



SANTA CLARA UNIVERSITY – SCHOOL OF
EDUCATION & COUNSELING PSYCHOLOGY



**Santa Clara
University**

Excellence in
Catholic Education
and Leadership

ExCEL Handbook

2020-2021

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The following handbook represents a summary of the Excellence in Catholic Education and Leadership (ExCEL) program, which is operated by and housed within Santa Clara University's School of Education and Counseling Psychology. This handbook aims to articulate the foundational principles upon which ExCEL is established; the brief history of the program; the expected participation of current and future members within each of the program's three pillars; and important information regarding resources and procedures of the program.

Foundational Principles of ExCEL

Launching Vocations in Catholic School Education

A foundational goal of the ExCEL program is to recruit and partner with individuals who are open to a vocation in Catholic school education. ExCEL understands the work of teaching in Catholic schools as a holy mission—one that shapes the future Church and brings about the Kingdom of God on earth. Thus, the program aims to partner with individuals who are excited by and take seriously the prospect of a career in Catholic education, who envision their opportunity in ExCEL as not just an chance to engage in temporary service, but as the first step in a lifelong calling to work with Catholic schools.

Developing the Whole Teacher

ExCEL seeks to prepare and develop teachers for Catholic schools through a specific model of teacher formation adopted and promoted by University Cortium of Catholic Education (UCCE) programs. Just as Catholic schools aim to develop the whole child through academic, Christ-centered, and communal learning opportunities, UCCE programs pursue *cura personalis* by developing well-rounded teachers who commit to growing professionally, spiritually, and communally. Toward this end, the UCCE model calls for Catholic school teachers to take university-based teacher education courses while they teach full-time; to live in community with one another and practice living simply; and to make concerted efforts toward spiritual development. ExCEL and other UCCE programs have adopted such structures through the belief that living together, teaching and learning together, and seeking God together bolster each member's pedagogical skills, empathy as community members, and faith as followers of Christ.

Working for Social Justice through Educational Equity

ExCEL also aims to develop teachers who learn about and practice social justice through a commitment to educational equity. In accordance with Catholic social teaching and the Church's preferential option for the poor, ExCEL seeks to place teachers in Catholic schools where they are most needed: schools serving students from historically marginalized populations, schools that have been traditionally hard-to-staff, and/or schools that have fewer resources than neighboring communities. We in ExCEL believe that working, teaching, and learning with the least privileged sisters and brothers of our society not only brings special purpose to a vocation in teaching, but helps give each child of God what he, she, or they deserve (that is, seeks *equity*) and aligns with the Christ's challenge to find himself in the "least" of our communities.

Fostering Leadership in Teaching, Community, and Spiritual Guidance

ExCEL recognizes that Catholic schools today need and expect teachers to take on various leadership roles, often early in their careers as educators. Some will be called to lead others professionally and pedagogically, some will be drawn towards fostering community, and still others will be asked to inspire colleagues and friends toward a closer relationship with Christ.

Leadership comes in many forms but we are all called to undertake its mantle. Thus, a final principle of the program holds that ExCEL members will discern, explore, and seek development in the type of leadership where their personal strengths intersect with the needs of their schools, communities, and society more generally.

Program Background

In 2014, the Sobrato Foundation, Santa Clara University, and the Diocese of San Jose Department of Catholic Schools partnered to envision a program that could meet an urgent need to prepare more Catholic school teachers to serve in the diocese, where retirement trends were opening dozens of teaching jobs each year. In just over a year, Santa Clara launched the ExCEL program out of its School of Education and Counseling Psychology, and a handful of intrepid candidates forged a new pathway of teacher education in the area. Within its first year ExCEL was awarded the Catherine T. McNamee, CSJ, President's Award by the National Catholic Educational Association (NCEA) for exceptional leadership in promoting a vision of Catholic education that welcomes and serves cultural and economic diversity. By 2016, in response to changes in the California laws impacting salaries and the teacher credentialing process, ExCEL transitioned from a 3-year to a 2-year program. Despite the challenges associated with such a major transition, nine members from Cohorts 1 and 2 proudly graduated in June of 2018 with a Masters of Arts in Teaching (MAT), marking the program's first graduating class and supplying the diocese with a talented group of well-prepared, credentialed classroom teachers. In 2019, the program expanded and began serving the Diocese of Monterey, starting a community at the Julie Center in Watsonville and placing teachers at Moreland Notre Dame School and Madonna del Sasso. As ExCEL looks to the future, it seeks to expand its membership in Monterey while providing the same holistic development to teachers and the same spiritually driven service to K-12 classrooms in both of the dioceses it serves.

Mission of ExCEL

Guided by Santa Clara University's Jesuit foundations and the School of Education and Counseling Psychology's guiding principles, Excellence in Catholic Education Leadership endeavors to develop lifelong Catholic school educators for the Dioceses of San Jose and Monterey through a program committed to developing teachers pedagogically, spiritually, and communally; to fostering leadership among its members; and to working for social justice through educational equity.

ExCEL Program Description: Three Pillars

Pillar 1: Development and Practice of Teaching for Social Justice and Educational Equity

Teaching (and teacher development) represents the work of service that ExCEL teachers engaged in for and with others.

