

APPENDIX DD

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education
SPED 628MM/MS/DHH/SED/ELEM: Induction and Formative Assessment (3 units)
Online (Synchronous and Asynchronous)

<p>Instructor: Samantha Gross Toews, Ph.D. samantha.toews@csun.edu Office Hours: By appointment, please email</p>	<p>Mandatory Synchronous Class Dates:</p> <ul style="list-style-type: none">• Wednesday 1/31 - 7:00-8:30• Wednesday 2/14 - 7:00-8:30• Wednesday 3/13 - 7:00-8:30• Wednesday 4/17 - 7:00-8:30 <p>Scheduled 1:1 Zoom Meetings</p> <ul style="list-style-type: none">• Week of 4/1-4/5• Week of 4/29-5/3
<p><i>Zoom Information:</i></p> <p>https://csun.zoom.us/j/8539151582</p> <p>Meeting ID: 853 9151 5862</p>	

Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to Excellence through Innovation. We believe excellence includes the acquisition of professional knowledge, skills, and dispositions and is demonstrated by the growth and renewal of ethical and caring professionals - faculty, staff, candidates - and those they serve. Innovation occurs through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic **excellence** in the acquisition of professional knowledge and skills.
- We value the use of **evidence** for the purposes of monitoring candidate growth, determining the impact of our programs, and informing ongoing program and unit renewal. To this end we foster a culture of evidence.
- We value ethical practice and what it means to become **ethical and caring professionals**.
- We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 faculty, and other members of regional and national educational and service communities.
- We value diversity in styles of practice and are united in a dedication to acknowledging, learning about, and addressing the varied strengths, interests, and needs of **communities of diverse learners**.
- We value **creative and reflective thinking** and practice.

Course Description:

This introductory course in the induction program is designed to facilitate the transition from teacher preparation to induction. An overview of the program is provided with a focus on developing as a professional special educator and advancing professional knowledge, skills and dispositions. In collaboration with the University Instructor and the Support Provider, candidates develop an Individual Learning Plan (ILP), intended to expand the candidate's knowledge base, with goals and activities completed and assessed throughout the program. This course emphasizes the development of inquiry and implementation of formative assessment activities based on candidates' individual contexts for teaching. SPED 628 is a Credit/Non-Credit course.

Induction Program Description:

The Teacher Induction Education Specialist Credential program is a 2-year, individualized, job-embedded system of mentoring, support, and professional development beginning in the candidates' first year of teaching. Candidates complete a 14-unit program spanned over a 2-year period*. The program consists of 4 induction courses and 2 pedagogy courses. Candidates complete 6 units (induction plus one pedagogy course) in semesters one and four; and 1 unit (induction courses) in semesters two and three.

Early Completion Option

While most students complete the program in two years, certain candidates are eligible for Early Completion. If you have successfully completed a year of induction through a different program, or you have more than two years of teaching experience under an issued preliminary credential, you may be able to complete the Induction Program in one year. Early completion is not guaranteed and requires a review from the Induction Advisor.

Recommendation to the Early Completion Induction Program by an administrator verifying that the applicant has a minimum of one full year of teaching experience and exceptional performance as a new teacher. Submission of the CSUN Administrator Early Completion Induction Program Form is required for acceptance into this program option.

Course Prerequisites:

Completion of the Preliminary Education Specialist Credential Program in the specialization (MM, MS, DHH, ECSE) or General Education (Multiple Subjects) or Secondary education (Single Subject) credential program. Admitted to the Induction Program. Must be taken the first semester of the program.

