San Jose State University  
Department of Special Education  
EDSE 105 Directed Teaching – Spring 2021 Semester

Instructor: Joseph "Jay" Totter, PhD  
Office Location: 204 Sweeney Hall  
Telephone: (408) 772-4777  
Email: Joseph.Totter@sjau.edu  
Office Hours: Email for a telephone appointment  
Class Days/Time: All seminars will be held using a ZOOM format and are required for all students. A make-up assignment will be required should you not be able to attend a specific seminar. It is the student’s responsibility to notify either Dr. Simpson or Dr. Totter in advance should you not be able to attend a specific seminar.  
Seminar 1:  01/28/21 @ 07:00 pm-08:00 pm ZOOM w/Simpson @ 08:00 pm-09:00 pm ZOOM w/Totter  
Seminar 2:  02/25/21 @ 07:00 pm-08:00 pm ZOOM w/Simpson @ 08:00 pm-09:00 pm ZOOM w/Totter  
Seminar 3:  03/18/21 @ 07:00 pm-08:00 pm ZOOM w/Simpson @ 08:00 pm-09:00 pm ZOOM w/Totter  
Seminar 4:  04/15/21 @ 07:00 pm-08:00 pm ZOOM w/Simpson @ 08:00 pm-09:00 pm ZOOM w/Totter  
Seminar 5:  05/13/21 @ 07:00 pm-08:00 pm ZOOM w/Simpson @ 08:00 pm-09:00 pm ZOOM w/Totter  
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.
Knowledge Base
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.

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

All EDSE 105 assignments and required documents will be entered directly into the SJSU Canvas by the student. The student should check the SJUSD Canvas on a weekly basis to ensure that all assignments and required documents are submitted in a timely manner and by the due date published in the SJSU Canvas.

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 the Department office (SH 204) by October 6th at 5pm (be sure to make a copy for yourself).**

**Journal Assignment**

At the end of each week (or by midnight on Saturday night), submit a Journal page to your University Supervisor that is attached to an email. 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 this assignment on that date.

**University Supervisor Meetings**

You will be assigned a University Supervisor who will observe you conducting distance learning lessons during the semester. Each distance learning lesson observation will be followed by a tele-conference to provide feedback and make recommendations for any changes if needed. You will be provided with written feedback for your records. If the University Supervisor 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.

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

The University Supervisor will evaluate your performance on the Directed Teaching Evaluation and 50% 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 DRC 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://ssjissu.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 three EDSE 105 seminars
2. Completion of the Intern Self-Assessment
3. Development of Induction Plan (due October 6th to Department of Special Education office)
4. Journal Assignment
5. Final Summary and presentation in the last seminar
6. Meet with the University Supervisor during the 4-8 visits. If an Improvement Plan is written, meet the objectives (complete the activities) by the deadlines.
7. At least 30 points out of 60 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.

Additional Requirements Related to Distance Learning

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 your 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 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, 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 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 to 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 least one week before the test date to determine an alternative.

**ZOOM Classroom Etiquette**

Mute your microphone. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

Be mindful of background noise and distractions. Find a quiet place to attend class to the greatest extent possible.

Position your camera properly. Be sure your webcam is in a stable position and focused at eye level.

Limit your distractions and 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.

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.