



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 230b (4 unit)
Ethical Reflective Practicum II
Fall 2018

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Course Meeting: Thursdays, 1:30-3:30
Classroom: ESJ, Room 111
Office Hours: By Appointment

Mission and Goals of the Department of Education

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

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

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

MS/SS Teaching Credential Program Learning Goals (PLGs)

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

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

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found on page 9 of the MATTC Program Credential Candidate Handbook.)

Course Description:

This class is the second in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the 6-12th grade levels. The main focus of the clinical practicum seminar is to support students as they complete their student teaching experience. This seminar focuses on the Teaching Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom teaching, will provide students the opportunity to discuss instructional strategies and methodologies, as well as challenges and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessment (TPA).

Course Objectives

This course will develop students' knowledge of or skills with...		Standard/Goals Addressed		
		DG #	PLG #	TPE #
1	Continuous reflection on your moral and ethical core, identity, and life experiences in relationship to the moral and ethical core of your teaching practice.	2, 4	4, 6	6.2, 6.5
2	Becoming an integral part of the school community and culture.	1, 4	1, 5	1.1, 6.4
3	Through observation, familiarizing yourself with a variety of classroom management and classroom organization strategies.	1, 2	1, 4, 5	2.2, 2.6
4	Effective and respectful communication and professional rapport with students, teachers, and staff.	4	4, 5	1.2, 2.6, 5.4, 6.4
5	Exploring and understanding contemporary issues in teaching relating to state adopted standards, professional ethics, rights, responsibilities and student diversity.	4	6	3.1, 6.6, 6.7
6	Identifying and describing strategies and resources that serve ELL, special needs students and students in underperforming groups.	1, 3	1, 3, 5	1.2, 1.6, 2.4, 3.4, 3.6, 4.4, 4., 5.6-5.8
7	Collaborating with colleagues and classmates, analyzing the complexities of ethical teaching in culturally and linguistically diverse classrooms.	4, 5	4, 6	6.1, 6.2, 6.3
8	Engaging in professional inquiry, establishing professional learning goals, and improving professional practice.	2	4	6.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard				

Course Requirements/Assignments

Assignment		Assessment value	Course Objective Assessed
1	Class attendance and participation	20%	1-8
2	Field Experience: Observation in student teaching placement for the morning hours, Monday through Thursday; Approval for Advancement to Student Teaching from Master Teacher and University Field Supervisor	40%	2-6, 8
3	Reflective Binder: Observation Notes, Reflections, and Lesson Plans	20%	1, 3, 6
4.	<p><i>Signature Assignment: Teacher Toolkit</i></p> <ul style="list-style-type: none"> ● Focused Lesson Observations (3) ● Classroom Demographics Report ● Counselor Interview ● Alternate School Focused Observation, Summary and Reflection ● Lesson Plan with Master Teacher Feedback ● Letter to Myself 	20%	1-8

Signature Assignment (Teacher Toolkit) Requirements. The purpose of the Signature Assignment for this course, referred to as the Teacher Toolkit, is to collect evidence of your ongoing development toward meeting Program Learning Goals and California Teaching Performance Expectations. The Teacher Toolkit for this quarter consists of 6 elements: (1) Focused Lesson Observations, (2) Classroom Demographics Report, (3) Counselor Interview, (4) Alternate School Focused Observation, (5) Lesson Plan, and (6) Letter to Myself.

1. Focused Lesson Observations – In addition to your ongoing observation notes and weekly reflections, you will complete three observations focused on specific elements of effective teaching (e.g., classroom management, instructional strategies, student engagement, assessment, etc.). Elements of focus will be discussed in class before each observation, and a template for the assignment will be provided.

2. Classroom Demographics Report – Complete a profile of the two class periods you are scheduled to teach during winter quarter. A template will be provided.

3. Counselor Interview – Interview one counselor at your school site to learn more about his/her role and the ways in which you can best work together to support students. A basic set of questions will be provided; however you will be expected to add questions of your own. You may submit your interview as a transcript/written notes, or—with permission from the counselor—an audio recording or video.
4. Alternate School Focused Observation – During fall quarter, your Field Supervisor will arrange for you to spend four days observing at an alternate school site. You will document your daily observations, as well as a summary of and reflection on the week.
5. Lesson Plan – Using the MATTC Lesson Plan Template, you will write a lesson plan and teach the lesson, noting Master Teacher feedback both before and after teaching the lesson.
6. Letter to Myself – At the end of fall quarter, write a letter to yourself that includes thoughtful reflection on your placement experience and what you’ve learned about your own teaching practice. Also address areas for professional growth based on self-evaluation, Master Teacher feedback, and Field Supervisor feedback. Set 2-3 specific goals for winter quarter.

