SCHOOL OF **EDUCATION** AND
COUNSELING PSYCHOLOGY

Department of Education
Master of Arts and Credential Program
EDUC 230a (2 unit)
Ethical Reflective Practicum in Special Education (2 units)
Summer 2021

Instructor: Dr. Melina Johnson	*Course Meeting:* Thursdays, 1:30 pm - 3:30 pm
Email: mrjohnson@scu.edu	*Classroom:* Online
	Office Hours: Thursdays, 3:30 pm – 4:30 pm and by appt.

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 in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description:
This class is the first 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 Teacher Performance Expectations (TPEs), and MMSN 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, particularly programs for students with disabilities. It will also provide classroom-based support while students complete the California Teacher Performance Assessments (CalTPAs) and the Education Specialist Exam.

Course Objectives

This course will develop students' knowledge of or skills with…		Standard/Goals Addressed			
		DG #	*PLG #*	*TPE #*	*MMSN 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	Familiarizing yourself with a school, including its 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 to assist with the Individual Transition Plan.	4	4, 5	1.2, 2.6, 5.4, 6.4	1.4, 2.5,
5	Exploring and understanding contemporary issues in teaching relating to state adopted standards, professional ethics, rights, responsibilities student diversity, and the unique experiences of students with disabilities and their families.	4	6	3.1, 6.6, 6.7	2.5, 6.5, 6.6
6	Independently and in collaboration with others, identifying and describing strategies and resources that serve English language learners, students with disabilities, and students in underperforming groups.	1, 3	1, 3, 5	1.2, 1.6, 2.4, 3.4, 3.6, 4.4-4.6, 5.6-5.8	4.6
7	Collaborating with colleagues—including education specialists, paraprofessionals and general education teachers—and classmates, analyzing the complexities of ethical teaching in diverse classrooms, in particular	4, 5	4, 6	6.1, 6.2, 6.3	4.6, 6.1, 6.5. 6.6

	diversity of culture, language, ability, and socioeconomic status.				
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**=General Education Teaching Performance Expectation; **MMSN TPE**=Mild to Moderate Support Needs Teaching Performance Expectation

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	35%	2-6, 8
3	Reflections	20%	1, 5, 7, 8
4.	*Signature Assignment*: Teacher Toolkit ● Introduction Letter ● Campus Orientation Project ● School Profile ● Master Teacher and Field Supervisor Interviews	25%	1-8

Class Attendance and Participation Being present in class, being on time to class, and participating in class is vital to your learning and to the learning of others. For that reason, please make arrangements to attend and be on time for all classes as scheduled for the quarter. You will be asked to sign in for class by responding to each session's opening prompt using the Zoom chat feature and completing an exit question at the end of each class. Your typed response in the chat and completion of the exit question will ensure that you receive credit for the class sessions that you attend and in which you participate. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence per course, excusing you from one class session with (at most) half the grade penalty. To use your excused absence, please notify me by email or phone BEFORE class. If there is an emergency and it is not possible to contact me prior to class, you are responsible for contacting me within 24 hours by email or phone to let me know why you were absent from class. Please be sure to review any course materials in the Module on Camino for the missed class date.

Excessive tardiness may also result in a grade penalty (loss of points) as it may affect class participation. 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.

Field Experience During summer session, you are expected to observe in your student-teaching placement for the morning hours, at least four days each week, progressing toward fall-quarter expectations. As you move into fall quarter, you will be expected to slowly take on daily responsibility for working with small groups, supporting individual students with disabilities (monitoring Individual Transition Plan (ITP)) and English learners, helping with grading, creating new instructional materials, and doing other typical teacher tasks. (Introduce MMSN 4.6) Over time, you should have opportunities to teach using your Master Teacher's lesson plans, then move on to co-planning lessons or lesson sequences, and finally teaching your own lessons to the students. You will submit your Clinical Practice Log monthly. You will be assessed with the formative assessment tool found in the MATTC handbook (pg.56).

Reflections Each week you will submit a one-page reflection on your field experience, with a particular focus on establishing classroom environment and planning instruction that meets the academic and social-emotional needs of a diverse group of students, including English learners and students with disabilities. Reflections on various topics discussed in class or explored through course readings/videos will also be assigned.

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 4 elements: (1) Introduction Letter/Video, (2) Campus Orientation Project, (3) School Profile, and (4) Master Teacher and Field Supervisor Interviews.

1. Introduction Letter – You will write a letter (or create a video) to formally introduce yourself to your students, their parents/guardians, and paraprofessionals/education specialists (as needed) and explain your role as a student teacher at your placement site. (Introduce MMSN 4.6)

2. Campus Orientation Project – This element of the toolkit has been designed to help you become more familiar with the faculty, staff, and physical layout of your school site. In particular, you should become familiar with the general education teachers within your department, paraprofessionals, and education specialists with whom you will be working throughout the year. A template will be provided. (Introduce MMSN 4.6)

3. School Profile – This element of the toolkit has been designed to help you become more familiar with the demographics, specific strengths and challenges, and resources of your school site. A template will be provided.