ExCEL is committed to providing the Dioceses of San Jose and Monterey professional educators who are engaged in social justice teaching through the pursuit of educational equity, which entails multiple facets:

- ExCEL teachers strive to be good teachers for all students, but especially so for students whose communities historically have not received the best educational opportunities: students of color, students from low-income families, students with disabilities, students from the LBGTQ community, and students who have experienced trauma.

- ExCEL teachers care deeply for their students, using the model of Christ’s patient love as a guiding light for the treatment of each child in their charge.
- ExCEL teachers seek to educate the “whole child” by developing close professional relationships with their students; leveraging these relationships to help students develop academically, socially, and spiritually; and promoting each student’s wellbeing every day.
- ExCEL teachers create culturally responsive and engaging learning opportunities in their classroom so that students from all backgrounds feel welcome, gain greater appreciation for one another, and find inspiration to learn about themselves, others, and society more generally.
- ExCEL teachers work tirelessly to provide differentiated learning opportunities that grant all students—regardless of differences in strengths, resources, learning preferences, funds of knowledge, and other resources—access to rigorous and engaging curriculum.
- ExCEL teachers hold asset perspectives of students, meaning that they interpret the resources and experiences students bring to the classroom as assets to be built upon; they take primary responsibility for the success of students in the classroom; and they interpret moments of challenge as areas for their own personal growth and avoid blaming students for struggles.
- ExCEL teachers hold high expectations for themselves, continually push themselves to learn and grow professionally, and seek opportunities for leadership in and outside of the classroom.
- ExCEL teachers understand that teaching is a “team sport” that requires continual collaboration; they seek out opportunities for cooperative professional reflection; and they demonstrate collegiality in their work with other professionals.

To develop into such equity-oriented teachers, ExCEL members engage in two years of intensive professional learning through Santa Clara’s School of Education and Counseling Psychology.

- In their first summer, ExCEL teachers will intern in a summer school program for 4-5 weeks, when they will assist an experienced teacher with at least 2 hours of instruction each weekday. This summer school internship is meant to provide ExCEL teachers with critical experience in lesson planning and delivery, as well as classroom management. To support ExCEL teachers in this endeavor, the ExCEL director will guide them in an informal daily support seminar, where ExCEL teachers will reflect on their previous lessons and plan for later lessons. This summer school teaching assignment is an integral part of ExCEL teacher preparation but does not represent paid employment.
- During the regular academic year, the ExCEL director will visit each teacher a minimum of twice a month, and upon request. The purpose of the visit is to provide the director the opportunity to witness the teacher in action and to offer feedback and recommendations.
- ExCEL teachers are also observed and coached by a university-based field supervisor approximately once every three weeks.
- ExCEL participants engage in a Catholic-school course of studies within Santa Clara’s teacher preparation track, the Master of Arts in Teaching and Teaching Credential (MATTC) program. Through the MATTC program, ExCEL members complete two years of courses, which meet the coursework requirements for a Master of Arts in Teaching (MAT), as well as a California state teaching credential. To fulfill the fieldwork component of the California state teaching credential, however, ExCEL students must accumulate three total years of teaching in a private or Catholic school. Thus, if an ExCEL student had completed one or more years as a teacher prior to joining ExCEL, he/she/they would be eligible for a credential upon completion of ExCEL.

However, most ExCEL teachers (who enter the program without having taught before) must complete an additional third year (one year outside of and beyond the ExCEL program) to fulfill the fieldwork requirement of the credential process.

- As part of their academic program, all ExCEL teachers must participate in a biweekly support seminar (EDUC 231E: External Practicum) during each academic term (apart from their second summer). The purpose of these support seminars is to provide ExCEL teachers with opportunities to collaborate with one another in sharing, discussing, and solving problems of practice from their K-12 classrooms.
- To receive credit for a MATTC course, ExCEL members must earn at minimum a B-letter grade.
- To pass their coursework requirement for the MAT and credential, ExCEL members must maintain a 3.0 GPA across all MATTC courses.
- ExCEL teachers must take and pass all examinations required by the California Commission on Teacher Credentialing for their Preliminary Teaching Credential prior to applying for a credential.
- ExCEL teachers must abide by all policies set forth by the University Bulletin.
- The program director will serve as Academic Advisor for each ExCEL teacher. The director will meet with each teacher every quarter to discuss progress toward the MAT and state credential and to plan the registration of future courses.
- ExCEL placements are made by the ExCEL program director in coordination with the administrators from the Dioceses of San Jose and Monterey. ExCEL teachers will be placed in a grade-level or subject area that allows them to pursue the credential they desire. In accordance with the program's dedication to social justice, ExCEL teachers are often placed in schools that are underresourced and may minister to populations that are also underserved.
- ExCEL teachers are placed in a K-12 school assignment with a supportive culture that provides mentorship and development. All efforts are made to place ExCEL teachers with a principal who has demonstrated a strong commitment to novice teacher development. Additionally, ExCEL members are assigned a mentor teacher (usually an experienced colleague from their schoolsite), who checks in with the ExCEL teacher on a weekly basis to provide advice/ guidance about life at the school.
- ExCEL teachers are expected to participate in all scheduled Diocesan professional development and other professional development opportunities that will strengthen their teaching skills and does not interfere with their coursework or other commitments.
- ExCEL teachers must follow all guidelines, policies, and procedures of the Diocese and the school to which they are assigned.
- All ExCEL teachers must be fingerprinted, and provide the results of a TB test taken within the last three years and all necessary documents required by the Diocese of San Jose or Monterey and the school site for hiring. ExCEL teachers must also take an online training in child abuse reporting called *Virtus*.
- All newly hired ExCEL teachers are employed by the school and remain at class one, step one of salary during their time in ExCEL.
- ExCEL teachers receive full medical, dental, vision and retirement coverage while employed.
- ExCEL teachers may not accept summer jobs or work outside of their contract in order to avoid conflicts with MATTC courses and program expectations for community and spirituality. (This does not include babysitting, housesitting or periodic commitments.) If extenuating circumstances occur, please contact the director. Per diocesan policy, A

