

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

**Course and Contact Information**

Instructor: Joseph “Jay” Totter

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Office Hours: By Appointment

Class Days: Thursdays

Class Time:	<b><u>Session 1:</u></b>	<b><u>Session 2</u></b>	<b><u>Session 3</u></b>	<b><u>Session 4</u></b>	<b><u>Session 5</u></b>
	Aug. 25 7:00 PM On Campus	Sept 8 7:00 PM Zoom	Sept. 22 7:00 PM On Campus	Oct 6 7:00 PM Zoom	Oct. 20 7:00 PM On Campus
	<b><u>Session 6</u></b>	<b><u>Session 7</u></b>	<b><u>Session 8</u></b>	<b><u>Session 9</u></b>	<b><u>Session 10</u></b>
	Nov. 3 7:00 PM Zoom	Nov. 17 7:00 PM On Campus	Nov. 24 No Class Thnksvgv	Dec. 1 7:00 PM On Campus	Dec. 8 7:00 PM Zoom

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. The student is advised to check the SJUSD 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 intern teacher forms. It is expected that all forms will be typed for submission.

### **Seminar Attendance and Participation**

The intern teacher is required to attend and participate in all five (5) intern seminars through the ZOOM format. It is expected that the intern teacher will keep their computer camera on during the entire intern teacher seminar and actively participate during that time. The intern 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.

## **Self-Assessment**

The intern teacher is required to complete a Self-Assessment at the beginning of the semester which identifies areas of strength, as well as areas of required growth in order to provide supports and services in areas of focus. The Self-Assessment is used to create the intern teacher's Induction Plan.

## **Induction Plan**

The intern teacher is required to complete an Induction Plan with the help of his SJSU Supervisor and school district Support Provider. The Induction Plan contains at least three (3) goals which include a beginning baseline and end-of-semester evaluation of the progress made.

## **Disposition Evaluation**

The intern teacher is required to complete a Disposition Evaluation with input from the SJSU Supervisor and school district Support Provider. The Disposition Evaluation addresses the areas of reflective practitioner (such as professional ethics, etc.), multicultural and democracy (such as commitment to diversity, etc.), and love of learning and strong foundation of knowledge (such as commitment to learning, etc.).

## **Journal Reflection Assignments**

The intern 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.

## **Intern Support Hours Logs**

Intern Candidates must log 72 general support hours and 22.5 multilingual learner support hours over the course of the semester.

## **Professional Portfolio**

There are sixteen (16) portfolio sections outlined in the Directed Teaching Handbook. The intern 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 intern teacher must receive at least 38 points (80%) to receive credit for this assignment.

## **Candidate Transition Plan**

The intern 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 intern teacher begins their teaching career.

## **Final Summary**

The intern teacher is required to complete a 1-2 page summary of the semester. It should include successes, challenges, and new learnings. The intern teacher may be asked to present their summary during the last seminar.

## **Teaching Effectiveness**

The intern teacher will be required to provide the SJSU Supervisor with the opportunity to observe at least six (6) instructional lessons followed by a debrief during the semester. Each lesson will require a written lesson plan using the SJSU format or the format required by the school district. The SJSU Supervisor and the school district administrator who evaluates the intern teacher will each complete and submit a Directed Teaching Evaluation form at the end of the semester. It is the responsibility of the intern 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) (<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.

### **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

**EDSE 217A Advanced Fieldwork in Special Education Semester**

**Course Schedule**

<b>Seminar</b>	<b>Date</b>	<b>Mode</b>	<b>Topics</b>	<b>Assignments Due</b>
1	Aug 2	On Campus		
2	Sept 8	Zoom		
3	Sept 22	On Campus		
4	Oct 6	Zoom		
5	Oct 20	On Campus		
6	Nov 3	Zoom		
7	Nov 17	On Campus		
8	Nov 24	Zoom		
9	Dec 1	On Campus		
10	Dec 8	Zoom		

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