

# Early Field Experiences in Special Education Section 02

## EDSE 234

Fall 2023 1 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/19/2023

Class Days:	Mondays				
Class Time:	<u>Session 1:</u> August 21 4:00 PM On Campus	<u>Session 2</u> August 28 4:00 PM Zoom	<u>Session 3</u> Sept. 18 4:00 PM On Campus	<u>Session 4</u> Oct 2 4:00 PM Zoom	<u>Session 5</u> Oct. 16 4:00 PM On Campus
	<u>Session 6</u> Oct. 30 4:00 PM Zoom	<u>Session 7</u> Nov. 13 4:00 PM On Campus	<u>Session 8</u> Nov. 27 4:00 PM Zoom	<u>Session 9</u> Dec. 11 4:00 PM On Campus	
Classroom:	SH 212				

### Contact Information

Instructor:	Nancy Smith
Email:	<a href="mailto:nancy.smith@sjsu.edu">nancy.smith@sjsu.edu</a>
Phone:	408-316-5701

### 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.

## ≡ 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 \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## 🎯 Course Goals

---

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 Learning Outcomes (CLOs)

---

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 (MM & ESN)	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
Infant Toddler Fieldwork (ECSE)		ECSE: 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8

Lesson Plans	CLO 1	<p>U: 1.4, 4.6, 5.3, 5.8, 6.3, 6.5</p> <p>MM: 1.4, 1.7, 3.1, 4.3, 4.6</p> <p>ESN: 2.4, 2.11, 4.7</p> <p>ECSE: 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17</p>
Teaching Performance Assessment		<p>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</p> <p>MM: 2.1, 2.8</p> <p>ESN: 2.12, 3.4, 4.2, 4.3, 4.6, 6.5, 6.6, 6.7</p> <p>ECSE: 1.3, 1.9, 2.6, 3.1, 4.3, 4.5, 6.6</p>

## Course Materials

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.

**This course has no required text.**

## Course Requirements and Assignments

### 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:

1. **Submit Attendance logs**
  
2. **Attend all seminars**
  
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 one-page in length.

#### 4. 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 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. General Education Fieldwork Reflection [MMSN & ESN] or Infant Toddler 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.

ECSE Candidates will submit a 2-3 page reflection of their infant toddler fieldwork and/or logs of their infant toddler fieldwork activities.

#### 6. Three Lesson plans with observation from 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 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 over the course of the semester. **Candidates may reschedule one observation during the semester without losing credit.**

#### 7. 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.

#### 8. Fieldwork Final Evaluation (completed by mentor teacher and university supervisor)

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

### 9. Disposition Evaluations

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher

### 10. 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

## ✓ 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.

### Criteria

# EDSE 234 Advanced Fieldwork in Special Education Semester

## Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Aug 21	On Campus	<ul style="list-style-type: none"> <li>● Course Introduction</li> <li>● Class Expectations</li> <li>● Review of Assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 1</li> <li>● Attendance Log &amp; Intern Support Hours</li> </ul>
2	Aug 28	Zoom	<ul style="list-style-type: none"> <li>● Building a Welcoming Classroom Environment</li> <li>● Engaging all Learners / Student Strengths and Interests</li> <li>● Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 2</li> <li>● Attendance Log &amp; Intern Support Hours</li> </ul>

3	Sept 18	On Campus	<ul style="list-style-type: none"> <li>● Lesson Planning</li> <li>● Using Instructional Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 3</li> <li>● Attendance Log &amp; Intern Support Hours</li> <li>● Analysis of Teaching 1</li> <li>● <u>First Formal Lesson/Debrief</u></li> </ul>
4	Oct 2	Zoom	<ul style="list-style-type: none"> <li>● Addressing IEP goals in instruction</li> <li>● Supporting Assistive Technology Use</li> <li>● Lesson Sharing Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 4</li> <li>● Attendance Log &amp; Intern Support Hours</li> </ul>
	Oct 13		CALTPA: Assignment Due in CANVAS	<ul style="list-style-type: none"> <li>● <u>CALTPA Part 1: Plan-Part A: Getting to Know Your Students Due in CANVAS</u></li> </ul>
5	Oct 16	On Campus	<ul style="list-style-type: none"> <li>● Supporting Multilingual learners in instruction</li> <li>● Lesson sharing Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 5</li> <li>● Attendance Log &amp; Intern Support Hours</li> <li>● Analysis of Teaching 2</li> <li>● <u>Solo Week #1 Formal Observation/Debrief</u></li> </ul>
6	Oct 30	Zoom	<ul style="list-style-type: none"> <li>● Formative and Summative Assessment</li> <li>● Continuous data collection for IEP tracking</li> <li>● Lesson sharing Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection 6</li> <li>● Attendance Log &amp; Intern Support Hours</li> <li>● <u>CALTPA Part 1: Plan-Part B: Lesson Plan Due in CANVAS</u></li> </ul>
	Nov 10		CALTPA: Assignment Due in CANVAS	<ul style="list-style-type: none"> <li>● <u>CALTPA Part 1: Plan-Part C: Lesson Plan Rationale Due in CANVAS</u></li> </ul>
7	Nov 13	On Campus	<ul style="list-style-type: none"> <li>● UDL Refresher</li> <li>● Lesson sharing Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis of Teaching 2</li> <li>● Attendance Log &amp; Intern Support Hours</li> <li>● <u>Solo Week #2 Formal Observation/Debrief</u></li> <li>● Begin filming and preparing for CALTPA</li> </ul>
	Nov 23		CALTPA Assignment Due	<ul style="list-style-type: none"> <li>● <u>CALTPA Step 2: Teach and Assess: Videos and Annotations due in CANVAS</u></li> </ul>

8	Nov 27	Zoom	<ul style="list-style-type: none"> <li>● Trauma Informed Teaching practices to support all learners</li> <li>● Lesson sharing Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance Log &amp; Intern Support Hours</li> </ul> <p><u>CALTPA Step 3: Reflection on What You Learned Due in CANVAS</u></p> <p>-</p>
	Dec 1		CALTPA Assignment Due	<p><u>CALTPA Step 4: Application of What You Learned Due in CANVAS</u></p> <p>-</p>
	Dec 7		CALTPA Submission in Pearson	<u>CALTPA Must Be Submitted in Pearson</u>
	Dec 8		CALTPA Completed and Due in CANVAS	<u>CALTPA submitted to Canvas</u>
	Dec 11	On Campus	Goal Setting for Next Semester	<p>Fieldwork Evaluation due</p> <p>Disposition Evaluation due</p>

## 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.