teacher may tutor students for pay only so long as such students are not currently in the teacher's classroom and only so long as the tutoring is not taking place on campus.

Required Tests

For a Multiple Subjects Preliminary Credential the California Commission on Teacher Credentialing requires all ExCEL teachers take and pass the following tests before they complete the program:

- CBEST – California Basic Educational Skills Test
- CSET – California Subject Examinations for Teachers
- RICA – Reading Instruction Competence Assessment (elementary teachers only)
- U.S. Constitution – or complete a course in the provisions and principles of the U.S. Constitution

Pillar 2: Spiritual Development

The spiritual pillar of ExCEL is the program's anchor.

The development of one's spiritual life is one of the cornerstones of the ExCEL program for several reasons. Much like ExCEL teachers are called to teach the whole child in their classroom, the ExCEL program recognizes that quality teacher education must attend holistically to the development of each dimension of a teacher: their pedagogy, their social-emotional growth, their dispositions, their professionalism, and their spiritual life. ExCEL understands the faith and spiritual dimensions of a teacher as the essential "battery" for powering one's work through the day-to-day endeavors and challenges of classroom teaching.

ExCEL's commitment to developing its teachers spiritually also stems from its vision of Catholic school education. While the pedagogy practiced in public schools and Catholic schools often looks the same, the reasons for teaching in those respective contexts is drastically different. From a Catholic lens, the interaction between teacher and student is a holy encounter—a space for Christ-centered communion with one another. ExCEL teachers teach because they recognize that their relationships with student create opportunities for encountering Christ in others on a daily basis. In short, ExCEL teachers are called to create sacred classroom communities with their students, and these communities are what make the work of teaching spiritually meaningful across one's lifetime. Teaching in Catholic schools is also different because Catholic school teachers reveal God by teaching students about God's creation—the world. Every lesson—no matter how small or trivial the objective may be—helps students learn more about the world that God created and therefore reveals more about God and God's nature. Thus, while teaching in Catholic and public schools may appear similar, they are done for entirely different reasons, and this distinction requires ExCEL teachers to attend to the spiritual nature of Catholic school teaching.

Because spiritual development is so critical to the growth of Catholic school teachers, ExCEL asks its teachers to make two specific commitments: To spend the time and effort to deepen one's relationship with God, and to walk with other ExCEL teachers along their individual path of faith. Inspired by its Jesuit charism, ExCEL assumes that every individual walks their own unique spiritual journey, and ExCEL accepts and welcomes teachers of various faith traditions. However, ExCEL calls on each of its members to continually reflect on and advance their spiritual journey throughout their time in the program. Additionally, ExCEL teachers "walk with

one another” by collaboratively praying, reflecting on, and sharing their faith lives with each other.

ExCEL members carry out dual commitment—to work on one’s relationship with God and share this journey with others—through personal practices of prayer, as well as participation in the following required social activities:

- During their first and second summers in the program, ExCEL members attend weekly spirituality dialogues, as well as a Commissioning Mass (held in late July or early August).
- ExCEL members attend a retreat once in the summer and again in the winter. While the summer retreat is meant to build expectations for community and establish a sense of belonging and solidarity, the winter retreats provide an opportunity for deep spiritual reflection and a “re-missioning,” or opportunity to return to the underlying reasons for engaging in the vocation of Catholic education.
- Each month, ExCEL members commit to attending a Mass together with others in their small communities. Members use this participation in the sacrament of Communion to reaffirm their collective spiritual journey and to receive God’s graces
- Every month, ExCEL members also participate in “spirituality dialogue,” where they share the progress and challenges of their spiritual journeys, and study scripture or other inspirational texts together.
- ExCEL members commit to meeting twice a month in their small communities with the specific intent toward engaging in spiritual reflection. While these gatherings may include a variety of activities (e.g., attending a campus ministry event, reading and discussing scripture or other spiritual writings, engaging in mindfulness in the Jesuit tradition, reflecting in the presence of nature, etc.), they nearly always involve some time in personal and group prayer and/or reflection.
- Members participate in Jesuit spiritual reflection activities that begin and end their External Practicum courses at Santa Clara University.

