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C1. Syllabus EDUC 250

Department of Education MATTC

EDUC 2 Ethics, Diversity, Reflection: Introduction to TK-12 Teaching (2 units) Summer Pre-session 2021

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<i>Office Hours:</i>	Daily before/after class; other times by Zoom appointment
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<i>Course Meeting:</i>	June 14-18, 2021 (Monday-Friday) 1:00 pm -5:00 pm
<i>Room:</i>	ONLINE

Mission and Goals of the Department of Education

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

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

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

MS/SS Teaching Credential Program Learning Goals (PLGs)

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

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

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

Course Description

This intensive five-day course orients credential candidates to the MATTC preliminary teaching credential program and to the teaching profession. Emphasis is placed on providing opportunities for candidates to learn and to practice the inquiry, thinking, and reflection skills that are the foundation for teachers' ongoing professional development throughout their careers. Inclusive learning is a focus of this course.

Course Objectives

Course Requirements/Assignments		Standard/Goals Addressed			
		DG	PLG	UTPE	MMSN TPE
1	Expectations, requirements, and legal responsibilities for teaching credential candidates and practicing teachers in the state of California and begin the preparation to meet these obligations successfully. This includes using UDL to connect subject matter to provide active learning experiences to engage student interest, support student motivation, promote critical thinking, monitoring student progress toward learning goals that are guided by content standards and students IEP/Individual Transition Plan, and maintaining ongoing communication with students and families about student progress.	4, 6	4, 6	1.1, 1.2, 1.3, 1.4, 1.5, 6.1, 6.2,	1.4
2	Examining own experiences, assumptions, and beliefs about schooling, teaching, learning, culture, language, race/ethnicity, social class, dis/ability, opportunity, privilege, knowledge, power, and society and develop strategies (e.g., use person-centered/family centered planning processes, asset-based framework) for noticing and managing the impact of one's own personal background on their professional practices to give access to the core curriculum, life skills curriculum, and wellness curriculum to all students (IEP-goal guided for students with disabilities).	4, 6	4, 6	1.1, 2.5, 6.2	4.7, 5.4, 5.5, 6.3
3	Understanding of the moral work of teaching and the ethical responsibilities teachers hold toward their students, their colleagues, and society.	4, 6	4, 6	6.2	1.4, 4.7, 6.5
4	Developing inquiry, creative thinking, and reflection skills that are the foundation for teachers' ongoing personal and professional development throughout their careers.	4, 6	4, 6	1.7, 6.1	
*DG=Department Goals; PLG=Program Learning Goal; UTPE=Universal Teaching Performance Expectation Standard; Mild to Moderate Support Needs (MMSN) TPE.					

Required Texts

- California Commission on Teacher Credentialing. (2016). *California Teaching Performance Expectations*. Sacramento, CA: California Department of Education. A short version of the TPEs is presented at the end of the syllabus. Download a fully elaborated version of the TPEs from <http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf> and the [Mild to Moderate Support Needs Teaching Performance Comparison Chart](#).
- Fritzgerald, Andratesha. (2020). [Antiracism and Universal Design for Learning: Building Expressways to Success](#). Wakefield, MA: CAST Professional Publishing.
- California Commission on Teacher Credentialing. (2016). *California Teaching Performance Expectations*. Sacramento, CA: California Department of Education.
- [MATTC Program Credential Candidate Handbook](#)

Course Requirements/Assignments

This class is offered on a Pass/No Pass basis. Students must meet all the expectations listed in this syllabus to earn a grade of Pass. All assignments must be completed and handed in on their due date.

Grades are based on a 290-point total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments		Points	UTPE	MMSN TPE
1	Professional Conduct	200	6.1	
2	Asynchronous Book Club Response & Discussion	30	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 6.1, 6.2	1.4, 4.7, 5.4, 5.5, 6.3
3	Life Graph (Signature Assignment)	30	1.7,	
4	In Class Final Written Evaluation	30	6.1, 6.2	1.4, 4.7

1. Professional Conduct (200 pts)

DUE: Daily

The professional conduct requirement includes the six dimensions described below.

Attendance

Regular attendance at all scheduled class meetings is a requirement in the MATTC program. You must use Zoom to join ALL online synchronous classes.

You will choose to attend ONE of the following synchronous class times. It doesn't matter which class time you choose. They are both the same. You do not have to attend the same time each day.

1:00 pm – 2:30 pm

2:30 pm – 4:00 pm

I will hold office hours 4:00 pm – 5:00 pm each day. If you want to meet with me, please send me an email or text message.

