San José State University  
Lurie College of Education/Department of Special Education  
EDSE 154, Practicum and Student Teaching in Special Education, Section 02, Spring; 2022

Course and Contact Information

Instructor: Vickey Perkins, MA ECSE  
Office Location: Virtual via Zoom  
Telephone: (408) 858-4482  
Email: Vickey.collins@sjsu.edu  
Office Hours: By appointment (call, text or e-mail above phone number)

Class Days/Time:  
1st Seminar 1/27/22 Zoom 7:00 – 8:15 PM  
2nd Seminar 2/17/22 Zoom 7:00 – 8:15 PM  
3rd Seminar 3/17/22 Zoom 7:00 – 8:15 PM  
4th Seminar 4/21/22 Zoom 7:00 – 8:15 PM  
5th Seminar 5/12/22 Zoom 7:00 – 18:15 PM

Classroom: Virtual (Zoom link below)  
https://sjsu.zoom.us/j/87308986100?pwd=OGJyV1B0TliTTNIQmEyOFBFM2NwQT09

Prerequisites: Department consent

Course Format

This course follows a seminar format and meets five times a semester. Student teachers meet with their University Supervisor in a small group format.

Required Technology

This course adopts an online format. Students are required to have Internet connectivity and access to technology, such as a computer, in order to participate in the classroom activities and/or submit assignments.

Course Description

Field-based course to measure competency in a special education setting.
Course Learning Outcomes (CLO) (Required)

1. Students will practice teaching in both a preschool learning environment and an infant/toddler home learning environment with families and successfully meet all teaching competencies (ECSE standards) and pass with credit.

2. Students will successfully complete a portfolio with assignments reflecting evidence-based practices in the field of ECSE.

3. Students will demonstrate self-reflection skills during this fieldwork course.

Upon successful completion of this course, students will be able to:

1. Demonstrate all teaching competencies (ECSE standards) when working with young children in a preschool setting and/ or with families in an infant/ toddler program.

2. Exemplify and illustrate evidenced based practices by means of short responses, pictures, assessment samples, etc.

3. Reflect on their work with children and families by pondering what went well, what could have gone better and what steps to take for increased positive experiences moving forward.

Required Texts/Readings


Recommended Journals

- Infants and Young Children
- Journal of Speech & Hearing Disorders
- Teaching Exceptional Young Children
- Journal of the Early Intervention (DEC)
- Exceptional Children
- The Special Edge

Recommended Websites

- [http://www.cec.sped.org](http://www.cec.sped.org) The Council of Exceptional Children, Division of DEC
- [http://www.ida.org](http://www.ida.org) Infant Development Association of California

Course Requirements and Assignments

Experience direct contact and teaching with children, families, and other professionals in both Infant/toddler and Pre-Kindergarten special education or inclusive settings including homes in ES programs through observation, part-time participation, and full-time participation under supervision.

- Attend 5 seminars
- Completion of assignments listed in the Assignment Schedule of this syllabus
- Keep a Student Log and Communication Notebook current and submit it weekly on CANVAS to the University Supervisor
- Attend at least one IEP/IFSP/Transition meeting during each placement. Record Comments in Reflection Assignments.
• Assessment Summary Assignment: Practice assessing a child in either placement using any global developmental tool and write up a summary of developmental range of skills of child. Develop and list 3 annual goals or IFSP outcomes with aligned foundations for child based on this assessment. Write up the following 3 sections as follows:

1. Identify Tool and include the developmental domains assessed e.g., Fine Motor, Gross Motor, etc.

2. Discuss specific Strengths & Needs of development in order of greatest Strength to Need and include the following:
   (a) a range of age levels for present level of performance for each domain
   (b) a description of testing behavior for each domain e.g., attention span, persistence, interests, disinterests, teacher directed, child initiated, time of day, alert status, and
   (c) comment on whether the results are valid based on your clinical opinion?

3). Write 3 Annual Goals for IEP according to IDEA guidelines or 3 Outcomes for IFSP and include aligned Foundations.

3. Completion of evaluation forms for Mentor Teacher, and Supervisor
4. Completion of Preliminary Teaching Portfolio

Note: Contact the Mentor Teacher and the University Supervisor if you are sick on observation day or there is a reason for being late or inability to attend seminars. Immediately discuss any problems or concerns that may occur with the Mentor Teacher or the University Supervisor.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation
Student Teaching Portfolio

Grading Information

1. Daily lesson plans – 7x + 6 Home visit forms
   Lesson Plans. At least 7 lessons will be observed by the university supervisor and mentor teacher (3 lessons/PREK; 4 lessons/ EI )
   (10pts/lesson= 70 pts. total)

2. Teaching Reflections – ES and Preschool -2x Complete for each placement. (25/pts/50 pts. total)

3. Best Practice Activity -2x Complete for each placement. (25/pts/50 tot)

4. Assessment Summary Assignment Complete and put in portfolio (25 pts)
5. Statement of ECSE Teaching Philosophy  
   Reference DEC practices put in portfolio (25pts)

6. DVD/ recording Self-Assessment - ES and Pre-2x Complete for each Placement  
   (15/each/30 pts.)
   **Note. If no center time in ES then no video**

7. ECSE Teaching Portfolio Notebook  (240 pts)

8. MT/Supervisor/Final Evals (45 pts)

9. Participation in Seminars (2pts/each for 10 pts)

**Grading Criteria: (See last page for assignment checklist and rubric)**

Grades will be awarded on a Pass/Fail scale. A passing grade will be awarded if:

1. An average score of 3 (Range 1-4) on each of the final evaluations completed by the Mentor Teacher and/or the University Supervisor (PS 15, 16; ECSE 10; ECSEAA 4)

2. All assignments are successfully completed and turned in on the assigned due date. All assignments must receive a total of 236/295 points or better.