In addition, ExCEL members seeking more intense, personal spiritual development are encouraged to pursue guidance from a spiritual director from SCU’s campus ministry department.

Pillar 3: Community

From the outside, it may initially appear that living in community is simply a cost-saving approach to housing new teachers in the expensive Silicon Valley. However, the true purpose of communal living in UCCE programs like ExCEL is much deeper and richer than affordability. As a UCCE program, we believe that living in intentional Christian communities is a core feature of “whole teacher” formation.

ExCEL views the pillar of community as the “glue” of its program—that which most fully binds the teaching and spiritual pieces of the program while strengthening bonds among ExCEL members.

Purpose of Community

Communal living encourages each ExCEL teacher along his/her journey of faith by creating spaces and relationships for members to practice shared prayer, express their joys/ doubts/ fears, and find inspiration in the spiritual practices of others.

Moreover, we believe that communal living holds the potential to make us more fully human; that is, living in community necessitates that members engage in practices—compassionate communication, honest dialogue, compromise, and forgiveness—that are the hallmarks of Christ-centered humanity. Perhaps more directly, sharing meals and spaces, sharing time and existence, sharing moments of love and of struggle pulls members into tighter relationships with one another, and the Catholic Church holds that being in relationship with one another is what makes us more fully human and is what Christ calls us to at all times. In turn, by living out community with ExCEL members, each teacher is more prepared for the communal life in the classroom, where dispositions like compassionate communication, honest dialogue, compromise, and forgiveness are essential for good teaching.

Although experienced teachers who have been in the profession for many years will openly acknowledge that good teaching is a collaborative “team sport,” often times new teachers in traditional teacher education programs experience a profound sense of loneliness and isolation in their first few years in the classroom. They teach by themselves, lesson-plan by themselves, grade by themselves, and then are left to face the struggles and frustrations of classroom life by themselves, without any support network outside the faculty lounge (if that even is a supportive space). On the other hand, ExCEL teachers—because they live with other teacher—have a built-in pedagogical support system. After coming home from a challenging day of teaching, ExCEL members can vent to one another, help each other with ideas for lesson planning, assist in grading enormous projects, and give advice about classroom management or dealing with parents. In this way, ExCEL teachers have continual opportunities to learn about the work of teaching, a major advantage over more traditional approaches to teacher education.

While the affordances of community might be fairly clear, what is actually meant by *community* can often be vague. So what does ExCEL mean by community? ExCEL envisions true community as the enactment of “fellowship.” While friendships (indeed close friendships) form quite frequently among ExCEL members, the program makes a distinction between friendship and fellowship, with the latter being the explicit aim of community. In fellowship, members of the same community feel like they can honestly express who they authentically are with one another and feel like they are truly listened to and understood. In turn, members seeking fellowship commit to listening to and better understanding their community mates who express themselves fully and authentically. Finally, the ideal of fellowship calls for members to fully accept one another, in spite of any differences that may emerge among them. They recognize that they may not see eye-to-eye on big matters of faith or trivial matters of housecleaning, but ExCEL members make the commitment to embrace one another regardless.

To help members reach and sustain moments of fellowship with one another, ExCEL helps its teachers develop four particular tools of community life:

- *Compassionate communication*, or the ability to speak with genuine care for community members.
- *Honest dialogue*, or the ability to fully and authentically express oneself while also listening to (and being open to changing with) other members who are authentically expressing themselves.
- *Compromise*, or the ability to creatively bridge seemingly conflicting needs by making sure that all parties both give and receive.

- *Forgiveness*, or the ability both to soften one's heart and accept an apology and to offer a sincere apology when we (intentionally or unintentionally) fall short of fully caring for our community members.

Additionally ExCEL asks its members to abide by five guidelines of community life:

1. *Be present*: ExCEL calls on its teachers to attend all required community events and to make oneself available to others during the downtime of one's apartment or house. Put simply, it means being around and being open to hanging out. Individuals cannot live out what community represents when they are gone or shut themselves up for extended time in their rooms
2. *Leave no member behind*: ExCEL asks its members to consider each member of the community when planning events and to make sure that all community members feel welcomed and supported in such events.
3. *Assume good intentions*: Each ExCEL member arrives to the program full committed to carrying out each of the three pillars of the program, and members are reminded to reflect on that, particularly when moments of difference or conflict arise in encounters between community members. We must remember that everyone in the program is trying their best.
4. *Loosen one's grips on outside/ past communities*: ExCEL members often have close relationships to family and friends outside the program. ExCEL asks its members to loosen tight grips on those relationships in order to make room for new ones to grow within ExCEL communities. Similarly, many ExCEL members arrive at the program after having experienced intentional community through other volunteer programs. ExCEL asks these members to loosen grips on what community looked like in previous programs so that they can collectively build a new vision of fellowship in ExCEL.
5. *Small community comes first*: While members in ExCEL will undoubtedly forge friendships across the two small communities, they must remember to build and sustain fellowship first with those with whom they live in small communities.

