A Piaget Primer: How a Child Thinks: How Intelligence Develops. Ch. 3 Jean Piaget and His Theory. Oliver, K. & Zimmermann, S. (1997). Homes in the Mind: Connecting the Known to the New. In Oliver K. & Susan Z. (Eds). Mosaic of Thought. Portsmouth NH: Heinemann.	LC Leaders Group C
Session 5	<i>Social nature of Learning</i> <u>Introductions to Social Constructivist theory</u> <ul style="list-style-type: none"> Vygotsky's notion of the role of language & culture in cognitive development Role of others in development 	Gallimore, R. & Tharp, R. (1990). Teaching Mind in Society: Teaching, Schooling and Literate Discourse. In Moll, L. C. (Ed) Vygotsky and Education: Instructional Implications and Applications of Socio-historical Psychology. New York, NY: Cambridge University Press.	LC Leaders Group D Midterm Exam
Session 6	<i>Teaching & Learning in the ZPD</i> <u>Social Constructivist theory in the classroom</u> <ul style="list-style-type: none"> Social & cultural mediation Scaffolding from actual to potential development Role of collaboration in learning 	Ogbu, J. U. (1994). From Cultural Differences to Differences in Cultural Frame of reference In Greenfield, P. M. & Cocking R. R. (Eds). Cross Cultural Roots of Minority Child Development. Hillsdale NJ: Lawrence Erlbaum Associates, Publishers. Moll, C. M. Amanti, C. Neff, D. Gonzalez, N. (2005). Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms.	LC Leaders Group E
Session 7	<i>Scaffolding Diverse Learners</i> <u>Social Constructivism in diverse classrooms</u> <ul style="list-style-type: none"> Scaffolding diverse learners 	Moll, L. C. & Greenberg, J. B. (1990). Creating Zones of Possibilities: Combining Social Contexts for Instruction. In Moll, L. C. (Ed) Vygotsky and Education: Instructional Implications and Applications	LC Leaders Group F

	<p>(e.g., ELs, special needs Ss, advanced learners)</p> <ul style="list-style-type: none"> Assessing development 	<p>of Socio-historical Psychology. New York, NY: Cambridge University Press.</p> <p>Berk, L. E. & Winsler, A. (1995). Scaffolding Children’s Learning: Vygotsky and Early Childhood Education. Ch 4. Children with Serious Learning and Behavior Problems.</p>	
Session 8	<p><i>Situated Learning in Communities of Practice</i> <u>Introduction to Situated Cognition Theory</u></p> <ul style="list-style-type: none"> Tempering Universal models of development Apprenticeship Models of learning across communities 	<p>Rogoff, B. (2003). The Cultural Nature of Human Development. NY: Oxford University Press. Chapter 1. <i>Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development.</i></p> <p>Rogoff, B. (2003). The Cultural Nature of Human Development. NY: Oxford University Press. Chapter 5. <i>Developmental Transitions in Individuals’ Roles in their Communities</i></p>	LC Leaders Group G
Session 9	<p><i>Motivated to Learn</i> <u>Introduction to Motivation & Learning Theory</u></p> <ul style="list-style-type: none"> Intrinsic/Extrinsic Motivation Identity Formation & school performance: Perspectives from immigrant communities 	<p>Roffman, J. G., Suárez-Orozco, C. & Rhodes J. E. (2003). Facilitating Positive Development in Immigrant Youth: The Role of Mentors and Community Organizations. In F. A. Villarruel, D. F. Perkins, L. M. Bordent & J. G. Keith. Community Youth Development: Practice, Policy, and Research. Thousand Oaks, CA: Sage Press</p> <p>Suárez-Orozco, C. (2000). Identities Under Siege: Immigration Stress and Social Mirroring among the Children of Immigrants. In A. Robben & M. Suárez-Orozco in <i>Cultures Under Siege: Social Violence & Trauma</i>. Cambridge.</p>	LC Leaders Group H ZPD Presentations
Session 10	Course Conclusion		



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC Program
EDUC 221M Effective Teaching for Students with Disabilities (3 units)
Summer Session 2017**

