



**Department of Education  
MATTC Program  
EDUC 231E External School Practicum I (Lecture) (2 units)  
Fall 2017**

*Professor:* Harold Jules Hoyle, Ph.D.      *Course Meeting:* Tuesdays & Thursdays, 1:00-4:00 pm  
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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, Preservice Pathway.)

### **Course Description**

EDUC 321E *External School Practicum I* This practicum course supports Catholic school credential candidates across each quarter of their placement. The course provides guidance in the assumption of full time teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple or single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. Required of all multiple and single subject candidates taking part in the ExCEL program.

### Course Objectives

This course will develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>		
		<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Engaging and supporting all students in learning using a variety of appropriate instructional strategies to promote academic, behavioral and social emotional achievement.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1.2,
2	Creating effective learning environments that promote inclusiveness.	2, 3	1, 2, 3, 5, 6	2.4, 2.6
3	Understanding and organizing academic, behavioral and social emotional subject matter in ways that enable all students to succeed.	1, 2, 3, 4, 5	1, 2, 3, 5	
4	Planning instruction and designing differentiated lessons for all students.	1, 2, 3	1, 2, 3, 4, 5, 6	4.5, 4.6
5	Assessing individual student learning to make data based decisions related to goals and interventions.	3	3	
6	Developing as a professional educator	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	6.1, 6.3, 6.4, 6.5, 6.6, 6.7
* <b>DG</b> =Department Goals; <b>PLG</b> =Program Learning Goal; <b>TPE</b> =Teaching Performance Expectation Standard				

### Required Texts

### Course Requirements/Assignments

Grades are based on a 500-point total. Distribution of points across assignments is as follows:

<b>Course Requirements/Assignments</b> <b>Professional Conduct (40% of grade)</b> <b>Other Assignments (60% of grade)</b>		<b>Points</b>	<b>TPEs Assessed</b>
1	Professional Conduct	60-20%	1.4, 2.1, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5
2	Ongoing formative assessment of your practice	90-30%	1.4, 2.1, 2.3
3	Signature Assignment A: Plan-Teach-Reflect-Apply Portfolio	150-50%	1.4, 2.3, 2.4, 2.5, 3.5, 3.6, 4.1, 4.2, 4.4

1. Visit the CTC website (<http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>) and download a copy of the full CSTP document. You will refer to this document frequently this year.
2. Short readings will be assigned throughout the year. These will be posted in pdf format on our course's Camino site. You must make sure that you are able to use your email address and to access the Camino learning management system. If you need assistance you can call the Help Desk at 408-554-5050.

#### Required Readings for single subject teachers

Go to the California Department of Education website (<http://www.cde.ca.gov/be/st/ss/>); download and have access to a copy of the California State Content Standards for (a) your academic content area; and (b) English Language Development.

#### Required Readings for multiple subject teachers

Go to the California Department of Education website (<http://www.cde.ca.gov/be/st/ss/>); download and have access to a copy of the California State Content Standards for the grade level you currently teach in the following content areas: English Language Arts, English Language Development, Health Education, History-Social Science, Mathematics, Physical Education, Science, Visual and Performing Arts.

#### Required Readings for all students

Boyle, G., 2010 Tattoos on the Heart Free Press: New York.

## Course Objectives/Expectations/Learning Outcomes

In this course you will:

1. Engage in collaborative professional conversations and lesson study sessions designed to extend your professional capabilities and strengthen your ability to provide all learners with equitable access to the curriculum. (DG 1-4; CSTP 1-6)
2. Learn, practice, and apply new knowledge and skills that will increase your instructional effectiveness and refine your teaching. (DG 1-4; CSTP 1-6)
3. Examine and participate in the plan-teach-reflect-apply cycle and document its contribution to your practice. (DG 1-4; CSTP 1-6)

## Course Requirements/Assignments

### **Professionalism**

(60 points, 20% of course grade. Linked to Course Objectives 1-3.)

The professionalism requirement includes the six dimensions described below.

1. Attendance. Attendance. Regular attendance at all class meetings is a requirement in this program. For each class session you miss, 10 percentage points will be deducted from your final grade for the course. Each of you will be granted one Emergency Release (ER). Your ER excuses you from one class session with half the grade penalty (loss of 5 percentage points instead of 10). 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.

