



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 231i (6 unit) 78207
Ethical Reflective Practicum III
Winter 2019

Professor: **Bob Michels**

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Course Meeting: **Thurs. 5:00-7:00**

1/10, 1/24, 2/7, 2/21, 3/7, 3/21

Classroom: **Guadalupe 204**

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Mission and Goals of the Department of Education

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

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

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

MS/SS Teaching Credential Program Learning Goals (PLGs)

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

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

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

Course Description:

This class is the third in a series of four field experience courses designed to introduce teacher credential candidates to curriculum, instruction and classroom practices in the public schools at the TK -12 levels. The main focus of the clinical practicum seminar is supporting students as they complete their intern teaching experience. This seminar will focus on the six Teacher Performance Expectations (TPEs) as indicated in the course objectives. The seminar, in combination with classroom observations, will provide students the opportunity to discuss instructional strategies and methodologies, as well as problems and issues in public education. It will also provide classroom-based support while students complete the Teacher Performance Assessments (TPAs).

Course Objectives and Program

1. The teacher candidate will maintain a narrative reflective journal of all instruction observed. This can happen with other teachers at your school. (TPE 6.1-6.4, 6.6)
2. The student will demonstrate effective communication and professional rapport with students, teachers and staff during the observation period in and outside of the classroom. (TPE 3.4 6.3)
3. The teacher candidate will demonstrate knowledge and use of the range of curricular materials and resources available at their school. (TPE 3.4)
4. Using formal and informal means of assessment, each student will assess the current level of academic performance in their assigned classes. (TPE 5.3, 5.5)
5. Students will work with their Local Support Teacher and field supervisor to improve their classroom instruction. (TPE 3.4, 6.4)
6. Each student will demonstrate a developing repertoire of effective teaching standards in their specific content teaching area. (TPE 1.6, 1.8, 2.1, 2.2, 5.5)
7. Reflect on the moral and ethical core of your teaching practice and on the relationship between your moral/ethical core and your identity and life experiences (TPE 6.1)

Required Text(s) & Readings

Burant, Terry, Christensen, Linda, Salas, Kelley Dawson and Walters, Stephanie, (2010), *The New Teacher Book: Finding Purpose, Balance and Hope During Your First Years in the Classroom*, 2nd Edition, Rethinking Schools, ISBN-13: 978-0-942961478

In class and out of class readings as assigned

Course Requirements/Assignments

Assignment		Due Date
1	Attendance	Bi-weekly
2	Class readings	Bi-weekly
3	Free Writes	Bi-weekly
4	Weekly Reflective Journal	Bi-weekly
5	Critical Incident Report	Bi-weekly
6	Lesson Plan Binder (Bring to Class for Review	March 7, 2019

Assignments

1. Attendance and participation in all activities, and meetings. (TPE 6.6)
2. Free Writes (TPE 1.2, 4.5, 4.6, 6.3, 6.3, 6.5, 6.6, 6.7)
Students will complete the assigned readings and reflect on aspects most applicable to their placement. Students will share their reflections with their group in class.

3. Weekly Reflective Journal (TPE 6.1-6.4, 6.6, 3.4, 6.4). Note classroom management discipline challenges in your weekly reflective journal for discussion at class sessions.
4. Participation in a Formative Assessment – Participate in a formative assessment completed with the Local Support Teacher and field supervisor. Make a list of assessments designed by you or your Local Support Teacher. Discuss both formative and summative assessments with the group (TPE 3.4, 6.3).
5. **Signature Assignment (TPE 1.6, 1.8, 2.1, 2.2, 3.4, 5.3, 5.5)**
As an intern teacher will be doing daily lesson plans for all the classes you teach. This quarter's signature assignment requires you to design and teach five exemplary lessons. You may use either the SCU Lesson Plan template or the one you use for the district where you teach. You will turn your exemplary plans on 1/24, 2/7, 2/21 and 3/7/18. You **MUST** include all elements below.

