

**San Jose State University**  
**Department of Special Education**  
**EDSE 105. Interns**  
**Supervision and Induction Plan Evaluation**

**Fall 2016**

**Instructor:**

**Office Location:**

Sweeney Hall

**Telephone:**

**Email:**

**Office Hours:**

Email for an appointment

**Class Days/Time:**

Seminar 1: August 25<sup>th</sup>; 7:00pm- 9:45pm  
Seminar 2: October 20<sup>th</sup>; 7:00pm-9:45pm  
Seminar 3: December 15<sup>th</sup>; 7:00pm-9:45pm

**Prerequisites:**

Enrolled in an Education Specialist Teaching Credential program and in the Intern Option

**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.

**Course Description**

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

**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.

**EDSE 105**

This course is designed for Interns and who have just been hired by a school district, non-public school or county offices of education to teach students with disabilities. EDSE 105 is taken in the first semester in the Intern Program, and is part of the Collaborative Intern Program for the Preliminary Education Specialists Instruction in Mild to Moderate Disabilities, Moderate to Severe Disabilities and Early Childhood Special Education.

This course consists of the following:

- support, observations and feedback from a university supervisor
- Self-Assessment
- Induction Plan development and evaluation
- Journal Assignment
- Final Summary of your teaching

The focus of EDSE 105 is to provide assistance to the new Intern about how to develop an educational program that includes instructional strategies and lesson planning, writing IEPs and participation in the IEP meeting, and arranging the classroom. The University Supervisor observes the Intern teaching over the semester and they meet to discuss feedback from the observations and any support that the Intern needs.

## **Pre-Requisites**

1. Employment as an Intern teacher of students (k-graduation) with mild to moderate, moderate to severe, young children with disabilities. Intern Credential in Mild to Moderate Disabilities, Moderate to Severe Disabilities or Early Childhood Special Education (or an affidavit indicating that you have applied for the credential)
2. Enrollment in the Collaborative Intern Program

## **Course Requirements**

### **EDSE 105 Seminars**

Seminars are held on campus in the beginning, in the middle and at the end of the course. Guidelines for the course, the weekly Journal assignment, and the development of an Induction Plan are reviewed in the first session, 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.

### **Intern Candidate’s Self-Assessment**

The Intern completes a Self-Assessment that will assist the Support Provider and the SJSU 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 EDSE 105, which is taken in the first semester of the Intern program.

### **Induction Plan**

In EDSE 105, the Intern completes a Self-Assessment, identifying the areas of concern about this new job. He/she develops the Induction Plan with input from the SJSU Supervisor, and the Support Provider. Three goals are developed in 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. **Return the completed Induction Plan to the Department office (SH 204) by September 22<sup>nd</sup> at 5pm (be sure to make a copy for yourself).**

### **Journal Assignment**

At the end of each week (or by midnight on Saturday night), submit a Journal page to your 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**

Write a 2-3 page summary of the whole semester that relates to your work as an Education Specialist. Include your successes, new activities learned, and the challenges. Attach a paper copy of each Journal Entry with the Final Summary. Present the summary in a small group in the last seminar, and turn in this assignment on that date.

## **University Supervisor Meetings**

You will be assigned a University Supervisor who will visit you in your class/school over the semester. Meet with the Supervisor to discuss feedback about your teaching and the job and to ask questions related to your work. The University Supervisor will provide written feedback to you at the end of the visit. If he/she has concerns, an “Improvement Plan” will be developed by at least mid-semester that will include the nature of the problem and the objectives and activities with criteria for the Intern to make the necessary changes.

## **Teaching Evaluation**

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

## **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.

## **Academic Integrity**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

**Requirements and Assignments** You will receive Credit (CR) in EDSE 105 if you complete the following:

1. ***Participate*** in the three EDSE 105 seminars
2. Completion of the ***Intern Self-Assessment***

3. Development of *Induction Plan* (due September 22<sup>nd</sup> to Department of Special Education office)
4. *Journal Assignment each week*
5. *Final Summary* and presentation in the last seminar
6. *Meet* with the University Supervisor during the 4-8 visits. If an Improvement Plan is written, meet the objectives (complete the activities) by the deadlines.
7. At least 30 points out of 60 *Directed Teaching Evaluation*.

### **Grading Procedure**

EDSE 105 is a Credit/No Credit class. Credit for EDSE 105 will be earned if the requirements above have been completed satisfactorily.

### **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/>



**Department of Special Education  
Intern Program**

**EDSE 105: Journal Guidelines**

Please reflect about this week at school by completing the following tables. Send the journal page(s) as an attachment each week to your Supervisor. Please use a 10 font.

<b>Week of:</b>	<b>Summary of the Week</b>

<b>Induction Plan Goal:</b> (this should relate to your greatest concerns and challenges section from the Self-Assessment)	<b>Summary of Progress toward Goals:</b>
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

<b>Most Pressing Challenges this Week:</b>

## **Improvement Plan**

If there are concerns about the Intern's teaching, dispositions, connections with students, communication with others in the school setting or parents, or with professional conduct, the University Supervisor will hold a discussion with the candidate about feedback and recommendations. If changes are not observed by mid semester, an Improvement Plan will be developed that will outline the problem, objectives and/or activities to make improvements, the person responsible, criteria to meet the objective (what will positive changes look like?), and the deadline. The Candidate, Master Teacher and/or Support Provider and the SJSU Supervisor signs the plan when it is developed. If the Candidate does not meet the criteria, he/she may not receive credit (CR) in the course.

Improvement Plan

Course: \_\_\_\_\_

Candidate \_\_\_\_\_ Semester \_\_\_\_\_ Date \_\_\_\_\_

Intern \_\_\_\_\_ University Supervisor \_\_\_\_\_

<i>Nature of the Problem:</i>

<i>Objectives/Activities</i>	<i>Person Responsible</i>	<i>Criteria to meet objective</i>	<i>Deadline</i>

Use the back of this form or another page, if the space provided is not sufficient to describe the challenges and the expectations.

The objectives and deadlines outlined in this plan must be met by: \_\_\_\_\_ (date).

We understand that this plan is proposed because there are behaviors/practices/dispositions that might result in ineffective learn opportunities for the students this candidate is scheduled to teach.

Candidate	Master Teacher/Mentor/Support Provider	University Supervisor
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The objectives in this plan have been/have not been met.      Date: \_\_\_\_\_

Candidate	Master Teacher/Mentor/Support Provider	University Supervisor
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