You will complete one asynchronous module titled “Becoming an Antiracist Educator” on Wednesday, June 16th. There will be no class that day. You receive 40 Professional Conduct points for handing in your responses for this module.

Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class entirely without any point reduction. 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.

- 1 unexcused absence – 40 points deducted from your final grade.
- 2 absences – 80 points deducted from your final grade.
- 3 or more unexcused absences – You will be dropped

Students will not be penalized for absences due to the observance of religious holidays falling on scheduled class days; please give me advance notice of these absences so I can make the necessary accommodations.

Punctuality

Zooming into class on time and ready to learn is a course expectation. Please check-in on the Zoom Chat Box with your reflection at the beginning of class to receive credit for your on-time arrival to class. Knowing that there are times when unexpected circumstances arise that may result in late arrival, please inform me of your tardiness BEFORE class. The time of your arrival may impact whether you receive the full 40 Professional Conduct points.

Preparation

The quality of our class sessions and the depth of your learning depend directly on your preparation. Please be prepared for all synchronous and asynchronous classes based on the expectations outlined in the course syllabus and by the class norms.

Participation

This requirement includes but is not limited to (a) engaging actively in all discussions and activities, (b) making contributions, (c) listening actively, and withholding contributions

to leave space to allow other classmates to participate, (d) completing all in-class learning activities.

Responsible Use of Technology

While our class is in session, please engage in activity that is directly related to what is taking place in our classroom. Video enabled electronic devices **MUST** be used during class to support learning.

Communication

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

Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.

If I have reason to feel you are not meeting the expectations spelled out in this syllabus, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach these expectations.

If I do not contact you with a concern, you can assume your performance is satisfying the course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact me at any time and I will be glad to share my assessment with you.

2. Asynchronous Book Club Response & Discussion (30 pts) DUE: 6/14, 6/15, 6/17

Individually, you will read, respond, and participate in an online discussion of selected chapters from the book *Antiracism and Universal Design for Learning* by, Andratesha Fitzgerald, EdS.

The book provides practical suggestions for making inclusion, antiracism, and the acceptance of differences the first and most important step in instruction for diverse classrooms. Your reading response must be posted in the Discussion Forum and must include the following. **For full credit, you must also respond to at least two other reading responses**

1 – CONNECTIONS

Provide three clear examples of personal connections you had with reading.

2 – QUESTIONS

Pose two questions that came to your mind while reading the selected chapters.

Assigned Reading Schedule

DUE Date	Reading Selection	Title
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6/14	Forward Prologue Chapter #1 Chapter #2 Chapter #3	• Forward by Samaria Rice, mother of Tamir Rice • Invitation to “Good Trouble” • Antiracism and UDL Begin with Honor • The Urban Teacher’s Reality • Safety Checks on the UDL Expressway
6/15	Chapter #4 Chapter #5	• Building the UDL Expressway • Engagement as License to Learn
6/17	Chapter #6 Chapter #7 Chapter #8	• Representation: Honoring by Invitation • Action and Expression: Honoring by Releasing • Failure as Feedback for Excellence

(Introduce UTPE 1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 6.1, 6.2; Practice UTPE 6.2; Assess UTPE 6.2)

3. Signature Assignment—Life Graph (30 pts)

DUE: 6/18

Following the format shown in our [Google Drive](#) select 8-12 critical incidents from your own life—incidents you believe played a decisive role on your path to becoming a teacher—and create a life graph that features visual representations (NO WORDS) of those incidents.

On Friday, June 18th you will present your Life Graph using PowerPoint slides in a small breakout room. For your Life Graph presentation, you will choose only 3 of your critical incidents and discuss their impact on your path to teaching. To earn full credit for this assignment, (a) your life graph must include 8-12 illustrations/drawings/symbols that represent critical incidents in your life; (b) your presentation must include a discussion of the impact of 3 of those critical incidents on your path to becoming a teacher; and (c) you will attend thoughtfully to the presentations given by your classmates. *Please refer to the attached rubric on Camino for more information.*

(Introduce UTPE 1.7)

4. Written Evaluation (30 pts)

DUE: 6/18

On Friday, June 18 you will complete a written evaluation of the content discussed during the week. You may use your notes or lectures to help you answer any of the questions. It will be a combination of recognition and recall and will be **DUE BY MIDNIGHT**.

(Introduce UTPE 6.1; Assess UTPE 6.2)

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 290 pts.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

A grade below a C- is considered No Pass.

4. When assignments are done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in Online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas and the class Google Folder.

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. 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.

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, 2020-2021)

RESPECT FOR DIVERSITY AGREEMENT

The following agreement is inspired by the work of [Santa Clara University's Racial Justice Coalition](#) and the [Showing Up for Racial Justice](#) network.