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:

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15. 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:

13. Maximize learning for every student.
14. Teach for student understanding.
15. Make evidence-based instructional decisions informed by student assessment data.
16. Improve your practice through critical reflection and collaboration.
17. Create productive, supportive learning environments.
18. 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

EDUC 221M *Effective Teaching for Students with Disabilities* provides multiple and single subject teaching credential candidates with an introduction to creating positive and effective, inclusive, instructional environments for all learners, including students with disabilities. This course introduces the candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic, language, and social skill levels. Focused on the use of effective, inclusive teaching practices that enable all students to be successful, the course develops candidates' ability to plan and implement flexible, standards-based instruction that will enable every student to learn every day. This course includes a study of types of disabilities according to IDEA 2004 and California rules and regulations, and criteria for identification for special education services, as well as an examination of the types of services provided in response to student needs. Candidates examine the population of students included for special education services, the continuum of services available, and different models of service delivery.

Course Objectives

This course will develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>		
		<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Engaging and supporting all students in learning using a variety of appropriate instructional strategies to promote academic, behavioral and social emotional achievement.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1.4
2	Creating effective learning environments that promote inclusiveness.	2, 3	1, 2, 3, 5, 6	2.1, 2.3, 2.4, 2.5
3	Understanding and organizing academic, behavioral and social emotional subject matter in ways that enable all students to succeed.	1, 2, 3, 4, 5	1, 2, 3, 5	3.5, 3.6
4	Planning instruction and designing differentiated lessons for all students.	1, 2, 3	1, 2, 3, 4, 5, 6	4.1, 4.2, 4.4, 4.5
5	Assessing individual student learning to make data based decisions related to goals and interventions.	3	3	5.6, 5.8
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Course Requirements/Assignments
Grades are

based on a 400-point total. Distribution of points across assignments is as follows:

Course Requirements/Assignments		Points	TPEs Assessed
1	Professional conduct (50% of grade)	200	6.2, 6.5, 6.6
2	Personal Experience with Diversity and Inclusion (5% of grade)	25	1.4, 1.6, 2.1, 2.3, 3.5, 4.4, 6.2, 6.5
3	Differentiated Instruction: Maximizing the Learning of All Students Project (10% of grade)	50	1.1, 1.4, 1.6, 2.1, 2.2, 3.5, 4.4, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 6.2
4	Instructional Unit Plan and Universal Design for Learning (UDL) Lesson Plan Project (Signature Assignment, 10% of grade)	125	1.1, 1.4, 1.6, 1.7, 1.8, 2.3, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.2, 4.3, 4.4, 5.1, 5.2, 6.2, 6.2

Assignment 1: Professional Conduct *Assignment 1 TPEs: 1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5, 5.6, 5.8*

Due: Each class meeting Points: 20 per class meeting

The professional conduct requirement includes the six dimensions described below.

Attendance

Attendance at all class meetings is a requirement of this course. For each class session you miss, 10 points will be deducted from your final grade for the course.

Each of you will be granted one Emergency Release (ER) for the course. Your ER permits you to miss class and incur only half the grade penalty (loss of 5 points rather than 10). To use your ER, you must notify your instructor by email or phone BEFORE the class session you will be missing. I recommend you 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 meeting days. Please give me advanced 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 on time and ready to learn 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 indicates a serious problem; this situation will be dealt with at my discretion

Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. You must complete every reading and arrive in class in order to be properly prepared. *I cannot emphasize this strongly enough. Teachers should never be unprepared for class.*

Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities (this includes making contributions, listening actively and withholding contributions to leave space to allow other classmates to participate), (b) completing and submitting all in class assignments and all CFU exit tickets assessments at the end of each class session (this might occasionally include posting and responding to postings in our Camino discussion forum).

Responsible use of technology

While our class is in session, do not engage in any activity that is not directly related to what is taking place in our classroom. Laptops/cell phones/ smartphones/iPads, etc. may be used during class, but only at appropriate times and for appropriate purposes. Please note that:

I reserve the right to ask you to close your laptop or put away some other device at my discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning.

I reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade.

I strongly encourage all of you to assist each other in meeting these expectations for technology use. If someone sitting near you is using technology in an inappropriate manner during class, it is your responsibility to remind that classmate to stop.

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.

Communication

Email will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor.

Your professional conduct grade will be determined by analysis of evidence gathered through my ongoing observation and documentation throughout the quarter. If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations and needed, and to offer my support in helping you reach these expectations. If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me any time and I will be glad to share my assessment with you.

Assignment 2: Personal Experience with Diversity and Inclusion

Assignment 2 TPEs: 1.4, 1.6, 2.1, 2.3, 3.5, 4.4, 6.2, 6.5

DUE: 1st week of class **POINTS:** 25

This assignment requires you to identify, examine, and reflect upon an aspect of your personal identity that others have perceived as a “difference” or that may prevent you from fitting easily into typical social norms, expectations, or preferences. You will connect these reflections to your aspirations as a teacher. Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 2 portal.

Assignment 3: Differentiated Instruction - Maximizing the Learning of All Students Project

Assignment 3 TPEs: 1.1, 1.4, 1.6, 2.1, 2.2, 3.5, 4.4, 5.3, 5.8, 6.2

DUE: Week 3 of the course **POINTS: 50 points**

Complete the IRIS Star Legacy Module on Differentiated Instruction. To view the module, please go to <http://iris.peabody.vanderbilt.edu/di/chalcycle.htm>. Make two entries in the “Differentiated Instruction Discussion Board in Camino.” The entries are to reflect how you plan to integrate the differentiated instruction knowledge into designing lessons to meet the needs of your TK-12 students. Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 3 portal.

Assignment 4: Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project

Assignment 4 TPEs: 1.1, 1.4, 1.6, 2.3, 3.5, 4.4, 6.2, 6.2

DUE: Week 5 of the course **POINTS: 100 points**

For Assignment 4, students will be expected work collaboratively with a small group to 1) develop an instructional unit, and 2) prepare a series of universal design for learning lesson plans as part of the unit (<http://cast.org/udl/index.html>). Assignment details, guidelines and a rubric will be available on the EDUC 221M Camino Assignment 3 portal.

Assessment & 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. If 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.

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Course Schedule

Class 1	Topic	CO #s	Due for today's class
	What is diversity? What is inclusion?	2, 3, 4	N/A
Tasks to complete for next class session			
<ul style="list-style-type: none"> • Review syllabus, make note of questions, etc. • Choose one of these two readings – either (a) or (b). Both are available on our Camino site. <ul style="list-style-type: none"> (a) Edited version of Goldstein, L.S. (2004). Emphasizing variety rather than commonality. In R. Eisler & R. Miller (Eds.), <i>Educating for a Culture of Peace</i> (pp. 127-35). Portsmouth, NH: Heinemann. (b) Johnston, P. H. <i>Choice Words</i>. Portland, ME: Stenhouse Publishers. Pages 64-74. 			
Class 3	Topic	CO #s	Due for today's class
	Science, intellectual ability, academic achievement, and public education	1, 2, 3	• Assignment #1
Tasks to complete for next class session			
<ul style="list-style-type: none"> • Read “Federal Disability Definitions” PDF available on Camino 			
Class 4	Topic	CO #s	Due for today's class
	What do general education teachers need to know about special education?	1	• Read PDF- Federal Disability Definitions
Tasks to complete for next class session			
<ul style="list-style-type: none"> • Reading, available on Camino (You are welcome to read the whole article, but if you are short on time please be sure to read pp. 278-292): McDermott, R. (1993). Acquisition of a child by a learning disability. In S. Chaiklin & J. Lave, (Eds.) <i>Understanding practice: Perspectives on activity and context</i> (pp. 269- 305). Cambridge: Cambridge University Press. 			
Class 5	Topic	CO #s	Due for today's class
	Every student. Every day. No exceptions.	1	• McDermott reading (focus on pp. 278-92)
Tasks to complete for next class session			
<ul style="list-style-type: none"> • Complete Assignment #2 			
Class 6	Topic	CO#s	Due for today's class
	Learning About Students	1, 2, 3, 4	Assignment #2
Tasks to complete for next class session			
<ul style="list-style-type: none"> • Reading, available on Google Drive. Excerpts from Dweck, C.S. (2006). <i>Mindset</i>. New York, Ballantine Books. Pages 6-9, 184-202, 211-212. 			
Class 7	Topic	CO #s	Due for today's class
	Inclusion is for everyone	1, 4	• Dweck reading
Tasks to complete for next class session			

