San José State University  
Connie L. Lurie College of Education  
Department of Special Education  
EDSE 154:  
Practicum and Student Teaching in Special Education  
Spring 2016 – 6 units

Program Coordinator – Dr Peg Hughes  
University Supervisors - Vickey Perkins, Marsha Perkins, Janel Astor  
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Office Hours: By appt only  
Class Days/Times: Fieldwork Observations TBD by University supervisor  
3 Seminars Thursdays –  
SH 447 1st 1/28 7-9 PM; RM 211 2nd 3/24 7-9:00; RM 211 3rd 5/19 7-9

Prerequisites  
Upper division standing and Instructor consent with majority of Level 1 courses completed

College of Education Mission Statement  
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission  
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Knowledge Base  
All student teaching placements involve child-, family-, team-, interagency-, transition-, or inclusion-related services. Involvement in family-related services provides students with the opportunity for working with family members as partners in planning and implementing intervention services by listening reflectively, questioning effectively, analyzing feelings and content, and integrating information. Students also are involved in situations which allow them to use strategies that promote social interactions between parents and their children.  
The goal of child-related services is to allow students to demonstrate that they are capable of encouraging young children to develop cognitive, social, and effective skills in home, self-contained, and inclusive programs. Students are responsible for collecting naturalistic and formal data on young children and for completing child and family developmental assessments. Additionally, students design learning environments and implement strategies that encourage social engagement and interaction. Early interventionists must have an understanding of the instructional and clinical
opportunities related to the health care disciplines that are offered to a family with a young child with disabilities (e.g. Speech and Language Pathology, Occupational Therapy, & Physical Therapy). **Team-related services** allow students to experience and to integrate the knowledge and recommendations of multiple disciplines into the daily routine of the child and family. Early interventionists are asked frequently to act as, or to assist parents in becoming, advocates for the services that young children with disabilities need. Through the **interagency-related services**, students become familiar with the community programs that are available for families and develop well-blended intervention plans.

A family with a young child who is disabled continually experiences transitions from one situation to another. Some families are required to quickly transition from being a “typical” family to being a “special” family when they discover that their child is disabled. Other families must transition from having a child in a long-term hospital care center to having services for their child provided at home. As children become older, families and children transition from home-based programs to center-based programs, and then from center-based programs to school-based programs. During each of these transitions professionals support the families as they adjust to their different roles and responsibilities. **Transition-related services** provide students with the opportunity to develop the interpersonal and management skills involved in coordinating activities that occur when a family transitions from one setting to another.

Both Part B (preschool services) and Part C (infant-toddler services) of the Individuals with Disabilities Educational Act (IDEA, 2004) require that young children with disabilities be provided services in the least restrictive environment. **Inclusion-related services** encourage students to combine their knowledge of the needs of young children who have disabilities with their understanding of the varied range of community programs. Student teachers will be challenged to design appropriate service plans that meet the individual inclusive needs of the children and their families. While participating in the Student Teaching Practicum, students observe children and families, participate in activities with guided feedback from the Master Teacher and University Supervisor, and independently practice and evaluate their teaching strategies.

**CCTC Standards**

**Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

**Intern Program Delivery Model:** This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.
Program Standard 16: Assessment of Candidate Performance
Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate’s credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate’s Induction Program. (TPEs may be found on pages 73-86 of this document).

ECSE Standard 10: Field Experience in Early Childhood Special Education Programs
The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

ECSEAA Standard 4: Experience in ECSE Programs
The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

Required Texts/Materials:


Recommended:

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at
http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policies
Experience direct contact and teaching with children, families, and other professionals in both Infant/toddler and Pre-Kindergarten special education or inclusive settings including homes in ES programs through observation, part-time participation, and full-time participation under supervision. (ECSE S 10; ECSEAA 4)

2. Attend one Orientation, 2 seminars
3. Completion of assignments listed in the Assignment Schedule below.
4. Keep a Student Log and Communication Notebook current and have it available for the University Supervisor at visits
5. Attend at least one IEP/IFSP/Transition meeting during each placement. Record observations in Reflection Assignments.
6. Practice assessing a child in either setting using any global developmental tool and write up a summary of developmental range of skills of child. Develop and list 3 annual goals or outcomes with aligned foundations for child based on this assessment.
7. Completion of evaluation forms for Master Teacher, and Supervisor
8. Completion of Preliminary Teaching Portfolio Notebook

Note: Contact the Master Teacher and the University Supervisor if you are sick on observation day or there is a reason for being late or inability to attend seminars. Immediately discuss any problems or concerns that may occur with the Master Teacher or the University Supervisor.