Levels of Community

ExCEL members experience at least two levels of community, with expectations for full participation in all levels. At the broadest level, ExCEL teachers are members of a whole program, which include first-year members, second-year members, alums, and even the director. In addition to the retreats and practicum courses mentioned earlier, ExCEL teachers are expected to gather as a whole-program community at least once per month. Such community-building events may include gathering for happy hour at a local pub, a hike in the foothills of the Coastal Mountains, a day at the beach, a kick-ball tournament, a game night, etc., and the purpose of such events is to give everyone an opportunity to have fun, blow off steam, enjoy each other's company, and ultimately grow closer to one another. A more detailed explanation of expectations for whole-program community can be found in the ExCEL Teacher Agreement form (see appendices).

The next level consists of small communities. ExCEL is divided into two small communities: those teachers teaching and living in the Diocese of San Jose, and those teachers teaching and living in the Diocese of Monterey. ExCEL teachers are expected to gather twice a month with their small community members: after a prayer or spiritual reflection, members share a meal and a simple event (e.g., watching a program on TV, catching a movie, throwing a birthday party) that invites members to relax, enjoy one another's company, and spend time together. Additionally, small communities make a commitment to "be there" for one another, that is, to give concerted support to each other during especially challenging moments of ExCEL life. The

purpose of small communities is to give each ExCEL teacher a core of members with whom they can grow especially close and to whom they can always turn for support and/or celebration. To facilitate the function of these spaces, small communities will complete a Community Covenant (see appendices), to be agreed upon and signed by each member.

For members living in San Jose, the smallest level of community is found among apartment mates. During the 2019-2020 school year, ExCEL participants in the San Jose community live in two-bedroom Park Avenue apartments, which is Graduate Student Housing provided by the program. The program director will assign each individual to live in an apartment with one other ExCEL member. Each ExCEL teacher will have a separate bedroom. It is expected that ExCEL members live primarily in their apartments with their apartment mates, meaning that they spend each week night at the apartment and most weekend nights at the apartment. If ExCEL members have family or close friends nearby, spending a few weekend nights away from the apartment is fine. However, for the two years they've committed to the program, ExCEL members should treat the program as their first communal priority and should spend the vast majority of evenings at the Park Ave apartments. It is also strongly encouraged that apartment mates share at least one dinner/meal a week (outside of the small community setting) so that they have time to check in with one another, discuss any issues or challenges of life in the apartment, and begin to form stronger bonds with one another. The purpose of community within each apartment is to give each ExCEL member a more immediate and proximal support person that can help them navigate the challenges of ExCEL life. To facilitate apartment life, apartment mates will collaborate to construct and sign an Apartment Agreement (see appendices).

Housing

During the 2020-2021 school year, ExCEL teachers in the Santa Clara community will live in the Park Avenue Apartments¹, Graduate Student Housing provided by the program. The director makes all housing assignments and housing assignments can only be changed by the director.

- ExCEL members will be charged \$17,000 for their rent for the year. They have the option of paying this rent per quarter or per month.
- Santa Clara University will be responsible for the housing expenses for the ExCEL teachers. This includes, application, deposit, rent and utilities.
- The University will also provide internet access for each apartment.
- ExCEL participants are responsible for his/her phone service, television and additional media charges.
- Apartment inhabitants may agree to additional services and these costs are to be shared among the apartment inhabitants.
- ExCEL teachers may purchase property insurance to cover loss or damage of personal possessions.
- ExCEL teachers must follow all university parking regulations and may purchase a parking permit at their own expense (contact university parking services). Please see the state of California Department of Motor Vehicles for California car registration and license laws (www.dmv.ca.gov)
- ExCEL teachers should report all maintenance issues promptly to university housing through the online workorder. If issues arise with maintenance or in other areas, please contact Marc Alejandro (malejandro@scu.edu) and SCU Housing (housing@scu.edu) but make sure to cc the director on any correspondence.

¹ Housing agreements are subject to change, especially if off-campus housing is found for the 2019-2020 year. In that case, ExCEL members would live in privately rented houses in the greater San Jose area.

- ExCEL teachers must follow all rules, policies and regulations for university housing.
- Santa Clara University will provide basic furniture for each apartment.
- Basic kitchen goods will be provided for each apartment (see Appendix D).
- ExCEL teachers should bring their own laptop and personal items (toiletries, bedding, towels, desk lamps, etc.).

During the 2019-2020 school year, ExCEL teachers in the Monterey community will live in the Julie Center on the grounds of Moreland Notre Dame School. The director makes all housing assignments, and housing assignments can only be changed by the director.

- ExCEL teachers will be charged \$6,000 for rent for the year. ExCEL teachers must pay their rent in 12 monthly installments of \$500 or 11 monthly installments of \$546.
- ExCEL teachers must follow all Moreland Notre Dame School parking regulations. Please see the state of California Department of Motor Vehicles for California car registration and license laws (www.dmv.ca.gov)
- ExCEL teachers should report all maintenance issues promptly to property manager Joanne Hilario or Principal Cathy Mottau of Moreland Notre Dame School.
- ExCEL teachers must follow all rules, policies and regulations of the Julie Center.
- The Julie Center will provide basic furniture.
- Basic kitchen goods will be provided for the residence (see Appendix D).
- ExCEL teachers should bring their own laptop and personal items (toiletries, bedding, towels, desk lamps, etc.).

