

Department of Education
MATTC
EDUC 250/275- Ethics, Diversity, Reflection: Introduction to TK-12 Teaching
(2 units)
Fall 2023

<i>Instructor:</i>	Harold Jules Hoyle, Ph.D.
<i>Office:</i>	233 Guadalupe Hall
<i>Office Hours:</i>	Daily before/after class; other times by Zoom appointment
<i>Phone:</i>	[REDACTED]
<i>Email:</i>	[REDACTED]
<i>Course Meeting:</i>	Monday –5-7pm
<i>Room:</i>	Guadalupe Hall TBD

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 5-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.

Course Objectives

This course will develop students’ knowledge or skills with...		<i>Standard/Goals Addressed</i>			
		<i>DG</i>	<i>PLG</i>	<i>TPE</i>	<i>MMSN TPE</i>
1	Be introduced to the 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 monitoring student progress toward learning goals that are guided by content standards and students IEP/Individual Transition Plan.	4, 6	4, 6	1.1, 2.2, 6.1, 6.2, 6.5, 6.6, 6.7	1.4
2	Examine your 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	6.2	4.7
3	Begin to develop an 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, 6.3, 6.5, 6.6	
4	Learn and practice the inquiry, thinking, and reflection skills that are the foundation for teachers’ ongoing personal and professional development throughout their careers.	4, 6	4, 6	6.1, 6.3, 6.4, 6.5, 6.6	

*DG=Department Goals; PLG=Program Learning Goal; TPE=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](#).
- [MATTC Program Credential Candidate Handbook](#)

Required Texts

- Aguilar, E. (2018). *Onward: Cultivating emotional resilience in educators*. John Wiley & Sons. [pp.178-181: Why It's Hard to Focus on the Bright Spots]
- Connecticut's Teacher Education and Mentoring (TEAM) Program. (2012). *Ethical and professional dilemmas for teachers: Understanding the code for professional responsibility*. Connecticut State Department of Education.
- Downey, J. A. (2008). Recommendations for fostering educational resilience in the classroom. *Preventing School Failure: Alternative Education for Children and Youth*, 53(1), 56-64.
- Dugan, J. (2021). Beware of the equity traps and tropes. *Phi Beta Kappan*, 78(6), 35-40.
- Ferguson, S. (2014). *Privilege 101: A quick and dirty guide*. Retrieve from: <http://everydayfeminism.com/2014/09/what-is-privilege/>
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum. [pp.87-93]
- Gorski, P. C. (2010). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, 402, 152-173.
- Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. New York: Routledge.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. [pp.17-29]
- Morrison, K. A., Robbins, H. H., & Rose, D. G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. *Equity & Excellence in Education*, 41(4), 433-452.
- National Education Association (NEA). (n.d.). *Code of ethics*. Retrieved from: <http://www.nea.org/home/30442.htm>
- Nieto, S. (2015). Still teaching in spite of it all. *Educational Leadership*, 72(6), 54-59.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2013). *Teaching to change the world* (3rd ed.). Boulder, CO: Paradigm Publishers. [pp.225-226, 238-250, 371-377]
- Pollock, M. (2017). *Schooltalk: Rethinking what we say about and to students every day*. The New Press. [pp.1-8, 11-15]
- Sadker, D. M., & Zittleman, K.R. (2016). *Teachers schools and society: A brief introduction to education*. New York: McGraw-Hill Higher Education. [pp.218-240]
- McKenzie, K. B., & Skrla, L. (2011). *Using equity audits in the classroom to reach and teach all students*. Thousand Oaks: Sage.

Teaching Council. (2012). *Code of Professional Conduct for teachers* (2nd ed.). Republic of Ireland: Ministry of Education.

Ukpokodu, O.N. (2016). *You can't teach us if you don't know us and care about us: Becoming an Ubuntu, responsive and responsible urban teacher*. New York: Peter Lang. [pp.113-128, 141-142]

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 at the beginning of class on the day they are due. Because of brief duration and high intensity of this course format, we cannot accept late work.

