Supervision Induction Plan Evaluation Section 04

EDSE 105

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/27/2024

👤 Contact Information

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🕐 Course Information

This course will be held using a hybrid format. Some sessions will be on campus and some sessions will be held virtually. See course schedule for more information about the specific dates for the class.

💻 Course Description and Requisites

Supervised observation, support and feedback for new special education teachers and evaluation of the induction plan.

Prerequisite(s): Department consent.

CR/NC/I Undergraduate

✳ Classroom Protocols

Students are expected to arrive on time and stay for the entire class session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can distract their learning and the learning of others during Zoom class time.

▤ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

�_ul_ Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Plan and implement effective instruction for students with disabilities
2. Critically reflect on their teaching and identify goals for continued growth and improvement

📘 Course Materials

Textbook

There is no required textbook for this course.

☰ Course Requirements and Assignments

In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

1. **Attend all seminars (8 x 10pts = 80 points)** Attendance is mandatory. A missed seminar must be made up. Missing more than one seminar is grounds for non-credit in the course.
2. **Weekly Teaching Reflections (15 x 5 pts = 75 points)**Candidates will submit teaching reflections each week following the template found in CANVAS. Teaching reflections are one-page in length.
3. **Six Lesson plans with observation from university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded. (6 x 20 = 120 points)** Candidates will submit six lesson plans following the template provided in CANVAS for each of the three formal observations from the university supervisor. (At least one formal observation should be conducted with the mentor teacher.) **Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur**. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together. **Candidates will share a 3-minute video clip of two of their lessons in seminar over the course of the semester.**
4. **Final Summary of Teaching Assignment (25 points)** Write a 3-page summary of the entire semester that relates to your work as an Education Specialist. Include your successes, new activities learned, and the challenges you faced.
5. **Fieldwork Final Evaluation (completed by university supervisor)** Candidates must receive a satisfactory final evaluation from the university supervisor. See CANVAS for the fieldwork evaluation.
6. **Disposition Evaluations** Each teacher candidate must receive a satisfactory Disposition Evaluation from the University Supervisor.
7. **Support Hours Logs -- SUBMIT TO CANVAS SHELL FOR INTERNS** All interns are required to track and submit the hours of support required by CTC: 72 hours of general support related to instructing students on their caseload and 22.5 hours of support related to teaching English learners. Support logs must include the date of the support activity, a short description of the support activity, the amount of time spent in the activity, and a running total of hours. Hours must be delineated by type: General Support or Support for English Learners. Activities must be designated for one type of support or the other but cannot count as both.

✔️ Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments and must have a satisfactory fieldwork evaluation and disposition evaluation to receive credit for this course

🏛️ University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

When	Topic	Notes
Seminar 1: Topics and Due Dates 8/26/24 Room 213	Schedule of Observations and Video Lesson Plan	Schedule seminars and meetings Discuss upcoming math lessons Discuss progress on CalTPA application
Seminar 02: Topics and Due 9/9/24 Zoom	Review of CalTPA	Discsss the Elements in the lesson for Cal TPA Cycle 1
Seminar 3: Topics and Dates 9/23/24 On-Campus in Person Room 213	Review lessons	Compare math lessons to the elements of CalTPA Engagement of students/Prior knowledge Academic Language and Math Vocabulary
Seminar 4:Topics and Dates 10/7/24 Zoom	Elements of Math Lessons	Modeling and Scaffolding Content Definition of higher order thinking Apply definition to lesson math lesson

When	Topic	Notes
Seminar 5: Topics and Dates 10/21/24 In-Person Room 213	Assessing lesson	Discussion of formative assessment and summative assessment Differentiating assessment of lesson for different students
Seminar 6: Topics and Dates 11/4/24 Zoom	Unit Planning	Discussion Math unit: Culmination of Skills Expressing next steps in CalTPA application Explaining next steps to students
Seminar 7: Topics and Dates 11/18/24 In-Person Room 213	Reviewing Application	Discuss plan for video-taping lesson for CalTPA application Candidate compares sections of application to Rubrics in CalTPA What elements are strongest and what elements need more attention?
Seminar 8: Topics and Due Dates 12/2/24 In-Person Room 213	Cycle 1 TPA	Discuss any problems in submitting Cycle 1 TPA submission