San José State University  
Department of Special Education  
EDSE 105, Supervision and Induction Plan Evaluation, Section 02, Fall, 2020  

Instructor(s): Vickey Perkins, MA ECSE & Dr. Lisa Simpson  
Telephone: 408-858-4482  
Email: Vickey.collins@sjsu.edu  
Office Hours: By appointment (call, text or e-mail above phone number)  

Class Days/Time:  
<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>8/20/20</td>
<td>7:00 – 9:45 pm</td>
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<tr>
<td>2</td>
<td>9/17/20</td>
<td>7:00 – 9:45 pm</td>
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<tr>
<td>3</td>
<td>10/15/20</td>
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<td>4</td>
<td>11/19/20</td>
<td>7:00 – 9:45 pm</td>
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<td>5</td>
<td>12/10/20</td>
<td>7:00 – 9:45 pm</td>
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Zoom link for class meeting with Dr. Simpson from 7:00 pm – 8:00 pm: sjsu.zoom.us/j/6122512311 (ID: 6122512311)  
Zoom link for class meeting with Vickey from 8:05 pm - 9:45 pm: https://sjsu.zoom.us/j/9468884320?pwd=eXV5VHZQVkdNM2VvMXplQmdpbUpndz09

Course Description: This course follows a seminar format and meets five times a semester. Each course session will be divided with half of the time for delivery of content pertinent to all Interns in a whole group format and half of the time for Intern candidates to meet with their University Supervisor in a small group format. Students must be enrolled in the Collaborative Intern Program to take this course.

Knowledge Base  
This course is designed for Education Specialist candidates holding Intern Credentials who have been hired by a school district, non-public school, or county office of education to teach students with disabilities. EDSE 105 is taken in the first two semesters in the Intern Program, and is part of the Collaborative Intern Program for the Preliminary Education Specialists Instruction in Mild to Moderate Disabilities, Moderate to Severe Disabilities and Early Childhood Special Education. This course is designed to address the California Commission on Teacher Credentialing requirement that new teachers or Interns be provided university support while in the teacher preparation program. Each Intern holds an “on-the-job-training” teacher position that requires coursework in the area in which they are teaching and support from a University Supervisor and from a district/school appointed Support Provider. Research from studies by Billingsley, Boe, the New Teacher Project and the Department of Education provide evidence that teacher support in the first years on the job is correlated with teacher retention.  

This course consists of the following:  
• Support, observations and feedback from a university supervisor
• Self-Assessment
• Induction Plan development and evaluation
• Journal Assignment
• Final Summary of your teaching (summative reflection)

The focus of EDSE 105 is to provide assistance to the new Intern about how to develop an educational program that includes instructional strategies and lesson planning, writing IEPs and participation in the IEP meeting, and arranging the classroom. The University Supervisor observes the Intern during the teaching of lessons over the course of the semester. The University Supervisor and Intern meet to discuss feedback from the observations and identify any support that the Intern may need.

California Commission on Teacher Credentialing (CCTC) Program Standards
In compliance with the California Teacher Credentialing Commission’s Program Standards for the Education Specialist Instruction Credential Program, students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards:

Program Standard 5: Assessment of Students
The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

Program Standard 13: Curriculum and Instruction of Students with Disabilities
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.
Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

Required Texts/Materials: None

Recommended Journals
Infants and Young Children
Journal of Speech & Hearing Disorders
Teaching Exceptional Young Children
Journal of the Early Intervention (DEC)
Exceptional Children
The Special Edge

Recommended Websites
http://www.cec.sped.org The Council of Exceptional Children, Division of DEC
Course Requirements and Assignments

EDSE 105 Seminars [CLO 1-5, PS 5, 13]
Seminars are held five times a semester via zoom. Intern candidates must attend and participate in all seminars. Seminars are divided such that half of the time is spent in sharing of relevant content in a whole group format and half of the time is spent reflecting in small groups with University supervisor. Intern candidates must attend both parts of the seminar.

