Instructor: Vickey Perkins
Office Location: Sweeney Hall
Telephone: 408-858-4482
Email: Vcol946074@aol.com
Office Hours: Email for an appointment
Class Days/Time: Seminar 1: August 24th; 7:00pm
                 Seminar 2: TBD
Classroom: Sweeney Hall
Prerequisites: Enrolled in the Clear Education Specialist Teaching Credential Program; department consent

Catalog Course Description
Supervised teaching experience in educational settings for students with disabilities (3 units)

Expanded Course Description
EDSE 217D (3 units) is taken each semester candidates are enrolled in their induction program. It is designed to provide support and professional development of candidates in their early years of teaching. Using the foundational skills and competencies developed in their preliminary credential, this course will extend the candidates’ growth and development to meet the academic learning needs of all students with disabilities, enhance their teaching abilities and reflect inquiry based methodology and reflective practice. Successful completion of the EDSE 217D series leads to a Clear Education Specialist Teaching Credential.

Student Learning Outcomes (SLOs):
At the conclusion of the course, candidates will be able to:
1. Demonstrate an understanding of the California Standards for the Teaching Profession (CSTPs) in relation to their induction teaching practices. (CSTP 1-6; CCTC Clear Standard 5)
2. Apply elements of the CSTP in the development of an Individual Induction Plan (IIP). (CSTP 1-6; CCTC Clear Standards 2, 3, 5)
3. Demonstrate an understanding of their teaching practices through formative assessment. (CSTP 5; CCTC Clear Standard 2, 3)
4. Analyze the elements of their own formative self-assessment through reflection of their teaching practices using a plan, teach, reflect, and apply (PTRA) inquiry model. (CSTP 6; CCTC Clear Standards 2, 3, 6)

Required Textbooks/Readings/Materials
1. CCTC – Education Special Teaching and Other Related Services Credential Program Standards
(August 2014) – Clear Education Specialist Teaching Credential (pp. 69-75) – available online at http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf
4. Candidate Transition Plan (CTP) from a Preliminary Education Specialist Program.

**Recommended Other Readings**


**Library Liaison**

Teresa Slobuski, King Library
Phone: (408) 808-2318
Email: Teresa.slobuski@sjsu.edu

**Course Requirements and Assignments**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

In accordance with Commission on Teacher Credentialing (CTC) Precondition 16:

_A program sponsor that operates a program for the Clear Education Specialist Credential shall ensure that each candidate admitted is employed in a special education position or in an educational setting that is mutually acceptable to the parties signing the Individual Induction Plan, so that the setting allows demonstration of effective teaching as described in Education Specialist Clear Credential Standards 4 through 7 (Education Specialist Teaching and Other Related Services Credential Program Standards, 2011, p. 10)_

All candidates should be employed in a special education position or placed in an educational setting that will allow demonstration of effective teaching and completion of all assignments.
For those individuals not currently employed in a special education position, you will be placed for 5 hours per week for 10 consecutive weeks (a minimum of 50 hours for the semester) in a special education classroom aligned with your credential authorization. All candidates must have an approved support provider with the same Education Specialist authorization as the candidate.

Assignments
Assignments and related activities underpin the development of the Individual Learning Plan (ILP). There are 3 scored inquiry lessons/activities for each semester focusing on selected aspects of the CSTPs. Assignments are explained in detail in the seminars and are graded by either a rubric or criterion based scoring method.

Dialogues between the candidates and support providers (University Supervisor and Support Provider) are framed by the plan, teach, reflect and apply cycle (PTRA) that undergirds the formative assessment system. This process provides a framework for identifying strengths and challenges related to the CSTPs. The PTRA consists of four iterative steps that each candidate performs:

1. **Plan** for instructional, environmental and social inquiry lessons/activities aligned with P-12 academic content standards and to address areas for growth and development for their students. This step will also include reviewing current research, issues and trends, evidence-based practices in the field, and current legal issues prior to planning each inquiry lesson/activity.
2. **Teach** and/or **implement** the planned lesson/activity to the specified group of students.
3. **Reflect** and **analyze** their teaching/implementation practice with a focus on how to improve learning outcomes for their specific group of students. In collaboration with university supervisor and support provider, candidates assess their strengths and areas needing improvement.
4. **Apply** new knowledge developed during this process to future planning as the cycle continues to provide evidence of practice for the candidate.

Criteria/rubric scores provide valuable assessment information for candidates, university supervisors, and support providers and follow this cycle.

