San Jose State University
Department of Special Education
EDSE 105
Spring 2022 Semester

Instructor: Joseph “Jay” Totter, PhD
Telephone: (408) 772-4777 (cell)
Office: 204 Sweeney Hall
Email: Joseph.Totter@sjsu.edu
Office Hours: By appointment

Class Schedule: Seminars will be held using a ZOOM format and students are required to attend all of them. It is the student’s responsibility to notify the instructor should you not be able to attend. A make-up assignment will be required for any missed seminar.

   Seminar 1: 01/27/22 at 07:00 pm
   Seminar 2: 02/17/22 at 07:00 pm
   Seminar 3: 03/17/22 at 07:00 pm
   Seminar 4: 04/21/22 at 07:00 pm
   Seminar 5: 05/12/22 at 07:00 pm

Connie L. Lurie College of Education Mission Statement
The mission of the SJSU Connie L. Lurie College of Education is to prepare educator who have the knowledge, skills, dispositions and ethics to ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission Statement
The mission of the SJSU Department of Special Education is to prepare professionals to be effective educators, leaders in the field, and lifelong learners. This is accomplished in collaboration with other departments and community partners. Together we promote equity and excellence in our curriculum and instruction by infusing nationally endorsed evidence-based best practices.

Course Description
The course is designed for intern teachers who have just been hired by a school district, non-public school (NPS) or county office of education (COE) to teach students with disabilities. The course consists of a Self-Assessment, Induction Plan with three (3) goals, Disposition Evaluation, weekly journal assignments, monthly seminars, evaluation of teaching effectiveness, and a final summary of the semester. It includes supervised observations, support and feedback.
Course Format
This course follows a seminar format and meets five (S) times per semester. Intern candidates meet with their SJSU supervisor in a small group format. Students must be enrolled in the Collaborative Intern Program to take this course. This will be an online seminar course. The student will need to have a reliable internet connection in order to attend and fully participate in the seminars. Course materials, such as the syllabus, handouts, assignment instructions, etc., can be found on the Canvas Learning Management System. There is no textbook for the course.

Course Prerequisites
Employment as an intern teacher of students with Mild-to-Moderate or Moderate-to-Severe disabilities or Early Childhood Special Education or an affidavit indicating that they have applied for the credential. Enrollment in the Collaborative Intern Program.

CA Commission on Teacher Credentialling (CCTC) Program Standards
The course is designed to address the CCTC requirement that new teachers or intern teacher be provided university support while in the teacher preparation program. The intern teacher holds an “on-the-job-training” teacher position that requires coursework in the area in which they are teaching and support from a SJSU Supervisor and a school district selected support provider. The intern teacher is provided with focused training to meet Program Standard 5: Assessment of Students and Program Standard 13: Curriculum and Instruction of Students with Disabilities.

CCTC Program Standard 5: Assessment of Students
The program provides opportunities for candidates to acquire the knowledge and skills necessary to access 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 student needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides opportunities for each candidate to demonstrate knowledge of required statewide assessments and local, state and federal accountability systems.

CCTC 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 authorization across age and grade levels.

**Course Learning Outcomes**
Upon successful completion of the course, the student will be able to:

1. Self-assess areas of strength and challenge in teaching students with disabilities, developing IEPs and collaborating with colleagues and parents.
2. Develop an Induction Plan to address concerns and challenges identified in the Self-Assessment.
3. Reflect weekly on progress toward goals developed in the Induction Plan and identify challenges that hinder progress toward these goals.
4. Critically reflect with the SJSU supervisor about teaching performance after each lesson observation.
5. Develop a summative reflection of the semester of teaching identifying successes, challenges, and areas of growth.

**Course Requirements**
All EDSE 105 assignments and related documents will be submitted through the SJSU Canvas by the student. The student is advised to check the SJUSD Canvas on a weekly basis to ensure that all assignments and related documents are submitted in a timely manner by the published due date.