4. Master Teacher and Field Supervisor Interviews – This final element of the toolkit should be used to help you get to know your Master Teacher and University Field Supervisor, the individuals who will support and guide you throughout your field experience. A set of interview questions will be provided, and additional questions will be generated in class. Evidence of your interviews may be submitted in the form of a transcript, written notes, or—with permission from each individual—an audio recording or video, as well as a post-interview reflection.

	Assignment	Exceeds	Meets	Approaches	Does Not Meet
1	**Introduction Letter** (Introduce/Practice MMSN 4.6)	The letter/video meets expectations and a separate reflection is included, describing how the letter/video was distributed to students and parents, as well as any feedback that was received from your students, parents, paraprofessionals, Education Specialist, or Master Teacher.	The letter/video is a clear and professionally written/presented introduction to students, paraprofessionals, Education Specialist and parents describing your role as a student teacher at your placement site. The letter does not exceed one page and is free from spelling and grammatical errors (or the video does not exceed 2 minutes).	The letter/video is an introduction to your role as a student teacher at your placement site, but could use some minor revisions to increase clarity, professionalism, and/or errors in spelling/grammar. Presented to students, paraprofessionals, Education Specialist	The letter/video is incomplete, unclear, and/or written in an unprofessional manner. The letter/video does not clearly describe your role as a student teacher at your placement site and/or includes multiple errors in spelling and/or grammar.
2	**Campus Orientation Project** (Introduce/Practice MMSN 4.6)	The project meets expectations and includes additional information, photos, and/or documents beyond those required to show an in depth understanding, as well as a connection to the physical school site and the people on campus.	The project includes all required information, documents, and/or photos. The project is organized and demonstrates a clear understanding of your physical school site and the people on campus.	The project is missing 1-2 required elements. The project is mostly organized and demonstrates a general understanding of your physical school site and the people on campus.	Three or more of the required elements of the project are missing. The project is disorganized and does not demonstrate an understanding of your physical school site or the people on campus.
3	**School Profile**	The data collection meets expectations and includes useful information beyond what was required. The reflection meets expectations and includes relevant thoughts beyond those requested in the prompt.	The data collection is complete for all required elements of the template. At least two of the suggested resources were used, and the information is current and accurate. The reflection is clear and thoughtful, and addresses each question in the prompt.	The data collection is mostly complete, only one source was used, and/or some of the information is inaccurate/outdated. The reflection is somewhat unclear, superficial, or does not address all the questions in the prompt.	Four or more of the required elements of the school profile are missing, or the information is inaccurate/outdated. The reflection is incomplete, unclear, or does not address the questions in the prompt.
4	**Master Teacher and Field Supervisor Interviews**	Interviews contain a variety of thoughtful questions. Questions elicited in-depth, detailed responses that led to reflections on your own experience, perspectives, and goals.	Interviews contain a variety of questions that allowed you to become acquainted with your MT and FS, and begin establishing these important relationships.	One of the two interviews is incomplete; however, the completed interview contains a variety of questions that allowed you to become acquainted with your MT/FS.	Interviews contain very few questions that allowed you to become acquainted with your MT and FS, and/or questions elicited only superficial information.

Assessment/Grading Criteria

Pass/No Pass 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.

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.

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

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

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

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 offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. https://www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Discrimination, Harassment and Sexual Misconduct (Title IX) SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit https://www.scu.edu/title-ix/. If you wish to speak with a confidential resource, please visit https://www.scu.edu/title-ix/resources/student/.

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.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

To support your well-being, the following resources are available to you:
https://www.scu.edu/wellness/
The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

https://www.scu.edu/cowell/counseling-and-psychological-services-caps/

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. See website for details and eligibility.

https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online
Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

EDUC 230A 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	Assignment(s) Due
Session 1	● Introductions ● Course Syllabus Review ● Introduction to Field Placement & Student Handbook Review ● Reflection #1/Discussion	

Session 2	- Check-In - Reflection #2/Discussion - School Climate - Collaborating with Colleagues to Support All Students (e.g., ELLs, students with disabilities, and students with other academic/social-emotional needs) (Introduce MMSN 4.6, 6.1)	- Support for students with Disabilities as they head to College - Introduction Letter/Video to Parents
Session 3	- Check-In - Reflection #3/Discussion - Classroom Climate & Communication - Understanding the Unique Needs of Students & Their Families (e.g., ELLs, students learning from home, students with disabilities, students who are chronically ill or hospitalized) (Introduce MMSN 6.5) - Learning About Your Placement Site	Supporting Students with Disabilities at School and Home: A guide for teachers to Support Families and Students(Introduce MMSN 6.5; 6.6)
Session 4	- Check-In - Reflection #4/Discussion - Providing services for students with disabilities in out of school settings (speakers: Psychologist, orthopedist, speech and language specialist) (Introduce MMSN 4.6, 6.1)	- Special Education Guidance for COVID 19 - School Profile
Session 5	- Check-In - Reflection #5/Discussion - Review Fall-Quarter Placement Requirements/Expectations - Monitoring Student Progress (ITP)	- Campus Orientation Project - Master Teacher and Field Supervisor Interviews - Transition Planning (Introduce MMSN 2.5; 6.6)