Seminars will not be recorded. Written permission must be obtained in advance if a student wishes to record a zoom session. If permission is granted, the content of this session cannot be shared with anyone who is not enrolled in the class. Recordings are protected by the instructor’s copyright. Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12---7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Students needing accommodations or assistive technology should contact the Accessible Education Center (AEC) as well as notify the instructor.

Classroom Protocols:
1. Log on to class on time with assignments thoughtfully completed.
2. Keep your camera on but mute yourself when you are not speaking.
3. Actively participate in class discussions, facilitate group discussions and ask clarifying questions, stay focused and on-task
4. Limit distractions and “Multi-tasking” in class, i.e. all cellphones should be on vibrate, no side bar conversations with those in your home, checking emails, etc. While class is in session, avoid reading any material unrelated to class, in hard copy or on a laptop.
5. Laptop/Desktop/Tablet with a camera and build in microphone are required for each session, as is reliable Wi-Fi. SJSU has a free equipment loan program for students.
6. Virtual backgrounds can be used but must be appropriate and free from content that is objectively offensive or demeaning.
7. Course materials will be accessible in CANVAS. It is the student’s responsibility to access this information.

Intern Candidate Self-Assessment [CLO 1]
Each Intern candidate will complete a Self-Assessment that will assist the Support Provider and the SJSU supervisor with information about the support needed by the Intern. This Self-Assessment asks the Intern to identify the areas of greatest concern in the new job, his/her teaching strengths, and his/her greatest challenges. The Intern candidate expresses the type of support that will be the most helpful from the Support Provider and the SJSU advisor. The completed Self-Assessment is given to the SJSU supervisor during EDSE 105, which is taken in the first semester of the Intern program.
**Induction Plan [CLO 2, PS 5, 13]**
Each Intern must complete an Induction Plan with input from the SJSU Supervisor, and the District Support Provider. Three goals are developed in the Induction Plan that address the areas of concern and the challenges, and are the focus of the first year in the Intern Program. Predictions of activities for meeting the goals are indicated in the plan, and the three individuals sign the plan. A copy of the plan is put into the Department of Special Education file (in room 204 of Sweeney hall), and a copy is attached to the Final Summary at the end of the semester.

**Journal Assignment [CLO 3]**
At the end of each week (or by midnight on Saturday night), each Intern candidate must submit a Journal page to their University Supervisor on CANVAS. Guidelines for the journal entry are attached to this syllabus. Candidates should summarize the week in your classroom or on the job, summarize progress towards the goals on the Induction Plan and present the most pressing challenges of the week.

**University Supervisor Meetings [CLO 1-5, PS 5, 13]**
Each Intern candidate will be assigned a University Supervisor who will visit you in your class/school over the semester. Each Intern candidate is required to meet with the Supervisor to discuss feedback about their teaching and their performance on the job, as well as to ask questions related to their work. The University Supervisor will provide written feedback to the candidate at the end of the visit. If the University Supervisor has concerns, an “Improvement Plan” will be developed for the Intern to make necessary changes and improve their performance. Any improvement plan shall be written by at least mid-semester and will include the nature of the problem and the objectives and activities to address the problem including criteria for satisfactory completion of the improvement plan.

It will be your responsibility to get your supervisor access to your district/ program videoconferencing platform. If you are having difficulty getting your supervisor permission to be added to the district/program videoconferencing platform, let your supervisor know immediately so we can support you with this request. If this videoconferencing platform is not available to the supervisor, then lessons will need to be videotaped and shared with supervisor in order to observe and evaluate your teaching performance. Permission forms would need to be obtained from parents of children in the video.

**Teaching Evaluation**
The University Supervisor will evaluate the Intern Candidate’s performance using the Directed Teaching Evaluation with 50% of the total ratings needed by the end of the semester to receive credit for the course.

**Final Summary of Teaching Assignment (Summative Reflection) [CLO 1-5, PS 5, 13]**
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. Intern candidates will present their summary during the last seminar, and turn in this assignment on or before that date.