- Complete Dweck reading if you were unable to finish it for Class 7.

Class 8	Topic	CO #s	Due for today's class
	Managing instruction in an inclusive classroom	1, 4	• Complete Dweck reading (if necessary)
Tasks to complete for next class session			
• Choose one reading: either <i>Educating Teachers for Diversity</i> , pp. 40-51 or <i>Why Culture Counts-Teaching Children of Poverty</i> , pp. 55-76.			

Class 9	Topic	CO #s	Due for today's class
	Managing diverse students' behavior	1, 2, 4	Diversity reading or Poverty reading
Tasks to complete for next class session			
• Read Webb-Johnson article; come to class with questions and observations to share • Complete Assignment #3			

Class 10	Topic	CO #s	Due for today's class
	Appreciating the cultural influences shaping your students' learning	1, 2, 3	Assignment #3

Academic Integrity

Academic Integrity Pledge

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code

Students are expected to uphold the principles of this pledge for all work in this class.

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Additional Information

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Course Meeting	Course Topics	Course Readings	Course Assignments
Session 1	<ul style="list-style-type: none"> • Overview of Course • Introduction to Effective Teaching of Students with Disabilities 	Bateman, D.F., & Cline, J. L. (2016)	
Session 2	<ul style="list-style-type: none"> • Historical Foundations Grounding • Pedagogy of Practice • Creating an Inclusive Community of Learners • Planning Instruction and Learning: Universal Design for Learning 	Bateman, D.F., & Cline, J. L. (2016); Karten, T.J. (2015); http://cast.org/udl/index.html	Assignment 2: Personal Experience with Diversity and Inclusion
Sessions 3 and 4	<ul style="list-style-type: none"> • Planning Instruction and Learning: Differentiated Instruction 	Gartin, B., Murdick, N., Perner, D., & Imbeau, M. (2016); http://iris.peabody.vanderbilt.edu/di/chalcycle.htm	
Session 5 and 6	<ul style="list-style-type: none"> • Assessing and Reporting Student Performance • Multi-Tiered Systems of Support (MTSS) 	See Camino Module for reading assignment	Assignment 3: Differentiated Instruction - Maximizing the Learning of All Students Project
Sessions 7, 8 and 9	<ul style="list-style-type: none"> • Common Core/Performance Accountability • Individual Education Plan Learning Outcomes • English Learners Differentiated Instruction 	See Camino Module for reading assignment	
Session 10	<ul style="list-style-type: none"> • Teacher Centered Models of Instructional Strategies • Student Centered Learning Strategies 	Karten, T.J. (2015); Villa, R. & Thousand, J.S. (2016)	Assignment 4: Instructional Unit Plan and Universal Design of Learning (UDL) Lesson Plan Project



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education

MATTC
EDUC 257/282 (3 units)
English Language Development in TK-12
Summer 2017

<i>Professor:</i> Marco Bravo	<i>Course Meeting:</i> Tue 4-7pm
<i>Office:</i> ESJ 111	<i>Classroom:</i> ESJ 108
<i>Office Hours:</i> Tue 2-4pm (ESJ 111) 6040	<i>Phone:</i> (408) 551-
<i>Email:</i> mbravo@scu.edu	<i>Skype:</i> marcobravo1

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23. Create productive, supportive learning environments.
24. 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 course is designed to provide knowledge of the linguistic and cultural aspects of developing English language proficiency. Students develop an understanding of the theory and methods of teaching linguistically diverse learners, including models for designated and integrated English language development as well as sheltering strategies to make content more accessible.