Course Organization

This course will be offered in-person, meaning that students are expected to attend class meetings in-person at Guadalupe Hall. However, if you have COVID, if you have developed any symptoms related to COVID, or if you know you have been exposed to COVID, you must reach out to the course instructor to make arrangements for making up the missed class.

Course content, instruction, and assessment have been into 10 modules. Please read each module carefully to understand what readings or videos are required, what central questions will be answered, and what assignments must be completed.

Grades are based on a 100-point total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments		Points	TPE	MMSN TPE
1	Class Attendance and Participation	26	1.1, 1.3, 1.5, 2.1, 2.2, 4.3, 6.1, 6.7	
2	Reflection on Social Justice Framework for Teaching	25	6.1, 6.2, 6.3, 6.4, 6.5, 6.6	1.4, 4.7
3	Asset Orientation & Teacher Identity (Signature Assignment)	25	1.4, 6.2, 6.5	1.4, 4.7
4	Quiz on School Law	24	1.1, 2.2, 6.1, 6.2, 6.3, 6.5, 6.7	

1. Attendance and Participation (25 points)

Being present and prompt for in-person class time, as well as participating in class, are 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 pre-session. Extenuating circumstances may result in the need for a class absence or tardiness. Each student will be granted one emergency absence for this course. To use

your excused absence, please notify the course instructors by email or phone BEFORE class. If there is an emergency and it is not possible to contact the course instructors prior to class, you are responsible for contacting them within 24 hours by email or phone to let them 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.

****More than two absence will preclude you from the learning expected for this course and will result in your automatic withdrawal from the course.****

Excessive tardiness for synchronous classes 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.

2. *Reflection on Social Justice Framework for Teaching (25 points) See Camino for Due Dates*

Think back to what we read and discussed in class around schooling, teaching and a social justice framework for teaching. What aspects of this framework do you hope to use in your teaching, and how do you expect to do this? What aspects of this framework seem particularly challenging for you, or which aspects do you push back against, and why? (1.5-2 pages)

3. *Quiz on School Law (24 points) See Camino for Due Dates*

In our final day for the course, students will learn about the various laws that govern how teachers work and students are treated in U.S. schools. At the end of class (and after having already taken a practice test), students will pair up to complete the quiz.

4. *Signature Assignment—Asset Orientation and Teacher Identity (25 points) See Camino for Due Dates*

For this assignment, you may meet with the course instructor individually (i.e., oral exam), create an 8-10 minute video, or write a 2-2.5 page paper answering the following questions:

- What is an asset orientation for teaching? What's an example of a teacher holding an asset orientation, and why is it so critical that teachers develop/ maintain one? What does an asset orientation look like when monitoring student progress through person/family centered strengths-based assessments? Please provide two examples of such assessments and how they are aligned with an asset orientation.
- What is a deficit orientation, and why would well-intentioned teachers have one? What are some deficit ideas that you (or we as a society) have been exposed to and that we might have to guard against when developing our asset-oriented identities?
- How might we support one another in developing a stronger asset orientation toward students and their families?