Candidates use the SJSU Clear Induction Program Candidates Evaluation Rubric to determine their CSTP developmental level (unacceptable, developing, proficient, exemplary), identify areas of teaching strengths, and focus their growth efforts. Candidates, university supervisors, and support providers review these standards in EDSE 217D. Utilizing the CSTPs as a basis for self-evaluation provides a comprehensive framework within which candidates are encouraged to focus their inquiry lessons/activities. To begin this process, the university supervisor and support provider assists the candidate in evaluating his or her specific professional development strengths and needs in relationship to the CSTPs, the Candidate Transition Plan (completed at the end of the preliminary program) and specific aspects of the candidates’ job site characteristics and needs. Based on this collaborative process, candidates will design their Individualized Induction Plan, which will allow them to select and focus on specific elements of each CSTP based on the need for growth.

During the **first semester** of EDSE 217D, the following standards will be the primary focus:
- **Standard 1:** Engaging and Supporting All Students in Learning
- **Standard 2:** Creating and Maintaining Effective Environments for Student Learning
- **Standard 5:** Assessing Students for Learning
During the **second semester** of EDSE 217D, the following standards will be the primary focus:

- Standard 3: Understanding and Organizing Subject Matter for Student Learning
- Standard 4: Planning Instruction and Designing Learning Experiences for All Students
- Standard 6: Developing as a Professional Educator

University supervisor and support provider give feedback on individual candidate’s reflections based on best practices, conversations with the candidate, and observations of candidate’s teaching practice and learning environment.

An example of incorporating the PTRA process for CSTP 1 – Engaging and Supporting All Students in Learning is provided below:

**CSTP 1 PTRA – Inquiry Assignment**

1. Complete *Promoting Cultural Diversity and Cultural Competency Checklist: Self-Assessment Checklist for Beginning Education Specialist Teachers*
2. Complete the following three IRIS Modules:
   - Classroom Diversity: An Introduction to Diversity (an overview of how diversity affects learning)
   - Cultural and Linguistic Differences: What Teachers Should Know (how culture influences daily interactions in classrooms and strategies for culturally responsive teaching)
   - Teaching English Language Learners: Effective Instructional Practices (understanding second language acquisition and instructional practices).
3. Read and review 1-2 articles from peer reviewed journals on evidence-based best practices for teaching English learners specific to your students with disabilities (e.g., autism, physical disabilities, low incidence disabilities) and instructional needs (e.g., early childhood, community-based instruction, adult transition).
4. **Plan** equitable and inclusive learning environments that maximize learning outcomes for all students.
5. Implement (**Teach**) plan and gather evidence of student learning, reflect diversity, and encourage constructive and productive interaction among students (e.g., video taped interactions, students’ work, students’ interviews, observations by support provider).
6. **Reflect** on the effectiveness of learning environment by analyzing collected evidence and determine where there was improvement and where gaps still exist.
7. **Apply** elements of plan that were effective, modified elements that need further development, and discard elements that were ineffective while continuing to monitor the learning environment.

**NOTE** that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Grading Policy**
This course is a Credit/No Credit course. Credit is earned with completing all assignments described below.

1. **Participation with University Supervisor**. Meet with university supervisor during three visitations/observations and in four seminars related to specific topics.

2. **Education Specialist Individual Learning Plan (ILP)**. The university supervisor and support provider will assist each candidate in establishing a specific focus based on the needs in the job, goals that address the specific focus and to identify trainings, in-services and/or seminars (see examples of options listed on the Education Specialist Induction Program Menu) that will help the candidate meet the goals. The following areas are encouraged to pursue in professional development trainings: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support (PBIS).

3. **Teaching Portfolio**. Set up a three-ring binder with the following sections labeled as listed below. Contents or reflections are due at the designated dates with at least 80% completion and accuracy.

   - **A. Candidate Transition Plan** (due the first semester in EDSE 217D)
   - **B. Individualized Learning Plan (ILP)** and Individualized Learning Plan Reflections and Updates (ILP due first semester of Clear Program; updates due at the end of each semester prior to applying for the Clear Credential).
   - **C. Reflection: Impact of IIP Action Plan on Teaching Performance and Student Achievement reflection** (due when applying for the Clear Credential).
   - **D. Professional Development Activities** and/or Classes and Lessons Learned reflections (due when applying for the Clear Credential).
   - **E. CSTP 1 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the end of 1st semester)
   - **F. CSTP 2 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the end of 1st semester)
   - **G. CSTP 4 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the beginning of 2nd semester)
   - **H. CSTP 3 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the end of 2nd semester)
   - **I. CSTP 5 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the end of 2nd semester)
   - **J. CSTP 6 PTRA – Inquiry Assignment** including written reflection and application or next step plans. (due at the end of 2nd semester)
   - **K. Evaluations**: University supervisor anecdotal notes and feedback (due at the end of the first semester), Support Provider Contacts pages (due at the end of each semester), **Clear Induction Program Candidate Evaluation Rubric** completed by principal or district evaluator (due when applying for the Clear Credential) and by the University Supervisor (due at the end of EDSE 217D).

4. **Clear Induction Program Candidate Evaluation Rubric**. Earn at least 80% on this evaluation from the University Supervisor.

