

San José State University
Department of Special Education
EDSE 105X
Intern Support Seminars
Fall 2016

Instructor: Mary-Anne Bosward

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

Class Days/Time:

Seminar 1: Thursday, September 1st, 2016; 7:00 PM - 9:45 PM;
Room 230

Seminar 2: Thursday, September 22nd, 2016; 7:00 PM - 9:45 PM;
Room 230

Seminar 3: Thursday, October 27th, 2015: 7:00 PM - 9:45 PM;
Room 230

Seminar 4: Thursday, November 17th, 2016: 7:00 PM - 9:45 PM;
Room 230

Seminar 5: Thursday, December 1st, 2016: 7:00 PM – 9:45 PM;
Room 230

Final: Thursday, December 15th, 2016: 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

- 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 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) (<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 - Fall 2016

<p><u>Session 1</u></p> <p>Thursday, September 1st</p>	<p><u>Update Induction Plan</u></p> <p><u>Directed Teaching</u></p> <ul style="list-style-type: none"> • What to expect from the Directed Teaching class • How to start preparing for your portfolio (what items should you be keeping for examples) <p><u>Work-Life Balance</u></p>
<p><u>Session 2</u></p> <p>Thursday, September 22nd</p>	<p><u>Special Ed Laws</u></p> <ul style="list-style-type: none"> • Legal and Procedural Factors Surrounding IEPs • Implementing IEPs with Fidelity • Transition Requirements <ul style="list-style-type: none"> ○ Articulation
<p><u>Session 3</u></p> <p>Thursday, October 27th</p>	<p><u>Working as a Team</u></p> <ul style="list-style-type: none"> • Assessment, Collaboration, Case Management • Working with High Profile Parents • Ways to Address Paras and Community • How to remain professional when working with families and not get too involved
<p><u>Session 4</u></p> <p>Thursday, November 17th</p>	<p><u>Research Based Curriculum</u></p> <ul style="list-style-type: none"> • Resources • Finding Printable Resources <ul style="list-style-type: none"> ○ Make tasks without taking a lot of time (set up, use of icons, etc.) • Teaching to Multiple Grade Levels
<p><u>Session 5</u></p> <p>Thursday, December 1st</p>	<p><u>Assistive Technology</u></p> <ul style="list-style-type: none"> • Apps, Software for Specific Disabilities <p><u>Inclusion</u></p> <ul style="list-style-type: none"> • Collaboration with General Ed • Special Ed Role in Greater Community <p><u>General</u></p> <ul style="list-style-type: none"> • Paperwork and Credential • How to Complete 50 hours in General Ed
<p><u>Final</u></p> <p>Thursday, December 15th</p>	<p><u>Meet with EDSE 105</u></p> <ul style="list-style-type: none"> • Topic to be determined