Course Objectives:

After completing this course, students will be able to:

1. Develop an understanding of their context for teaching, including school, district and community expectations and resources.
2. Describe the educational needs of their students and identify professional resources for needed information.
3. Identify individual professional needs through reflection and self-evaluation.
4. Develop an Individual Learning Plan, in conjunction with their employer and the university that is designed to enhance the candidate's teaching abilities and reflect inquiry-based methodology and reflective practice.
5. Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession (CSTPs).
6. Engage in learning processes that enable candidates to describe and demonstrate their classroom practice, while documenting their progress towards meeting the performance goals specified in the induction plan.
7. Engage in the formative assessment process with the course instructor and their support provider.
8. Demonstrate ability to locate and incorporate knowledge of current issues and trends, professional evidence-based research in the field, current legal issues and advanced level data driven instruction.

California Standards for the Teaching Profession

1. CSTP #1: Engaging and supporting all students in learning
Skill area: Differentiated instruction: infusing universal design for learning (UDL) into unit and lesson planning, modifying and adapting the core curriculum, and using a variety of instructional strategies to meet the unique needs of all learners
2. CSTP #2: Creating and maintaining an effective environment for students
Skill area: Classroom management/positive behavior support: creating positive and healthy learning environments, promoting positive behavior, and providing individualized behavioral supports to address challenging behavior
3. CSTP #3: Understanding and organizing subject matter knowledge for student learning
Skill area: Technology: use of a variety of assistive technology (high/low tech) to promote learning and communication
4. CSTP #4: Planning instruction and designing learning experiences for all students
Skill area: Transition planning: strategies to facilitate transition across the life span (e.g., from elementary to middle school; from high school to adult life, etc.). Focus on fostering self-determination skills
5. CSTP# 5: Assessment and learning
Skill area: Progress monitoring: gathering and analyzing data on student performance and using this data to guide instruction

Grading

*Anything listed as Cr/Nc is required to pass this course. You may not receive a score of NC on any assignment and pass the course.

Assignment	Due Date	Points
In Class Discussions	1/31, 2/14, 3/13, 4/17	5 each Total 20
Clear Disposition Rating Scale	2/11	15
Problem Solving Instructional Video and Reflection	4/14	15
Individual Learning Plan	2/11	CR/NC
Program Plan	4/14	CR/NC
Support Log	5/12	CR/NC
Field Mentor Form	2/11	CR/NC
Self-Determination Inclusion Goal		
Interactive Lecture #1	2/11	2.5
Interactive Lecture #2	2/25	2.5
Interactive Lecture #3	3/10	2.5
Interactive Lecture #4	3/29	2.5
Interactive Lecture #5	4/28	2.5
Interactive Lecture #6	5/12	2.5
SDI: AR Pre-Survey	2/11	2.5
SDI: AR Post-Survey	5/12	2.5
Goal Setting Sheet	2/25	5
Initial Goal Attainment Scale	2/25	5
Completed Goal Attainment Scale	5/12	2.5
Barriers and Solutions Sheet	3/10	2.5
Progress Check Form #1	3/29	2.5
Progress Check Form #2	4/28	2.5
Final SDLMI Reflection	5/12	10
		Total 50
E-Portfolio		
CSTP #1 Reflection	2/25	8
CSTP #2 Reflection	3/10	8
CSTP #3 Reflection	3/29	8
CSTP #4 Reflection	4/14	8
CSTP #5 Reflection	4/28	8
		Total 40
		Course Total = 130
		Course Total = 130

NO CREDIT: <80 (class must be repeated).

93 – 100%	(93-100)	A
90 - 92%	(90-92)	A -
88 - 89%	(88-89)	B+
83 - 87%	(83-87)	B
80 - 82%	(80-82)	B-
0 - 79%	(0-79)	NC

Required Online Activities

SPED 628 is an online course. All requirements are completed online. Participation in online activities is a mandatory component of this class and is required to earn a passing grade. Education is a social endeavor and we learn from one another. Due to the interactive nature of this course, participation is critical. Learning activities require collaboration, application, reflection, and self-analysis of skills studied in this class.