For this assignment, students will:

Design and teach four lesson plans for specific different content. The lesson plans should include the following elements:

- Lesson Timeline
- Student Academic Learning Objectives
- Student Language Learning Objectives
- CCSS/State Content Standards/ELD Standards
- Materials and Preparation
- Anticipatory Set/Introduction
- Procedures
- Strategies/Adaptations for ELLs
- Strategies/Adaptations for Students with Special Needs
- Strategies/Adaptations for Students from Underperforming Populations/Subgroups
- Closure
- Assessment of Academic Learning Objectives
- Assessment of Language Learning Objectives
- Reflection

6. Critical Incident Reports (RPW 6.1, 6.6)

- Teachers (and teacher candidates) frequently encounter complex professional problems that have no obvious right or wrong solutions. The research literature on teachers' ethical decision making often refers to these challenging situations as "critical incidents." A critical incident does not have to be dramatic or confrontational—something as routine as deciding which student to call on when there are 6 hands raised is an ethical dilemma that warrants consideration.
- You have already noticed and experienced critical incidents as soon as you entered your classroom and interacted in a professional capacity with students. You will need to become increasingly aware of the moral and ethical implications of the activities and interactions that occur in your classroom. This assignment is designed to assist you in developing the skills needed for the efficient identification and effective management of critical incidents and the ethical dilemmas embedded within them.
- Beginning with session #2 and continuing into the middle of spring quarter, you will be required to bring a completed Critical Incident Report to each class session. This form should be used to document a critical incident that you experienced in the period since the class last met. (A copy of this form can be found at the back of this syllabus along with the rubric that will be used to evaluate your Critical Incident Reports. A blank Critical Incident Report form and an electronic copy of the rubric is available on request. These completed Critical Incident Reports will be analyzed and discussed in each class session.

NOTE: You must demonstrate active participation in your school through your internship. If you will be absent make sure you call the school and designated attendance office. (3.4; 6.3; 5.3; 5.5). You must also earn a satisfactory evaluation from your Learning Support Teacher and university Supervisor (6.6; 3.4; 6.3) when you teach four lessons observed by both your Learning Support Teacher and your university supervisor. (1.6; 3.4; 6.3; 3.4; 2.1)

Assessments & Grading Criteria

Pass/Fail grade will be based on: 1) satisfactory completion of course requirements and 2) quality of performance and mastery of assignments determined by the university instructor, intern coach and university supervisor. Overall performance must be equivalent of a "B" or above to earn a passing grade. Regular attendance at all class meetings is a requirement in this program. Points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty. To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

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

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your instructor, through ongoing observation and documentation, gathers data documenting your adherence to the policies listed here. These data are a primary factor in the assessment of your mastery of TPE 6.6 - "Professional, ethical, and legal obligations."

If an instructor has reason to feel you are not meeting all the expectations spelled out below, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their 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 they will be glad to share their assessment with you.

As we will read about and study in this course, everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

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

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your

needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

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

Accommodations for Pregnancy and Parenting

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

Discrimination and Sexual Misconduct (Title IX)

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

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECP Graduate Bulletin, 2016-2017).

Course Outline & Class Schedule

January 10, 2019 (Class management)

Course Syllabus and Introductions

Classroom- management /discussion/activity

Personal statement on discipline- write in class and share out

Problems and Issues – What do you anticipate as problems for you this quarter

Homework: Bring a copy of your your current unit of study

Homework: Read NTB part of chapter three – pages 157 – 207

January 24, 2019

Problems and issues

Discuss readings from NTB

Discussion of Unit plans- in subject groups

Homework: Read NTB part of chapter three – pages 208 - 236

February 7, 2019

QPR Training (Suicide Prevention Training Presentation by CAPS) – 5:00 PM – 6:30 PM

Review homework reading

Problems and issues-

Homework: Read NTB part of chapter four – pages 241 – 154

February 21, 2019

Problems and issues

Review homework reading

Restorative Practices workshop

Homework: Read NTB part of chapter four – pages 255 – 275

March 7, 2019

Problems and issues

Review homework reading

Guest Speaker – Bettina Lee “How to handle difficult students”

Mock interviews-(2) critique

Final preparation for SCCOE recruitment faire- review process

March 21, 2019

Problems and issues

Review homework reading

Video and Discussion on award winning, “The Mask You Live In”. The Male in our Society Today – The macho expectations and what this means as a classroom teacher.