**Seminar Attendance and Participation**
The intern teacher is required to attend and participate in all intern seminars through the ZOOM format. The seminars include important information related to assignments, timelines, etc., as well as topics of interest in the field of Special Education.

**Self-Assessment**
The intern teacher is required to complete a Self-Assessment at the beginning of the semester which identifies areas of strength, as well as areas of required growth in order to provide supports and services in areas of focus. The Self-Assessment is used to create the intern teacher’s Induction Plan.

**Induction Plan**
The intern teacher is required to complete an Induction Plan with the help of his SJSU Supervisor and school district Support Provider. The Induction Plan contains at least three (3) goals which include a beginning baseline and end-of-semester evaluation of the progress made.
Disposition Evaluation
The intern teacher is required to complete a Disposition Evaluation with input from the SJSU Supervisor and school district Support Provider. The Disposition Evaluation addresses the areas of reflective practitioner (such as professional ethics, etc.), multicultural and democracy (such as commitment to diversity, etc.), and love of learning and strong foundation of knowledge (such as commitment to learning, etc.).

Journal Assignments
The intern teacher is required to reflect on the activities of the week and submit a written summary by the end of the weekend. The reflection summary includes the following: what went well this week, what did not go so well this week, what is planned to make next week better, what progress was made on the Induction Plan goals, and what additional support is requested from the SJSU Supervisor.

Final Summary
The intern teacher is required to complete a 1-2 page summary of the semester. It should include successes, challenges, and new learnings. The intern teacher may be asked to present their summary during the last seminar.

Teaching Effectiveness
The intern teacher will be required to provide the SJSU Supervisor with the opportunity to observe at least six (6) instructional lessons followed by a debrief during the semester. Each lesson will require a written lesson plan using the SJSU format or the format required by the school district. The SJSU Supervisor and the school district administrator who evaluates the intern teacher will each complete and submit a Directed Teaching Evaluation form at the end of the semester. It is the responsibility of the intern teacher to work with the school district to ensure access for the SJSU Supervisor either in person or through distance learning should unusual conditions arise.

Improvement Plan
The intern teacher is required to participate in an Improvement Plan should the SJSU Supervisor discover and document areas of deficiency in need of improvement. The Improvement Plan includes areas of deficiency, improvement objectives, specific activities and success criteria needed to make the necessary improvement by the end of the semester.

Grading
The course is a Credit/No Credit course. Credit will be earned if the intern teacher successfully completes all of the following:
- Attend and participate in all seminars
- Complete the Self-Assessment
- Complete the Induction Plan with at least three (3) goals
Complete the Disposition Evaluation
Submit weekly reflection journal
Complete and present the end-of-the-semester 1-2 page summary
Demonstrate teaching effectiveness
Complete all activities if on an Improvement Plan

Accommodations
If the intern teacher needs an adaptation or accommodation because of a disability, make an appointment with me as soon as possible. Presidential Directive 97-03 requires that a student with a disability register with DRC to establish a record of their disability.

Academic Integrity
Your own commitment to learning, as evidenced by our enrollment at SJUSU, and the SJSU Academic Integrity Policy requires that you 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 https://sa.saju.edu/judicial_affairs/index.html.

Distance Learning
This course or portions of it (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the course through SJSU Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, speak with your instructor should accommodations (i.e., turning off identifying information from the ZOOM session, including student name and picture, prior to recording).

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures, lecture notes, presentations, etc.) are copyrighted by the instructor. The SJSU Policy S12-7 is in place to protect the privacy of all students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development Office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available to students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor as soon as possible or at least one week before the test date to find an alternative.
ZOOM Classroom Etiquette

Make sure you mute your microphone when you are not speaking to keep background noise to a minimum.

Find a quiet place to attend class to minimize background noise and distractions.

Position your camera properly to ensure a stable position and that it is at eye level.

Limit distractions and avoid multi-tasking by closing or minimizing running apps and put your smartphone away.

Use appropriate virtual backgrounds.

University Policies

Per university Policy S16-9, the Office of Graduate and Undergraduate Programs hosts university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)