Early Field Experiences in Special Education Section 01

EDSE 234

Spring 2024   3 Unit(s)   01/24/2024 to 05/13/2024   Modified 01/23/2024

👤 Contact Information

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🕐 Course Information

Class Days:	Mondays				
Class Time:	Session 1: Jan 29 4:00 PM On Campus	Session 2 Feb 12 4:00 PM Zoom	Session 3 Feb 26 4:00 PM On Campus	Session 4 Mar 11 4:00 PM Zoom	Session 5 Mar 25 4:00 PM On Campus

	Session 6	Session 7	Session 8	Session 9	
	Apr 8	Apr 22	May 6	May 13	
	4:00 PM	4:00 PM	4:00 PM	4:00 PM	
	Zoom	On Campus	Zoom	On Campus	
Classroom:	TBD				
Prerequisites:	Department Consent, Completion of Basic Skills Requirement and Subject Matter Requirement, Certificate of Clearance				

🖥 Course Description and Requisites

Beginning fieldwork course, including supervised teaching of students with mild/moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent, passing of CBEST and CSET exams, Certificate of Clearance.

CR/NC/RP Graduate

✳ Classroom Protocols

Students are expected to arrive on time and stay for the entire class session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can distract their learning and the learning of others during Zoom class time.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Student Recording of Class Sessions

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Zoom Classroom Etiquette

- Mute Your Microphone:

- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.

- Be Mindful of Background Noise and Distractions:

- Find a quiet place to "attend" class, to the greatest extent possible.
- Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

- Position Your Camera Properly:

- Be sure your webcam is in a stable position and focused at eye level.

- Limit Your Distractions/Avoid Multitasking:

- You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use Appropriate Virtual Backgrounds:

- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning

▤ Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

📊 Course Learning Outcomes (CLOs)

Upon successful completion of this course candidates will:

1. Demonstrate the ability to implement the adopted instructional program in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.
2. Demonstrate knowledge of students' educational backgrounds including learning preferences, experiences, and family structures in planning instruction and supporting individual student learning.
3. Apply evidence-based teaching and assessment practices with students having a range of diverse learning needs
4. Demonstrate professionalism in all aspects of teaching, interacting with colleagues, and engaging with families including respecting confidentiality of student information and abiding by state laws as a mandated reporter

California Commission on Teacher Credentialing

In compliance with the California Teacher Credentialing Commission students will address, examine, and/or employ techniques that will help them develop the ability to meet the following Program Standards and TPEs:

Program Standard 3 - Clinical Practice

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to the preliminary candidates in general education and special education settings prior to final student teaching.

Teaching Performance Expectations (TPEs)

Universal TPEs (MM and ESN candidates)

U1.1(A) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.3(A) Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U1.4(P) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U2.2(A) Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.4(P) Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5(A) Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U3.1(A) Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2(A) Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.5(A) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.8(A) Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

U4.4(A) Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

U4.6(P) Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

U4.7(A) Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U5.3(P) Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U5.6 (A) Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.8(P) Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

U6.1(A) Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.3(P) Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.5(P) Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Mild/Moderate TPEs (Mild/Moderate Candidates only)

MM1.4(P) Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

MM1.5(P) Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)

MM1.7(P) Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)

MM2.1(A) Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)

MM2.4(P) Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MM 2.8(A) Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MM3.1(P) Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)

MM4.3(P) Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MM4.6(P) Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)

Extensive Support Needs TPEs (Extensive Support Needs Candidates only)

EX1.1(P) Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.

EX2.4(P) Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

EX2.11(P) Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

EX2.12(A) Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)

EX3.4(A) Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)

EX4.2(A) Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

EX4.3(A) Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)

EX4.6(A) Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but

demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

EX4.7(P) Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)

EX6.5(A) Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

EX6.6(A) Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

EX6.7(A) Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Early Childhood Special Education TPEs (Early Childhood Special Education Candidates only)

ECSE1.3 (A) Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.

ECSE1.7 (P) Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

ECSE1.8(A) Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.

ECSE1.9 (A) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.

ECSE1.10 (P) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE2.1(A) Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).

ECSE2.2 (P) Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths- based, family-centered, and culturally and linguistically responsive.

ECSE2.4 (P) Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE2.6 (A) Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

ECSE3.1(A) Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.

