

Supervision Induction Plan Evaluation Section 03

EDSE 105

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/21/2023

Contact Information

Instructor: Joseph "Jay" Totter
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Office Hours: By Appointment

Class Days/Time:	Aug 21 - In Person (P) Aug 28 - Zoom Sept 18 - P Oct 2 - Zoom Oct 16 - P Oct 30 - Zoom Nov 13 - P Nov 27 - Zoom Dec 11 - P		
Prerequisites:	Acceptance into Intern Program, Valid Intern Credential		

Course Description and Requisites

Supervised observation, support and feedback for new special education teachers and evaluation of the induction plan.

Prerequisite(s): Department consent.

CR/NC/I Undergraduate

* Classroom Protocols

Course Format

This course will be held using a hybrid format. Some sessions will be on campus and some sessions will be held virtually. See course schedule for more information about the specific dates for the class.

Course Description

Supervised observation, support and feedback for new special education teachers and evaluation of the induction plan.

Classroom Protocol

Students are expected to arrive on time and stay for the entire class session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can distract their learning and the learning of others during Zoom class time.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Plan and implement effective instruction for students with disabilities
2. Critically reflect on their teaching and identify goals for continued growth and improvement

Course Materials

Textbook

There are no required textbooks for this course

Course Requirements and Assignments

In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

1. Attend all seminars

2. Intern Development Plan

Each Intern Candidate will develop a growth plan for the semester targeting three key goals they would like to work on over the course of the semester. The candidate and the supervisor will revisit the growth and development plan periodically throughout the semester. The growth plan is signed at the beginning and end of the semester.

3. Weekly Teaching Reflections

Candidates will submit teaching reflections each week following the template found in CANVAS. Teaching reflections are one-page in length.

4. Three Lesson plans with observation from university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded.

Candidates will submit three lesson plans following the template provided in CANVAS for each of the three formal observations from the university supervisor. (At least one formal observation should be conducted with the mentor teacher.) **Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur.** Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together. **Candidates will share a 3-minute video clip of two of their lessons in seminar over the course of the semester.**

5. Final Summary of Teaching Assignment

Write a 3-page summary of the entire semester that relates to your work as an Education Specialist. Include your successes, new activities learned, and the challenges you faced.

6. Fieldwork Final Evaluation (completed by Principal and university supervisor)

Candidates must receive a satisfactory end of fieldwork evaluation from the principal and university supervisor. See CANVAS for the fieldwork evaluation.

7. Disposition Evaluations

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor.

8. Support Hours Logs

All interns are required to track and submit the hours of support required by CTC: 72 hours of general support related to instructing students on their caseload and 22.5 hours of support related to teaching English learners. Support logs must include the date of the support activity, a short description of the support activity, the amount of time spent in the activity, and a running total of hours. Hours must be delineated by type: General Support or Support for English Learners. Activities must be designated for one type of support or the other but cannot count as both.

✓ Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments and must have a satisfactory fieldwork evaluation and disposition evaluation to receive credit for this course

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Aug 21	On Campus	<ul style="list-style-type: none">● Course Introduction● Class Expectations● Review of Assignments	<ul style="list-style-type: none">● Reflection 1● Attendance Log & Intern Support Hours

2	Aug 28	Zoom	<ul style="list-style-type: none"> ● Building a Welcoming Classroom Environment ● Engaging all Learners / Student Strengths and Interests ● Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices 	<ul style="list-style-type: none"> ● Reflection 2 ● Attendance Log & Intern Support Hours
3	Sept 18	On Campus	<ul style="list-style-type: none"> ● Lesson Planning ● Using Instructional Technology 	<ul style="list-style-type: none"> ● Reflection 3 ● Attendance Log & Intern Support Hours
4	Oct 2	Zoom	<ul style="list-style-type: none"> ● Addressing IEP goals in instruction ● Supporting Assistive Technology Use ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 4 ● Attendance Log & Intern Support Hours
5	Oct 16	On Campus	<ul style="list-style-type: none"> ● Supporting Multilingual learners in instruction ● Lesson sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 5 ● Attendance Log & Intern Support Hours ●
6	Oct 30	Zoom	<ul style="list-style-type: none"> ● Formative and Summative Assessment ● Continuous data collection for IEP tracking ● Lesson sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 6 ● Attendance Log & Intern Support Hours
7	Nov 13	On Campus	<ul style="list-style-type: none"> ● UDL Refresher ● Lesson sharing Presentations 	<ul style="list-style-type: none"> ● Analysis of Teaching 2 ● Attendance Log & Intern Support Hours
8	Nov 27	Zoom	<ul style="list-style-type: none"> ● Trauma Informed Teaching practices to support all learners ● Lesson sharing Presentations 	<ul style="list-style-type: none"> ● Attendance Log & Intern Support Hours

9	Dec 11	On Campus	Celebrate the end of the Semester	Fieldwork Evaluation due Disposition Evaluation due
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Course Schedule Subject to Change with Due Notice

Please check CANVAS and SJSU email regularly to stay up to date on course information.