San Jose State University

Department of Special Education
EDSE 105, section 01 Intern Syllabi
Supervision and Induction Plan Evaluation

Fall 2020

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Office Hours: Email for an appointment. Email: shirley.ortiz@sjsu.edu

Class Days/Time: Online
Seminar 1: August 20 7:00pm-9:30pm Room 230
Seminar 2: September 17 7:00pm-9:30pm Room 230
Seminar 3: October 15 7:00pm-9:30pm Room 230
Seminar 4: November 19 7:00pm-9:30pm Room 230
Seminar 5: December 10 7:00pm-9:30pm Room 230

Prerequisites:
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) Enrollment in the Collaborative Intern Program.

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 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 consists of the following assignments which are input onto SJSU Canvas Program:**
Virtual Support, observations and feedback from a University Supervisor
Self-Assessment
Induction Plan development and evaluation
Weekly Journal Assignment
Final Summary of your teaching
Log Hours for General & Special Education, ELL Support hours

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. Via a video conferencing platform, the University Supervisor observes the Intern teaching over the semester, discuss feedback from the observations and any support that the Intern needs.

**Course Requirements**

EDSE 105 Seminars
Seminars will be conducted on Zoom once a month with an hour with Dr. Simpson and 1 1/2 hours with the University Supervisor. 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
On Canvas the Intern completes and inputs a Self-Assessment due by the second seminar. It 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 Supervisor.

Induction Plan
In EDSE 105, the Intern develops an Induction Plan (each semester) 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 individual’s docu-sign the plan. Once signed, the Intern shall input the plan into Canvas and send a copy to the Department of Special Education. A copy is attached to the Final Summary at the end of the semester. The Induction Plan should be input into Canvas by September 17, 2020.

Journal Assignment
At the end of each week, Interns submit on Canvas a Reflection Journal. Guidelines for the journal entry are attached to this syllabus. You will summarize the weeks lessons and/or meetings, successes/challenges, and summarize progress toward the goals on the Induction Plan.

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 copy of each Journal Entry with the Final Summary via Canvas. On the last seminar meeting, be prepared to discuss your summary.

Log General, Special Education, ELL Hours
Interns will maintain a log on Canvas of General Support, Special Education and ELL hours. Hours should be annotated weekly for review. Examples of hours, look at SJSU website, Special Education student forms (Support and Supervision Form). By the end of the semester, Interns must log in a minimum of General Support/SPED hours of 36 hours out of 72, and a minimum of ELL hours of 22.5 out of 50. Interns will continue to log in hours in the next semester to satisfy the requirement.
University Supervisor Observations/Meetings

You will be assigned a University Supervisor who will contact you through SJSU email, Canvas, video conferencing, and/or telephone calls over the semester. Meeting topics will include feedback about your teaching (i.e. develop, implement, modify and evaluate pedagogical approaches to instruction), the job, (i.e. provide practice and develop differentiated lessons for students with disabilities), and an opportunity for the Intern to ask questions related to work. The University Supervisor will provide you written feedback via Canvas and/or email at the end of the observation. If the SJSU Supervisor has academic and/or professional concerns, an “Improvement Plan” will be developed by mid-semester that will include the nature of the problem, the objectives and activities with criteria for the Intern to make the necessary changes.

It will be the Intern’s responsibility to get the SJSU Supervisor access to your district Video Conferencing platform. If you are having difficulty getting your Supervisor permission to be added to the district program/Video Conferencing platform, let your Supervisor know immediately so we can support you with this request.

If this Video Conferencing platform is not available to the supervisor, then lessons will need to be videotaped and shared with the Supervisor in order to observe and evaluate your teaching performance. Permission forms would 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% (34 pts/68 pts) of the total ratings is needed to receive Credit by the end of the semester. The residual points must be completed in the second semester.

Accommodations

If you need course adaptations or accommodations because of a disability, or if you need special arrangements, such as, in-person teaching resumes, please make an appointment with me as soon as possible. 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:

- Participate in the five EDSE 105 seminars, 1x/mo., Thursdays 7-9:30pm
- Completion of the Intern Self-Assessment – First semester of EDSE 105
- Development of Induction Plan (due Sept. 17, 2020 posted on Canvas and a copy to Department of Special Education office) – Each Semester
- Journal Assignment due each week and posted on Canvas.
- Maintain Log in General, Special Ed. and ELL hours
- Final Summary and presentation in the last seminar and post on Canvas
- Meet with the University Supervisor during 6 observation visits. If an Improvement Plan is written, meet the objectives (complete the activities) by the deadlines.

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. Score at least 34 points out of 68 on final Directed Teaching Evaluation completed by the SJSU Supervisor and School Administrator.

Name: ____________________________________________ Date: _____________

School District: ____________________________________________

Date you intend to begin Intern Program: ________________

University Supervisor: ________________ Support Provider: ________________

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 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.**

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**Teaching experiences. Includes any previous experiences.**

**What are your greatest concerns about teaching and developing your classroom?**

**What do you feel will be your teaching strengths?**

**What do you feel will be your greatest challenge?**

**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

Department of Special Education

Intern Program

EDSE 105: Journal Guidelines

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

Week of: Summary of the Week

Induction Plan Goal: (this should relate to your greatest concerns and challenges section from the Self-Assessment)

Summary of Progress toward Goals:
1.
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:

Objectives/Activities
Person Responsible
Criteria to meet objective
Deadline

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.

signatures_____________________________________________________________________

____________________
Candidate. Master Teac/Mentor/Support Provider University Supervisor

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

sign_____________________________ ______________________________________

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

San Jose State University

EDSE 105-03

Weekly Reflections & End of Year Submissions

Journal reflections are an important part of your growth as an educator. Post journal entries on
Canvas. If the intern is experiencing problems with Canvas, he/she will email the journal
to shirley.ortiz@sjsu.edu every Friday by midnight. Educators should reflect upon the weeks
lessons and the induction goals that they want to address during the semester.

* What went well this week
*What did not go so well this week
*What you plan to do to make next week’s lesson better (be specific)
*What assistance do you need
*Specific actions you have taken related to your 3 induction goals

Submission of Documents by Interns at end of semester. All documents will be posted on
Canvas.

Induction Plan - signatures at beginning and end of semester.

Self-Assessment
Support Hours Log
72 or 36 hours SPED Activities each semester
50 or 25 hours ELL Activities each semester

General Ed Fieldwork - 50 hours. If you possess a credential in another area, you are exempt from the 50 hours fieldwork.

Final Summary - 2 to 3 pages of reflections about your goals, successes, challenges, what you learned

Student Opinion of SJSU Supervisor and Support Provider

Keep for your files Lessons and Observations.