San José State University Connie L. Lurie College of Education

Department of Special Education EDSE 154, Section 1, Syllabus

Practicum and Student Teaching in Special Education Spring 2020

Course and Contact Information

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Office Hours: By appointment

Class Days/Time: Seminar 1: January 23, 7:00 p.m. – 9:00 p.m. Room 312

                                    Seminar 2: March 19, 7:00 p.m. – 9:00 p.m. Room 312

                                    Seminar 3: May 7, 7:00 p.m. – 9:00 p.m. Room 312

Prerequisites
All credential courses must be completed; This directed teaching class must be taken in the last semester of the credential program and can be taken with another class.

Connie L. Lurie College of Education Mission Statement
The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

Department of Special Education Mission Statement
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 and instruction by infusing evidence based best practices endorsed nationally.

Course Description
Field-based course to measure competency in a special education setting.
Learning Outcomes

California Commission on Teacher Credentialing (CCTC) Program Standards:

Program Standard 3: Educating Diverse Learners
The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 5: Assessment of Students
The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

Program Standard 10: Preparation to Teach English Language Learners
The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students’ needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning
The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and
regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

**Program Standard 13: Curriculum and Instruction of Students with Disabilities**
The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

**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.

**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.
CCTC Education Specialist Moderate to Severe Disabilities Standards:

M/S Standard 4: Assessment, Program Planning and Instruction
Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students’ meaningful participation in core, standards-based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

Required Texts/Readings
There is no required text for EDSE 154. The University Supervisor may assign readings available online that will provide content for the situation of the specific student.

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Completion of EDSE 154 results in credit (CR) or No-Credit rather than a letter grade. Credit is earned if the following requirements are met for the course:

- **Participation in all seminars** (see dates above). A University Supervisor will make an appointment to visit you in your work or placement and will meet with you to discuss the observations throughout the semester. You must be available for these observations and meetings (advanced notice should be given to the supervisor if there is an emergency and you will not be in school).

- **Successful teaching and learning experiences.** This is your opportunity to demonstrate the application of all that you learned (you demonstrate that you met the standards) in the credential program. You will be evaluated on the Directed Teaching Evaluation and must receive at least 60% or 36 points to earn credit. Your Principal (or district evaluator, or Master Teacher) will also evaluate you on the Directed Teaching Evaluation. At the end of EDSE 154, if you are successful in this course and receive credit, you will be recommended for the Education Specialist credential.

- **Dispositions Evaluation.** Your University Supervisor will complete a Dispositions Evaluation about you (see department web site about policies)

- **Develop a Teaching Portfolio.** Reflect on your teaching practice; label 16 dividers to match the colored section pages distributed in the first seminar. Follow the prompts on these pages to write reflections about your work as a teacher over this semester and insert the reflections behind the appropriate tab. The University Supervisor will review the
portfolio during each visit and give feedback to you. The completed portfolio is due during the last seminar of the semester. The University Supervisor will read and give points for each section of the Portfolio at the end of the semester; you will need 80% on the Portfolio rubric. Please label the spine of the binder with your name!!

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading
You will receive credit for this class if you meet the following:

• Participate in the three seminars
• Meet with your University Supervisor over the semester and receive ratings of at least 36 points out of 60 or 60% on the Directed Teaching Evaluation Form from the University Supervisor
• Receive at least 80% of the points on the teaching Portfolio

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation
Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf

**Accommodation to Students’ Religious Holidays**

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

Please contact me, whether in writing or orally, if you would like to record any of the class sessions for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in

- **Academic Success Center** at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- **Academic Technology Computer Center** at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- **Associated Students Computer Services Center** at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- **Student Computing Services** at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- **Computers at the Martin Luther King Library** for public at large at http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library

Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;
video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Student Success Center**

**Study Space**

Looking for a place to study - with coffee and snacks?! There are several locations across campus and here in Sweeney Hall:

**Student Success Center - Sweeney Hall (SH) 106**

Monday-Thursday 8:00am-6:00pm, Friday 8:00am-12:00pm

**Study and Collaboration (SAC) Room - SH 446**

Monday-Thursday 8:00am-7:00pm

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

The SJSU Writing Center provides several options for writing support. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers.

**Workshops & Tutoring:** Clark Hall, Suite 126 visit [sjsu.edu/writingcenter](http://sjsu.edu/writingcenter) for schedule

**Tutoring:** SH 106, Wednesdays 11:00am-1:00pm and Thursdays 1:00pm-4:00pm

**Workshops/Events**

Dates and registration links on our website [sjsu.edu/education/studentsuccesscenter](http://sjsu.edu/education/studentsuccesscenter)

**Additional Online Resources**
Visit linktr.ee/sjsulurie to connect with additional Lurie College online platforms to receive information about future announcements and opportunities.

**January**
- Transfer Orientation
- Weeks of Welcome
- All Programs - Open House

**February**
- Weeks of Welcome
- APA Style Refresher
- Mandated Reporting
- Time Management
- SJSU Cares
- Volunteer Fair
- All Programs - Open House
- CSUApply Lab

**March**
- APA Style Refresher
- Developing Your LinkedIn Profile (Career Center presentation)
- Time Management
- Lurie College Scholarships
- Stress Management
- All Programs - Open House
- CSUApply Lab
- Alumni Panel

**April**
- Mandated Reporting
- SJSU Cares
- Interview Skills (Career Center presentation)
- Stress Management
- All Programs - Open House
- CSUApply Lab

**May**
- Alumni Panel
- All Programs - Open House
- CSUApply Lab

**To Be Determined**
- District Administration Career Panel (collaboration with EdD)
- What Does a ..... Do? (collaboration with Paul Cascella)
- Exploring Graduate School (collaboration with Ellen Middaugh)
- Monthly Group Counseling Topics (collaboration with Kyoung-Mi Choi)
- CSET workshops - dependent on BTPS schedule
### EDSE 154/ Practicum and Student Teaching in Special Education, Spring 2020, Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>January 23</td>
<td>Development of Induction Plans, expectations for the course</td>
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<tr>
<td>2</td>
<td>Varies</td>
<td>Consultation with University Supervisor to identify areas of strength and challenges, Induction Plans and performance on the Teaching Performance Expectations</td>
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<td>9</td>
<td>March 19</td>
<td>Seminar #2: Professional Development related to identified Induction Plan Goals</td>
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<td>14</td>
<td>May 7</td>
<td>Final Seminar; Presentation of Teaching Portfolio and Focus Groups</td>
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