

Advanced Fieldwork in Mild Moderate Support Needs Section 02

EDSE 217A

Spring 2025 Hybrid 6 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/19/2025

Course Format

This is a clinical practice fieldwork course in which students will be teaching in classrooms 5 days a week. Students will be supervised in the fieldwork setting and observed teaching lessons in a variety of formats. Students also attend accompanying seminar sessions held on the dates listed above.

Contact Information

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Course Information

Session Dates:	Jan 30	Feb 13	Feb 27	Mar 13
	On campus	(zoom session)	On campus	(zoom session)

	Mar 27	Apr 10	Apr 24	May 8
	On campus	(zoom session)	On campus	On campus

Course Description and Requisites

Supervised teaching of students with mild moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent.

CR/NC/I Graduate

* Classroom Protocols

Students are expected to arrive on time and stay for the entire seminar 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 detract from 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

- **PL0 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PL0 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PL0 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 must spend a minimum of 400 hours in field experience and complete Cycle 2 of the California Teaching Performance Assessment as a part of this course.

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 Teaching Performance Expectations:

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)

U 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.6, 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11

MM1.1, 1.4, 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 7.1, 7.2, 7.3, 7.4

Course Materials

There is no required textbook for this course.

Course Requirements and Assignments

Teacher candidates will complete the following assignments as part of this fieldwork course. The course is graded credit / no credit.

- **Participation in fieldwork seminars (10 points each seminar)**

Candidates are responsible for attending the fieldwork placement every day for the full length of the placement. Student teachers and teacher residents must notify the mentor teacher and the University Supervisor as soon as possible in the event of an absence due to illness or other emergency. Intern candidates should follow district protocols for reporting an absence. Candidates are also responsible for attending each of the seminars. A missed seminar must be made up.

- **Lesson Plan Cycles (20 points each lesson cycle)**

Teacher candidates will complete 5 Lesson Plan Cycles consisting of Pre-Observation Planning, Lesson Implementation, Debrief with Supervisor and Mentor Teacher (if applicable), and Reflection. Teacher candidates are responsible for video recording each lesson observation. Videos will be used for discussion and reflection at the debrief session and for sharing in the supervision seminar. Formal lesson observations will be scheduled throughout the semester with the supervisor.

Lesson Cycle One

Drawing on their understanding of the California Dyslexia Guidelines, teacher candidates will plan, implement, and reflect on an explicit instruction lesson grounded in the principles of UDL that incorporates evidence-based strategies to develop their students' skills in phonological awareness, phonics, spelling, and word recognition including letter-sound, spelling-sound, and sound-symbol correspondence. Lesson should include at least one informal assessment that monitors students' progress on these skills.

Lesson Cycle Two

Drawing on their understanding of the California Dyslexia Guidelines teacher candidates will plan, implement, and reflect on an explicit instruction lesson that incorporates evidence-based strategies to develop their students' skills in the areas of decoding & encoding, including morphological awareness and spelling and syllable patterns, to develop fluency in reading, including reading across disciplines as appropriate. Lesson should include at least one informal assessment that monitors students' progress on these skills.

Lesson Cycle Three

Teacher candidates will plan, implement, and reflect on a lesson that incorporates evidence-based strategies to develop their students' skills in the areas of meaning making across disciplines, including drawing evidence from texts, attending to vocabulary knowledge and using grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Teacher candidates create environments that foster students' oral and written language development, including discipline-specific academic language.

Lesson Cycle Four

Teacher candidates will plan, implement, and reflect on a lesson that incorporates evidence-based strategies to develop their students' skills in the areas of oral and written language development, including academic conversations and writing for varied purposes and audiences. This lesson cycle should provide opportunities for teacher and peer feedback on student writing.

Lesson Cycle Five

Teacher candidates will plan, implement, and reflect on a lesson that incorporates evidence-based strategies to develop their students' skills in oral and written presentations, including the use of visual and performing arts, as well as multimedia and assistive technology as appropriate to support students' spelling, handwriting, and language conventions as appropriate.

- **Lesson analysis presentation (10 points each presentation)**

Each teacher candidate will complete two lesson analysis presentations in which they share a lesson video clip (3-5 minutes in length) and their lesson plan with their seminar group. Candidates will analyze their teaching and invite feedback from the group.

- **IEP assignment (20 points)**

Teacher candidates will participate in two IEP meetings over the course of the semester.

- **IEP Meeting One** - Candidates will observe this IEP and take note of how the Ed Specialist and related professionals focus on student strengths and interests and ensure meaningful parent and student input as they collaboratively develop goals to address the student's needs.
- **IEP Meeting Two** - Candidates will complete one written IEP document which includes present levels of performance and draft IEP goals. Student teachers and teacher residents will do this under the guidance of the mentor teacher outside of the IEP system (i.e., may create a word document). Intern teachers will do this as part of their job assignment. Teacher candidates should administer 2-3 subtests of a formal assessment (e.g., WJ, WIAT) OR 2-3 informal assessments (e.g., classroom assessments, criterion checklists, district benchmark assessments) with the student and gather classroom observational data, in order to prepare the present levels of performance. Traditional student teachers and teacher residents must work under the mentor teacher's guidance to complete the information in advance of the scheduled meeting. With parent permission the University Supervisor will observe the candidate in the IEP meeting whenever possible. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.)

