Course and Contact Information

Instructor: Nancy Smith
Office Location: SH 204
Telephone:
Email: nancy.smith@sjsu.edu
Office Hours: By Appointment

Class Days/Time: January 23 [7:00 – 8:00]
February 20 [7:00 – 8:00]
March 19 [7:00 – 8:00]
April 16 [7:00 – 8:00]
May 7 [7:00 – 8:00]

Classroom: SH 314

Prerequisites: Department Consent and Participation in a Residency Program

Connie L. Lurie College of Education Mission Statement
The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our 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
Supervised teaching experience in educational settings for students with mild to moderate disabilities. Concurrent seminar.

Course Goals
This course prepares Education Specialists to meet the following California Commission on Teacher Credentialing Program and Specialty Standards for Education Specialists:

Program Standard 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

**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 10: Preparation to Teach English Language Learners**
The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade- appropriate or advanced curriculum content comprehensible to English learners.

**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**
The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

**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. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

**Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**
The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward
assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

**Program Standard 16: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program.

**M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities**

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students’ progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

**M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction**

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

**Course Learning Outcomes (CLO)**

Upon successful completion of this course, students will be able to plan and deliver instruction to students with mild to moderate disabilities in accordance with the CTC Teaching Performance Expectations for Education Specialists:

1. Pedagogical skills for subject matter instruction
2. Monitoring student learning during instruction
3. Interpretation and use of assessments
4. Making content accessible
5. Student engagement
6. Developmentally appropriate teaching practices
There are no required textbooks for this course.

Course Requirements and Assignments

Teacher Residency candidates will complete the following assignments:

1. **Attend and participate in all seminars** (see dates above). We will meet for five seminars this semester. It is important that you attend every seminar as this is our time to discuss your experiences in your placement.

2. **Demonstrate (6) successful teaching and learning experiences.** I will make an appointment to visit you in your placement six times and will meet with you to discuss the observations. We will work together to schedule the observations and debriefing sessions. Please let me know as soon as possible if there is an emergency and you will not be in school on the day I am scheduled to observe. These observations are your opportunity to demonstrate the application of all that you have learned in the credential program and to demonstrate that you have met the teaching performance expectations necessary for the credential. You will be evaluated on the Directed Teaching Evaluation at the end of the semester by me (university supervisor) and your Principal.

3. **Demonstrate positive dispositions on each element of the disposition evaluation.** I will complete a Dispositions Evaluation on each teacher residency candidate (see department web site about policies).

4. **Develop a Teaching Portfolio.** Each teacher resident will complete a Teaching Portfolio following the prompts in the Directed Teaching Residency Program handbook for each of 16 sections. The Portfolio will be submitted to CANVAS with intermittent dates throughout the semester for individual sections of the Portfolio. The entire completed portfolio is due by the last seminar of the semester.

Additional End of Semester Requirements:

5. **Program Evaluation.** Evaluate the credential program online through a Qualtrics Survey emailed to your SJSU account in the week prior to the last seminar.

6. **Supervisor Evaluation.** Evaluate the university supervisor using the form provided at the last seminar.

Grading Information

In order to receive credit for this Directed Teaching course and be recommended for the Preliminary Education Specialist credential, candidates in the residency program are required to (1) attend all seminars, (2) receive a combined average of 80% across teaching performance and portfolio review (with no teaching performance scores below a two), and (3) receive a YES rating on each area of the disposition evaluation.
University Policies (Required)

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”. Make sure to visit this page, review and be familiar with these university policies and resources.
**Course Schedule**

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