Other Important Information

Tuition/Program Charges

All ExCEL teachers receive a full scholarship, which covers all tuition costs for every course taken in the Education Department at SCU. ExCEL members, however, must each pay their student enrollment fee each quarter, which amounts to ~\$50.

Emergencies

It is important that ExCEL teachers contact the ExCEL director immediately if there is any emergency or accident involving an ExCEL teacher, the ExCEL apartment residences, or the Julie Center residence. This includes medical, household, automobile or programmatic emergencies.

Should an incident occur, immediately report all accidents and instances of theft to the director, and if appropriate to the University Police or Watsonville Police. In case of an accident, mishap, or a substantial community conflict, ExCEL teachers may be asked to write an incident report that will be kept on file and used for clarification purposes if necessary.

In order to fully support ExCEL teachers, it is important that the director be made aware of any difficulties a member may be having at school or in the community. ExCEL teachers should seek assistance from the principal, mentor teacher, or ExCEL director if classroom management issues arise at school, or if difficulties with students' parents or other school staff members occur.

Program Correspondence

Program correspondence will (with few exceptions) be conducted through email; thus, ExCEL members are asked to check their SCU email accounts at least once per day in order to keep up

with ExCEL notices. While in the ExCEL program, all packages or letters should be mailed to the small community to which a member belongs: ExCEL teachers living in the Park Avenue apartments will have their mail delivered to campus mailboxes. ExCEL teachers living in the Julie Center will have their mail delivered to Moreland Notre Dame School.

Holidays/Vacations

ExCEL teachers should consult the school calendar for holiday/vacation information. Participants may spend their holiday/vacation time away unless a community event is planned for that time. In the event that a retreat or other community event is planned, ExCEL teachers must participate in the planned event. Small communities are encouraged to maintain a community calendar on which members record dates when they will be away as well as scheduled school/ community events. Members are encouraged to take a vacation during Christmas break. A vacation period will be provided during the second summer. Because the first summer is an intensive training program in preparation for teaching in August, all participants must be present everyday during the first summer. If emergency situations occur, please notify the director in writing to request approval. Every effort will be made to approve the request.

Non-Discrimination

Santa Clara University, ExCEL, the Diocese of San Jose, and the Diocese of Monterey do not discriminate in program admission based on religion, race, color, sex, age, sexual orientation, national origin, or disability.

Reasonable Accommodation

In compliance with the Rehabilitation Act of 1973, The American with Disabilities Act of 1990 and other relevant local, state and federal legislation, Santa Clara's ExCEL program is accessible to persons with disabilities and will provide reasonable accommodation to the known mental or physical disabilities of ExCEL members and staff.

Office Information

The ExCEL office is located in the School of Education and Counseling Psychology at Santa Clara University, Guadalupe Hall, Room 242. The office mailing address is:

ExCEL
Santa Clara University
School of Education and Counseling Psychology
500 El Camino Real, Guad 242
Santa Clara, CA 95053-0215

The office phone number is 408-551-3525. The cell phone of the ExCEL director is 424-789-3375. You may email the director at jbeltramo@scu.edu.

Appendix A: ExCEL Teacher Commitment

Teaching Expectations

1. ExCEL members agree to serve as an intern for a summer school during their first summer in the program. This represents an opportunity to gain needed experience in teaching, planning, and reflection, and will be accompanied by an informal teaching seminar with the director. ExCEL members will not be paid for their work during this summer school internship.
2. ExCEL members agree to serve as full-time K-12 Catholic school teachers in the Diocese of San Jose or Monterey and to engage in each facet of the work therein, including (but not limited to): constructing effective lesson plans for each day; creating classroom community and managing student behavior; regularly assessing and reporting student learning; attending faculty meetings and diocesan professional development sessions; participating in Back-to-School nights, formal and informal parent conferences, and parish Masses; attending school fundraisers/ festivals; etc.
3. ExCEL members agree to check-in with their mentor teacher at least once per week to ask the mentor any questions related to the culture or work-life at their school.
4. ExCEL members agree to be observed by and to conference with a university-based field supervisor and/or the ExCEL director on at least 3 occasions per month.
5. When struggles occur in classroom teaching (or conflicts arise with staff) that require additional support, ExCEL members agree to reach out to the ExCEL director, university-based field supervisor, mentor teacher, and/or school administrator to seek out solutions and opportunities for growth.
6. ExCEL members agree to be paid by their employing school an annual salary of \$50,000 in the Diocese of San Jose or \$40,000 in the Diocese of Monterey. ExCEL members agree to budget this money responsibly to meet their obligations for taxes and tuition, as well as their individual needs for transportation, educational loans, medical, dental, food, clothing, and miscellaneous expenses.