**Classroom Protocol**

Students should log onto class on time and be prepared to participate in class discussions. Students should refrain from being on their cell phones, checking e-mail, multi-tasking, etc. while in class. We encourage all students to keep their video on for increased class engagement.

**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.

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.”
- 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 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. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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

Mentor Teacher Expectations

The Mentor Teacher is expected to guide the student by modeling methods for providing services to families with young children with disabilities, contacting directly with the University Supervisor, and helping students to discuss, question, problem-solve, and reconsider practices that they have either observed or provided. The Mentor Teacher provides both continual feedback to the students on their abilities to provide services, and completes the final evaluation.
Specifically, the Mentor Teacher is responsible for the following:
1. Orienting the student to the agency and program.
2. Helping to plan, organize, and coordinate practicum activities for the students.
3. Assisting the student to be involved in meaningful tasks with children and families.
4. Meeting regularly with the student to discuss progress and concerns
5. Consulting with the student and the University Supervisor if the student teaching requirements need to be addressed in a corrective action plan.
6. Completing the midterm and final Student Teaching Evaluation Forms (with supervisor input if necessary).

**University Supervisor Expectations**
The University Supervisor in partnership with the Department Chair is expected to assist in placing students in specific training sites and to coordinate activities between the sites and the university. The University Supervisor is also responsible for meeting regularly with the student and the Mentor Teacher to discuss the student’s progress. The Student Teaching Orientation and Seminars are arranged and conducted by the university supervisor or ECSE coordinator.

Specifically, the University Supervisor is responsible for the following:
1. Visiting the sites regularly virtually or in person (three visits for each placement), and providing on-site supervision and support for the student through pre-conference, observation, and post-conference, as well as contacting and meeting with the Mentor Teacher.
2. Making final decisions related any student issues with ECSE coordinator, if needed
3. Determining the student’s final evaluation with mentor teacher, if requested by MT
4. Attend all University Seminars
<table>
<thead>
<tr>
<th>Assignment Checklist – EDSE 154 – ECSE Student Teaching</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Teacher:</strong></td>
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<tr>
<td><strong>Table</strong>:</td>
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<tr>
<td><strong>Portfolio Section</strong></td>
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<td><strong>Total Points Possible</strong></td>
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<tr>
<td><strong>1.7 Lesson Plans + 6 Home Visits forms</strong></td>
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<td>70 (10 each): 3/preschool 4/Early Start + 6 home visits forms</td>
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<tr>
<td><strong>2. Teaching Reflections (2x)</strong></td>
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<td>50 (25/placement/Pre and ES)</td>
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<td><strong>3. Best Practices Assignment (2x)</strong></td>
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<td>50 (25/Pre/ES placement)</td>
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<td><strong>4. Assessment Summary + 3 Goals</strong></td>
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<td>25 pts</td>
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<td><strong>5. Teaching Philosophy + Resume + CBEST + scores + Unofficial transcripts</strong></td>
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<td>25 pts</td>
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<td><strong>6. DVD/Recording – Self evaluations of teaching (2x)</strong></td>
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<td>30 pts (15/placement) - only EI center, none in homes</td>
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<td><strong>7. Portfolio</strong></td>
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<td>240 pts</td>
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<td><strong>8. Participation in Seminars</strong></td>
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<td><strong>9. Student Teaching Final Evaluations in ES and PreK + Student Evals of MT and Supervisors</strong></td>
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<tr>
<td>45 pts. +2 Midterm +2 final evals of ST (preK &amp; ES) + 1 or 2 MT evals + 1 Uni.Sup Eval completed by Student</td>
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<td><strong>Total Points</strong></td>
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**Note. Need 436/545 for class credit (80%)**
## Preliminary ECSE Portfolio Rubric

### Grading Rubric – 240 pts.

<table>
<thead>
<tr>
<th>Content: 96 Points</th>
<th>16</th>
<th>12</th>
<th>8</th>
<th>4</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1. Title page and Table of Contents</td>
<td>High Quality, Very Clear and Organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<td>2. Resume/VITA</td>
<td>High Quality; Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<tr>
<td>3. ECSE Philosophy</td>
<td>High Quality of Best Practices, Very Clear &amp; well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<tr>
<td>4. Transcripts (official or unofficial) of ECSE courses</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
<td>Poor quality; not clear or organized; not included</td>
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<td>5. CBEST, other formal documents</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
<td>Below Average; Somewhat Clear &amp; Org.</td>
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<td>6. Assessment Write-up of development + 3 annual goals/outcomes</td>
<td>High Quality, Very Clear and well-organized</td>
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<td>Infant/Toddler Placement</td>
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<td>6. Descriptions of all children with disability/risk;</td>
<td>High Quality, Very Clear and well-organized</td>
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<td>7. Lesson plans for home visits, inc. foundations + Home visit forms</td>
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<tr>
<td>8. Teaching Reflection – Early Start Placement</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
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<tr>
<td>9. Self-Evaluation Form of DVD – Teaching, only if videotaped</td>
<td>High Quality, Very Clear and well-organized</td>
<td>Above Average, Majority Clear &amp; Org</td>
<td>Average Quality; Satisfactory Clarity &amp; Org.</td>
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<td>Preschool Placement</td>
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<td>72 Points</td>
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Infant/Toddler Placement: 72 Points

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<td>11. All Lesson Plans inc.foundations Any EL strategies</td>
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