San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 217A, 01 - Advanced Fieldwork in Special Education  
Semester, Fall 2022

Course and Contact Information

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Phone:  
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Office Hours:  
TBA

Class Days:  
Thursdays

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<th>Session</th>
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<td>Session 2</td>
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<td>Session 3</td>
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<td>Session 10</td>
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Classroom:  
TBD

Prerequisites:  
Department Consent, Completion of Basic Skills Requirement and Subject Matter Requirement, Certificate of Clearance

Course Description

This fieldwork course provides candidates with a supervised teaching experience for students with mild to moderate disabilities. It includes supervised observations, support, and feedback. There is a concurrent seminar.

Course Requirements

Students are required to spend 5 full days each week for 15 weeks in their fieldwork placement.

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 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 TPEs:

**Program Standard 3 - Clinical Practice**

TPE 1 Pedagogical Skills for Subject Matter Instruction  
TPE 2 Monitoring Student Learning  
TPE 3 Interpretation and Use of Assessments  
TPE 4 Making Content Accessible  
TPE 5 Student Engagement  
TPE 6 Chronologically / Developmentally appropriate instruction  
TPE 7 Teaching English Learners  
TPE 8 Learning About Students  
TPE 9 Instructional Planning  
TPE 10 Instructional Planning  
TPE 11 Social Environment  
TPE 12 Professional Legal and Ethical Obligation  
TPE 13 Professional Growth

**SPED Goal 1** Professionalism  
**SPED Goal 2** Participation in IEP Process  
**SPED Goal 3** Technology in the Classroom  
**SPED Goal 4** Home School Community Collaboration

**Required Texts/Readings**

There is no required textbook for this course.

**Course Requirements**

All EDSE 217A assignments and related documents will be submitted through the SJSU canvas by the student teacher. The student teacher is advised to check the SJSU canvas on a weekly basis to ensure that all assignments and related documents are submitted in a timely manner by the published due date. Fillable PDFs are available on the university website for all SJSU student teacher forms. It is expected that all forms will be typed for submission.

**Seminar Attendance and Participation**

The student teacher is required to attend and participate in all student teaching seminars. During zoom sessions, it is expected that the student teacher will keep their computer camera on during the entire student teacher seminar and actively participate during that time. The student teacher seminars include important information related to assignments, timelines, etc., as well as current topics of interest in the field of Special Education. A make-up assignment will be required for any missed seminar.
Journal Reflection Assignments

The student teacher is required to reflect on the activities of the week and submit a written summary by the end of the weekend. The reflection summary includes the following: what went well this week, what did not go so well this week, what is planned to make next week better, what progress was made on the Induction Plan goals, and what additional support is requested from the SJSU Supervisor.

Professional Portfolio

There are sixteen (16) portfolio sections outlined in the Directed Teaching Handbook. The student teacher will submit the required evidence for each of the portfolio sections directly into the SJSU canvas. Each portfolio section will receive 1-4 points. Any portfolio section receiving 1 point must be resubmitted. The student teacher must receive at least 38 points (80%) to receive credit for this assignment.

Candidate Transition Plan

The student teacher is required to create and submit a Candidate Transition Plan. This document includes a formative assessment of teaching performance, areas of identified strengths, and areas for future development. It is designed to bridge the transition from the SJSU teacher preparation program to the Education Specialist Clear induction program as the student teacher begins their teaching career.

Teaching Effectiveness

The student teacher will be required to provide the SJSU Supervisor with the opportunity to observe at least six (6) times during the semester. The first observation will be informal. Four visits will include formal lesson observations with a full lesson cycle. One observation will be of the candidate in an IEP meeting.

Each formal lesson observation will require a written lesson plan using the SJSU format or the format required by the school district to be submitted to the supervisor 48 hours in advance of the observation. The student teacher and the supervisor will have a short pre-observation conference before the student teacher implements the planned lesson and structured debrief after the observation lasting 45-60 minutes.

