

Early Field Experiences in Special Education Section 04

EDSE 234

Fall 2023 1 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/28/2023

Contact Information

Course and Contact Information

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Office Hours: [Book a Zoom appointment](#) or before in-person class [Tues. 2:30-3:30PM]

Class Days/Time/Location: Tuesdays 4:00PM-6:45PM in Sweeney Hall 238 or via Zoom as indicated

Course Meeting Dates:

August: 22nd (8/22-In Person) & 29th (8/29-Zoom Session)

September: 19th (9/19-In Person)

October: 3rd (10/03-Zoom), 17th (10/24-In Person) & 31st (10/31-Zoom)

November: 14th (11/14-In Person) & 28th (11/28-Zoom)

December: 12th (12/12-In Person)

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

Class Expectations for In-Person and Zoom

My high expectations of student engagement, participation, and attendance remains at the forefront to support your learning,

teaching, practice, and community of practice building.

I expect that you will...

1. Bring an open-mind and be ready to engage in what is best for your students by taking ownership of your time with your school and community
2. Lean on your support team (cooperating teacher, professors, fieldwork supervisor, etc.) when you have questions
3. Practice a brave space (be ready to stretch your thinking) rather than safe (comfort zone).
4. Keep in mind that it is helpful for group members to have their cameras and microphones on when on Zoom; however, I understand the many privileges and demands of bringing school into our homes, work, and communities. So if you need to mute your microphone due to excessive noise, or mute your video due to the movements behind us that is okay too.

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

Course Goals

Course Learning Outcomes (CLO)

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
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

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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:

1. 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.

2. Teaching Performance Expectations (TPEs) Universal TPEs (MM and ESN candidates)

- 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.
- 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.
- 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.
- 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.
- 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.
- 5(A) Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- 1(A) Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- 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.
- 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.
- 8(A) Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
- 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
- **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.
 - **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.
 - **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.
 - **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.
 - **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.
 - **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.
 - **3(P)** Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
 - **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.

3. Mild/Moderate TPEs (Mild/Moderate Candidates only)

- **4(P)** Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)
- **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)
- **7(P)** Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)
- **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)
- **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 8(A)** Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- **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)
- **3(P)** Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
- **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.

Course Materials

Required Texts/Readings

There is no required textbook for this course. Some in-class/Zoom sessions may feature readings and resources to support our discussions together.

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:

- Submit Attendance Logs

- Attend All Seminars

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

Candidates will submit six teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Three of six reflections must be 1-page, double spaced written reflections. The other three reflections are choice reflections, candidates may choose written, audio, or visual submissions. *Please note that any visuals containing classroom photos must receive prior authorization from the school site.*

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?

General Education Fieldwork Reflection (20 points)

MMSN 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 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 disability in this 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 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 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.

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.

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.

Disposition Evaluations

Each teacher candidate will submit a 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

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	U: 6.3, 6.5

Analysis of Teaching Practices	CLO 2	MM: 1.5 ESN: 1.1
General Education Fieldwork	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
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
Teaching Performance Assessment		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

Final Examination or Evaluation

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

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

Seminar	Date	Mode	Topics	Assignments Due
1	Aug. 22	In Person	<ul style="list-style-type: none"> ● Connecting ● Course Introduction & Expectations ● Review of Assignments ● Getting Organized 	<ul style="list-style-type: none"> ● Reflection 1 ● Attendance Log & Intern Support Hours ● Syllabus Annotation ● Get to Know Your Students

2	Aug. 29	Zoom	<ul style="list-style-type: none"> ● Building a Welcoming Classroom Environment ● Engaging Learners / Student Strengths & Interests/Asset Framing ● Funds of Knowledge / Community Cultural Wealth / Teaching Students about Disability and Ableism 	<ul style="list-style-type: none"> ● Reflection 2 ● Attendance Log & Intern Support Hours ● Informal Observations (Gather Your Schedule & District Schedule, including PDs) ● Identify Three Focus Students
3	Sept. 19	In Person	<ul style="list-style-type: none"> ● Lesson Planning ● Decomposition of a Lesson & Connection to TPA Cycle 1 ● Using Instructional Technology 	<ul style="list-style-type: none"> ● Reflection 3 ● Attendance Log & Intern Support Hours ● Analysis of Teaching 1 ● Demonstrate Understanding of Detailed Lesson Plan ● Lesson Plan One Observation/Debrief Due by this week
4	Oct. 3	Zoom	<ul style="list-style-type: none"> ● Addressing IEP Goals in Instruction ● Supporting Assistive Technology Use ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 4 ● Attendance Log & Intern Support Hours ● Reflection as Meta-Cognitive
5	Oct. 17	In Person	<ul style="list-style-type: none"> ● Supporting Multilingual Learners in Instruction ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 5 ● Attendance Log & Intern Support Hours ● Analysis of Teaching 2 ● Solo Week 1 Formal Observation/Debrief Due by this week
6	Oct. 31	Zoom	<ul style="list-style-type: none"> ● Formative and Summative Assessment ● Continuous Data Collection for IEP Tracking ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Reflection 6 ● Attendance Log & Intern Support Hours ● Next Steps for Teaching/Closing

7	Nov. 14	In Person	<ul style="list-style-type: none"> ● Reviewing UDL ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Analysis of Teaching 3 ● Attendance Log & Intern Support Hours ● Solo Week 2 Formal Observation/Debrief Due by this week ● Begin recording for TPA Cycle 1
8	Nov. 28	Zoom	<ul style="list-style-type: none"> ● Working with Other Professionals ● Collaborative Planning ● Trauma Informed Teaching Practices to Support Learners ● Lesson Sharing Presentations 	<ul style="list-style-type: none"> ● Attendance Log & Intern Support Hours ● Continue film and prep for TPA Cycle 1 ● CalTPA Submission to CANVAS by 12/04
9	Dec. 12	In Person	<ul style="list-style-type: none"> ● Final Reflections 	<ul style="list-style-type: none"> ● Fieldwork Evaluation due ● Disposition Evaluation due ● CalTPA Submission 12/07 to Pearson