Assignment and Grading Schedule:

1. Daily lesson plans – 6x + Home visit forms/visit

Due Dates:
Lesson Plans. At least 6 lessons will be observed by the university supervisor/master teacher/3 visits/placement (10pts/lesson= 60 pts. total)

2. Teaching Reflections – ES and Preschool -2x

Complete for each placement. (25/pts/50 pts. total)

3. Best Practice Activity -2x

Complete for each placement. (25/pts/50 tot)

4. Assessment Summary Assignment

Complete and put in portfolio (25 pts)
5. Statement of ECSE Teaching Philosophy
Reference DEC practices put in portfolio (25pts)

6. DVD Self-Assessment - ES and Pre-2x
Complete for each Placement (15/each/30 pts.)

Note. If no center time in ES then no video

7. ECSE Teaching Portfolio Notebook
75 pts

8. MT/Supervisor/Final Evals/
45 pts

9. Participation in Seminars
10 pts

Grading Criteria: (See last page for assignment checklist and rubric)

Grades will be awarded on a Pass/Fail scale. A passing grade will be awarded if:
1. An average score of 3 (Range 1-4) on each of the final evaluations completed by the Master Teacher and/or the University Supervisor i.e., at least 60% mastery in each placement (PS 15, 16; ECSE 10; ECSEAA 4)

2. All assignments are successfully completed and turned in on the assigned due date. All assignments must receive a total of 296/370 points (80% mastery) level or better.

University Policies
Grievance Procedure
If you have questions regarding grading policies or any other aspect of the course, please make an appointment with me. For information about grievances policies/procedures, you can consult the university catalog, the special education secretary to make an appointment with the department chairperson or the University ombudsman. See the “Student Rights and Responsibilities” section in the SJSU catalog

Accommodations
If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability. http://www.dre.sjsu.edu/

Academic Integrity
Students are expected to be familiar with the University’s Academic Integrity Policy Please review this at http://sa.sjsu.edu/student_conduct. San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor (See policy F06-1 requires approval of instructors). SJSU also forbids students to plagiarize previously written material. For this class, all assignments are to be completed by the individual student unless otherwise specified. If
an instructor utilizes a plagiarism detection service (i.e. Turnitin.com), it is written in the green sheet.

**Master Teacher Expectations**
The Master Teacher is expected to mentor the student by modeling methods for providing services to families with young children with disabilities, contacting directly with the University Supervisor, and helping students to discuss, question, problem-solve, and reconsider practices that they have either observed or provided. The Master Teacher provides both continual feedback to the students on their abilities to provide services, and completes the final evaluation.

Specifically, the Master Teacher is responsible for the following:
1. Orienting the student to the agency and program.
2. Helping to plan, organize, and coordinate practicum activities for the students.
3. Assisting the student to be involved in meaningful tasks with children and families.
4. Meeting regularly with the student to discuss progress and concerns
5. Consulting with the student and the University Supervisor if the student teaching requirements need to be addressed in a corrective action plan.
6. Completing the midterm and final Student Teaching Evaluation Forms (with supervisor input if necessary).

**University Supervisor Expectations**
The University Supervisor is expected to assist in placing students in specific training sites and to coordinate activities between the sites and the university. The University Supervisor is also responsible for meeting regularly with the student and the Master Teacher to discuss the student’s progress. The Student Teaching Orientation and Seminars are arranged and conducted by the university supervisor or ECSE coordinator.

Specifically the University Supervisor is responsible for the following:
1. Visiting the sites regularly (three visits for each placement), and providing on-site supervision and support for the student through pre-conference, observation, and post-conference, as well as contacting and meeting with the Master Teacher.
2. Making final decisions related any student issues with ECSE coordinator, if needed
3. Determining the student’s final evaluation with master teacher, if requested by MT
4. Attend all University Seminars

**Recommended Evidence-based Practices and References**


Therapy Skill Builders: Tucson, Arizona.
Klein, D.M, & Harris, K. (2005). Considerations in the personnel preparation of itinerant
early childhood special education consultants. Journal of Educational and
Psychological Consultation, 15(2), 151-165.
Lynch, E.W., & Hanson, M.J. (Eds.). (2000). Developing cross-cultural competence:
A guide for working with young children and their families. Baltimore: Paul H.
Brookes.
preschoolers with and without disabilities: Perspectives of parents and providers.