University Mentoring Sessions (3 sessions)

Students in SPED 628 will meet together via Zoom 3 times during the semester (beginning, middle and end). Be prepared to discuss:

- Class assignments (Dispositions Self-Rating Scale, Individual Induction Plan, etc.)
- Creation of your induction program plan or individual learning plan
- Discuss what's going on in your own classroom and your recorded teaching video

Field Mentoring with Support Provider (3 sessions) and Reflective Journal

As part of the induction program, you have been asked to identify a Field Mentor who can support you in your position. This can be another teacher at your own school, or another educator who is knowledgeable about your practice at another school or in a district role (such as a Program Specialist). You are required to meet once per week for an hour. This should be about 15 meetings by the end of the semester. You can not pass the class with fewer than 10 meetings. You will note these meetings in your support log using the template provided on Canvas. Keep this form and continue to meet with you school site mentor and fill it out in all semesters of the induction program. The completed form will be collected again at the end of SPED 638. After your meeting, write a reflective Examples of topics (not limited to these):

- Lesson planning/curriculum development
- Formal or informal observation with debrief
- Attendance with Support Provider with debrief (Professional Development meeting, IEP meeting, faculty meeting)
- Analysis of student work or assessment data
- Worked on Induction goals or portfolio
- Observed demonstration lesson in another classroom and discussed with Support Provider
- Maintain a log of all support meetings and activities

Placement with a Mentor Teacher must take place within 30 days of enrollment.

Colleague Discussion Forums

SPED 628 is a collaborative class in which candidates will need to analyze and apply competencies aligned to the CSRPs (listed earlier in this syllabus). These in class Zoom discussions provide you the opportunity to unpack the standards, discuss your strengths and areas of need, share your experiences, and seek advice of your classmates in different specializations.

Disposition Self-Rating Scale

This is a self-assessment completed early in the semester. Rate yourself in the designated areas and provide written comments explaining your rating. Use examples to clarify. Full points are awarded for papers that demonstrate thoughtful and critical thinking (please see rubric on Canvas).

Individual Learning Plan (ILP)

Candidates will engage in self-assessment using their student teaching evaluation and other sources of information as a guide to identify areas of strength and areas for further development in the five skill areas discussed above. Candidates will select 1 area for further development that will serve as the focus of the ILP. Candidates will develop a goal for the skill area identified, articulate the activities they will undertake in order to meet the goal and describe the ways in which they will demonstrate progress in the identified skill area.

ILP must be completed within 60 days of enrollment.

For more detailed guidelines about the Induction Program, activities, and requirements see our website: <https://www.csun.edu/eisner-education/special-education/teacher-induction-education-specialist-credential>

Format for ILP

Goal	Skill Area	Corresponding CTSP Standard	Activities you will do to meet the goal	Method of Evaluation List 2 artifacts to be included in your E- Portfolio. This is a DRAFT and you can adjust your artifact for your final E-Portfolio.
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Program Plan

Each candidate is responsible to meet with their Clear Program Advisor in their specialization and develop a Program Plan signed by the candidate, Faculty Advisor, and Department Chair. Once you have received a copy of your signed Program Plan, please upload to Canvas. This is a C/NC assignment but completion of the Program Plan is required before a grade can be assigned.

- Moderate/Severe Specialization Clear Advisor: **Samantha Gross Toews**
- Mild/Moderate Speciation Clear Advisor: **Samantha Gross Toews**
- Deaf Hard of Hearing: **Rachel Freidman Narr** - rachel.narr@csun.edu
- Secondary Education: **Mira Pak** - mira.pak@csun.edu
- Elementary Education: **Greg Knotts** - greg.knotts@csun.edu

Problem Solving Instructional Video and Reflection

Candidates will record a video of themselves teaching one or more students. The video should reflect a moment during the school day in which the candidate would like feedback from their university supervisor. Think of this as a problem-solving session. You are not being evaluated on your teaching skill. The goal is to receive support in an area of need. The digital recording should be 5-15 minutes long. You will share the video with your professor during a Zoom meeting in which you will receive supportive feedback. After the meeting, you will complete reflection questions on a provided form and submit your form for credit.