   **Grading rubric for the Portfolio**
<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Each item is addressed with thoughtful reflection and articulate expression. Evidence is provided for each item.</td>
</tr>
<tr>
<td>3</td>
<td>Each item is addressed, but some or all of the reflections do not demonstrate thoughtful, or deep thinking about the item. Evidence is provided for most of the items, but some is missing.</td>
</tr>
<tr>
<td>2</td>
<td>One item is missing and/or all reflections do not demonstrate thoughtful, or deep thinking about the item. No evidence is provided for the items.</td>
</tr>
<tr>
<td>1</td>
<td>One item is briefly addressed, but with little thoughtful or deep thinking about it; only facts are provided without reflection. No evidence is provided.</td>
</tr>
</tbody>
</table>

**Grading Criteria (all items need to be completed to get credit):**
Credit in EDSE 217D= At least 80% accuracy on the sections that are due in EDSE 217D
No Credit= Less than 80%

**Dropping and Adding**

Candidates are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Candidates should be aware of the current deadlines and penalties for dropping classes.

Refer to the current semester’s catalog for policies at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html)
Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)
Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/)

**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. See [University Policy S90–5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html). 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, 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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - 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 S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
# EDSE 217D/ Advanced Directed Teaching, Course Schedule

## First Semester - Proposed Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Activity</th>
<th>Proposed Session Content</th>
<th>Due in Class</th>
</tr>
</thead>
</table>
| 1       | Course Overview Discussion | - Nature of Induction, the Individual Learning Plan (ILP), and Candidate Transition Plan (CTP)  
- Course syllabus review  
- California Standards for the Teaching Profession (CSTPs)  
- CSTP Rubric: How to use the rubric  
- Explanation of Plan, Teach, Reflect, Apply (PTRA) process  
- Formative Assessment and Induction | Syllabus  
CTP  
CSTPs  
CSTP Rubric |
| 2       | On-campus workshop Support Provider and Credential Candidate Workshop –  
- Candidate/Support Provider Relationship  
- Explanation of Plan, Teach, Reflect, Apply (PTRA) process  
- Share with support provider CTP and Draft IIP | Draft IIP |
| 2       | Discussion | **Topic:** Teaching English Learners: Strategies and Best Practice  
**CSTP 1:** Engaging and Supporting all Students in Learning: Elements 1-6  
- Self-Assessment: *Promoting Cultural Diversity and Cultural Competency Checklist* | Updated IIP |
| 3       | Group Activity | - Pair grouping according to elements selected for CSTP Standard  
- Discuss selected elements, share/elicit group/pair feedback  
- IIP goal development: focus for strength/growth area |  
Updated IIP  
CSTP 1 Inquiry |
| 3       | Discussion | **Topic:** Positive Behavior Support  
**CSTP 2:** Creating and Maintaining Effective Environments for Student Learning: Elements 1-7 | Updated IIP  
CSTP 1 Inquiry |
| 4       | Group Activity | - Pair grouping according to elements selected for CSTP Standard  
- Discuss selected elements, share/elicit group/pair feedback  
- IIP goal development: focus for strength/growth area |  
Updated IIP  
CSTP 2 Inquiry |

## Second Semester - Proposed Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Activity</th>
<th>Proposed Session Content</th>
<th>Due in Class</th>
</tr>
</thead>
</table>
| 1       | Discussion | - Course syllabus review  
- California Standards for the Teaching Profession (CSTPs) 3, 5 & 6  
- CSTP Rubric: How to use the rubric | Syllabus  
CTP  
CSTPs |
<table>
<thead>
<tr>
<th>No.</th>
<th>Discussion Topic</th>
<th>CSTP Standards</th>
<th>Group Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Evidence-Based Practices in Teaching: Subject matter, content standards, and curriculum frameworks</td>
<td>CSTP 3: Understanding/Organizing Subject Matter for Student Learning: Elements 1-6</td>
<td>Pair grouping according to elements selected for CSTP Standard; Discuss selected elements, share/elicit group/pair feedback; IIP goal development: focus for strength/growth area</td>
</tr>
<tr>
<td>3</td>
<td>Connecting Instruction with Assessment</td>
<td>CSTP 5: Assessing Students for Learning: Elements 1-5</td>
<td>Pair grouping according to elements selected for CSTP Standard; Discuss selected elements, share/elicit group/pair feedback; IIP goal development: focus for strength/growth area</td>
</tr>
<tr>
<td>4</td>
<td>Case Management, Advocacy and Consultation</td>
<td>CSTP 6: Developing as a Professional Educator: Elements 1-7</td>
<td>Pair grouping according to elements selected for CSTP Standard; Discuss selected elements, share/elicit group/pair feedback; IIP goal development: focus for strength/growth area</td>
</tr>
</tbody>
</table>