

Supervision Induction Plan Evaluation Section 03

EDSE 105

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/20/2024

Contact Information

Instructor: Dr. Peg Hughes

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Office Hours: By Appt.

Class Days/Times: Mondays

4-6:45, See Syllabus Schedule for exact
dates

Course Information

Course Format

This course will be held using an in person format. 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

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

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO) (Required)

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 are no required textbooks for this course

Course Requirements and Assignments

Course Assignments Required for All Students

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 (9 x 10pts = 90 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 maximum one-page in length. Total of 15-week reflections.

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 6 lesson plans following the template provided in CANVAS for each of the 3 formal observations from the university supervisor. **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 video clips of two of their lessons in seminar over the course of the semester.**

4. Final Summary of Teaching Assignment (10 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

Date	Activities for Support Related to teaching Multilingual Learners (22.5 hours required)	Hours for Activity (Round to quarter hour)	Total Hours to Date

✓ Grading Information

Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments with 80% accuracy or 236/295 points 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

Seminar	Date	Mode	Topics	Assignments Due
1	8/26	In Person	Discussion Topics <ul style="list-style-type: none">• Course Introduction• Class Expectations• Review of Assignments• Review of Lesson Plan/Reflection Templates• Getting started in your placement/ school schedules	
2			Labor Day Holiday	
No Class				
3	9/3	In Person	Discuss the nature of students in placement and cultural aspects of the classroom including climate with MT	Weekly Reflection #1 - Prek

4	9/23	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Informal & Formal assessments • IEP – new from CTC • Discussion/Reflection of Lesson Plan #1 - Videos 	<p>PreK Lesson Plan 1 – submit to Canvas - Completed</p> <p>Weekly Reflections #2, #3</p>
5	10/7	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Discussion/Reflection of Lesson Plan #2 - Videos 	<p>PreK Lesson Plan 2 – submit to Canvas - Completed</p> <p>Weekly Reflections #4, 5</p>
6	10/21	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Progress monitoring -Data driven instruction • Maximizing use of instructional support personnel • Discussion/Reflection of Lesson Plan #3 + Videos 	<p>PreK Lesson Plan 3 – submit to Canvas - Completed</p> <p>Weekly Reflections #6, 7</p>
7	11/4	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Making Instructional decisions / next steps for learning • 	<p>PreK Lesson Plan 4 – submit to Canvas - Completed</p> <p>Weekly Reflections # 8, 9</p>

8	11/18	In Person	Discussion Topics Discussion/Reflection of Lesson Plans #5 & #6	PreK Lesson Plan 5 and LP 6 – submit to Canvas- Completed Weekly Reflections #10, 11
9	12/2	In Person	Discussion Topics <ul style="list-style-type: none"> Professional growth 	Due: Weekly Reflections 12, 13, 14, 15 Due: Final Summary of PREK placement Due: Fieldwork Final & Disposition Evaluations

Course Schedule Subject to Change with Due Notice

Please check CANVAS and SJSU email regularly to stay up to date on course information.

PREK - Lesson Observation Schedule –

3 lesson Observations TBD with the 105 student