San Jose State University
Department of Special Education
EDSE 105 Section 04 Syllabi
Supervision and Induction Plan Evaluation

Fall 2020

Instructor: Dr. Laurene Beto
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Office Hours: Email for an appointment

Class Days/Time:
- Seminar 1: August 20th 7:00 pm- 9:45 pm
- Seminar 2: September 17th 7:00 pm- 9:45 pm
- Seminar 3: October 15th 7:00 pm- 9:45 pm
- Seminar 4: November 19th 7:00 pm- 9:45 pm
- Seminar 5: December 10th 7:00 pm- 9:45 pm

Prerequisites: All credential courses must be completed; This directed teaching class must be taken in the last semester of the credential program, and can be taken with another class.

COLLEGE OF EDUCATION MISSION STATEMENT
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Course Description
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 provided evidence that teacher support in the first years on the job is correlated for some groups with teacher retention in the job.

**Zoom Meetings**

ALL ZOOM Meetings with your fieldwork supervisor will be held at https://sjsu.zoom.us/j/7076547597

One to one meetings with candidates and fieldwork supervisor will be held about every other week on Zoom. This class also includes observations of your teaching. Observations will be done one of two ways, either the instructor will be a silent participant in your online lesson with your students, or you will video record a lesson for the fieldwork supervisor to review.

It will be your responsibility to get your fieldwork supervisor access to your district/program Zoom platform or alternative platform. If you are having difficulty getting your supervisor permission to be added to the district/program Zoom platform, let your supervisor know immediately so we can support you with this request.

If this Zoom 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.

**Zoom Protocols**

If you are participating in a seminar, make sure to mute your microphone unless speaking. It will be expected that you use the video option for viewing to best simulate the learning environment and promote collegiality and collaboration.

- Dress as you would for class
- Connect using your laptop, not your phone
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Practice speaking to the camera and not the screen. Control video and audio quality
- Adjust your lighting
- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning
- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking. Give others time to unmute. Typically you will unmute in small group. Make sure to mute again when brought back to the larger group. Your instructor may unmute the whole group depending on the context for instruction
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use Zoom’s chat function as appropriate and applicable. The following includes information on how to use this function. [https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat](https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat)

### Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

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.

### Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free **equipment loan** program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See **Learn Anywhere** website for current Wi-Fi options on campus.
Technical difficulties

Internet connection issues:
Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties:
Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas:
Technical Support for Canvas:
Email: ecampus@sjsu.edu
Phone: (408) 924-2337
https://www.sjsu.edu/ecampus/support/

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

California Commission on Teacher Credentialing (CCTC) 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.

**Description of Course**

This course is designed for Interns and who have just been hired by a school district, non-public school or county offices of education to teach students with disabilities. EDSE 105 is taken in the first semester 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 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

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 teaching over the semester and they meet to discuss feedback from the observations and any support that the Intern needs.

**Pre-Requisites**

1. Employment as an Intern teacher of students (k-graduation) with mild to moderate, moderate to severe, young children with disabilities. Intern Credential in Mild to Moderate Disabilities, Moderate to Severe Disabilities or Early Childhood Special Education (or an affidavit indicating that you have applied for the credential)
2. Enrollment in the Collaborative Intern Program

**Course Requirements**

**EDSE 105 Seminars**

Seminars are held on campus in the beginning, in the middle and at the end of the course. Guidelines for the course, the weekly Journal assignment, and the development of an Induction Plan are reviewed in the first session, a discussion and “check-in” about how the first year is progressing takes place in the second seminar, and Interns present their Final Summary of the semester in the last seminar.

**Intern Candidate’s Self-Assessment**

The Intern completes 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 the greatest challenges. The Intern 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**

In EDSE 105, the Intern completes a Self-Assessment, identifying the areas of concern about this new job. He/she develops the Induction Plan with input from the SJSU Supervisor, and the 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. **Return the completed Induction Plan to Canvas by October ( make a copy for yourself).**

**Journal Assignment**

At the end of each week (or by midnight on Saturday night), submit a Journal page to Canvas for your University Supervisor. Guidelines for the journal entry are attached to this syllabus. You will 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 this week.

**Final Summary of your Teaching Assignment**

Write a 2-3 page summary of the whole semester that relates to your work as an Education Specialist. Include your successes, new activities learned, and the challenges. Attach a paper copy of each Journal Entry with the Final Summary. Present the summary in a small group in the last seminar, and turn in to Canvas on by December 10, 2020.

**University Supervisor Meetings**

You will be assigned a University Supervisor who will visit your online lessons or review videotaped lessons over the semester. Meet with the Supervisor on ZOOM to discuss feedback about your teaching and the job and to ask questions related to your work. The University Supervisor will provide written feedback to you at the end of the visit. If he/she has concerns, an “Improvement Plan” will be developed by at least mid-semester that will include the nature of the problem and the objectives and activities with criteria for the Intern to make the necessary changes.

**Teaching Evaluation**
The University Supervisor will evaluate your performance on the Directed Teaching Evaluation and 50% (34 pts/68 pts) of the total ratings is needed to receive Credit by the end of the semester.

**Accommodations**

If you need course adaptations or accommodations because of a disability, or if you need 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 register with AEC to establish a record of their disability.

**Academic Integrity**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://sa.sjsu.edu/judicial_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

**Requirements and Assignments**

You will receive Credit (CR) in EDSE 105 if you complete the following:

1. **Participate** in the five EDSE 105 seminars, 1x/mo., Thursdays 7-9:45
2. Completion of the **Intern Self-Assessment – First semester of 105**
3. Development of **Induction Plan (due October th to Department of Special Education office) – Each Semester**
4. **Journal Assignment each week**
5. **Final Summary** and presentation in the last seminar
6. **Meet** with the University Supervisor on zoom and during online lesson observations or video-taped lessons (6 times). If an Improvement Plan is written, meet the objectives (complete the activities) by the deadlines.
7. At least 34 points out of 68 on final **Directed Teaching Evaluation**.

**Grading Procedure**

EDSE 105 is a Credit/No Credit class. Credit for EDSE 105 will be earned if the requirements above have been completed satisfactorily.
Intern Candidate’s Self-Assessment

Instructions for students:
Students, in anticipation of entrance into the Internship Program, and to better help us guide you in your professional development, please take time to reflect on 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. Teaching experiences. Includes any previous experiences.

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?

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

EDSE 105; Supervision and Induction Plan Evaluation; Fall 2020 PH
EDSE 105: Journal Guidelines

Please reflect about this week at school by completing the following tables. Send the journal page(s) as an attachment each week to your Supervisor. Please use a 10 font.

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<th>Week of:</th>
<th>Summary of the Week</th>
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**Induction Plan Goal:** (this should relate to your greatest concerns and challenges section from the Self-Assessment)

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**Most Pressing Challenges this Week:**
Improvement Plan

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, Master Teacher and/or Support Provider and the SJSU Supervisor signs the plan when it is developed. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course.
Improvement Plan

Course: ______________________

Candidate _______________ Semester _____________ Date ________________

Intern ______________________ University Supervisor __________________________

Nature of the Problem:

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<th>Objectives/Activities</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 learn opportunities for the students this candidate is scheduled to teach.

_________________________  ___________________________  ___________________________
Candidate   Master Teacher/Mentor/Support Provider   University Supervisor

The objectives in this plan have been/have not been met. Date: __________

_________________________  ___________________________  ___________________________
Candidate   Master Teacher/Mentor/Support Provider   University Supervisor