2. Punctuality. Coming to class (and returning from breaks) on time and ready to learn is another course requirement. When you arrive, please sign in using the sheet provided. Your first lateness will be excused; your second lateness will cause 1 percentage point to be deducted from your final course grade; your third lateness will cause an additional 4 percentage points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at my discretion.

3. Communication. Email and our Camino website will be our primary means of communication outside of class. You must check your email and our course's Canvas site to ensure you maintain a connection with your peers.

4. Preparation. You are expected to prepare for each class session by doing all of the required readings, completing the assignments, and coming to class with all the necessary materials.

5. Participation. Expectations for participation include engaging actively in all discussions and activities; demonstrating a commitment to your own professional development; supporting the growth of the other teachers in your Professional Learning Community (PLC); and maintaining your commitment to maximizing the learning of the students you teach.

We take these professionalism requirements very seriously, and we expect you to take them seriously also.

### **Ongoing formative assessment of your practice**

(90 points, 30% of course grade. Linked to Course Objectives 1-3.)

You will spend the quarter improving your practice through participation in two different types of learning experiences: (1) Lesson Study with your PLCs and in-class activities linked to the knowledge and skills taught in the curriculum modules. Your participation in these learning experiences provides the instructor with the chance to see your work, to listen to your ideas, to consider your questions, and then to give you customized, detailed formative feedback. Your participation in these learning experiences is also an opportunity for you to learn from your classmates, every one of whom is becoming an experienced teacher.

You will receive a lot of feedback—from your instructor, and from members of your PLC—all of which is intended to help you strengthen your practice and improve your students' learning. The keys to success when receiving ongoing formative assessment of your practice are to remain engaged in the learning process, to demonstrate effort to integrate the feedback into your work, and to maintain an optimistic attitude about your own professional development.

1. Active engagement in lesson study in your Professional Learning Community (PLC).

Each of you belongs to a PLC facilitated by your SCU instructor. You and your PLC will spend a great deal of time doing Lesson Study: engaging collaboratively in the plan-teach-reflect-apply cycle with the intent of improving your practices and serving your students more effectively. Lesson study also establishes and reinforces professional norms of inquiry, innovation, and critical reflection that lead to continual professional improvement.

Engagement in the work of your PLC requires dedication to improving your own teaching and student learning outcomes; a commitment to supporting the efforts of the other members of your PLC; and a willingness to receive constructive feedback from the professionals in your PLC.

Engagement also involves doing your PLC homework each week. Because PLCs are focused on improving classroom practices, the homework typically will require that you bring copies of your lesson plans, examples of student work or assessment data, curricular materials, brief written reflections on your practice, etc. You must do your PLC homework—coming to PLC unprepared will jeopardize your learning opportunities and those of your peers.

Tentative PLC assignments and due dates are provided in the course schedule at the end of this syllabus. Adjustments to this schedule will be made as needed to maximize your learning.

## 2. Performance assessment during in-class learning activities.

In each class session, you will learn new knowledge and skills via lessons in our curriculum modules. After each lesson, you will engage in a learning activity—like a performance task, for example—that requires you to make connections between the content of the curriculum module and your experiences with your students. While you work on the activity and practice your new skills/apply your new knowledge, the coaches will circulate around the room to provide you with immediate formative feedback on your performance. This feedback is designed to help you hone and sharpen your understanding of the new content.

The first curriculum module for the summer-two quarter are listed in the course schedule. The remaining module for this quarter will be determined by the third class meeting.

## **Signature Assignment A: Plan-Teach-Reflect-Apply Portfolio**

(150 points, 50% of course grade. Linked to Course Objectives 1-3.)

The signature assignment requires you to document your engagement in the plan-teach-reflect-apply cycle for the lesson observed by your instructor. You will complete this signature assignment three times during this year: once each quarter. Signature assignments A, B, C stand alone as evidence of your capabilities at three transition points in the credential program; when assessed together, the signature assignments chart your growth and improvement over time.

The summer two quarter will provide you with clear and specific guidelines about what your portfolio must include, and with a checklist to assist you

in assembling your portfolio in accordance with the guidelines. These guidelines and tools will be discussed in detail in your PLCs.

As you know, it is my pleasure to support your progress toward becoming effective teachers. To help you reach that goal, I offer you the option of asking me to provide ungraded formative feedback on a preliminary draft your signature assignment. I reserve both the right to limit the number times a candidate may resubmit the signature assignment for formative feedback (even if that decision impacts the project grade) and the right to set a final date after which no revisions will be accepted.

