

**San José State University**  
**Department of Special Education**  
**EDSE 105X**  
**Intern Support Seminars**  
**Fall 2015**

**Instructor:** Mary-Anne Bosward

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**Office Hours:** By appointment; call (408) 656-1146

**Class Days/Time:**

***Seminar 1:*** Thursday, September 3, 2015; 7:00pm - 9:45pm;  
Room 230

***Seminar 2:*** Thursday, September 24, 2015; 7:00pm - 9:45pm;  
Room 230

***Seminar 3:*** Thursday October 8, 2015: 7:00pm - 9:45pm;  
Room 230           NOTE: Date revised

***Seminar 4:*** Thursday November 12, 2015: 7:00pm - 9:45pm;  
Room 230

***Seminar 5:*** Thursday December 10, 2015: 7:00pm – 9:45;  
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 2<sup>nd</sup> and 3<sup>rd</sup> 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, and turns in assigned homework assignments.

## 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 from the references list

### **Other Readings**

- Arthaud, T. J., Aram, R. J., Breck, S. E., Doeling, J. E., & Bushrow, K. M. (2007) Developing collaboration skills in pre-service teachers: A partnership between general and special education. *Teacher Education and Special Education* 30(1), 1-12.
- Bean, R. M., Grumet, J. V., & Bulazo, J. (1999). Learning from each other: Collaboration between classroom teachers and reading specialist interns. *Reading Research and Instruction*, 38(4), 273–287.
- Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. (Cover story). *Focus on Exceptional Children*, 28(3).
- Ehren, B. J., Laster, B. & Watts-Taffe, S. (n.d.) *Creating Shared Language for Collaboration in RTI*. Retrieved from: <http://www.rtinetwork.org/GetStarted/BuildSupport/ar/Creating-Shared-Language-for-Collaboration-in-RTI>
- Frattura, E.M., & Capper, C.A. (2007). New teacher teams to support integrated comprehensive services. *Teaching Exceptional Children*, 39(4), 16-21.
- Frey, B. B., Lohmeier, J. H., Lee, S. W., & Tollefson, N. (2006). Measuring collaboration among grant partners. *American Journal of Evaluation*, 27(3), 383-392.
- Hansen, T. Morten, *Collaboration: How Leaders Avoid the Traps, Create Unity, and Reap Big Results*, Boston, Massachusetts: Harvard Business Press, 2009.
- Lawrence, L.J., Yung Tam Kai, B., Zorn, D., LaMontague, M., & Johnson, S.A. (2003). Stakeholders views of factors that impact successful interagency collaboration. *Exceptional Children*, 69(2), 195-210.
- Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. *Teaching Exceptional Children*, 39(4), 24-31.

- Nevin, A., Villa, R., & Thousand, J. (2009). *A Guide to Co-Teaching with Paraeducators Practical Tips for K-12 Educators*. Thousand Oaks, California: Corwin Press.
- Overton, S. (2005). *Collaboration with families: A case study approach*. Upper Saddle, NJ: Pearson/Merrill Prentice Hall.
- Praisner, C. L. (2003). Attitudes of elementary school principals toward the inclusion of students with disabilities. *Exceptional Children*, 69(2), 135-146.
- Sadler, F. (2003). The itinerant special education teacher in the early childhood special education classroom. *Teaching Exceptional Children*, 35(3), 8-15.
- Sailor, W., & Rogers, B. (March, 2005). Rethinking inclusion: Schoolwide applications. *Phi Delta Kappan*, 503-509.
- Schroth-Cavataio, G. (Winter, 2005). Forming relationships: Supportive & collaborative. *Academic Exchange*, 94-99.
- Sharpe, M. N., & Hawes, M. E. (2003). Collaboration between general and special education: Making it work. *Issue Brief Examining Current Challenges in Secondary Education and Transition*, 2(1)
- Strieter & Blalock, (2006) Journey to Successful Collaborations. *Journal of Extension* 44(1).
- Stuart, S. K., & Rinaldi, C. (2009) A collaborative planning framework for teachers implementing tiered instruction. *Teaching Exceptional Children*, 42(2) 52-57.
- Villa, R. Thousand, J., & Nevin, A. (2008). *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning* (2nd. Ed.). Thousand Oaks, California: Corwin Pres.
- Welch, M. & Tulbert, B. (2000) Practitioners' perspectives of collaboration: A social validation and factor analysis. *Journal of Educational and Psychological Consultation*, 11(3&4), 357-378.
- Whitbread, K.M., Bruder, M.B., Fleming, G., & Park, H.J. (2007). Collaboration in special education: Parent-professional training. *Teaching Exceptional Children*, 39(4), 6-14.