Graduate School Expectations

7. ExCEL members agree to attend and complete work for MATTC courses each quarter in pursuit of a Master's degree and California state teaching credential through Santa Clara University's (SCU) School of Education and Counseling Psychology. Furthermore, ExCEL members agree to abide by all expectations of graduate students for the MATTC program, including meeting required minimum GPA and attaining minimum marks for each course. ExCEL members acknowledge that fulfillment of a California state teaching credential requires them to complete at least one additional year of full-time teaching at a Catholic school, either before or after the two-year commitment to ExCEL.
8. ExCEL members agree to meet with their advisor (director of ExCEL) at least once per quarter and to register for courses prior to the designate deadline each quarter. Should there be any issues in registration, ExCEL members agree to notify their advisor in advance.

9. ExCEL members agree to take and pass all examinations required by the State of California's teacher credentialing policies, including (but not limited to): the CBEST, all sections of the designated CSET, the RICA, the Constitution exam, and the First Aid Certification exam.

Community and Spirituality Expectations

10. ExCEL members agree to work together to develop a viable community with spirituality at the center.
11. SCU or Moreland Notre Dame is responsible for making arrangements for basic housing, necessary furnishings, and utilities, including internet.
12. ExCEL members shall use available technology in a responsible and ethical manner. Examples of violations of device usage include, but are not limited to, the following:
 - viewing, creating or distributing inappropriate or offensive material;
 - viewing, creating or distributing defamatory, abusive, or threatening material;
 - viewing, creating or distributing obscene or pornographic material;
 - libeling, harassing, intimidating, or threatening;
 - any posting of materials on Brightspace, electronic bulletin boards, social media, or other outside forums that violate existing federal, state, or local laws;
 - any illicit or illegal purpose.
13. No animals/pets are allowed in ExCEL residences unless an ExCEL member obtains written permission from SCU for the maintenance of a support animal.
14. Use and/or possession of illegal drugs, substances, or firearms by ExCEL members is strictly prohibited.
15. In the spirit of building and maintaining a viable, successful, and optimal community, ExCEL members are expected to be full-time residents of the communities, weekends as well as weekdays. ExCEL members are welcome to visit family and friends but should see their community as their current home. ExCEL members are welcome to invite family and friends to whole-program events (excluding retreats).
16. ExCEL members of the Santa Clara community are assigned an apartment-mate or housemates and their own bedrooms within each residence. ExCEL members must confine their belongings to their own rooms and may not use a common area for their personal overflow. Most communities will equitably distribute shared storage space (e.g., closets, cabinets) per community member.
17. ExCEL members sharing a house or an apartment agree to establish and adhere to a consensually developed list of living expectations, which include responsibilities for: maintenance of common areas (living room, kitchen, bathroom, etc.), noise restrictions during designated work or sleep times, the allowance for daytime or overnight guests, care of service or comfort animals, etc. Community members agree to revisit this list of living expectations throughout the year, make consensually developed revisions, work out occasional short comings of a member's adherence to this list, and communicate with the director around repeated or major violations to these living expectations.

18. Each small community will elect one captain, who will serve as primary communications liaison to the director and appraise the director of community events, developments, and potential areas of conflict. At the same time, all members of each small community are welcome to communicate issues to the director at any time.

19. ExCEL members commit to building community by meeting in small communities at least twice per month—to share a meal, engage in activities of spiritual development, and/or participate in recreational engagement. Each small community or household engagement must be planned in advance, agreed upon and attended by all members, and documented in some fashion to be used in ExCEL story-sharing endeavors. ExCEL members will report each small community or household engagement (and its attendance) to and share its documentation with the director. Failure by small communities or households to meet, or by individual members to attend meetings, will result in swift mediation and support by the director.

20. To help sustain members’ spiritual development, ExCEL teachers commit to attending Mass and spirituality dialogues each once per month in their small communities.

21. In order to foster program inter-connectedness, ExCEL members commit to building community by attending one whole-program event (“Day of Diversion”) each month.

I agree to support and follow the ExCEL member policies outlined herein and understand that I must adhere to these policies as a condition of membership in ExCEL.

Signature

Print name

Date: _____ Cohort: _____ Academic Year: _____

Appendix B: Community Covenant

Function: Community Covenants serve the following functions: To articulate a general vision for what small communities or households will look like in the next year; to set forth a list of events/activities in which folks from a given community would like to participate; and to establish procedures for organizing (and holding members accountable to) plans for gathering together.

Form: A Community Covenant consists of a document created and agreed upon by all members. This document has three parts:

- A vision statement, which describes the goals or ideals that members have for their small community or household;
- A list of events (and possible dates) that meet community members' needs and interests; and
- A plan for organizing these events, reporting on them, and holding members accountable to attending them.

To complete your Community Covenant, please answer the questions for each section below and present the completed Covenant to the ExCEL director:

Section 1: Vision for Small Community/ Household

What do you want gatherings to look like in your small community/ household?

What do you hope happens among the members of your group by participating in these gatherings? That is, what kind of relationships do you hope to foster through this community?

Section 2: Community Events

Each small community or household is expected to meet twice per month. What days per month (e.g., first Tuesday and last Friday of each month) do you expect to meet? Or do you plan on arranging community events on a month-by-month basis? If the latter, how will you ensure that community events are planned at least one month in advance?

What kind of events/activities would members like to do together? (It is suggested that each individual offer a good-sized list of potential activities. Then members should compare their lists and try to identify that events/activities that (a) everyone would enjoy or (b) no one would object to. Later, match these events to particular months so that you have two identified for each month. Please try to keep these events/activities simple in terms of costs so that full participation is not limited by finance.)

