San José State University
Connie L. Lurie College of Education
Department of Special Education
EDSE 154
Practicum and Student Teaching in Special Education
Spring 2022

Course and Contact Information

Instructor: Laurene Beto, EdD.
Office Location: Virtual Meetings on Zoom
Telephone: (408) 646-4805
Email: laurene.beto@sjsu.edu
Office Hours: Meetings to be arranged (text, call or email)

Class Days/Time:
- Seminar 1: 01/27/2022 8:15-9:30
- Seminar 2: 02/17/2022 8:15-9:30
- Seminar 3: 03/17/2022 8:15-9:30
- Seminar 4: 04/21/2022 8:15-9:30
- Seminar 5: 05/12/2022 8:15-9:30
Zoom: https://sjsu.zoom.us/j/7076547597

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
Supervised teaching experience in educational settings for students with mild to moderate disabilities. Concurrent seminar. Field-based course to measure competency in a special education setting.
**Zoom Meetings**

ALL ZOOM Meetings with your fieldwork supervisor will be held at https://sjsu.zoom.us/j/7076547597

This class includes six observations of your teaching or five observations of your teaching and one observation of a candidate guided IEP. Observations will either be by the instructor observing in your classroom, or if your school is closed to university personnel due to COVID outbreaks, you will video record a lesson for the fieldwork supervisor to review. Please note that closures to university personnel should be temporary and that the preferred mode of observations includes a fieldwork supervisor’s visit to your classroom for observation. Observations and one-to-one debrief meetings with candidates and fieldwork supervisor will be held about every other week on Zoom to debrief your lesson observation.

**Zoom Protocols**

If you are participating in a seminar, make sure to mute your microphone unless speaking. It will be expected that you use the video option for viewing to best simulate the learning environment and promote collegiality and collaboration.

- **Dress as you would for class**
- **Connect using your laptop, not your phone**
- **Position Your Camera Properly**: Be sure your webcam is in a stable position and focused at eye level. Practice speaking to the camera and not the screen. Control video and audio quality. Adjust your lighting.
- **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.
- **Mute Your Microphone**: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking. Give others time to unmute. Typically you will unmute in small group. Make sure to mute again when brought back to the larger group. Your instructor may unmute the whole group depending on the context for instruction.
- **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.
- **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 Zoom’s chat function as appropriate and applicable.** The following includes information on how to use this function. [https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat](https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat)

**Recording Zoom Classes**

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded...
for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission
Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Technology Requirements

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students.

Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

Technical difficulties

Internet connection issues:
Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties:
Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation.

Contact the SJSU technical support for Canvas:
Technical Support for Canvas:
Email: ecampus@sjsu.edu
Phone: (408) 924-2337
https://www.sjsu.edu/ecampus/support/

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.
Learning Outcomes

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 (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 learn.

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 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). Seminars will be held virtually on zoom. The expectation is that you will attend each of the three zoom seminars and participate with your peers.

• **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 website about policies)

• **Develop a Teaching Portfolio.** Reflect on your teaching practice; and submit responses on Canvas. Follow the prompts on these pages to write reflections about your work as a teacher over this semester. The University Supervisor will review the portfolio and give you feedback. 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

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

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See **University Policy F13-1** at http://www.sjsu.edu/senate/docs/F13-1.pdf for
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.