Course and Contact Information

Instructor: Dr. Lisa Simpson
Office Location: Sweeney Hall 235
Telephone: (408) 924-2924
Email: lisa.simpson@sjsu.edu
Office Hours: By Appointment
Class Days/Time: Wednesday 1:45 – 3:45
Classroom: TBD
Prerequisites: Department Consent, Passing of CBEST and CSET Exams, Certificate of Clearance

Course Description

Application of knowledge and skills in classrooms. Examination of ethical practices, work with parents, challenges in application, and professional growth.

Program Learning Outcomes (PLO)

PLO 1: Graduates assess and identify the educational needs and strengths of students with disabilities.

PLO 2: Graduates critically evaluate pedagogy, curricula, and instructional materials based on evidence-based practices for students with disabilities.

PLO 5: Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan as appropriate to their credential.

PLO 7: Graduates collaborate with general educators, parents, and relevant stakeholders.

Course Learning Outcomes (CLO)

Upon successful completion of this course:

1. Each preliminary candidate demonstrates 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. Each preliminary candidate uses knowledge of students' educational backgrounds including learning style, experiences, and family structures in planning instruction and supporting individual student learning.


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:
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)
Universal TPEs (all candidates)

U1.1 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.

U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

U4.6 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.

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Mild/Moderate TPEs (Mild/Moderate Candidates only)

MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

MM2.5 Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.

MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

Extensive Support Needs TPEs (Extensive Support Needs Candidates only)

ESN1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

ESN2.8 Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

ESN 2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students’ unique needs.
ESN4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.

**Early Childhood Special Education TPEs (Early Childhood Special Education Candidates only)**

ECSE 1.10 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE 2.4 Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE 4.4 Use and adapt resources, instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

ECSE 4.5 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.

**High Leverage Practices in Special Education**

In keeping with standards set forth by the profession and the Council for Exceptional Children students will address, examine, and/or employ techniques that will help them develop the ability to meet the following high leverage practices in special education:

HLP 1: Collaborate with professionals to increase student success.

HLP 7: Establish a consistent, organized, and respectful learning environment.

HLP 15: Provide scaffolded supports.

HLP 22: Provide positive and constructive feedback to guide students’ learning and behavior.

**Required Texts/Readings**

There is no required textbook for this course.

**Course Assignments Required for the Phase One Fieldwork Portfolio**

In order to earn credit in this course candidates must satisfactorily complete all of the following requirements for the Phase One Fieldwork Portfolio:

1. **Teaching Reflections (10)**
   Candidates will submit 10 teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Teaching reflections are generally one-page in length.

2. **Analysis of Teaching Practices (3)**
   Candidates will submit a two-page analysis of teaching practices observed in their field placement on each of the three topics 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.
   - Culturally Responsive Teaching
   - Positive Behavior Supports and Behavior Based Teaching Strategies
   - Engaging all Learners

3. **Description of Learning Environment (physical, academic, social-emotional)**
   Candidates will submit a 4-page description and analysis of the learning environment in their field placement setting. Description and analysis should cover the physical environment and classroom
schedule, a description of the students including characteristics of typical and atypical development and language learning status, curriculum and assessments used (formative, summative, progress monitoring), collaboration with other professionals, inclusive activities, communication with families, supports for students who are emergent bilinguals, and strategies for engagement and motivation. Your analysis should include a discussion of the elements of the learning environment that were familiar and unfamiliar to you before beginning the field placement, the ways in which the various elements of the learning environment support positive student outcomes, and a reflection of how the learning environment created by the mentor teacher informs your own teaching practice.

4. General Education Fieldwork
   a. Describe the inclusive placement (general education class) in which you are completing fieldwork hours. Describe how one special education student is supported to be successful in this general education setting. Be sure to include any specific strategies / accommodations / modifications used and tell how these meet the needs of the learner in this setting. Discuss how the Special Education and General Education teacher collaborate to support the special education student in this general education setting.
   b. Provide a narrative 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).
   c. Document a minimum of 50 hours spent in the general education setting (dates / times) and have the general education teacher sign the form and provide a brief letter describing the activities in which you participated.
   d. Arrange a time for your university supervisor to do a brief informal observation of you in the general education setting.

5. Four Lesson plans with observation from university supervisor following Plan, Teach, Reflect cycle.
   Candidates will submit four formal lesson plans following the template provided in CANVAS for each of the four formal observations from the university supervisor. (At least one formal observation will 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 teach the lesson during the observation and submit the written reflection within 48 hours 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.