Support Log (Field Mentor and University Mentor)

You will be provided with a support log template to record the support you receive from your field mentor and university supervisor. You will need to submit this log to complete the course.

ePortfolio

Candidates will create an E-Portfolio where you will demonstrate your current level of performance in each of the five CSTP skill areas identified above. The portfolio will consist of 1 artifact per skill area with an accompanying reflective paper for each of the five skill areas.

Within each reflective paper you should include (You can use this as a template):

- a. identify the CSTP standard
- b. describe your artifacts (and include a photo or screen shot)
- c. explain how the artifacts meet the CSTP standard
- d. describe areas of strength (what is good about the artifact)
- e. discuss areas for further development.

NOTE: for the skill area identified in the ILP as your area of need (focus area), you will include a second artifact that demonstrates growth in the identified area(s).

Self-Determination Inclusion Goal

The skills children and adults use to identify their interests, set goals, understand their strengths, self-manage, and problem-solve to achieve desired outcomes in their lives. These skills are essential to your success as a

teacher. Many educators have stated that they do not include students with disabilities in general education classes because they are not sure how to make the content accessible in that space or their schedule/context does not facilitate student success. This semester, you will learn about a systematic approach to teaching self-determination skills in your classes, while also planning and working toward your own inclusive education related goal. You will engage in this assignment over the course of the semester by watching 6, 15-30 minute interactive lectures and completing a variety of online surveys and activities. Templates and supports will be provided in each module.

Course Schedule

Please note that this online class is organized into modules that align to the CSTP standards. Modules vary in length. All content in each module is due on **SUNDAYS** at 11:55PM on the week the module is assigned.

Content and activities may change from what is listed here!

Class Schedule		
Date	Format	Topic
1/31	Zoom	<ul style="list-style-type: none"> Class overview Successes, Challenges, and Action Plans

2/5-2/11	Canvas	Module 1 <ul style="list-style-type: none"> Introduction to the Self Determined Learning Model of Instruction (SDLMI) Individual Learning Plan
9/14	Zoom	<ul style="list-style-type: none"> Successes, Challenges, and Action Plans Discussion of CSTP #1: Engaging and supporting all students in learning
2/19-2/25	Canvas	Module 2 <ul style="list-style-type: none"> CSTP #1: Engaging and supporting all students in learning SDLMI Goal Setting
2/28	No Class	

3/4-3/10	Canvas	Module 3 <ul style="list-style-type: none"> · CSTP #2: Creating and maintaining an effective environment for students · SDLMI – Identifying Barriers and Solutions to your Goals
3/13	Zoom	<ul style="list-style-type: none"> · Discussion of CSTP #2: Creating and maintaining an effective environment for students · Discussion of CSTP #3: Understanding and organizing subject matter knowledge for student learning
Spring Break 3/18-3/22		
3/25 – 3/29	Canvas	Module 4 <ul style="list-style-type: none"> · CSTP #3: Understanding and organizing subject matter knowledge for student learning · SDLMI Progress Check #1
4/1-4/5	Individual Meetings	<ul style="list-style-type: none"> · Schedule your individual problem-solving meeting with your university mentor
4/8-4/14	Canvas	Module 5 <ul style="list-style-type: none"> · CSTP #4: Planning instruction and designing learning experiences for all students

		<ul style="list-style-type: none"> · Problem Solving Observations
4/17	Zoom	<ul style="list-style-type: none"> · Successes, Challenges, and Action Plans · Discussion of CSTP# 5: Assessment and learning
4/22-4/28	Canvas	<p>Module 6</p> <ul style="list-style-type: none"> · CSTP# 5: Assessment and learning · SDLMI Progress Check #2
4/29-5/3	Individual Meetings	<ul style="list-style-type: none"> · Schedule an individual meeting with your university mentor
5/6-5/12	Canvas	<p>Module 7</p> <ul style="list-style-type: none"> · Growing as a Professional · SDLMI Final Goal Attainment Scaling and Reflection