Recommended Journals
Education Leadership	Exceptional Children
Focus on Exceptional Children	Infants and Young Children
Exceptional Parent	Child: Care, Health and Development
Remedial & Special Education	Journal of Speech & Hearing Disorders
Teaching Exceptional Young Children	Journal of the Early Intervention (DEC)

Recommended Websites
http://www.nichy.org National Information Center for Children and Youth with
Disabilities
http://www.readwme.com - Read with Me – Family Program
http://www.cec.sped.org The Council of Exceptional Children, Division of DEC
http://www.ida.org Infant Development Association of California

Accommodations
If you need course adaptation because of a disability, or if you have emergency
medical information to share with me, or if you need special arrangements in
case the building must be evacuated, please make an appointment with me so
as soon as possible, or see me during office hours.

Plagiarism and Recycled Papers
San Jose State University policy forbids students to submit assignments in two different
courses, except by permission of the instructor, and to plagiarize previously written
material. If an instructor utilizes a plagiarism detection system (i.e., Turnitin.com), it is
written in the green sheet.
### Assignment Checklist – EDSE 154 – ECSE Student Teaching

**Student Teacher:** [Name]

**Date:** Spring 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Total Points Possible</th>
<th>Points Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson Plans (6x) + Home Visits forms/3 placement</td>
<td>60 (10 each): 3/preschool 3/Early Start</td>
<td></td>
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<tr>
<td>2. Teaching Reflections (2x)</td>
<td>50 (25/placement/Pre and ES)</td>
<td></td>
</tr>
<tr>
<td>3. Best Practices Assignment (2x)</td>
<td>50 (25/Pre/ES placement)</td>
<td></td>
</tr>
<tr>
<td>4. Assessment Summary + 3 Goals</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>5. Teaching Philosophy</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>6. DVD – Self evaluations of teaching (2x)</td>
<td>30 pts (15/placement)</td>
<td></td>
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<tr>
<td>7. Portfolio</td>
<td>75 pts</td>
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<tr>
<td>8. Participation in Seminars</td>
<td>10 pts.</td>
<td></td>
</tr>
<tr>
<td>9. Student Teaching Final Evaluations in ES and PreK + Student Evals of MT and Supervisors</td>
<td>45 pts. 2 Midterm + 2 final evals of ST (preschool &amp; ES) + 1 or 2 MT evals + 1 Uni.Su Evals completed by Student</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points** 370 points

**Note. Need 296/370 for class credit (80%)**
# Preliminary ECSE Portfolio Rubric

## Grading Rubric – 75 pts.

<table>
<thead>
<tr>
<th>Content/Points</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Table of Contents</td>
<td>High Quality, Very Clear and Organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>2. Resume/VITA</td>
<td>High Quality; Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>3. ECSE Philosophy</td>
<td>High Quality of Best Practices, Very Clear &amp; well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>4. Transcripts (official or unofficial) of ECSE courses</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<tr>
<td>5. CBEST, other formal documents</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<tr>
<td>6. Infant/Toddler Placement</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>7. Descriptions of all children with disability/risk; +Home visit forms</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>8. Any lesson plans for home visits, inc.foundations +Home visit forms</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>Reflection – Early Start Placement</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
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<td>9. Self-Evaluation Form of DVD – Teaching, if videotaped</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>Preschool Placement</td>
<td>5 High Quality, Very Clear and well-organized</td>
<td>4 Above Average, Majority Clear &amp; Org</td>
<td>3 Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>2 Below Average; Somewhat Clear &amp; Org.</td>
<td>1 Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>10. Descriptions of all children with disability/risk;</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>11. All Lesson Plans inc home visits, inc.foundations Any EL strategy</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<tr>
<td>12. Teaching Reflection – Preschool Placement</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>13. Self-Evaluation Form of DVD - Teaching</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>14. Student Teacher Evaluations: ES and Preschool Placements from Master teacher etc.</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
</tr>
<tr>
<td>15. Assessment Write-up of development + 3 annual goals/outcomes</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
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