San Jose State University
Department of Special Education
EDSE 105, section 1 Intern Syllabi
Supervision and Induction Plan Evaluation

Spring 2021

Instructor: Shirley Ortiz
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Room 204
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Office Hours: Email for an appointment

Class Days/Time:
Seminar 1: January 28; 7:00pm- 9:00pm Room 230/346
Seminar 2: February 25 7:00-9:00pm Room 230/346
Seminar 3: March 18 7:00pm- 9:00pm Room 230/346
Seminar 4: April 15 7:00pm- 9:00pm Room 230/346 in
Seminar 5: May 13 7:00pm- 9:00pm Room 230/346

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
- Weekly Journal Assignments
- Final Summary
- Log General Education and ELL Support hours
- 50 Hours of General Education Field Work (if applicable)
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 may need.

**Pre-Requisites**

1. Employment as an Intern teacher of students (K-graduation) with Mild to Moderate, Moderate to Severe, or Young children with disabilities.
2. Enrollment in the Collaborative Intern Program: 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).

**Course Requirements**

**EDSE 105 Seminars**

Five seminars are held via Zoom or on-campus when campus is reopened for in-person classes. Interns are required to attend the 5 seminar sessions. Seminars may include: guidelines for the course, development of an Induction Plan, “check-in” on progress in the first weeks of instruction, presentations of Final Summaries, and other related topics.

**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 completed assessment is uploaded into the Canvas platform.

**Induction Plan**

The Intern develops an Induction Plan with input from the SJSU Supervisor, and the Support Provider. Three goals are developed that address the areas of concern and challenges, and become the focus of the current semester. Predictions of activities for meeting the goals are indicated on the plan. The plan is uploaded to Canvas after getting the required signatures. Using Docu-sign get necessary signatures (on the left hand side of the form). After receiving all the signatures, upload to Canvas. Forward a copy of the Induction Plan to the Department office (SH 204) by February 18, 2021. At the end of the semester, Interns will update this form, send the completed Induction Plan via Docu-sign to your SJSU Supervisor, SJSU Program Coordinator, and SJSU Department Chair. When all the signatures have been received, upload to Canvas.
Journal Assignment

At the end of each week, Interns submit and upload to Canvas a Reflection Journal. 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 during the week. **Weekly journals are due no later than Friday of that week.**

General & ELL Support Hours

Interns will maintain a log of hours that they are **receiving support.** (i.e. observing an ELL lesson, being mentored during an IEP meeting, receiving support from Psychologist or Speech Therapist, attending a webinar). It does not include attending or holding your own IEP, or performing your job (ie. presentation about special education). Hour logs are uploaded into Canvas.

Final Summary of your Teaching Assignment

Write a 2-3 page summary reflecting on your teaching. including your successes, new activities learned, and the challenges. Final Summary should be uploaded to Canvas before the last seminar. Present the summary in a small group at the last seminar.

University Supervisor Meetings

You will be assigned a University Supervisor who will visit/observe a minimum of 6 times via Zoom in your class over the semester. The Supervisor will give you feedback about your lesson and discuss strategies, resources, and answer Interns questions related to their work. The University Supervisor will provide written feedback to you at the end of the visit. If he/she 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.

Teaching Evaluation

The University Supervisor will evaluate your performance on the Directed Teaching Evaluation. Fifty percent (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 next semester. In addition, a Directed Teaching Evaluation form will be sent and completed by your principal or administrator who should observe Interns at least once during the semester. The completed form should be returned to your SJSU Supervisor.
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 or technology conflicts, please email 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

Requirements and Assignments
You will receive Credit (CR) in EDSE 105 if you complete the following:

1. **Participate** in the five EDSE 105 seminars, 1x/mo., Thursdays 7-9:00
2. Completion **Intern Self-Assessment** - upload into Canvas
3. Development **Induction Plan** (due February 18, 2021) - upload into Canvas
4. **Journal Assignment** due each week, uploaded to Canvas every Friday
5. **Final Summary** - uploaded to Canvas by last seminar
6. **Meet** with the University Supervisor during 6 or more observations. If an Improvement Plan is written, meet the objectives (complete the activities) by the deadlines.
7. At least 34 points out of 68 on final **Directed Teaching Evaluation**
8. **Annotate General and ELL Hours** - upload to Canvas
9. Complete General Education Field Work (50 hours) if applicable

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.
Intern Candidate’s Self Assessment

Name: ______________________________________________ Date: _____________

School District: ______________________________________________________________________________

Date you intend to begin Intern Program: _______________

University Supervisor: ___________________ Support Provider: ______________

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 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.   Teaching experiences. Includes any previous experiences.

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?

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

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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 attachment each week to your Supervisor. Please use a 10 font.

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Summary of the Week</th>
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**Induction Plan Goal:** (this should relate to your greatest concerns and challenges section from the Self-Assessment)

**Summary of Progress toward Goals:**

1. 
2. 
3. 

**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 __________________________

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**Nature of the Problem:**

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<table>
<thead>
<tr>
<th>Objectives/Activities</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.

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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.

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Candidate Master Teacher/Mentor/Support Provider

University Supervisor

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

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Candidate Master Teacher/Mentor/Support Provider

University Supervisor

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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 weeks 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

**Induction Plan** - signatures at beginning and end of semester by school administrator and SJSU Supervisor

**Support Provider Log**
- 36 hours General Education Support Activities (minimum for the semester)
- 22.5 hours ELL Support Activities (minimum for the semester)

**General Education Fieldwork** - 50 hours. If you possess a credential in another area, you are exempt from the 50 hours fieldwork. However, if you don’t possess another credential, then you must complete this activity before applying for your credential. (Forms on Special Education- Student Forms)

**Final Summary** - 2 to 3 pages reflecting on semesters successes, new lessons learned, and challenges.

**Student Opinion of SJSU Supervisor and Support Provider**- forms provided by Program Supervisor.

Keep a hard copy or thumb drive of the forms uploaded to Canvas, as the platform will delete all information for the next semester.