ECSE3.2 (P) Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children

ECSE3.6 (P) Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

ECSE4.3 (A) Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing ofinterventions to engage children in learning across developmental and curricular domains.

ECSE4.5(A) Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.

ECSE4.11(P) Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.

ECSE6.4(P) Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

ECSE6.6 (A) Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

ECSE6.7 (P) Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.

ECSE6.8(P) Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

ECSE6.9 (P) Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

ECSE6.10 (A) Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.

ECSE6.14 (P) Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

ECSE6.15 (P) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

ECSE6.16 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).

ECSE6.17 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

📘 Course Materials

Required Texts/Readings

There is no required textbook for this course.

✅ Course Requirements and Assignments

Course Requirements

Students spend a minimum of 200 hours in early field experience and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway.

- Traditional Student Teaching Pathway (15 weeks)

- 2 consecutive full days of student teaching in an Education Specialist placement appropriate to their credential (MM & ESN) or Kindergarten placement (ECSE) plus
- 1 half day of student teaching in General Education placement (MM & ESN) or 1 half-day in Early Intervention placement (ECSE)

- Teacher Residency Program Pathway (full semester on district calendar)

- 2 consecutive full days AND one additional half-day of student teaching in Education Specialist Residency placement appropriate to their credential (MM, ESN, ECSE) plus
- 1 half day of student teaching in General Education placement (MM & ESN) or 1 half-day in Early Intervention placement (ECSE)

- Intern Pathway .60 FTE (3 days a week as Intern teacher of record)

- Intern completes 2 full days a week (or 4 half days a week) of student teaching with Special Education and General Education mentor teachers (inclusion setting preferred otherwise 1.5 days SPED and .5 day with Gen Ed) for 15 weeks

Course Assignments Required for all students

In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

- Submit Attendance logs

- Attend all seminars (9) (9 x 10pts = 90 points)

Attendance is mandatory. A missed seminar must be made up. Missing more than one seminar is grounds for non-credit in the course.

- Teaching Reflections (6) (6 x 10pts = 60 points)

Candidates will submit 6 teaching reflections following the *describe*, *elaborate*, and *analyze* template found in CANVAS. Teaching reflections are one page in length.

- Analysis of Teaching Practices (2) (2x10 pts = 20 points)

Candidates will submit a two-page analysis of teaching practices observed in their field placement for each topic below. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs your teaching practice.

- How does your mentor get to know students and engage ALL students in learning?
- How does your mentor support multilingual learners in both social-emotional development and in acquiring academic vocabulary?

- General Education Fieldwork Reflection (20 points)

MMSN & ESN Candidates will submit a 2–3-page reflection of their general education fieldwork that includes the following:

1. A description of the general education class in which you completed fieldwork hours. Discuss how at least one special education student was supported to be successful in this general education setting and describe any specific strategies / accommodations / modifications that were used with the student. Discuss how the Special Education and General Education teacher collaborated to support the special education student.
2. A description of the activities in which you engaged with students with and without disabilities in this setting. Discuss what you learned about the pace of the general education curriculum, the needs of

general education students, and pedagogical content knowledge that you acquired from this experience (i.e., what you learned about teaching one or more subject areas).

Be sure to document a minimum of 50 hours spent in the general education setting on your hours log and arrange a time for your university supervisor to do a brief informal observation of you in the general education setting.

- **Three Lesson plans with observation from university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded. (3x20 pts =60 points)**

Candidates will submit three lesson plans following the template provided in CANVAS for each of the three formal observations from the university supervisor. (At least one formal observation should be conducted with the mentor teacher.) Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together. Candidates will share a 3-minute video clip of two of their lessons in seminar.

- Teaching Performance Assessment (20 points)

Students are responsible for completing and submitting Cal TPA Cycle 1 for Education Specialists. Students must register for the TPA and submit materials through the Pearson website. Students also need to upload their TPA materials to CANVAS. Note: Candidates will not receive feedback on this assignment. Full points will be earned upon submission. SUBMIT BY MAY 16 to PEARSON

- Fieldwork Final Evaluation (completed by mentor teacher and university supervisor)

Candidates must receive a satisfactory final evaluation from the mentor teacher and university supervisor. See CANVAS for the fieldwork evaluation.

