Early Field Experiences in Special Education Section 03

EDSE 234

Spring 2024 - 3 units

☐ Contact Information

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Office Hours – Wed 4:30-

6:30 SH 235

☐ Course Description and Requisites

Beginning fieldwork course, including supervised teaching of young children in TK/K special education settings. Includes campus seminars.

Prerequisite(s): Department consent, passing of CBEST, Certificate of Clearance. CR/NC/RP Graduate

This fieldwork course is designed to give candidates early field experiences under the guidance of an experienced mentor teacher in inclusive classrooms and/or settings that include both general education and special education students. Candidates participate in co-planning and co-teaching with the mentor teacher to deliver instruction for ALL students including those with a range of disabilities and diverse learning needs. Early field placements must be in school settings that reflect the full diversity of California public schools.

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☐ Course Requirements

Students spend a minimum of 200 hours in early field experience in the following fieldwork setting:

- 2 consecutive full days of student teaching in an Education Specialist TK or K placement for 15 weeks

- Students working as Education Specialist Interns in PK settings while completing TK/K student teaching must complete additional Intern requirements of tracking their Intern Support Hours.

☐ 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)

☐ Program Standard and ECSE Course 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

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 of interventions 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 Learning Outcomes (CLOs)

Upon successful completion of this course, candidates will:

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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

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	ECSE: 6.9
Analysis of Teaching Practices	CLO 2	ECSE: 6.10, 6.14, 6.15, 6.16, 6.17
Infant Toddler Fieldwork (ECSE)	CLO 3	ECSE: 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8

Lesson Plans	CLO 1	ECSE: 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17

☐ Course Materials

1. Cell phone for teaching videos, Lesson plan template, materials for lessons

☐ Course Requirements and Assignments

To earn credit in this course candidates must participate in all fieldwork seminars and satisfactorily complete all of the following requirements:

1. **Submit Attendance logs**

2. **Participate in all seminars (9) (9x5 = 45 points)**

3. **Teaching Reflections (6) (6 x 10pts = 60 points)**

Candidates will submit 6 teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Teaching reflections are 1-2 page in length.

4. **Analysis of Teaching Practices of Mentor Teacher (1) 1 x 10 = 10 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 own 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?

5. **Three Lesson plans with an observation from the university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded. (3x10 pts =30 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 in the lesson plan 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 @ 3-5 minute video clips of two of their lessons in a seminar over the semester.

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

7. **Disposition Evaluations and Student Opinion Forms**

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and the Mentor Teacher. Student will submit student opinion form on MT and US to canvas.

8. **Support Hours Logs (Interns Only)**

- Intern Candidates must log general support hours and multilingual learner support hours.
  1. .60 FTE Intern = 43.25 hours general support + 13.5 hours multilingual learner support

Total Points = 145 pts.

☐ 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 disposition evaluation.

☐ 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 Early Fieldwork in Special Education Semester

When	Topic	Notes
Seminar Topics and Due Dates 1/29/24 On-Campus in Person	Introduction	**Discussion Topics** • Course Introduction • Class Expectations • Review of Assignments **Assignments** • Attendance Log & Intern Support Hours
Seminar Topics and Due Dates 2/12/24 On Campus	Building Environments and Knowing Your Students	**Discussion** • Building a Welcoming Classroom Environment Engaging • all Learners / Student Strengths and Interests • Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices **Assignments** • Reflection 1 • Attendance Log & Intern Support Hours
Seminar Topics and Due Dates 02/26/24 On-Campus in Person	Lesson Planning	**Discussion** • Lesson Planning • Using Instructional Technology **Assignments** • Reflection 2 Attendance Log & Intern Support • Hours Analysis of Teaching
Seminar Topics and Due Dates 3/11/24 On Campus	IEP Goals within Lesson Planning	**Discussion** • Addressing IEP goals in instruction • Supporting Assistive Technology Use Lesson • Sharing Presentations **Assignments** • Reflection 3 • Attendance Log & Intern Support Hours

When	Topic	Notes

Seminar Topics and Due Dates 3/25/24 On-Campus in Person	Strategies for Multilingual Learners	**Discussion** - Supporting Multilingual learners in Instruction - Lesson sharing Presentations **Assignments** - Reflection 4 - Attendance Log & Intern Support Hours - Analysis of Teaching 2
Seminar Topics and Due Dates 4/8/24	Formative and Summative Assessments	**Discussion** - Formative and Summative Assessment - Continuous data collection for IEP tracking - Lesson sharing Presentations **Assignment** - Reflection 5 - Attendance Log & Intern Support Hours
Seminar Topics and Due Dates 4/22/24 On-Campus in Person	Universal Design for Learning (UDL)	**Discussion** - UDL Refresher - Lesson sharing Presentations **Assignments** Reflection 6 - Analysis of Teaching - Attendance Log & Intern Support Hours - -
Seminar Topics and Due Dates 5/6/24 On Campus	Trauma Informed Teaching Practices	**Discussion** - Trauma Informed Teaching practices to support all learners - Lesson sharing Presentations **Assignments** - Attendance Log & Intern Support Hours
Seminar Topics and Due Dates 5/16/24 Zoom	Professional Growth and Future Learning Goals	**Discussion** Goal Setting for Next Semester **Assignments** Due: Fieldwork Evaluations - Due: Disposition Evaluations Due: MT and US Student Opinion Forms