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Apply California's English Language Development (ELD) Standards to content and language arts instruction.	1	1 2	3.1
2	Deduce characteristics of effective programs for English learners including appropriate materials, organization, and planning. This includes adapting these resources, (e.g., curriculum, technology) to provide access to curricula	2	4	3.6
3	Analyze academic language, as defined by different subject areas and devise instructional plan to teach this register.	3	1 2	3.5
4	Describe and critique the various instruments used to assess English language proficiency as well as how to interpret and use results gathered (with help from specialists) to diagnose the diverse set of variables that impact second language acquisition.	1 5	3 4	4.1; 5.2; 5.6; 5.7
5	Describe the cultural, experiential, cognitive, pedagogical and individual student differences that impact the achievement of English learners.	2	4	1.1; 2.2
6	Produce instructional plans that employ sheltered instructional techniques to support ELs and ELs with special needs.	3	1 2	1.6
7	Interpret and apply theories of language acquisition and policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to English learners.	1 4	4 2	1.6
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Required Texts

- *Diaz-Rico L. T. (2014). The Crosscultural, Language, and Academic Development Handbook.* Upper Saddle River, New Jersey: Pearson Education, Inc.
- *English Language Development Standards:* <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Additional readings will be provided on CANVAS/CAMINO

Course Requirements/Assignments

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

Course/Requirements/Assignments		Points	TPE Assessed
1	Class attendance & participation	20	-
2	Literature Circle	20	3.5; 3.6; 3.1
3	Lesson Plan	30	1.6; 3.1
4	Case Study	30	4.1; 5.2; 5.6; 5.7; 1.1; 2.2

1. 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.

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.

2. **Literature Circles (LC).** A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re) read and discuss readings.

Each student will be responsible for leading two Literature Circles on the readings throughout the course. Literature Circle leaders should come to class (whether on-line or in person) prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*LC Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold.

<i>Literature Circle Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Definition of terms.</u> List all the words of which you are unsure and define them in you own words (include examples where appropriate)	<u>Allocation of Time.</u> Budget (30-45 minutes) of time, taking into consideration the number of themes from the reading that must be discussed.
* <u>Author’s Message.</u> To zero in on the topic for discussion, write down your version of the author’s main message. Include 1 quote that was memorable for you.	<u>Discussion of Major Themes and Subtopics.</u> During discussion of the text recall that you are discussing what the author had to say (e.g., what influences can be attributed to his/her thoughts?; what does the author say are limitations or strengths to the information provided?)
* <u>Integration of Material with other Knowledge.</u> Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done?	<u>Visual Representation.</u> As a group, create a graphic re-presentation (image, quote or other form that captures your groups understanding of the reading)
* <u>Application of the Material.</u> Make a conscious effort to assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<u>Share Findings.</u> Report to the whole class main topics of group discussion, using the visual representation as a guide.

3. **Lesson Plan.** Students will construct an Integrated ELD lesson plan that scaffolds the learning of language learners. You will need to turn in a copy of the lesson plan and all related material. The lesson will be evaluated according to: academic concepts involving ELD, presence of more than one language domain (reading, writing, listening, speaking), manner in which lesson is adapted for culturally and linguistically diverse students, including students with special needs as well as lesson plan structure. A lesson plan template, Guide, and rubric will be available on CANVAS.

4. ***Case Study (Signature Assignment)***. For this assignment, you will create a linguistic composite of an English learner. Identify a child, youth or adult English learner. Assist and/or tutor this case in an area of linguistic need. You will gather information about this case, including demographic (e.g., age, gender, language(s) spoken) language proficiency, and academic achievement (e.g., math, science) in both languages; funds of knowledge; English proficiency. Student work, interview, survey and language assessment results should be gathered. You will represent your case study's linguistic composite through a Prezi, that will include quotes from course readings and in addition to the artifacts mentioned above, any other pertinent information about the case study's linguistic make-up (e.g., native language strengths, personality characteristics). You will present your case study on the last day.

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. Assignments 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.

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).