

**MICHAEL D. EISNER COLLEGE OF EDUCATION**

**JOINT GENERAL INDUCTION PROGRAM**

**DEPARTMENTS OF ELEMENTARY AND SECONDARY EDUCATION**

**Fall 2015**

**EED 502 Introduction to Induction (3)**

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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.

**EED 595J Introduction to Induction**

Prerequisite: Admission to the Multiple or Single Subject Induction Program. This initial Induction Program course offers individuals who have earned a Multiple or Single Subject Credential a professional community that will assist the transition from teacher preparation to induction. The course provides an overview of the program and supports candidate’s development of advanced knowledge, skills and dispositions. Candidates will develop an Individual Induction Plan (IIP) in collaboration with the university instructor and the support provider. The course focuses on the candidate’s development of collaborative communication, universal access, inquiry and formative assessment activities, and pedagogy. Reflective practice tools and assessments will be presented in formats that promote self-reflection and career goal setting.

**Course objectives:**

**General Clear Credential candidates will:**

1. Understand the need for Induction and identify individual professional needs through reflection and self-evaluation.

2. Develop an Individual Induction 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.

3. Learn through engagement about the professional formative assessment process with the course instructor and their support provider.

4. Develop an understanding of their context for teaching, including school, district and community expectations and resources.

5. Demonstrate skills and knowledge that are aligned with the California Standards for the Teaching Profession and contained in the Commission on Teacher Credentialing Single and Multiple Subject Credential Standards.

6. Describe the social, emotional, cognitive and educational needs of their students and identify professional resources for needed information.

7. Engage in professional 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.

8. Demonstrate ability to locate and incorporate knowledge of current issues and trends, professional evidence-based research in the field, current issues and advanced level data driven instruction.

The **content areas** to be addressed are described below. Candidates will engage in self-assessment in all five areas and then will select two areas for further development. The IIP will reflect the goals, activities the candidate will engage in to meet the identified goal (or goals), and the method for evaluation.

**Student Learning Outcomes (California CSTPs)**

1. Engaging and Supporting Students in Learning

2. Creating and Maintaining Effective Environments for Student Learning

3. Understanding and Organizing Subject Matter for Student Learning

4. Planning Instruction and Designing Learning Experiences for All Students

5. Assessing Students for Learning

6. Developing as a Professional Educator

**Course Outline**

I. What is induction into the teaching profession?

* Why is the induction phase of your teaching career important? What does the research tell us?
* What are the components of effective induction?
* FACT-Developing as a professional educator within a professional learning community—a continuum.
* Action Research - Professional self-assessment and goal-setting; from induction to board certification.
* Advancing the profession through articulation of our knowledge, skills and dispositions.
* Assessment of Student (Candidate) Performance: Class, School, District and Community Profile

II. Developing a professional identity through reflective practice:

* What is reflective practice? How does one become a reflective teacher?
* What is the vision of the teacher I wish to become?
* What forms of inquiry into practice will assure development of future strengths in promoting successful student achievement?

III. Professional contexts that promote the development of the Whole Child (culturally-relevant pedagogy)

* Learning about demographic, cultural, and instructional contexts and their connection to successful student learning;
* Roles, responsibilities, school and district priorities and expectations;
* Identifying multiple resources in one’s school, district and community that address the needs of the Whole Child;
* Universal design--Meeting the needs of diverse learners; team work to promote authentic “Least Restrictive Environments” for special needs students; (Co-teaching and/or Professional Learning Community(ies)

IV. Learning Contexts and Environment

* Understanding the impact of the learning environment (classroom and school-wide) on students’ well-being and learning (Common Core State Standards and the ASCD Whole Child Initiative);
* Creating and maintaining safe and effective learning climates that promote diverse student learning;
* Developing, promoting and norming constructive and productive communication processes among all students that foster optimal social development, sense of belonging and responsibility interdependence during group interaction; and
* Developing and implementing effective classroom procedures, routines, and positive behavior supports in which students have voice and responsibility
* Assessment of Student (Candidate) Performance: Learning Environment Plan & Evaluation.