The SJSU Supervisor and the mentor teacher will each complete and submit a Directed Teaching Evaluation and a Disposition Evaluation at the end of the semester. It is the responsibility of the student teacher to work with the school district to ensure access for the SJSU Supervisor either in person or through distance learning should unusual conditions arise.

Grading Information

This course is credit / no credit. Candidates must earn 80% of points for each graded assignment and must have a satisfactory fieldwork evaluation and disposition evaluation.

Classroom Protocol

Students are expected to arrive on time and stay for the entire class 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 distract their learning and the learning of others during Zoom class time.
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 at http://www.sjsu.edu/gup/syllabusinfo/”. Make sure to visit this page, review and be familiar with these university policies and resources.

Zoom Classroom Etiquette

- Mute Your Microphone:
  - To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions:
  - Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly:
  - Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking:
  - You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds:
  - If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
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| 1       | Aug 25 | On Campus | ● Course Introduction  
  ● Class Expectations  
  Review of Assignments                                                  | ● Plan for Supervisor to visit your classroom by Sept. 8                          |
| 2       | Sept 8 | Zoom   | ● Building a Welcoming Classroom Environment  
  ● Engaging all Learners / Student Strengths and Interests  
  ● Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices | ● Submit responses for 3 Portfolio Sections  
  ● Lesson plan for Informal Observation and plan observation with Supervisor to occur before Sept. 15  
  ● Bi-Weekly Journal due Sept.10 |
| 3       | Sept 22| On Campus | ● Lesson Planning  
  Using Instructional Technology                                            | ● Submit responses for 3 Portfolio Sections  
  ● Bi-Weekly Journal due Sept. 24  
  ● Bi-Weekly Journal due Oct.1 |
| 4       | Oct 6  | Zoom   | ● Addressing IEP goals in instruction  
  ● Supporting Assistive Technology Use  
  ● Lesson Planning                                                            | ● Plan Pre-observation meeting time with supervisor  
  ● Submit Lesson plan and set observation time before October 15 for formal observation  
  ● Plan post reflection meeting with Supervisor  
  ● Bi-Weekly Journal due Oct. 15                                                  |
| 5       | Oct 20 | On Campus | ● Supporting Multilingual learners in instruction  
  ● Lesson sharing Presentations                                               | ● Submit responses for 3 Portfolio Sections  
  ● Plan Pre-observation meeting time with supervisor  
  ● Submit Lesson plan and set observation time before October 30 for formal observation  
  ● Plan post reflection meeting with Supervisor  
  ● Bi-Weekly Journal due Oct. 15                                                  |
| 6       | Nov 3  | Zoom   | ● Formative and Summative Assessment  
  ● Continuous data collection for IEP tracking  
  ● Lesson sharing Presentations                                                 | ● Plan Pre-observation meeting time with supervisor  
  ● Submit Lesson plan and set observation time before November 15 for formal observation  
  ● Plan post reflection meeting with Supervisor  
  ● Bi-Weekly Journal due: Nov. 12                                                  |
| 7       | Nov 17 | On Campus | ● UDL Refresher  
  ● Lesson sharing Presentations                                               | ● Submit responses for 3 Portfolio Sections  
  ● Plan for Supervisor observation of an IEP meeting (you will be a participant in meeting) |
| 8       | Nov 24 | Zoom   | ● Working with other professionals  
  ● Collaborative planning  
  ● Lesson sharing Presentations                                                 | ● Bi-Weekly Journal due: Nov. 26  
  ● Directed Teaching Evaluations due: Nov. 30  
  ● Disposition Form due: Nov. 30                                                  |
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| Dec 1| On Campus | • Trauma Informed Teaching practices to support all learners  
• Lesson sharing Presentations | • Plan to meet with Supervisor to do Transition plan and submit to canvas by Dec. 1 |
| Dec 8| Zoom | Final Reflections | • Submit responses for 4 Portfolio Sections  
• Submit to Canvas all of your Weekly Journal entries due: Dec.8  
• Final Self-Assessment due: Dec.8 |

Course Schedule Subject to Change with Due Notice  
Please check CANVAS and SJSU email regularly to stay up to date on course information.