- Disposition Evaluations

Candidates must receive a satisfactory Disposition Evaluation from the University Supervisor and from the Mentor Teacher

- Support Hours Logs (Interns Only)
- Intern Candidates must log general support hours and multilingual learner support hours
- .60 FTE Intern = 43.25 hours general support + 13.5 hours multilingual learner support

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	**U:** 6.3, 6.5 **ECSE:** 6.9
Analysis of Teaching Practices	CLO 2	**MM:** 1.5 ESN: 1.1 **ECSE:** 6.10, 6.14, 6.15, 6.16, 6.17
General Education Fieldwork Reflection	CLO 3	**U:** 1.4, 2.4, 4.6, 5.3, 6.5 **MM:** 2.4, 3.1, 4.3, 4.6 ESN: 2.4, 2.11, 4.7 **ECSE:** 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8
Lesson Plans	CLO 1	**U:** 1.4, 4.6, 5.3, 5.8, 6.3, 6.5 **MM:** 1.4, 1.7, 3.1, 4.3, 4.6 ESN: 2.4, 2.11, 4.7 **ECSE:** 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17
Teaching Performance Assessment	CLO 1-4	**U:** 1.1, 1.3, 2.2, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.7, 5.6, 6.1 **MM:** 2.1, 2.8 ESN: 2.12, 3.4, 4.2, 4.3, 4.6, 6.5, 6.6, 6.7 **ECSE:** 1.3, 1.9, 2.6, 3.1, 4.3, 4.5, 6.6

Final Examination or Evaluation

This is a supervision course. There is no final examination.

✔ Grading Information

This course is credit / no credit. Candidates must earn 80% of points for each graded assignment and must have a satisfactory fieldwork evaluation and a satisfactory disposition evaluation and all seminars to earn credit in this course.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

EDSE 234 Advanced Fieldwork in Special Education Semester
Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Jan 29	On Campus	- Course Introduction - Class Expectations - Review of Assignments	
2	Feb 12	Zoom	- Building a Welcoming Classroom Environment - Engaging all Learners / Students Strengths and Interests	- Reflection 1 - Attendance Log & Intern Support Hours

3	Feb 26	On Campus	• Lesson Planning & Review of Template • Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices TPA Presentation!! Register for TPA in class	• Reflection 2 • Attendance Log & Intern Support Hours • Analysis of Teaching 1 • Lesson Plan One Observation Due this week
4	Mar 11	Zoom	• ○ Supporting Multilingual learners in instruction • Universally Designed Lessons *Lesson Sharing Presentations*	• Reflection 3 • Attendance Log & Intern Support Hours

5	Mar 25	On Campus	• Working with other professionals
			• Collaborative planning with the mentor teacher
			
			Lesson sharing Presentations
				• ○ Reflection 4
				  ○ Attendance Log & Intern Support Hours
				  ○ Analysis of Teaching 2
				• TPA Part A

6	Apr 8	Zoom	• Addressing IEP goals in instruction
			• Breaking down the CCSS
			
			Lesson sharing Presentations
				• ○ Reflection 5
				  ○ Attendance Log & Intern Support Hours
				  ○ Lesson Plan Two Observation Due this week
				• TPA Part B, , and D

7	Apr 22	On Campus	• Formative (Informal) Assessments during lesson delivery
			• Tracking IEP progress in lesson delivery
			
			Lesson sharing Presentations
				• ○ Reflection 6
				  ○ Analysis of Teaching 2
				  ○ Attendance Log & Intern Support Hours
				• TPA Part E

8	May 6	Zoom	• Using Instructional Technology *Lesson sharing Presentations*	• ○ Attendance Log & Intern Support Hours ○ Lesson Plan Three Observation Due this week • TPA Part F and G

9	May 13	On Campus	• Final Reflections - Goal Setting for Next semester *Lesson sharing Presentations (if needed)*	• ○ Attendance Log & Intern Support Hours • ALL TPA Due In CANVAS • Fieldwork Evaluation due • Disposition Evaluation due
	May 16		TPA SUBMISSION DUE IN PEARSON	