
**San Jose State University
Department of Special Education**

Education Specialist Credential:

- Mild to Moderate Disabilities Credential**
- Moderate to Severe Disabilities Credential**
- Early Childhood Special Education**
- Deaf and Hard of Hearing**

**Collaborative Intern Program
Handbook**

San Jose State University Department of Special Education Collaborative Intern Program

The Collaborative Intern Program for the Mild to Moderate Disabilities, Moderate to Severe Disabilities, Early Childhood Special Education, and Deaf and Hard of Hearing Credential at San Jose State University is a partnership between the SJSU teacher preparation program and school districts, county offices of education and non-public schools in the Northern California area near San Jose. Individuals entering the program must have employment as a teacher of students who have mild to moderate or moderate to severe disabilities, who are deaf and/or hard of hearing or who are from birth through age 5 (in a district, county office of education program or non-public school that has an agreement with San Jose State*), and must have met subject matter competency. After the application process and admittance into the Department of Special Education, the individual applies for the Intern credential through SJSU.

Teacher Candidates already admitted to the Department of Special Education program and taking or have completed classes can also apply any time for the Intern Program when there is an offer of employment and subject matter competency has been met (passing scores on the CSET exam or a valid multiple subject or single subject credential).

*Any individual interested in the Intern program should contact the SJSU Intern Coordinator to determine whether the district, county office of education or NPS has an agreement with SJSU.

Requirements for Admission to the Intern Program: (applicants must have a job offer)

1. A baccalaureate degree from an accredited college or university.
2. GPA of at least 2.87 from the last 60 hours of undergraduate units
3. Attend an **Intern Orientation** (dates on the department website)
4. Admission to San Jose State University (apply online)
5. Admission to the Department of Special Education (download forms from website)
 - department application form
 - statement of purpose essay indicating the reasons the applicant wants to be a special education teacher
 - three letters of recommendation with a dispositions evaluation about the candidate's potential as a teacher (see department forms)
 - copy of the Intern Agreement Form and Intern Credential

- evidence of meeting subject matter competence : either (1) passing scores on the multiple or single subject preparation test (CSET or SSAT; information is in the credential office in Sweeney Hall 108), OR (2) a copy of the multiple subject or single subject credential. Early Childhood Special Education candidates must have taken at least 6 units of child development coursework to meet subject matter competency.
 - evidence of CBEST passing score
 - proof of experience working in classrooms with individuals with disabilities (Pre-Professional Experience Requirement Form in the department application packet)
 - technology Self-assessment form (department application packet)
 - U.S. constitution: passing grade in a college level course
 - At least 90% accuracy on a plagiarism assessment after participating in a tutorial.
 - 120 pre-services hours (the Intern Institute and coursework) in the following areas: a. classroom management and planning, developmentally appropriate teaching practices, pedagogy, teaching English Learners, communication skills including reading)
 - Screening interview (call the Department of Special Education to schedule the interview)
6. complete the **Education Specialist Intern Program Application**
 7. Complete the **Intern Agreement Form** (with your signature and signatures of the superintendent and director of special education from your place of employment)
 8. Contact the Intern Program Coordinator- Chris Hagie, (408) 924-3695, cmhagie@email.sjsu.edu for signature on the Intern Agreement Form
 9. Complete the Intern Credential application and apply to the California Commission on Teacher Credentialing (CCTC) for the Intern Credential in the SJSU Credential Office, room 107 of Sweeney Hall.
 10. Meet with an advisor to develop a plan for the two-year period of coursework and practicum.

Prior to the first semester of courses in the Collaborative Intern Program, the Intern attends an Intern Institute, which is a one week pre-service program held at San Jose State University that focuses on information that will help the new Intern develop the classroom program and instructional strategies. All new Interns must attend the Intern Institute

Collaborative Intern Program Coursework

After attending the Intern Institute, the candidate begins coursework. The San Jose State courses are offered either in one of the following formats:

1. online format over a semester

2. release day format in which courses are held one full school day each month over the semester; the Intern is released from his/her job as a teacher, and a substitute is provided.
3. several weekends over the semester
4. one late afternoon or evening each week over the semester. The courses are designed for individuals already teaching and assignments can be completed in the job setting.
5. the intern satisfies the general education practicum requirement by working for one hour each day in a general education classroom over one semester and submitting a letter and an evaluation from the school principal and a letter form the teacher about this experience.

First Semester: EDSE 105: Supervision and Induction Plan Evaluation

In the first semester of the program, the Intern enrolls in EDSE 105. This course is the induction process into special education teaching and consists of three seminars on-campus over the semester, the development and implementation of an Induction Plan, weekly reflections about the job, and supervision from an SJSU University Supervisor. 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. The components of EDSE 105 are described in the next sections.

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, 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 completed Teaching Portfolios in the last session.

Induction Plan

In EDSE 105, the Intern develops the Induction Plan with input from the University Supervisor, and the Support Provider. An area of emphasis is identified that will be the focus in the first semester of the Intern’s career. Three teaching goals are developed in the Induction Plan that become 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). The Intern reviews the Induction plan goals at the end of each semester and reflects about how they are progressing on meeting the goals. New goals are written or previous goals are carried over.

Reflection Journal Entries

Interns reflect each week and submit the Reflection Journal on the weekend to the University Supervisor over the semester in EDSE 105. The University Supervisor responds to the journal entries and provides support and assistance.

Intern Candidate's Self-Assessment

The Intern completes a self-assessment in the first semester of the program 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.

Semesters 2 and 3: EDSE 180 Intern Support Seminars

This course is designed for Interns from each of the four 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 student 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. They will update and reflect about their Induction Plan goals. An important objective for this class is for the Interns to provide support to each other.

Support Providers

The school district, non-public school or county office of education provides the Intern with a Support Provider who acts as a mentor. The Support Provider holds the same credential that the Intern is working towards and has at least 3 years of experience. He/She completes the Support Provider Application form and signs the Memo of Understanding. The Support Provider provides coaching and assistance to the new Intern towards the development of the educational program for the students. The contacts are made in person during meetings or informal interactions, through email contacts, or on the telephone. The Support Provider may be teaching in the same school as the Intern, or may be teaching in a nearby school. In some cases, the Support Provider is not currently teaching, but he/she has previous experience as a teacher of students with moderate to severe disabilities. The Support Provider does not evaluate the Intern's performance. The Support Provider could do the following:

- Meet with the Intern to discuss, for example, setting up the classroom, writing IEP documents, positive behavior support plans, curriculum ideas, instructional strategies, available resources, school district or COE procedures and policies, working with families.
- Provide emotional support for any aspect of the job
- Observe the Intern teaching and provide feedback and/or coaching
- Respond to questions that the Intern might have about the job

- Communicate regularly through email to check in with the Intern

The Support Provider meets every semester with the SJSU Supervisor and Intern Coordinator to collaborate in the development of the most optimal format for supporting the new Interns.

Reading Instruction Competence Assessment (RICA)

Interns must pass the RICA in order to obtain a Level I Education Specialist Credential. Candidates with a valid California Multiple Subjects or Single Subject Credential are exempt from this requirement. Candidates from another state must adhere to requirements stipulated by the California Commission on Teacher Credentialing.