I agree to value the perspectives of individuals from all backgrounds, reflecting the diversity of all my class colleagues. I broadly define diversity to include race, gender identity, national origin,

ethnicity, religion, social class, age, sexual orientation, political preferences, and physical and learning ability. I will strive to make the classroom—in person or virtual—an inclusive learning environment for all learners.

I commit to the following principles and values:

1. Respect the dignity and essential worth of all individuals.
2. Esteem practices of inclusivity, integrity, and solidarity that celebrate racially diverse identities and experiences.
3. Value the courage needed to engage in [antiracist dialogue](#).
4. Strengthen agency and empowerment by embracing difference.
5. Reject bigotry, discrimination, violence, or intimidation of any kind.
6. Practice personal integrity and expect it from others.
7. Do the work to become an [antiracist educator](#).

Discussion Norms

I agree to adhere to the following norms for all class discussions including breakout room and asynchronous conversations.

Ground Rules

- This is a safe and brave space.
- Ouch! Oops! *If you say something that is hurtful and you realize it, you can say “oops” to acknowledge it. Also, if someone else says something harmful, you can say “ouch”, which lets everyone know that there’s something that needs to be discussed further.* [Getting Called Out: How to Apologize](#)
- Take space, give space.
- What is said here stays here and what is learned here, leaves here.
- Challenge ideas, not individuals.

Permission Slip

- I give myself permission to be imperfect in regard to human diversity and issues of oppression.
- It is okay if I do not know all the answers or if at times my ignorance and misunderstandings become obvious.
- I have permission to ask questions that may appear simple or self-explanatory. I have permission to struggle with these issues and be upfront and honest about my feelings.
- I have the right to state my opinion.
- I do not feel guilty about who I am or what I know.
- I will respect the opinions of others, even if they are different from my own.

Course Outline & Class Schedule

Date	Due in today’s class	Discussion Topics
Mon June 14	DUE: Asynchronous Book Club Response & Discussion Review course syllabus, rubrics, assignments	• Respect for Diversity Agreement • Understanding myself. • First Impressions. • Personal Schema. • Essential Question: Who am I and why do I want to be a teacher?

Tues June 15	DUE: Asynchronous Book Club Response & Discussion	- MATTC Program Cornerstones - Review TPEs, and the Mild to Moderate Support Needs (MMSN) Teaching Performance Expectations. - Effective Teaching Practices - Essential Question: What does influential teaching look like?
Wed June 16	DUE: Asynchronous Module “Becoming an Antiracist Educator”	- Engage in vigilant self-awareness. - Center an antiracist, equity lens into your work to dismantle racist school policies and ensure that the needs of your culturally and linguistically special education students are met in a fully inclusive classroom setting. (MMSN TPEs (Introduce/Practice/Assess TPE 5.4, Introduce/Practice/Assess 5.5, Introduce/Practice TPE 6.3) (Introduce UTPE 1.1, 6.2; Practice UTPE 6.2; Assess UTPE 6.2) - Essential Question: What does it mean to be an antiracist educator for all students including diverse students with identified learning disabilities?
Thurs June 17	DUE: Asynchronous Book Club Response & Discussion	- Understanding the legal, moral and ethical elements of teaching - Understanding the California State Standards - Maintaining ongoing communication with students and families (Introduce UTPE 1.2) - Monitoring student progress MMSN TPE (Introduce TPE 1.4) through person-centered/family centered strengths-based assessments MMSN TPE (Introduce TPE 4.7) - Provide guidance for families and schools that service chronically ill students MMSN TPE (Introduce/Practice TPE 6.5) - Essential Question: What does it look like to be an ethical teacher in a Special Education Setting?
Fri June 18	DUE Life Graph DUE: Final Written Evaluation	- Final Written Evaluation MMSN TPEs (Practice TPE 1.4, Practice TPE 4.7) - Life Graph Sharing - Essential Question: What kind of teacher do I want to be?

Life Graph/Life Graph Presentation RUBRIC

STUDENT NAME

ASSIGNMENT GRADE

LIFE GRAPH 8-12 visual representations of critical incidents on the path to becoming a teacher - Completed graph available for presentation in class on Friday	
Pass	COMMENTS/NOTES

No Pass	
LIFE GRAPH PRESENTATION • Explained the significance of 3 critical incidents • Connected ONE critical incident with their decision to become a teacher • Described how ONE critical incident will influence their future teaching practices	
Pass	COMMENTS/NOTES
No Pass	
PROFESSIONAL AWARENESS • Presentation was focused, ideas were presented clearly • Provided an appropriate amount of descriptive detail • Completed presentation within the predetermined time limit • Spoke using a volume level and pace that enabled classmates to connect with the presentation	
Pass	COMMENTS/NOTES
No Pass	
THOUGHTFUL, ATTENTIVE LISTENING • Demonstrated respectful attention to classmates' presentations	
Pass	COMMENTS/NOTES
No Pass	

Evidence of MM 1.4 - Introduce using a breakout room discussion.