### **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 DRC 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/](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**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Assignments and Grading Policy**

Students will be expected to attend each of the five seminars, participate in the Case Study session in which a Case Study will be read, and a problem solving collaborative activity with other Interns in the class will be conducted. Students will summarize the sessions on a worksheet, and this will be shared with the class. If a student is unable to attend a seminar, a make-up assignment can be negotiated with the instructor that will involve working with the Case Study with at least two others from the school. Students will get credit (CR) for this course for attendance and participation in the five class sessions.

## ***EDSE 105X – Critical Topics for Discussion Fall 2015***

<p><b><u>Working with Paraprofessionals</u></b></p> <ul style="list-style-type: none"> <li>• Developing positive relationships</li> <li>• What to do when you feel paras are sabotaging you?</li> <li>• How to work with and schedule multiple adults</li> <li>• How to develop mini-lessons and training modules for paras</li> <li>• Steps for paras to follow when working with behaviors</li> </ul>	
<p><b><u>IEPs</u></b></p> <ul style="list-style-type: none"> <li>• Writing and Modifying IEP goals</li> <li>• 30 day Transition IEPs</li> <li>• Writing Transition Plans for students 15 years and older</li> <li>• Common Core: What content areas can/should be focused on?</li> <li>• Difference between writing CCSS aligned goals for M/M and M/S students</li> </ul>	
<p><b><u>Directed Teaching</u></b></p> <ul style="list-style-type: none"> <li>• What to expect from the Directed Teaching class</li> <li>• How to start preparing for your portfolio (what items should you be keeping for examples)</li> </ul>	
<p><b><u>Working with Colleagues</u></b></p> <ul style="list-style-type: none"> <li>• SLPs, OTs, etc. who are not pulling their weight</li> <li>• Relationship between SPED teacher and psychologist</li> <li>• Role of School Principal and SPED Program Director and staff</li> <li>• How to deal with staff who do not like you (or vice versa???) – Social aspect of staff managements</li> </ul>	
<p><b><u>How to remain professional when working with families and not get too involved</u></b></p>	
<p><b><u>Classroom Management / Student Behavior</u></b></p> <ul style="list-style-type: none"> <li>• Working with students with “shutting down” behaviors</li> <li>• Classroom Management</li> </ul>	

<ul style="list-style-type: none"> <li>• Manifestation Determination</li> <li>• Practical ways of getting organized</li> <li>• How to develop/improve class routine</li> <li>• Do/should caseloads vary by disability grouping</li> <li>• Visuals for task completion</li> </ul>	
<p><b><u>Curriculum/Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Teaching to Multiple Grade Levels</li> <li>• Developing independent curriculum</li> <li>• Assessing a student out of Special Ed</li> <li>• Working with new curriculum</li> </ul>	
<p><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>• Resources – where/how to acquire for students</li> <li>• How to assess what is needed</li> <li>• Preschool Circle Time</li> </ul>	
<p><b><u>Grading students in SPED, can they fail?</u></b></p>	
<p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• How to Find a Balance: Work Life vs. Personal Life</li> <li>• How to explain IEP paperwork and rights to parents</li> <li>• Ways to obtain 50 general ed hours while working full time</li> </ul>	