Teacher Toolbox 3 – WINTER RUBRIC

Assignment	Elements	4 - Exceeds	3 - Meets	2
Lesson Plan Design	Lesson Timeline	Timeline is detailed, reasonable, and implemented accurately.	Timeline estimates time for each part of the lesson.	Timeline includes anticipatory
	Student Academic Learning Objectives	Student academic and/or language learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to relevant standards.	Student academic and/or language learning objectives provide a general sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to relevant standards.	Student academic learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to relevant standards.
	Student Language Learning Objectives	Student language learning objectives are referenced. Lesson is guided by standards.	Relevant objectives are referenced and clearly influence lesson.	Relevant objectives are alluded to in lesson related to standards.
	CCSS/State Content Standards/ELD Standards	Key standards are referenced. Lesson is guided by standards.	Relevant standards are referenced and clearly influence lesson.	Relevant standards are alluded to in lesson related to standards.
	Materials and Preparation	Detailed preparation instructions are provided. Materials list is clear and complete. Materials greatly enhance lesson. Plan includes notes about locating materials, additional resources.	Specific preparation instructions are provided. Materials list is clear and complete. Materials enhance lesson.	Some preparation and/or a partial list is provided. Materials are implemented.
	Anticipatory Set/Introduction	Anticipatory set engages students' attention/curiosity and motivates them to participate.	Anticipatory set revisits earlier learning and raises questions answered in the lesson.	Anticipatory set is used for the objectives.
	Procedures	Procedures are described in detail and provide a logical path to meeting objectives.	Procedures are clearly described and linked to objectives.	Procedures are described. Procedures are peripherally related to objectives.
	Strategies/Adaptations for ELLs	Plan includes adaptations that support the development of ELL language development and their knowledge of academic content.	Plan includes specific strategies and adaptations for ELL language development.	Plan includes some strategies and adaptations.
	Strategies/Adaptations for Students with Special Needs	Plan includes differentiation opportunities for students at all levels.	Plan includes adaptations for students with IEPs and 504 plans AND for students with other challenges.	Plan includes some adaptations in lesson and 504 plans.
	Strategies/Adaptations for Students from Underperforming Populations/Subgroups	Plan includes strategies/adaptations that use students' prior knowledge to facilitate engagement and help make connections between their lives and the content that is clear and compelling.	Plan includes strategies/ adaptations that build on the strengths of the particular students in the target subgroups and allow them to experience engagement and success.	Plan includes some strategies that make the content more accessible to students in specified subgroups.
	Closure	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.	Closure requires students to restate what they learned and to make connections to objectives.	Closure is peripherally related to lesson class.
	Assessment of Academic Learning Objectives	Assessment is directly related to objectives/standards. Assessment provides useful information for evaluating student learning and planning further instruction	Assessment is related to objectives/standards. Assessment provides useful information for evaluating student learning in planning further instruction for some students	Assessment is related to objectives/standards. Assessment provides little useful information for evaluating student learning in planning further instruction
	Assessment of Language Learning Objectives	Assessment is directly related to objectives/standards. Assessment provides useful information for evaluating student learning and planning further instruction	Assessment is related to objectives/standards. Assessment provides useful information for evaluating student learning in planning further instruction for some students	Assessment is related to objectives/standards. Assessment provides little useful information for evaluating student learning in planning further instruction
	Reflection	Reflection focuses on student learning and on strategies for increasing instructional effectiveness.	Reflection describes what went well/poorly but also considers the teacher's role in student success/difficulty.	Reflection is peripherally related to what went well during the lesson.