San José State University  
Lurie College of Education/Department  
EDSE 105, Intern Supervision and Support, Section 4, S2020

Course and Contact Information

Instructor: Dr. Peg Hughes  
Office Location: SH 204  
Telephone: 408-924-3637  
Email: Peg.hughes@sjsu.edu  
Office Hours: By Appt.  
Class Days/Time: Thursday 5x 1/23, 2/20, 3/19, 4/16, 5/7  
7-9:45 PM  
Classroom: SH 204  
Prerequisites: Department consent

Course Format: Seminar

Course Description

Supervised observation, support and feedback for new special education teachers and evaluation of the induction plan.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Assess students in a comprehensive manner utilizing district-required assessments with help from the Support Provider and University Supervisor.
2. Develop, implement, adapt and evaluate a variety of pedagogical approaches to instruction with assistance from the Support Provider and University Supervisor.
3. Contribute to the development of the IEP/IFSP, participate in IEP/IFSP meetings, and meet all required timelines for the IEP/IFSP process.
4. Design and arrange a classroom environment, schedule for the instructional period and use of instructional materials appropriate for the students and school requirements.
5. Develop, evaluate and revise the goals for teaching on an Induction Plan.
6. Reflect about the challenges, induction plan goals and successes weekly with the University Supervisor.

California Commission on Teacher Credentialing (CCTC) Program Standards
**Program Standard 5: Assessment of Students**
The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

**Program Standard 13: Curriculum and Instruction of Students with Disabilities**
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.
Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

**Other Readings**
The University Supervisor will suggest online readings based on the needs of the Intern in the first year in the classroom, if necessary.

**Course Requirements and Assignments**

**Participation in EDSE 105 Seminars (CLOs 1-6), CCTC Program Standards 5 and 13**
Seminars are held on campus in the beginning, in the middle and at the end of the course. In the first semester of EDSE 105, guidelines for the course, the weekly Journal assignment, and the development of an Induction Plan are reviewed in the first seminar, a discussion and “check-in” about how the first year is progressing takes place in the second seminar, and Interns present their Final Summary of the semester in the last seminar. In subsequent semesters of EDSE 105, each Intern will review the Induction Plan and the first year of the teaching job during the seminars and participate in class activities. Professional development based on the needs of EDSE 105 participants will be provided for each seminar during the subsequent EDSE 105 courses.

**Intern Candidate’s Self-Assessment (CLO 4), Program Standards 5 and 13**
The Intern completes a Self-Assessment in the first semester of EDSE 105 that will assist the Support Provider and the University Supervisor with information about the support needed by the Intern. This Self-Assessment asks the Intern to identify the areas of greatest concern in the new job, his/her teaching strengths, and the greatest challenges. The Intern expresses the type of support that will be the most helpful from the Support Provider and the SJSU advisor. The completed Self-Assessment is given to the SJSU supervisor during the first semester in EDSE 105.

**Induction Plan (CLOs 1-6), CCTC Program Standards 5 and 13**
The Induction Plan is developed in the first semester of EDSE 105. Three goals are identified for the Induction Plan that address the areas of concern and the challenges, and are the focus of the first year in the Intern Program. Predictions of activities for meeting the goals are indicated in the plan, and the three individuals sign the plan. A copy of the plan is put into the Department of Special Education file (in room 204 of Sweeney hall), and a copy is attached to the Final Summary at the end of the semester. The Intern will evaluate the Induction Plan in each consecutive EDSE 105 course (the following semesters) and develop new or revised goals on an Addendum Induction Plan. The Induction Plan or Addendum is due at on XXX at 5pm.

**Journal Assignment (CLOs 1-6), CCTC Program Standards 5 and 13**

At the end of each week (or by midnight on Saturday night), the Intern submits a Journal page to the University Supervisor that is attached to an email. Guidelines for the journal entry are attached to this syllabus. You will summarize the week in your classroom or on the job, summarize progress towards the goals on the Induction Plan and present the most pressing challenges this week.

**Final Summary of your Teaching Assignment (CLO 6)**

Each Intern will write a 2-3 page summary of the whole semester that relates to the work as an Education Specialist, including the successes, new activities learned, and the challenges. Each Intern will present the summary in a small group in the last seminar or each EDSE 105 class, and turn in this assignment on that date.

**University Supervisor Meetings (CLOs 1-6), CCTC Program Standards 5 and 13**

Each Intern will be assigned a University Supervisor who will visit the class/school on at least 6 occasions over the semester. The University Supervisor will observe lessons, the schedule of the program, Intern interactions with students, para-educators and others and provide feedback for the Intern in a meeting, through email or phone conversation. The feedback will also provide suggestions for improvements and for the Intern to meet the 50% required score on the Directed Teaching Evaluation. If there are concerns, or the Intern fails to make the changes required, an “Improvement Plan” will be developed by at least mid-semester (when possible) that will include the nature of the problem and the objectives and activities with criteria for the Intern to make the necessary changes. This is a non-graded course requirement.

**Teaching Evaluation (CLOs 1-6), CCTC Program Standards 5 and 13**

The University Supervisor will evaluate the Intern’s performance on the Directed Teaching Evaluation and 50% of the total ratings are needed to receive Credit by the end of the semester.

University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.

- [Office of Graduate and Undergraduate Programs' Syllabus Information web page at](http://www.sjsu.edu/gup/syllabusinfo/)

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture).
for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

**Final Examination or Evaluation**

The final evaluation will occur in a session with the University Supervisor.

**Grading Information**

**Requirements and Assignments:** Each Intern will receive Credit (CR) in EDSE 105 if 80% of the following is completed:

1. Development of *Induction Plan or Addendum* (due the fourth week to Department of Special Education office) (15% of the grade)
2. *Journal Assignment each week* (late or no submission will put the Intern at risk for no credit in EDSE 105; The University Supervisor will provide late submission requirements for specific situations (15% of the grade)
3. *Final Summary* and presentation in the last seminar (10% of the grade)
4. At least 30 points out of 60 or 50% of the ratings on the *Directed Teaching Evaluation* (60% of the grade).

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<thead>
<tr>
<th>Item</th>
<th>Percentage of the grade</th>
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<tbody>
<tr>
<td>Induction Plan</td>
<td>15%</td>
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<tr>
<td>Weekly Journal</td>
<td>15%</td>
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<tr>
<td>Final Summary</td>
<td>10%</td>
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<tr>
<td>Directed Teaching Evaluation</td>
<td>60%</td>
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**Classroom Protocol**

If you will not be teaching in your classroom during the time of the University Supervisor scheduled time, please email him/her to reschedule a new time.

**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’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

**EDSE 105/ Intern Supervision and Support, Spring 2020**

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Requirements of the course, development of Induction Plan and Self-Assessment</td>
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<tr>
<td>7</td>
<td></td>
<td>Problem-solving challenges for new Interns; Professional Development</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>14</td>
<td></td>
<td>Summary of the semester; review of goals and development of new goals;</td>
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<tr>
<td>Final Evaluation</td>
<td></td>
<td>Venue and Time</td>
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