San Jose State University

Department of Special Education

EDSE 217A Directed Teaching

Spring 2022 Semester

Instructor: Shirley Ortiz  Telephone: (408) 472-3270 (cell)

Office: 204 Sweeney Hall  Email: shirley.ortiz@sjsu.edu

Office Hours: By appointment

Class Schedule: Intern teacher seminars will be held using a ZOOM format and students are required to attend all five (5) 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 – 09:00 pm
Seminar 2: 02/17/22 at 07:00 – 09:00 pm
Seminar 3: 03/17/22 at 07:00 – 09:00 pm
Seminar 4: 04/21/22 at 07:00 – 09:00 pm
Seminar 5: 05/12/22 at 07:00 – 09:00 pm

Connie L. Lurie College of Education Mission Statement

The mission of the SJSU Connie L. Lurie College of Education is to prepare educators 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

This fieldwork course provides candidates with supervised teaching experience in educational settings for students with mild to moderate disabilities. There is a concurrent seminar which must be attended.
Course Prerequisites Course Learning Outcomes (CLO)

Upon successful completion of this course candidates will:

1. Demonstrate the ability to implement the adopted instructional program in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.

2. Demonstrate knowledge of students' educational backgrounds including learning preferences, experiences, and family structures in planning instruction and supporting individual student learning.

3. Apply evidence-based teaching and assessment practices with students having a range of diverse learning needs.

4. Demonstrate professionalism in all aspects of teaching, interacting with colleagues, and engaging with families including respecting confidentiality of student information and abiding by state laws as a mandated reporter.

CA Commission on Teacher Credentialing (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 Requirements

All EDSE 217A assignments and related documents will be submitted through the SJSU canvas by the student. The student is advised to check the SJSU canvas on a weekly basis to ensure that all assignments and related documents are submitted in a timely manner by the published due date. Fillable PDFs are available on the university website for all SJSU teacher forms. It is expected that all forms will be typed for submission.

Seminar Attendance and Participation

The student teacher is required to attend and participate in all five (5) seminars through the ZOOM format. It is expected that the teacher will keep their computer camera on during the entire seminar and actively participate during that time. The seminars include important information related to assignments, timelines, etc., as well as current topics of interest in the field of Special Education. A make-up assignment will be required for any missed seminar.

Journal Reflection Assignments

The student teacher is required to reflect on the activities of the designated 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.

Professional Portfolio

There are sixteen (16) portfolio sections outlined in the Directed Teaching Handbook. The student teacher will submit the required evidence for each of the portfolio sections directly into the SJSU canvas. Each portfolio section will receive 1-4 points. Any portfolio section receiving 1 or 2 points must be resubmitted. The student teacher must receive at least 38 points (80%) to receive credit for this assignment.

Candidate Transition Plan

The student teacher is required to create and submit a Candidate Transition Plan. This document includes a formative assessment of teaching performance, areas of identified strengths, and areas for future development. It is designed to bridge the transition from the SJSU teacher preparation program to the Education Specialist Clear Induction Program as the student teacher begins their teaching career.

Teaching Effectiveness

The SJSU Supervisor will observe at least six (6) instructional lessons followed by a debrief after the lesson. 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 classroom teacher, who evaluate the student teacher, will each complete and submit a Directed Teaching Evaluation form at the end of the semester. It is the responsibility of the student 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.

**Imprortment Plan**

The student 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 student teacher successfully completes all of the following:

- Attend and participate in all 5 intern seminars
- Submit journal reflections
- Complete the Professional Portfolio 16 sections
- Create and submit the Candidate Transition Plan
- Demonstrate teaching effectiveness for at least six (6) lesson observations
- Submit a Directed Teaching Evaluation form from the SJSU Supervisor
- Complete all activities if on an Improvement Plan
- Complete SJSU evaluations of the SJSU Supervisor
- Complete SJSU program effectiveness questionnaire

**University Policies**

Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](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/](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to visit this page, review and be familiar with these university policies and resources.

**Distance Learning**

This course or portions of it (i.e., lectures, discussions, student presentations) may 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.

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.

Put your smartphone on mute.

Use appropriate virtual backgrounds.

Updated 01/07/2022