Teacher Toolkit Rubric: Fall 2018

	Assignment	Exceeds	Meets	Approaches	Does Not Meet
1	Focused Lesson Observations (3)	Three lesson observations meet expectations and include additional reflection based on in-class group discussion.	Three lesson observations are complete, follow the set guidelines, and address the areas of focus. Observations and subsequent reflections are detailed and thoughtful.	Three lesson observations are complete and mostly follow the guidelines and address the areas of focus. Observations and subsequent reflections are general and may lack details in some areas.	Less than three lesson observations are included. Observations do not follow guidelines or address areas of focus. Observations lack details and reflections are shallow.
2	Counselor Interview	Interview contains a variety of thoughtful questions about the counselor's role, as well as how teachers and counselors best work together to support students at your school site. Questions elicited in-depth, detailed responses that led to insights into areas for your own professional development.	Interview contains a variety of questions about the counselor's role, as well as how teachers and counselors best work together to support students at your school site.	Interview contains very few questions about the counselor's role and how teachers and counselors best work together to support students at your school site, and/or questions elicit only superficial information.	Interview is missing and/or questions do not address the counselor's role and how teachers and counselors best work together to support students at your school site.
3	Classroom Demographics Report	Classroom demographics report is complete and a written reflection is included regarding how these demographics impact the learning environment and teaching responsibilities.	Classroom demographics report is complete and includes accurate information that can be used as teaching responsibilities increase.	Classroom demographics report is mostly complete and/or includes some information that may not be relevant.	Classroom demographics report is either missing or mostly incomplete. Irrelevant and/or inappropriate student information is included.
4	Alternate School Focused Observation, Summary and Reflection	Expectations are met and significant detail is included regarding teaching strategies. The summary and reflection include questions for further observation/inquiry.	The observation, summary and reflection address all elements described in the assignment. The reflection includes similarities and differences to your current placement and how you might incorporate any new teaching strategies into your current placement.	The observation, summary and reflection address most of the elements described in the assignment. The reflection may not include a clear comparison to your current placement and/or only one or two teaching strategies are noted.	The observation, summary and reflection lack most or all of the elements described in the assignment. The reflection does not include comparisons to your current placement and teaching strategies are missing.

5	Lesson Plan with Master Teacher Feedback	In addition to meeting expectations, the lesson plan is well organized, incorporating strategies that promote productive and inclusive student learning. There is a clear focus on student engagement.	All elements of the SCU MATTC Lesson Plan template are complete, including a reflection after the lesson has been taught. Master teacher feedback is included and any changes suggested are documented.	Most elements of the SCU MATTC Lesson Plan template are complete. Master teacher feedback may be minimal and changes are not documented. Reflection may be weak or missing.	The lesson plan is either missing or does not follow the SCU MATTC Lesson Plan template. Master teacher feedback is missing. Reflection is missing.
6	Letter to Myself	Letter meets expectations and includes things to be aware of within your own teaching practice and advice for yourself. Three specific goals are included for winter quarter.	Letter includes thoughtful reflection on what was observed in the classroom throughout the quarter and what you learned about your own teaching practice. Areas for professional growth based on observations, experience in the classroom, and Master Teacher and Field Supervisor feedback are also addressed and include two specific goals for winter quarter.	Letter includes some thoughtful reflection on what was observed in the classroom throughout the quarter and may not include what you learned about your own teaching practice. Areas for professional growth are minimal. One specific goal or two general goals for winter quarter are included.	The letter is either missing or lacks reflection. Content of letter may not be focused on what was learned or is not applicable to your own teaching practice. Professional growth goals may be missing.

Assessment/Grading Criteria

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

- All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model effective communication skills for your students.
- Attendance and participation in all class sessions is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for any missed content.

Professional Conduct and Performance Policies

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

Attendance. Regular attendance at all class meetings is a requirement in this program. Points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first late arrival will be excused; your second late arrival may cause 1 point to be deducted from your final course grade; your third late arrival will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you are receiving important information and updates from SCU faculty, staff, and classmates.**

Responsible Use of Technology. As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like

more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. Santa Clara University insists on honesty and integrity from all members of its community; see www.scu.edu/academic-integrity for details. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (SECP Graduate Bulletin, 2018-2019).

Department of Education and University Resources

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

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

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

Disability Accommodations If you have a disability for which accommodations may be required in this class, please contact [Disabilities Resources](#), as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

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

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

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

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

EDUC 230B Class Schedule and Course Outline

Subject to change. Changes will be communicated via in-class announcement, Camino, and/or email.

Class Session & Date	Course Topics & In-Class Activities	Assignments Due
Session 1 September 20th	<ul style="list-style-type: none"> ● Introductions/Check-In ● Handbook Review - Highlights & Checklist for Fall Quarter ● Syllabus Review 	
Session 2 October 4th	<ul style="list-style-type: none"> ● Check-In ● Observation Reflection/Discussion ● Review SCU Lesson Plan Format 	Focused Lesson Observation #1 Classroom Demographics Report
Session 3 October 18th	<ul style="list-style-type: none"> ● Check-In ● Observation Reflection/Discussion ● Counselor Interview Reflection/Discussion 	Focused Lesson Observation #2 Counselor Interview
Session 4 November 1st	<ul style="list-style-type: none"> ● Check-In ● Observation Reflection/Discussion 	Focused Lesson Observation #3
Session 5 November 15th	<ul style="list-style-type: none"> ● Check-In ● Observation Reflection/Discussion ● Letter to Myself 	Lesson Plan Alternate School Focused Observation