BREAKOUT ROOM DISCUSSION

30 MINUTES

In your breakout room, watch [this video](#) which explains the 6 principles of the IDEA and describes the components of an Individual Education Plan.

Next, look through the Mild to Moderate Support Needs (MMSN) Teacher Performance Expectations (TPEs) Comparison Chart that is uploaded to our class Google Drive.

Finally, discuss the following questions:

1. How are the MMSN TPEs different than the Universal (General Education) TPEs?
2. Which MMSN TPE are you most interested in learning more about in the MATTC program and why?

Evidence of MM 1.4 & 4.7 - Practice through student daily reflection assignment.

PLEASE REFLECT IN YOUR NOTES

What does it look like to be an ethical teacher in a special education setting?



Evidence of MM 4.7, 6.5 - Introduce/Practice through breakout room discussion.

BREAK OUT ROOM DISCUSSION EXPLORING STRENGTHS BASED IEPS

30 MINUTES

1. Read [this article](#) and watch this [short video](#) about how to create a strengths-based IEP. Peruse this [online guide](#) which provides guidance for families and schools and that service chronically ill students.
2. Read the thoughts of a special education teacher who describes how she uses a person/family centered planning process to help her students access the core curriculum and achieve their IEP goals. (*access the document on our class Google drive*)
3. With your group discuss some ideas about how you can utilize the strengths of your student with disabilities to create person/family centered instruction and assessment to help the student access the core curriculum in your classroom.
4. List your ideas on a google doc and upload them to the Google Drive

Evidence of MM 1.4, 4.7 - Practice through Final Written Evaluation

QUESTIONS:

1. What's included on an IEP?
2. How are parents included in the development of an IEP?
3. What are annual educational goals?
4. What are accommodations and modifications?
5. What is a Free Appropriate Public Education (FAPE)?
6. What is a Transition Plan?
7. How can you utilize the strengths of your student with disabilities to create person/family centered instruction to help him/her access the core curriculum in your classroom.

Evidence of MM 5.4, 5.5, 6.3 - Introduce, Practice, and Assess and Evidence of UTPE 6.2 - Introduce, Practice, and Assess through Becoming An Antiracist Educator Asynchronous Module

2. Center an antiracist, equity lens into your work to dismantle racist school policies and ensure that the needs of your culturally and linguistically special education students are met in a fully inclusive classroom setting.

a. WATCH [this video](#) by educator Dena Simmons on engaging antiracist work in the classroom OR WATCH [this video](#) by school counselor Laura Fortson Williams.

As you watch, think about your antiracist educator goals.

***NO NEED TO WRITE/SUBMIT ANYTHING**

b. WATCH [this video](#) (13 minutes) by Dr. Andy Johnson from Arizona State University (Sept. 13, 2016) who talks about the disproportionate number of minority students enrolled in special education. ALSO, watch [this video](#) (9 minutes) featuring Frank Arella who talks about the inclusion classroom. FINALLY, watch [this video](#) (7 minutes) featuring Speech and Language Pathologist Sarah Wu (March 11, 2019) who talks about the distinctions between language difference and language disorder.

As you watch these videos, think about why teachers disproportionately refer culturally and linguistically diverse students for special education and what can be done about this form of systemic racism.

***SUBMIT YOUR ANSWER TO THE FOLLOWING QUESTION: Think about the reading you have done this week in the book *Antiracism & Universal Design for Learning*. As an antiracist educator what policies, pedagogies, and belief systems can you support to disrupt this form of systemic racism in special education? Give an example of one inclusion strategy you will use to address the needs of culturally and linguistically diverse special education students in your classroom.**

Module Completion Rubric					
You've already rated students with this rubric. Any major changes could affect their assessment results.					
Criteria	Ratings				Pts
Completion Rate Assignments within the module have been completed.	20 pts 4 - 100% complete	16 pts 3 - 90-99% complete	14.4 pts 2 - 70-89% complete	12 pts 1 - 50-69% complete	20 pts
Quality Quality of work completed within the module.	20 pts 4 - Detailed and thorough	16 pts 3 - Thorough	14.4 pts 2 - Fairly thorough	12 pts 1 - Disconnected/vague	20 pts
					Total Points: 40