

San José State University
Lurie College of Education/Department of Special Education
EDSE 154 Practicum and Student Teaching in Special Education, Fall 2022

Course and Contact Information

Instructor: Hyun-Sook Park, Ph.D.

Office Location: Sweeney Hall 237

Telephone: (408) 924-3692

Email: hyunsook.park@sjsu.edu

Office Hours: Monday 3-4:00 p.m. (in-person)
& by Appt. (In-person, Zoom, Phone call or Text)

Class Days/Time:	<u>Session 1:</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
	August 25	Sept. 1	Sept. 22	Oct. 6	Oct. 20
	7:00 PM	7:00 PM	7:00 PM	7:00 PM	7:00 PM
	On Campus	Zoom	On Campus	Zoom	On Campus
	<u>Session 6</u>	<u>Session 7</u>	<u>Session 8</u>	<u>Session 9</u>	<u>Session 10</u>
	Nov. 3	Nov. 17	Nov. 21	<u>Dec. 1</u>	<u>Dec. 5</u>
	7:00 PM	7:00 PM	Thanksgiving	7:00 PM	7:00 PM
	Zoom	On Campus	(No class)	On Campus	Zoom

Classroom: Sweeney Hall 230

Prerequisites: Education Specialist Intern Credential

Course Format

This course will be held using a hybrid format. Some sessions will be on campus and some sessions will be held virtually. See the course schedule for more information about the specific dates for the class.

Course Description

Field-based course to measure competency in a special education setting.

Course Learning Outcomes

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 the confidentiality of student information and abiding by state laws as a mandated reporter.

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, and 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 not a required text for EDSE 154. The University Supervisor might 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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:

1. **Participation in all seminars** (see dates above).
2. **Professional Growth Goals.**
Self-evaluate on the Best Practice Evaluation Form and choose THREE areas that you would like to work on this semester. Submit both the completed Best Practice Form and your three goals to the instructor during her first visit. See Canvas for the Best Practice Evaluation form and Rubric.
3. **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.

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).

4. **Three Lesson plans with the observation from the university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded.**

Candidates will submit three lesson plans following the template provided in CANVAS for each of the three formal observations from the university supervisor. (At least one formal observation should 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 participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection 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. **Candidates will share a 3-minute video clip of two of their lessons in the class over the course of the semester.**

5. **Directed Teaching Final Evaluation (completed by Principal and university supervisor):**

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.

Please submit the Directed Teaching Evaluation form from your principal/mentor teacher by December 1.

Candidates must receive a satisfactory end-of-fieldwork evaluation from the principal and university supervisor.

See CANVAS for the Directed Teaching Evaluation Form.

https://www.sjsu.edu/specialed/docs/DTEvalfillable%20082019_Revised.pdf

6. Disposition Evaluations (completed by university supervisor)

Each teacher candidate will be evaluated on a Disposition Evaluation Form by the University Supervisor at the end of the semester. Both the supervisor and the teacher candidate will review the evaluation together. See CANVAS for the Disposition Evaluation Form.

- 7. Develop a Teaching Portfolio.** Reflect on your teaching practice in 16 sections. Follow the prompts provided in each section to write reflections about your work as a teacher this semester. Submit the reflections on Canvas. Please note that you don't need to submit the sections in order. Please submit all 16 sections by the last seminar on December 5. It is recommended that you submit at least two sections by each seminar date. 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. The link to the Directed Teaching Handbook is : https://www.sjsu.edu/specialed/docs/DT_Handbook_10.16.18_New.pdf

Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments and must have a satisfactory Directed Teaching evaluation and disposition evaluation to receive credit for this course.

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

- Participate in all 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

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) (<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/) at <http://www.sjsu.edu/gup/syllabusinfo/>". Make sure to visit this page, review and be familiar with these university policies and resources.