6. Satisfactory Fieldwork 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.

7. Completion of fieldwork hours and attendance at seminars
   - Residency Program requirements = 2 full days plus 2 half days in fieldwork setting (one half day is in GE setting at residency site) plus twice-monthly seminars
   - Traditional Program requirements = minimum of 200 hours of fieldwork with 50 hours in GE setting plus monthly seminars

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”
Alignment of Assignments to Course Outcomes

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PLOs</th>
<th>CLOs</th>
<th>TPEs</th>
<th>HLPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reflections</td>
<td>PLO 1, 2</td>
<td>CLO 2</td>
<td>U 1.1, 6.1, 6.2</td>
<td>HLP 1, 7</td>
</tr>
<tr>
<td>Analysis of Teaching Practices</td>
<td>PLO 2</td>
<td>CLO 2</td>
<td>U 6.2 MM 2.5 ESN 2.8 ECSE 2.4</td>
<td>HLP 7</td>
</tr>
<tr>
<td>Description of Classroom Environment</td>
<td>PLO 2</td>
<td>CLO 2</td>
<td>MM 2.8 ESN 2.11 ECSE 2.4</td>
<td>HLP 7</td>
</tr>
<tr>
<td>General Education Fieldwork</td>
<td>PLO 7</td>
<td>CLO 3</td>
<td>U 1.1 MM 2.8 ESN 2.11 ECSE 4.4</td>
<td>HLP 15</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td>PLO 1, 5</td>
<td>CLO 1</td>
<td>U 1.1, 4.2, MM 1.4, 4.3 ESN 1.9, 4.1 ECSE 1.10, 4.5</td>
<td>HLP 1, 22</td>
</tr>
<tr>
<td>Fieldwork Evaluation</td>
<td>PLO 1, 2, 5, 7</td>
<td>CLO 1, 2, 3</td>
<td>U 1.1, 2.8, 4.2, 6.1, 6.2 MM 1.4, 2.5, 2.8, 4.3 ESN 1.9, 2.8, 2.11, 4.1 ECSE 1.10, 2.4, 4.4, 4.5</td>
<td>HLP 1, 7, 15, 22</td>
</tr>
</tbody>
</table>

Final Examination or Evaluation
This is a supervision course. There is no final examination.

Grading Information
This course is credit / no credit. All assignments must be completed satisfactorily to earn credit in the course.

Classroom Protocol
Students are expected to arrive on time and stay for the entire session. Students are expected to keep cell phones put away during seminar and participate fully in seminar discussions.

University Policies
Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to visit this page, review and be familiar with these university policies and resources.
## EDSE 234 Advanced Fieldwork in Special Education Fall 2019

### Course Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1       | Aug 21 | • Overview of Residency Requirements and Assignments  
• Introduction to Teaching Reflections  
• Getting to know your students and your community  
• Culturally Responsive Teaching - Recognizing Implicit Bias | Teaching reflection #1                |
| 2       | Aug 28 | • Engaging all Learners  
• Introduction to Lesson Planning (part 1)                        | Teaching reflection #2                |
| 3       | Sept 11| • Positive Behavior Supports  
• Creating Supportive Learning Environments                      | Teaching reflection #3                |
| 4       | Sept 25| • Monitoring student learning  
• Lesson Planning (part 2) teach and assess                      | Teaching reflection #4                |
| 5       | Oct 2  | • Scaffolding student discourse  
• Progress monitoring to inform instruction                        | Teaching reflection #5                |
|         |        | OGSD no school week of Sept 30  
FMSD no school week of October 7                                   |                                       |
| 6       | Oct 16 | • Lesson Planning (part 3) reflect and apply  
• Supporting students in inclusive environments                    | Teaching reflection #6                |
| 7       | Oct 30 | • Group Lesson study  
• Identifying intervention strategies                              | Teaching reflection #7                |
| 8       | Nov 13 | • Group Lesson study  
• Identifying intervention strategies                              | Teaching reflection #8                |
| 9       | Nov 20 | • Video lesson analysis                                               | Teaching reflection #9                |
| 10      | Dec 4  | **Wrap Up**  
Last day of Sem 1 fieldwork FMSD Residents Dec 13  
Last day of Sem 1 fieldwork OGSD Residents Dec 20  
**Preview of Phase Two Fieldwork**  
First day of Sem 2 fieldwork FMSD Residents Jan 6  
First day of Sem 2 fieldwork OGSD Residents Jan 6 | Summary reflection #10  
General Education Fieldwork  
Final Fieldwork Evaluation |

**E-Portfolio Items Phase One Fieldwork:**

- a. Teaching Reflections (1-10)
- b. Analysis of Teaching Practice (1-3)
- c. Learning Environment Description
- d. Lesson Plans with reflection (1-4)
- e. Formal observations from supervisor (1-4)
- f. GE Fieldwork Packet
- g. Final Fieldwork Evaluation
- h. Attendance Documentation
- i. Disposition Evaluation