**Grading Information**
EDSE 105 is a Credit/No Credit class. Credit for EDSE 105 will be earned if all of the requirements above have been completed satisfactorily.
University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation
Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

Accommodation to Students’ Religious Holidays
University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.
Consent for Recording of Class and Public Sharing of Instructor Material

**University Policy S12-7**, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The **University Academic Integrity Policy F15-7** requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](http://www.sjsu.edu/student-conduct-and-ethical-development) website for more information.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. **Presidential Directive 97-03** requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/accessible-education-center) (AEC) to establish a record of their disability.

Student Technology Resources

Computer labs and other resources for student use are available in

- [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/ascsc/) on the 2nd floor of the Student Union
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studyroom/computers-king-library)
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling

Course Schedule

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<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 20</td>
<td><strong>Seminar Topic:</strong> Introduction, Review of Syllabus, Self-Assessment, Induction Plan, Support and Supervision Record Form</td>
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<tr>
<td>2</td>
<td>Sept. 17</td>
<td><strong>Seminar Topic:</strong> Student and Family Engagement</td>
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<tr>
<td>3</td>
<td>Oct. 15</td>
<td><strong>Seminar Topic:</strong> Working with Paraprofessionals, Team collaboration, Reflective Practice</td>
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<td>4</td>
<td>Nov. 19</td>
<td><strong>Seminar Topic:</strong> TBD</td>
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<td>5</td>
<td>Dec. 10</td>
<td><strong>Seminar Topic:</strong> Presentation of Summative Reflection</td>
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Intern Candidate’s Self-Assessment

Name: ____________________________ Date: ____________________________

School District: ________________________________________________________

Semester you began Intern Program: ________________________________

University Supervisor: ____________________________ District Support Provider: __________________

Instructions:
To better help us guide you in your professional development, please take time to reflect on and respond to the following queries. This document will become part of your portfolio. If there is not enough space here, please use the back of this page for extensive answers or comments.

I. Please describe your teaching experiences prior to and during your intern teaching.

II. What are your greatest concerns about teaching and developing your classroom?

III. What do you feel will be your teaching strengths?

IV. What do you feel will be your greatest challenge in your role as an Intern teacher?

V. What type of support would you like to get from your support provider and university supervisor?

Signatures:

Intern: __________________________________________ Date: __________________________

University Supervisor: _____________________________________ Date: ________________

Support Provider Date: ____________________________ Date: __________________________
Please reflect about this week at school by completing the following tables. Send the journal page(s) as an email attachment to your University Supervisor each week. Please use a 12 font.

<table>
<thead>
<tr>
<th>Summary of the Week</th>
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<tr>
<td>Week of:</td>
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<td>Number:</td>
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<tr>
<th>Induction Plan Goals: (This should relate to your greatest concerns and challenges section from the Self-Assessment.)</th>
<th>Summary of Progress Toward Goals:</th>
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<th>Most Pressing Challenges This Week:</th>
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If there are concerns about the Intern’s teaching, dispositions, connections with students, communication with others in the school setting or parents, or with professional conduct, the University Supervisor will hold a discussion with the candidate about feedback and recommendations. If changes are not observed by mid semester, an Improvement Plan will be developed that will outline the problem, objectives and/or activities to make improvements, the person responsible, criteria to meet the objective (what will positive changes look like?), and the deadline. The Candidate, Support Provider and the SJSU Supervisor signs the plan when it is developed and again on the due date indicating whether the plan has or has not been met. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course.

**Improvement Plan**

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<tr>
<th>Intern Candidate</th>
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**University Supervisor**

____________________________________________________________________

**Nature of the Problem:**

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

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<tr>
<th>Objectives/Activities to Make Improvements</th>
<th>Person Responsible</th>
<th>Criteria to meet objective</th>
<th>Deadline</th>
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[Use the back of this form or another page, if the space provided is not sufficient to describe the challenges and the expectations.]

The objectives and deadlines outlined in this plan must be met by: __________________________ (date).

We understand that this plan is proposed because there are behaviors/practices/dispositions that might result in ineffective learning opportunities for the students this candidate is scheduled to teach.

**Signatures:**

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<tr>
<th>Intern Candidate</th>
<th>Support Provider</th>
<th>University Supervisor</th>
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The objectives in this plan have been/have not been met. Date: __________________________

Intern Candidate: ________________________________

Support Provider: ________________________________

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