- **Teaching Performance Assessment (20 points)**

Teacher candidates will complete the Cal TPA Cycle 2 in the area of Literacy. This assignment is required to earn credit for this course. Candidates will submit their performance assessment to Pearson and also upload a copy into CANVAS. Interim deadlines will be posted in CANVAS for the various components of the TPA.

Note: Candidates will not receive feedback on this assignment but will earn points for submitting the complete packet.

- **Final Fieldwork Evaluation**

Each teacher candidate will submit a Final Fieldwork Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns). Interns are responsible for giving the evaluation form to the principal within the first two weeks of the semester,

- **Disposition Evaluations**

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents only).

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLO	TPEs
Lesson Plan Cycles	CLO 1, 2, 3	U 1.4, 1.5, 1.6, 1.7, 1.8, 3.3, 3.6, 4.1, 4.2, 4.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2, 7.1, 7.2, 7.3, 7.4
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6 MM 1.1, 1.4
Disposition Evaluation	CLO 4	U 6.2, 6.5
Teaching Performance Assessment	CLO 1, 2, 3	U 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 MM 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 4.2, 4.7, 5.1, 5.2, 5.4, 7.1, 7.2, 7.3, 7.4

✓ Grading Information

This course is credit / no credit. All assignments must be completed satisfactorily (80%) to earn credit in the course. In addition candidates must earn at least 100 points on the Final Fieldwork Evaluation from the University Supervisor and the Mentor Teacher, and a satisfactory Disposition Evaluation from the University Supervisor and the Mentor Teacher, and must attend all seminars to receive credit in this course.

Criteria

All assignments must be completed satisfactorily (80%) to earn credit in the course. In addition candidates must earn at least 100 points on the Final Fieldwork Evaluation from the University Supervisor and the Mentor Teacher, and a satisfactory Disposition Evaluation from the University Supervisor and the Mentor Teacher, and must attend all seminars to receive 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

Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Jan 30	In Person	Discussion Topics <ul style="list-style-type: none">• Course Introduction• Class Expectations• Review of Assignments• Review of Lesson Plan Template• Getting started in your placement	
2	Feb 13	Zoom	Discussion Topics <ul style="list-style-type: none">• Review of Lesson Plan Template• Overview of TPA Cycle 2• TPA Registration & support	Lesson Observation #1

3	Feb 27	In Person TPA Session	Discussion Topics <ul style="list-style-type: none"> Contextual information –What do you know about your students and your classroom? 	
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4	Mar 13	Zoom	Discussion Topics <ul style="list-style-type: none"> Planning a Learning Segment Higher Order Thinking skills Lesson Analysis Presentations	Lesson Analysis Presentation 1 Lesson Observation #2 <ul style="list-style-type: none"> TPA Part A – Contextual Information
5	Mar 27	In Person	Discussion Topics <ul style="list-style-type: none"> Informal assessments & Student self-assessments Use of rubrics 	Complete: Lesson Cycle #3 Solo Week CALTPA Cycle #2 B and C

6	Apr 10	Zoom	Discussion Topics <ul style="list-style-type: none"> Formal Assessments (end of learning segment) with rubric 	Complete: Lesson Cycle 4 Due 4/18 <ul style="list-style-type: none"> TPA Part D – Blank Informal Assessment TPA Part E – Blank SelfAssess with Rubric TPA Part F – Blank Formal Assessment with Rubric
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7	Apr 24	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Progress monitoring -Data driven instruction • Maximizing use of instructional support personnel 	<p>IEP Assignment due</p> <p>Solo Week #2 April 28-May 2</p> <p>Lesson Cycle #5 Due 5/2</p> <p>CALTPA Cycle #2, H, I, J Due 5/2</p>
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8	May 8	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Making Instructional decisions / next steps for learning <p>Lesson Analysis Presentations</p> <ul style="list-style-type: none"> • Professional growth • Individual Transition Plans for Clear Program <p>Final Reflections</p> <p>TPA due May 15 in Pearson</p>	<p>Lesson Analysis</p> <p>Presentation 2 Due 5/9</p> <ul style="list-style-type: none"> • <p>Complete:</p> <ul style="list-style-type: none"> • TPA Part K – Next Steps for Learning / Reteach or Extension • TPA Part L – Video clip of reteach or extension <p>Fieldwork Evaluations Due 5/16</p> <p>Disposition Evaluations Due 5/16</p> <p>Transition Plan Due: 5/16</p>
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Course Schedule Subject to Change with Due Notice

Please check CANVAS and SJSU email regularly to stay up to date on course information.

Lesson Observation Schedule:

- Complete Lesson Cycle 1 by week 3
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 2 by week 6
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 3 by week 9
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 4 by week 12
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 5 by week 15
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief

- IEP Observation Scheduled by 5/2

TPA Components Completed

- Part A – Contextual Information
- Part B – Learning Segment Plan
- Part C – Assessment Descriptions
- Part D – Blank Copy Informal Assessment
- Part E – Blank Copy Student Self-Assessment & Rubric
- Part F – Blank Copy Formal Assessment & Rubric
- Part G – 4 Annotated Video Clips
- Part H – Analysis of Informal & Student Self-Assessment
- Part I – Formal Assessment Responses from 3 Students
- Part J – Analysis of Assessment Results
- Part K – Next Steps for Learning (Re-teach or Extend)
- Part L – Annotated Video Clip of Re-teach or Extend