Please note: I strongly encourage you to use the signature assignment rubric to self-asses your portfolio before submitting it for formative feedback. I also recommend that you ask your PLC peers to evaluate your work using the signature assignment rubric before submitting it for formative feedback. Of course, I also recommend that you evaluate your peers' work as well! Your careful pre-assessing allows me to focus my attention on the substance of your assignment and to be able to make recommendations for revision based on a thorough understanding of your engagement in the plan-teach-reflect-apply cycle.

### **Assessments & Grading Criteria**

1. All written and oral assignments must reflect graduate-level standards. Written assignments are to be submitted at Microsoft Word or Pages documents so that feedback can be written in tracked changes and returned to you via the Camino assignment portal. Please attend to this feedback.
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 200 points.

<b>A</b>	200-188	<b>C+</b>	168-164
<b>A-</b>	188-182	<b>C</b>	164-160
<b>B+</b>	182-178	<b>C-</b>	160-154
<b>B</b>	178-174	<b>D+</b>	154-150
<b>B-</b>	174-168	<b>D</b>	150-144

4. When assignments are done in groups all members of the group 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 and submitted online to the Camino assignment portal. No other submission of assignment format is acceptable. Extensions of due dates for extenuating circumstances for individual students will be considered if discussed with the instructor in advance of the due dates.

7. You are welcome to revise and resubmit an assignment for which you receive a grade lower than a B- (i.e., < 80%). Revised assignments must reflect revisions based on the instructor’s feedback to the original assignment and are to be submitted to the Camino portal for the assignment. Please discuss the assignment with the course instructor for any clarifications needed. **All resubmissions are due on August 31st, 2017.**

#### Assessment of Candidate Learning

- We will determine both your professionalism grade and your in-class activity grade by analyzing evidence of your in-class performance gathered by the coaches’ ongoing observation and documentation throughout the quarter. If we have reason to feel you are not meeting the expectations spelled out on the syllabus, we will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer our support in helping you reach those expectations. If we do not contact you with a concern, you can assume you are fully satisfying these course requirements. However, if you would like specific feedback on your professional conduct, you are welcome to contact any one of us and we will be glad to share our assessment with you.

- We have a suite of CSTP-driven tools that will be used throughout the year to assess your work and the work of your faculty coaches. The tools will be distributed and discussed in detail in class. The numerical ratings/evaluative categories on the CSTP assessment forms are aligned with the ratings/categories on the Diocese of San Jose’s Teacher Performance Appraisal.

The ratings on our CSTP instruments also correspond roughly to letter grades:

A rating of...	and an evaluation of...	indicates your performance...	and corresponds to letter grades in this range
4	Distinguished	Meets or exceeds all expectations	A
3	Proficient	Meets most expectations	B
2	Basic	Meets some expectations	C
1	Unsatisfactory	Meets few or no expectations	D or F
N.O.	Not Observed	Did not allow you to demonstrate this particular skill or practice	This is a neutral rating that indicates the assessor had no opportunity to observe your work in this area.

## Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review Camino. Reminders, tools, readings and assignment descriptions will be made available through this online course management system.

### Course Outline & Class Schedule

*\*Course Plan Subject to Change*

Course Meeting	Course Topics	Course Readings (Complete before class)	Course Assignments and TPE Alignment
Session 1 September 21	-Examine - Overview of Course -Dealing with Parents	<ul style="list-style-type: none"> <li>• Course Syllabus (See Camino – Course Materials Module)</li> </ul>	<b>Show up</b>
Session 2 October 5th	Professional Learning Community work	Camino	
Session 3 October 26th	Filed supervision and Crednetialing	Camino	
Session 4 November 9th	Emotional Management Yearly Goals	Camino	
Session 5 November 30th	Unit Planning	Camino	<b>Everything is due</b>

### Academic Integrity

#### Academic Integrity Pledge

*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.*

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use

according to the rules for citation in the 6<sup>th</sup> Edition of the Publication Manual of the American Psychological Association (APA, 2010). 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, 2016-2017).

### **Additional Information**

#### **Disabilities Resources**

*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.*

#### **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](tel:408-554-3043), [bguthrie@scu.edu](mailto: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/>