San José State University
Department of Special Education
EDSE 105X
Intern Support Seminars
Spring, 2017

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Class Days/Time:  
- **Seminar 1:** Thursday, February 2, 2017; 7:00 PM - 9:45 PM; Room 230
- **Seminar 2:** Thursday, February 16, 2017; 7:00 PM - 9:45 PM; Room 230
- **Seminar 3:** Thursday, March 9, 2017; 7:00 PM - 9:45 PM; Room 230
- **Seminar 4:** Thursday, April 6, 2017; 7:00 PM - 9:45 PM; Room 230
- **Seminar 5:** Thursday, May 4, 2017; 7:00 PM – 9:45 PM; Room 230
- **Final:** Thursday, May 11, 2017; 7:00 PM – 9:45 PM; Room 230

Prerequisites: EDSE 105; you must be teaching with an Intern Credential.
College of Education Mission Statement
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission Statement
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

Knowledge Base
This course is designed to address the California Commission on Teacher Credentialing requirement that new teachers or Interns be provided university support while in the teacher preparation program. Each Intern holds an “on-the-job-training” teacher position that requires coursework in the area in which they are teaching and support from a University Supervisor and from a district/school appointed Support Provider. Research from studies by Billingsley, Boe, the New Teacher Project and the Department of Education provided evidence that teacher support in the first years on the job is correlated for some groups with teacher retention in the job.

Description of Course
This course is designed for Interns from each of the Education Specialist credential programs who are in their 2nd and 3rd semesters, and/or who are not currently in a supervision courses, EDSE 105 or the last directed teaching course. Supervision will be provided during this meeting. Interns will discuss challenging aspects of their jobs and will problem solve solutions to case studies that describe common situations from former Interns in the program. Collaboration and effective practices for collaborative group work is addressed in the class. The Interns update and reflect about their Induction Plan goals. The goals for this class are for the Interns to learn to collaboratively interact with others on a team to problem solve situations, and to provide support to each other.

Pre-Requisites
1. Employment as an Intern teacher of students (k-graduation) with mild to moderate, moderate to severe, young children with disabilities or deaf or hard of hearing students
2. Intern Credential in Mild to Moderate Disabilities, Moderate to Severe Disabilities, Early Childhood Special Education
3. Enrollment in the Collaborative Intern Program
4. Not enrolled in a supervision class this semester (EDSE 105 or student teaching)

Grading Procedure

EDSE 105X is a Credit/No Credit class.
- Credit for EDSE 105X will be earned if the Intern participates (the entire time) in each of the five seminars over the semester, turns in assigned homework assignments and completes the final.
- If a student is unable to attend a seminar, a make-up assignment MUST BE negotiated with the instructor that will involve a written assignment addressing the topics covered that class.
California Commission on Teacher Credentialing (CCTC) 2009 Standards

Program Standard 4: Effective Communication and Collaborative Partnerships
The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP. The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

Required Texts/Readings

Selected online articles and resources will be assigned via CANVAS for each class.

Other Readings


**Accommodations**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as
possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with Accessible Education Center (AEC) to establish a record of their disability.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**University Policies**
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ at http://www.sjsu.edu/gup/syllabusinfo/”

**Final Examination or Evaluation**
Students must attend the final seminar with students from EDSE 105. More details can be found in University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf)

“There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.
# EDSE 105X – Critical Topics for Discussion – Spring 2017

## Working with Paraprofessionals
- Developing positive relationships
- What to do when you feel paras are sabotaging you?
- Steps for paras to follow when working with behavior

## IEPs
- Writing and Modifying IEP goals
- 30 day Transition IEPs
- Writing Transition Plans for students 15 years and older
- Difference between writing CCSS aligned goals for M/M and M/S students

## Working with Colleagues
- SLPs, OTs, etc. who are not pulling their weight
- Role of School Principal and SPED Program Director and staff
- How to deal with staff who do not like you (or vice versa???) – Social aspect of staff management

## How to remain professional when working with families and not get too involved

## Classroom Management / Student Behavior
- Working with students with “shutting down” behaviors
- Manifestation Determination
- Practical ways of getting organized
- How to develop/improve class routine

## Curriculum/Assessment
- Teaching to Multiple Grade Levels
- Working with new curriculum

## Assistive Technology
- Resources – where/how to acquire for students
- How to assess what is needed
- Preschool Circle Time

## Other:
- How to Find a Balance: Work Life vs. Personal Life
- How to explain IEP paperwork and rights to parents
- Ways to obtain 50 general ed hours while working full time