San José State University
College of Education
Department of Special Education
EDSE 105 Supervision and Induction Plan Evaluation- Section 04
Fall 2019

Course and Contact Information

Instructor: Vickey Perkins, MA ECSE
Office Location: Sweeny Hall
Telephone: (408) 858-4482
Email: Vickey.Collins@sjsu.edu
Office Hours: By Appointment

Class Days/Time:
1) 8/22/19 7:00-9:00 pm
2) 9/19/19 7:00-9:00 pm
3) 10/17/19 7:00-9:00 pm
4) 11/14/19 7:00-9:00 pm
5) 12/5/19 7:00-9:00 pm

Classroom: TBD
Prerequisites: Intern status in one of the Department of Special Education Credential Programs AND the Intern Credential or department consent

Course Format
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.

Course Description
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

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.

Course Goals
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.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

1. Self-assess areas of strength and challenge in teaching students with disabilities, develop IEPs and collaborate with colleagues and parents.

2. Develop an Induction Plan to address concerns and challenges identified in Self-Assessment.
3. Reflect weekly on progress toward goals developed in the Induction Plan and identify challenges that hinder progress toward goals.

4. Critically reflect with the university supervisor about teaching performance after each observation.

5. Develop a summative reflection of the semester of teaching identifying successes, challenges, and areas of growth.

**Required Texts/Readings**

None Required

**Course Requirements and Assignments**

**EDSE 105 Seminars [CLO 1-5, PS 5, 13]**
Seminars are held five times a semester. 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 supervisors. Intern candidates must attend both parts of the seminar.

**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 a Self-Assessment, identifying the areas of concern about his/her job. He/she develops the 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 that is attached to an email. 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.
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 [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. Attach a paper copy of each Journal Entry with the Final Summary. Intern candidates will present their summary in a small group in the last seminar, and turn in this assignment on that date.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

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.

Classroom Protocol: All candidates are expected to conduct themselves in a professional manner as members of this course. Preparation in this course reflects each candidate’s ability to become a successful special educator. At a minimum, candidates are expected to adhere to the following:

1. Attend all seminars.
2. Arrive to seminar on time and stay until class ends.
3. **Keep cell phones put away during class.**
4. Use computers during seminar to take notes or access course materials only.
5. Respect others in class and show tolerances for viewpoints different than ones’ own.
6. Participate in seminar discussions and activities.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
## Course Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/19</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>9/19/19</td>
<td><strong>Seminar Topic:</strong> TBD</td>
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<tr>
<td>3</td>
<td>10/17/19</td>
<td><strong>Seminar Topic:</strong> TBD</td>
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<tr>
<td>5</td>
<td>12/5/19</td>
<td><strong>Seminar Topic:</strong> TBD</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: ____________________________
Department of Special Education  
Intern Program  
EDSE 105: Journal Guidelines

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 10 font.

<table>
<thead>
<tr>
<th>Summary of the Week</th>
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<tbody>
<tr>
<td>Week of:</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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<td>1.</td>
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Most Pressing Challenges This Week:

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EDSE 105 Supervision and Induction Plan Evaluation, Section 04, Fall, 2019
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**

**Intern Candidate** ___________ **Semester** ___________ **Date** ___________

**University Supervisor**

*Nature of the Problem:*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

<table>
<thead>
<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:**

**Intern Candidate** ___________ **Support Provider** ___________ **University Supervisor** ___________

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

**Intern Candidate** ___________ **Support Provider** ___________ **University Supervisor** ___________