Teacher Identities Rubric

	Meets or Exceeds Expectations	Approaches Expectations	Does Not Address Expectations
Clarity of Expression	Students compose a paper, video, or presentation that is clear, well-organized throughout; and that is free of convention errors (5 pt.)	Students compose a paper, video, or presentation that is clear and organized in most parts. (3 pts.)	Students compose a paper, video, or presentation that lacks much clarity and/or organization, making the paper difficult to follow. (0 pts.)
Explaining Asset Orientation	Student clearly and thoroughly defines an asset orientation in teaching, gives a strong example of one, and provides a compelling rationale for the importance of maintaining such an orientation (5 pts.)	Student provides a clear explanation of an asset orientation, and either provides an example of it or makes a case for why it's important (3pt.)	Student demonstrates an emerging, incomplete understanding of an asset orientation in teaching (0 pts.)
Explaining Deficit Orientation	Student clearly and thoroughly explores the various facets defining a deficit orientation in teaching and explains 2-3 factors underlying it in teachers (5 pts.)	Student somewhat clearly explains a deficit orientation in teaching and points to one factor underlying it in teachers (3 pt.)	Student omits or inaccurately defines deficit orientation and does not explain its origins in teachers (0 pts.)
Deficit Landmines	Student accurately identifies at least 3 prominent deficit ideas of students and explains how he/she will guard against them (5 pts.)	Student identifies 1-2 deficit ideas of students and explains how he/she will guard against them (3 pt.)	Student omits deficit ideas about students in society; does not reflect on how he/she might guard against deficit ideas (0 pts.)
Developing Asset Orientation	Student offers multiple, clear suggestions for how teachers might collaboratively strengthen their individual asset orientations (5 pts.)	Student offers a clear suggestion for how teachers might strengthen their individual asset orientation (3 pt.)	Student vaguely circles a suggestion for strengthening one's asset orientation (0 pts.)

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 300 points.

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.

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

**Course Plan Subject to Change*

Module 1–2: The Purpose of Schools

Central Question/s: What are the aims of public schooling systems? How do these aims/goals align with what I believe schooling is for? Who am I and why do I want to be a teacher?	
Readings	Instruction
Oakes et al, (2018). Ch. 2 History & Culture: How Expanding Expectations and Powerful Ideologies Shape Schooling in the U.S. [pp.37-55]	<p><i>Before Class:</i> Complete course survey. Closely read assigned text. Be able to answer the following questions: Who am I and why do I want to be a teacher? What are the aims of public schooling systems? How do my personal reasons for teaching align with the aims of public and private schooling systems? What are the main events in U.S. history that have shaped the schooling systems in this country? Be prepared to share your reflections.</p> <p><i>During Class:</i> Aims of this course, assignments/rubrics and setting norms. History of Schooling: Partner discussions. Reflective writing. Introduction to Respect for Diversity Agreement.</p>

	<u>Exit Ticket (1 point):</u> Write a one-page (or less) reflection on what it means to be a school teacher.
No Assignment Due	

Module 3-4: Social Justice Framework for Teaching

Central Question/s: What does it mean to teach from a social justice framework? How does this fit with our identities?	
Readings	Instruction
<p><u>ALL READ:</u> Freire (1970) [pp.87-93] Social Justice Standards from Learning for Justice</p> <p><u>EXPLORE ONE</u> (assigned by instructor):</p> <p>Dr. Ladson-Billings (2021) webinar: “I want to hold our feet to the fire around justice” (view) AND EdWeek Author Interview w/ Django Paris & H. Samy Alim: Culturally Relevant Sustaining Pedagogies (2017)</p> <p>Dr. Bettina L. Love (2019) webinar: Discussion of “We Want to Do More Than Survive”</p> <p>Dr. Gholdy Muhammad, Episode 151 from The Cult of Pedagogy Podcast: Historically Responsive Literacy: An Equity-Centered Approach to Curriculum</p> <p>Dr. María del Carmen Salazar (2021) webinar: My first-grade teacher stole my</p>	<p><u>Before Class:</u> Closely read the Freire text (pages 87-93) and Social Justice Standards from Learning For Justice and add two annotations (comments, ahas! Or Questions) using the Hypothes.is tool. If you need help using the Hypothes.is tool, please see this guide.</p> <p>Consider these questions: What makes good teaching to Freire? What does your assigned author say about good or equitable teaching? What is equity?</p> <p><u>During Class:</u> Introduction to Freire’s conception of critical education. Carousel jigsaw on assigned readings. Presentations on social justice teaching principles. Discussion of overlaps between social justice teaching and personal goals for teaching. Introduction to dispositions of social justice stance and culturally relevant teaching.</p> <p><u>After Class:</u> Complete your Reflection on Social Justice Framework for Teaching assignment.</p>

[humanity: Enacting a humanizing pedagogy in K-12 & Higher Ed](#)

Assignment: Reflection on Social Justice Framework for Teaching:

From the four dispositions we discussed, along with our readings and classroom discussions, what does it mean to teach from a social justice framework? How do you aspire to enact this approach to teaching in your own classroom (i.e., which parts of this framework are most in reach right now for your teaching)? In 2 pages double-spaced (or 2-3 minutes of video), please compose a teaching philosophy statement addressing both questions above.