V. Lesson Design Study and Authentic Student Assessment Planning standards-based lessons

* Addressing goals of the Individualized Education Plan in inclusive settings to assure that students receive optimal, individualized learning experiences
* Selecting formative assessments that provide formative feedback and evidence of authentic student learning;
* Using Lesson Study to collect evidence of student learning to improve and modify instructional approaches;
* Incorporating technology in student instruction and assessment;
* Assessment of Candidate Performance through Lesson Study

VI. Candidate Formative Assessment and Goal-setting

* Initiation of the formative assessment process;
* Identification of specific skills and knowledge for professional development, based on the insights yielded from the formative assessment process with the instructor and support provider;
* Goal-setting conversations with support provider and course instructor
* Developing goals for the candidate’s Individual Induction Plan;

**Readings**

California Standards for the Teaching Profession (2009). California Commission on Teacher Credentialing. <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>

Selected Bibliography for additional reading: see end of syllabus

Belgrad, S. [Overview of Induction](file:///c%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CCourse%20Overview.docx)

California Commission on Teacher Credentialing **,** 2014.[**CSTPs**](http://www.btsa.ca.gov/resources-files/Final-Continuum-of-Teaching-Practice.pdf)

California Commission on Teacher Credentialing, 2014. [Formative Assessment of New California Teachers](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CWhy%20Induction%20Works%20Article%20by%20NTC%20%281%29.pdf)

[**Gomez**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CGomezarticle.doc)**,** M. 1996. Article *Telling Our Teacher Stories*

[James](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CJames2007AutobiographicalInquiryCurrere.pdf), J. H. 2007.[**Autobiographical Inquiry**](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CJames2007AutobiographicalInquiryCurrere.pdf)

Moll, Amanti, Neff. and Gonzalez, 1992. Funds a knowledge for teaching: Using a qualitative approach to
 connect homes and classrooms. Theory into practice. *23,*2

 Juang, Y.-R., Liu, T.-C., & Chan, T.-W. (2008). Computer-supported teacher development of
 pedagogical content knowledge through developing school-based curriculum. *Educational Technology & Society*, *11* (2), 149-170.

[Introduction to Lesson Study](file:///C%3A%5CUsers%5CSusan%20Belgrad%5CDesktop%5Cmy%20webs%5CLessondesigncourse%5CLLS%5B1%5D.rtf)

Shulman, J. 1996 Pedagogical Content Knowledge

**Grading:**

Students must receive a grade of 80% of the full points possible for all assignments. Students must also submit an Induction Program Plan.

**Course structure** includes class participation, reading and written assignments as stated in the course schedule, analysis of lessons and lesson study, and meeting with the candidates’ Induction Support Provider.

**Individual professional induction plan.** With the help of the university advisor and the support provider, each candidate designs a plan of study for the **General Education Credential** that includes activities to improve in areas of identified need, related professional growth activities, and a specific plan for the completion of their required academic studies.

By the end of the semester, each candidate will have devised a professional **Individual Induction Plan**, to include the following:

1. Communication with the Clear Credential University Coordinator and the Induction Support Provider to develop the plan the IIP.

2. Course meetings and assignments that provide group support and peer coaching.

3. A systematic design for providing students with individual assistance, and identification of the professional development opportunities that the candidate has or intends to pursue to address the established performance goals.

4. Opportunities to select and pursue specific areas of interest within university offerings.

5. Content characterized by a depth of learning that challenges the candidate, fosters critical reflection, extends understanding, and allows for meaningful integration of theory and practice.

6. Formative assessment of progress toward completion of **Individual Professional Induction Plans**, conducted by the instructor and candidates.

7. Video analysis of a lesson (lesson study) to provide formative assessment of progress towards the goals identified on the individualized professional induction plan.

**Course Assignments**

\*\*Assignments are submitted online to Moodle**. Access to a computer with internet capabilities is required to complete course requirements**. There will be readings and classroom-based assignments due during the semester.

See assignment descriptions and due dates on Moodle under both “Syllabus” and “Assignment Drop Box”. Course assignments are in chronological order.

**1. Context for Teaching: CSDC** *(*[*Classroom*](http://ca-btsainduction.org/fact/modules/context), *School, District, Community)* [*FACT* forms]

**2. Assessment of Teaching and Learning:** [*FACT* forms]

**3. Inquiry into Teaching and Learning:** [*FACT* forms]**Reflection and Goal-Setting: Strengths and Future Strengths Portfolio**

Candidates will engage in self-assessment in the Clear Credential content areas of curriculum, instruction and classroom management. Evidence of reflectiveanalysis of Lesson Studyvideos of your teaching, past evaluations from college supervisors and cooperating teachers, portfolio from student teaching, *Stull* evaluations if you have them, and your IIP. You will describe skills and knowledge that are current strengths and those that you would like to improve or develop.

4. Individual Professional Induction Plan: Goal-setting worksheet. On the worksheet you will determine 5 goals, goal-related activities, and means of evaluating goal achievement (artifacts). Candidates will develop a goal for the area (or areas) identified, articulate the activities they will undertake in order to meet the goal (or goals) and describe the ways in which they will demonstrate progress in the identified area (or areas).

