

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Department of Special Education
SPED 628MM/MS/DHH/SED/ELEM: Induction and Formative Assessment (3 units)
 Fall 2024, Online (Synchronous and Asynchronous)

Instructor: Samantha Gross Toews samantha.toews@csun.edu Office Hours: By appointment, please email me.	3 Required 1:1 Zoom Meetings • Module 1 – 1/21-2/2 • Module 5 – 3/17-4/6 • Module 7 – 4/21-5/4
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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.

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

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

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
Clear Disposition Rating Scale	2/2	15
Problem Solving Instructional Video and Reflection	4/6	15
CSTP #1 Discussion Board	Initial post due by 2/9 responses by 2/16	7
CSTP #2 Discussion Board	Initial post due by 2/23 responses by 3/2	7
CSTP #3 Discussion Board	Initial post due by 3/9 responses by 3/16	7
CSTP #4 Discussion Board	Initial post due by 3/30 responses by 4/6	7
CSTP #5 Discussion Board	Initial post due by 4/13 responses by 4/20	7
Final Discussion – Growing as an Educator	Initial post due by 4/27 responses by 5/4	7
Individual Learning Plan	2/2	CR/NC
Program Plan	4/6	CR/NC
Support Log	5/4	CR/NC
School Site Mentor Form	2/2	CR/NC

Self-Determination Inclusion Goal

Interactive Lecture #1	2/2	2.5
Interactive Lecture #2	2/16	2.5
Interactive Lecture #3	3/2	2.5
Interactive Lecture #4	3/16	2.5
Interactive Lecture #5	4/20	2.5
Interactive Lecture #6	5/4	2.5
Goal Setting Sheet	2/16	5
Initial Goal Attainment Scale	2/16	5
Completed Goal Attainment Scale	5/4	2.5
Barriers and Solutions Sheet	3/2	2.5
Progress Check Form #1	3/16	2.5
Progress Check Form #2	4/20	2.5
Final SDLMI Reflection	5/4	10

E-Portfolio

CSTP #1 Reflection	2/16	8
CSTP #2 Reflection	3/2	8
CSTP #3 Reflection	3/16	8
CSTP #4 Reflection	4/6	8
CSTP #5 Reflection	4/20	8

Course Total = 152

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.

Discussions

SPED 628 is a collaborative class in which candidates will need to analyze and apply competencies aligned to the CSTPs (listed earlier in this syllabus). These online discussion boards 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. Each discussion is worth 7 points. 5 points for your initial post and 2 points for responding substantively to 2 peers. Initial responses are due in the first week of each module and responses are due in the second week. Your responses can be written, audio recorded, or video recorded.

Clear Disposition 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 for further development in the five skill areas discussed above. Candidates will select and write one goal for each of the CSTP #1 through #5. Candidates will develop a goal for the CSTP skill area, 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.

Format for ILP

Goal	Skill Area	Corresponding CSTP Standard	Activities you will do to meet the goal	Method of Evaluation List one or more artifacts to be included in your CSTP Reflection. <i>This is a DRAFT and you can adjust your artifact for your final E- portfolio.</i>
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Program Plan

Each candidate is responsible to meet with their Induction 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 CR/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 (School Site 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. **KEEP THIS LOG AND CONTINUE TO USE IT EACH SEMESTER IN THE PROGRAM.**

School Site Mentoring and Reflective Journal

As part of the induction program, you have been asked to identify a School Site 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 a minimum of 30 minutes. This should be about 16 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.

University Mentoring Sessions (3 sessions)

Meet your instructor three times over the course of the semester and record notes about your discussion at the bottom of your support log. Plan these times individually with your university supervisor or advisor. These meetings are intended to provide you with individualized support during your first semester. You will schedule these sessions with your professor during modules 1, 5, and 7. Three meetings are required, but you can always schedule additional support meetings.

E-Portfolio

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 CSTP 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.

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

Content and activities may change from what is listed here! Watch your email for announcements.

Date	Module	Activities
1/21-2/2	Module 1	• Complete: Induction Field Mentor Form • Complete: Individual Learning Plan • Complete: Clear Disposition Rating Scale • Meet: Schedule a 1:1 Zoom meeting with your professor about your individual learning plan • Meet: Schedule and advisement meeting with your program advisor • Download: Support Log and Reflective Journal • Watch: Interactive Lecture #1: Introduction to the Self Determined Learning Model of Instruction (SDLMI)
2/3-2/16	Module 2	• Discuss: Discussion of CSTP #1: Engaging and supporting all students in learning – Initial post due by 2/9 responses by 2/16 • Complete: CSTP #1 Artifact Reflection • Watch: Interactive Lecture #2 • Complete: SDLMI Goal Setting • Complete: Initial Goal Attainment Scale
2/17-3/2	Module 3	• Discuss: Discussion of CSTP #2: Creating and maintaining an effective environment for student learning - Initial post due by 2/23 responses by 3/2 • Complete: CSTP #2 Artifact Reflection • Watch: Interactive Lecture #3 • Complete: Barriers and Solutions Activity
3/3-3/16	Module 4	• Discuss: Discussion of CSTP #3: Understanding and organizing subject matter knowledge for student learning - Initial post due by 3/9 responses by 3/16 • Complete: CSTP #3 Artifact Reflection • Watch: Interactive Lecture #4 • Complete: SDLMI Progress Check #1 • Schedule: Schedule a 1:1 meeting with your professor for the Problem Solving Observation

3/17-4/6 (3 Weeks w/ Spring Break	Module 5	• Discuss: Discussion of CSTP #4: Planning instruction and designing learning experiences for all students - Initial post due by 3/30 responses by 4/6 • Complete: CSTP #4 Artifact Reflection • Meet: Submit final Problem Solving Observation reflection • Submit: Signed Induction Program Plan
4/7-4/20	Module 6	• Discuss: Discussion of CSTP# 5: Assessing students for learning- Initial post due by 4/13 responses by 4/20 • Complete: CSTP #5 Artifact Reflection • Watch: Interactive Lecture #5 • Complete: SDLMI Progress Check #2
4/21-5/4	Module 7	• Discuss: Discussion of CSTP #6: Developing as a professional educator - Initial post due by 4/27 responses by 5/4 • Watch: Interactive Lecture #6 • Complete: SDLMI Final Goal Attainment Scaling • Complete: SDLMI Final Reflection • Meet: Schedule and meet 1:1 with your professor about your individual goals • Submit: Induction Support Log