It is expected that both small community or household gatherings each month will involve some kind of spiritual component (like an opening prayer or time for shared reflection, for example). How will you incorporate spiritual development into the activities you've listed above? What events/activities might you add to further this spiritual development?

Section 3: Plan for Organization, Storytelling, and Accountability

Please identify a community member who will organize the details of and send out reminders to everyone about each event. Who is an organized person who could carry that load for your community?

It is expected that, for every community event, one picture from and a short blurb describing the event will be shared with the director. Not only will this inform the director of attendance, but more importantly these pictures and blurbs will be posted to ExCEL's social media sites so that we can more effectively share our stories to our families, future ExCEL applicants, and potential donors. Please identify one person in your community who will be responsible for taking pictures at each event, writing a short (2-3 sentence) blurb describing each event, and emailing this information to the director. Who is an organized and creative member who could carry that load for your community?

At times members may feel tempted or pressured to miss a community event. Please consider community events as you would any class meeting for an SCU course: Missing one event each trimester is disappointing but understandable; missing more than one event raises questions about the individual's commitment to community. How do you propose that a group hold members accountable for coming to each event?

Appendix C: Apartment/ Household Agreement

Function: Apartment/ household agreements serve several functions that together contribute to the peace, solidarity, and interdependence of a strong community: To create an opportunity for co-habitants to dialogue about their visions for living together, to present a list of clear expectations for community and simple living in shared housing, and to proactively (and perhaps preemptively) address potential areas of conflict.

Form: An apartment/ household agreement should clearly spell out expectations for the mundane facets of shared housing and community in a series or list of statements that address most if not all of the following areas:

- Sharing meals/food
 - Do you plan on eating meals together during the week? If so, when/ how often? Will the food be shared or prepared individually? If shared, who will prepare it and what dietary restrictions do cohabitants have? Who will clean up afterwards?
 - Will you pool money to buy shared food? If so, what types of food and how much money will you each contribute every week? How will you apportion food equally? Are guests allowed to eat this food? If so, how do you address equality of access between roommates?
- Food preparation and consumption
 - Who will clean after food preparation and consumption? How quickly should they clean after preparation and consumption?
 - Where may or may not food be consumed? Where may or may not dishes be left?
 - Are there types of food that may not be prepared (because of allergy or personal opposition)?
 - May alcohol be consumed? If so, when and where?
- Shared spaces (living rooms, kitchens, bathrooms, stairs, entry ways, etc.)
 - How will you use shared spaces: for study/work, entertainment, eating, hosting guests, etc.? When/ at what times will shared spaces be used for quiet activities versus more social/ louder activities?
 - How will shared spaces be cleaned? Who will clean them and when/ how often? Who will clean after guests?
 - Who will empty and replace garbage bags? How often?
- Guests
 - How often may drop-ins (day guests) be allowed to visit? Where are they expected to gather? Who will clean up after them?
 - Will overnight guests be allowed? If so, where will they sleep, and how long may they stay? Who will clean up after them?
 - Will overnight romantic partners be allowed? If so, how long may they stay, and what precautions will be taken to not disturb or offend cohabitants? Who will clean up after them?
- Décor and Furniture
 - Who will care for décor and furniture in shared spaces? What does ‘caring’ for décor and furniture entail or mean for you?

- What décor or furniture may be added to shared spaces in the future? Or, how will decisions regarding the addition of décor or furniture to shared spaces? Who will pay for these additions?
- Dress/ Clothing
 - What are the minimal expectations for dress in shared spaces?
 - Are clothes allowed to be left in shared spaces? If so, what types of clothing are allowed, and what types are not? How long may clothes be left out?
- Personal hygiene
 - How often do cohabitants agree to bathe, use odor controlling devices, wash clothes, etc.?
 - When/ at what times will you be needing the bathroom to get ready on typical teaching days? Does that work with your cohabitant?
- Internal environment
 - At what times are louder activities (hosting guests in shared spaces, watching TV, gaming, listening to music) allowed in shared spaces? When are they not tolerated?
 - What temperatures do cohabitants agree to keep the shared spaces and at what times and seasons?
- Sustainability
 - Do cohabitants have any agreements regarding the use of utilities (water/ electricity/ natural gas) for efficient ways of living?
- Personal Preferences
 - What annoyances do cohabitants experience that they would like to avoid in shared living?
 - What modes of communication do cohabitants prefer?
 - When do cohabitants need alone time? Where will they seek this time apart?
- When/ how often will cohabitants agree to meet to discuss any issues or how things are going in shared living?

Appendix D: Standard Housing Provisions

- Dishes
- Glasses
- Cutlery
- Kitchen knives
- Mixing bowls – 1 set
- Paper towel rack
- Measuring spoons/cups
- Bakeware set
- Kitchen tool set
- Can opener
- Pots & pans
- Blender
- Toaster
- Coffee maker
- Hand mixer
- Printer (not ink)
- Desk lamp
- First Aid Kit
- Swiffer/broom/dust pan