Format for **Individual Induction Plan (full form on Moodle)**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Content Area/ CTSP Standard | Activities you will do to meet the goal | Method of Eval.(artifacts) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**5.** **Classroom Management and Positive Behavior Support**The goal of this plan is to be mindful of the impact of the learning environment on students’ well-being and learning, and to identify and address a way to improve it. Develop, implement, and evaluate a plan to establish or improve the learning environment for students. Specify intended (e.g., changes in student behavior, decrease in non-productive time, etc.). Evaluate the plan’s effectiveness and briefly describe next steps.

6. Professional Development:

 Reading responses to instructor presentations/professional articles. Available on Moodle site.

Professional Article Report. Read an article that is a personal account or a professional text about

teaching diverse students in a culturally responsive way, etc. (Instructor will provide suggestions). Write a summary and include a space to discuss what it inspired in you and how to improve your teaching. Approximately 500 words (2-3 pages).

**7. Lesson Study -** a process of lesson design, peer feedback, demonstration via video or other means, peer and instructor feedback on the demonstration, and written self-assessment and reflection. To include progress monitoring, differentiated instruction and technology. Submit to Moodle.

:

 Part I Context for Teaching and Learning.

1. Instructional Context – Who will you be teaching?

 a. Knowledge of students & context (CSTP I)

b. Classroom environment, development of community & of social skills, use of positive behavior

support, communicating high expectations (CSTP II).

2. Decide what lesson will focus on (skills and knowledge). Connect to CA Content Standards and

Common Core State Standards. Connect to student needs (instructional, content, English language

development, emotional/behavioral).

 3. Identify and describe one new evidence-based practice (EBP) that you choose to initiate or

 improve. Some possible areas in which the EBP may be are:

 assessment

 service delivery (in general ed, learning center, etc.)

 instruction

 grouping strategy

 academic content

 social emotional support

 technology

 4. Plan lesson sequence –

 Pre-assess – use your progress monitoring system to collect student data

 Lesson goal(s)

 Pedagogical techniques

 Learning activities that the students will do

 How you will assess student learning

 Part II. Record the lesson - Videotape at least 30 minutes. Edit to 10 minutes of your interactions with
 your students. Bring to class and show to colleagues.

 View and provide constructive feedback on each of your peer’s lessons. The three questions for feedback are:

a. Were the teaching methods and strategies (pedagogy) effective?

b. Were the learning activities (what the students did during the lesson) effective?

c. How did the teacher assess student learning? What evidence of student learning was observable?

 Part III. Analyze the effectiveness of your lesson. What did students learn? What “bumps” were there, and why do you think they happened? Reflect on what you would like to improve. Incorporate peers’ feedback into your reflection. Submit to Moodle.

Selected Bibliography

Association for Supervision and Curriculum Development (ASCD) Web site [www.ascd.org/pdi/demo/diffinstr/differentiated1.html](http://www.ascd.org/pdi/demo/diffinstr/differentiated1.html)

California Commission on Teacher Credentialing (2013). Program Standards for Education Specialist Credential <http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf>

California Department of Education Transition Guide. (2008). <http://www.calstat.org/publications/pdfs/Transition_final_08.pdf>

California Services for Technical Assistance and Training. *The SPECIAL Edge*. [**www.calstat.org/info.html**](http://www.calstat.org/info.html).

Collins, T. (2006). Culturally responsive literacy instruction. *Teaching Exceptional Children,* 39(2), 62-65.

Council for Exceptional Children Professional Standards (2007). <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/default.htm>

Council for Exceptional Children. (2009). *Evidence based practice for reading, math, and behavior*. Special issue of *Exceptional Children.*

LAUSD New Teacher Guide. See Moodle for document

LAUSD Teaching and learning Framework. See Moodle for document

U.S. Dept. of Education, Institute of Education Statistics, What Works Practice Guides

 <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

University of Missouri Center for School-wide Positive Behavior Support. (2014).

 <http://pbismissouri.org/educators/effective-class-practice>

Walker, H., Shinn, M., & Stoner, G. (Eds.) (2010). *Interventions for achievement and behavior*

 *in three-tier model including RTI (3rd ed.).* Bethesda, MD: National Association of

 Schools.

**OC = ON CAMPUS**

**OLS=ONLINE SYNCHRONOUS**

**OLAS= ASYCHRONOUS**

Assignment due dates will be at 7:00 PM. on the Day of Class.