Submission: Email assignment to instructor(s) at ... by Wednesday, June 16, at 1pm.

Module 5-6: Asset Orientation toward Students and Families

Central Question/s: How can we work with students and families from an asset orientation? How can we work with each other from an asset orientation?

Readings	Instruction
<p>Pollock (2017 [Asset Orientation]) McKenzie & Skrla (2010)</p> <hr/> <p>Optional: Podcast: Developing an Asset Orientation with Lani Horn Aguilar (2019) Valencia (1997) Gorski (2010) Cases on Equity:</p> <ul style="list-style-type: none"> ● High Expectations or Unrealistic Goals? ● Not Time for Stories ● Parent Involvement 	<p><i>Before Class:</i> Closely read assigned text. Be prepared to answer this question: What are the differences between asset orientation and deficit orientation toward students and families?</p> <p><i>During Class:</i> Jamboard on experiences of asset and deficit-based interactions. Introduction to asset orientation/ deficit orientation. Origins of deficit orientations and strategies for how to avoid them Identification of asset- and deficit-oriented statements Case studies in asset/ deficit notions of students. Reflective writing toward assignment 3. Introduction to disposition of asset orientation.</p> <p><i>After Class:</i> Work on Asset Orientation & Teacher Identity Assignment (below)</p>
<p>Assignment: Asset Orientation & Teacher Identity: For this assignment, you may meet with the course instructor individually (i.e., in an oral exam), create an 8-10 minute video, or write a 2-2.5 page paper answering the following questions:</p> <ul style="list-style-type: none"> ● What is an asset orientation for teaching? What’s an example of a teacher holding an asset orientation, and why is it so critical that teachers develop/ maintain one? What does an asset orientation look like when monitoring student progress through person/family centered strengths-based assessments? Please provide two examples of such assessments and how they are aligned with an asset orientation. ● What is a deficit orientation, and why would well-intentioned teachers have one? What are some deficit ideas that you (or we as a society) have been exposed to and that we might have to guard against when developing our asset-oriented identities? 	

- How might we support one another in developing a stronger asset orientation toward students and their families?

Submission: Email assignment to instructor(s) at ... by Friday, June 17, at 1pm.

Module 7-8: Legal Foundations of Teaching

Central Question/s: How do U.S. education laws impact our work as school teachers?

Readings	Instruction
Sadker & Zittleman (2016) CA State Standards Practice quiz on education law	<i>Before Class:</i> Closely read assigned texts. Read assigned cases from Sadker & Zettleman (2016). Take practice quiz on education law. <i>During Class:</i> Group presentations on education law. Review answers to practice quiz. Take actual quiz on education law.
Assignment #2 Asset Orientation & Teacher Identity Due Today (with option to submit Friday instead)	
Test on Education Law (Completed in class)	

Module 9-10: Ethics of Social Justice Teaching

Central Question/s: As asset-oriented teachers practicing social justice teaching, how do we approach the ethical challenges of our work?

Readings	Instruction
Teaching Council (2012) NEA (n.d.) NCEA (1999) Read the <i>California Code of Ethics of the Education Profession</i> Optional Youtube videos: https://www.youtube.com/watch?v=WwuullSNQUo https://www.youtube.com/watch?v=U1G1ad1jP_g	<i>Before Class:</i> Closely read assigned text. Be prepared to answer this question: What are the key principals of professional ethics for teachers? <i>During Class:</i> Discussion of videos depicting ethical issues. Introduction to professional ethics of teaching. Group task around areas of overlap among the three ethics frameworks. Case studies from Connecticut's TEAM Program (2012). Introduction to dispositions around reflection and career-long learning. <i>After Class:</i> No assignment.
No assignments due.	