

San José State University
Lurie College of Education
Department of Special Education
EDSE 234 Early Fieldwork in Special Education
Spring, 2023

Course and Contact Information

Instructor:	Vickey Perkins, MA ECSE	
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Office Hours:	By appointment	
Class Day:	Mondays / 4:00 pm	
Classroom:	412	
Class Sessions:	Jan 30 in person	Feb 13 zoom
	Mar 6 in person	Mar 13 Zoom
	Apr 3 in person	Apr 24 Zoom
	May 1 in person	May 8 Zoom
Prerequisites:	Department Consent, Completion of Basic Skills Requirement and Subject Matter Requirement, Certificate of Clearance	

Course Description

This fieldwork course is designed to give candidates early field experiences under the guidance of an experienced mentor teacher in inclusive classrooms and/or settings that include both general education and special education students. Candidates participate in co-planning and co-teaching with the mentor teacher to deliver instruction for ALL students including those with a range of disabilities and diverse learning needs. Early field placements must be in school settings that reflect the full diversity of California public schools.

Course Requirements

Students spend a minimum of 200 hours in early field experience in the following fieldwork settings

- 2 consecutive full days of student teaching in an Education Specialist TK or K placement for 15 weeks
- Early Intervention placement (8 visits with the Early Intervention Mentor Teacher)

Students working as Education Specialist Interns in PK settings while completing TK/K student teaching must complete additional Intern requirements of tracking their Intern Support Hours.

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

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to the preliminary candidates in general education and special education settings prior to final student teaching.

Teaching Performance Expectations (TPEs)

ECSE1.3 (A) Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.

ECSE1.7 (P) Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

ECSE1.8(A) Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.

ECSE1.9 (A) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.

ECSE1.10 (P) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE2.1(A) Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).

ECSE2.2 (P) Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths-based, family-centered, and culturally and linguistically responsive.

ECSE2.4 (P) Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE2.6 (A) Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

ECSE3.1(A) Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.

ECSE3.2 (P) Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children

ECSE3.6 (P) Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

ECSE4.3 (A) Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing of interventions to engage children in learning across developmental and curricular domains.

ECSE4.5(A) Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.

ECSE4.11(P) Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.

ECSE6.4(P) Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

ECSE6.6 (A) Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

ECSE6.7 (P) Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.

ECSE6.8(P) Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

ECSE6.9 (P) Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

ECSE6.10 (A) Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.

ECSE6.14 (P) Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

ECSE6.15 (P) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

ECSE6.16 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).

ECSE6.17 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

Required Texts/Readings

There is no required textbook for this course.

Course Assignments Required for all students

In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

1. Submit Attendance logs

2. Attend all seminars

3. Teaching Reflections (6) (6 x 10pts = 60 points)

Candidates will submit 6 teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Teaching reflections are one-page in length.

4. Analysis of Teaching Practices (2) (2x10 pts = 20 points) Early Start/ TK/K- **REVISED**

Candidates will submit a 1-page analysis of teaching practices observed in each of their field placements to include both topics below. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs your own teaching practice.

- How does your mentor get to know students and engage ALL students in learning?
- How does your mentor support multilingual learners in both social emotional development and in acquiring academic vocabulary?

5. Early Intervention Fieldwork Reflection (20 points)- REVISED

Candidates will submit a 2-page reflection of their early intervention and TK/K fieldwork that includes the following for each placement:

- A description of the setting in which you completed fieldwork hours.
- A description of 2-3 strategies the teachers used to support the child receiving services.
- Discuss how the teacher collaborated with the family to support the child receiving services.
- Discuss how the teacher get to know students and engage ALL students in learning?
- Discuss how the teacher supports multilingual learners in both social emotional development and in acquiring academic vocabulary?

6. Three Lesson plans with observation from university supervisor following Plan, Teach, Reflect cycle. Each of these lessons must be video recorded. (3x10 pts =30 points)

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 will be conducted with the mentor teacher.) Lesson plans should be submitted to CANVAS and emailed to the university supervisor 24 hours before the observation is scheduled to occur. 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 their lesson in the seminar.

7. Fieldwork Final Evaluation (completed by mentor teacher and university supervisor)

Candidates must receive a satisfactory end of fieldwork evaluation from the mentor teacher and university supervisor. See CANVAS for the fieldwork evaluation.

8. Disposition Evaluations

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher

9. Support Hours Logs (Interns Only)- REVISED

- Intern Candidates must log general support hours and multilingual learner support hours.
.60 FTE Intern = 43.25 hours general support + 13.5 hours multilingual learner support

General Support Hours- Seminars, meeting with the support provider, department meetings, faculty meetings, district PD, other PD you attend, meeting with a district coach, meeting with other district staff who are helping you do your job more effectively such as program specialist, school psychologist, related service personnel, etc.

Multilingual Learner Support Hours- These activities should be directly tied to supporting multilingual learners in the classroom. They can include seminars, any PD on multilingual learners, observing an ELD teacher deliver lessons, meeting with an ELD teacher to discuss how to support students on their caseload who are multilingual learners, modules, etc.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	ECSE: 6.9
Analysis of Teaching Practices	CLO 2	ECSE: 6.10, 6.14, 6.15, 6.16, 6.17
Infant Toddler Fieldwork (ECSE)	CLO 3	ECSE: 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8
Lesson Plans	CLO 1	ECSE: 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17

Final Examination or Evaluation

This is a supervision course. There is no final examination.

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.

EDSE 234 Advanced Fieldwork in Special Education Semester

Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Jan 30	In Person	Course Introduction Class Expectations Review of Assignments Finalize schedules	Informal Observation Due by Feb 13
3	Feb 13	Zoom	Overview of Lesson Cycle Lesson Plan Template Debrief Template Building a Welcoming Classroom Environment	Reflection 1 due Attendance Logs & Intern Support Hours Analysis of Teaching 1 due: Lesson Plan One Observation Due by March 3 Complete Full Cycle- REVISED
4	Mar 6	In Person	Engaging all Learners Student Strengths and Interests TK Lesson Sharing	Reflection 2 due Attendance Logs & Intern Support Hours
5	Mar 13	Zoom	Supporting Multilingual Learners Funds of Knowledge TK Lesson Sharing	Reflection 3 due Attendance Logs & Intern Support Hours Analysis of Teaching 2 due: Lesson Plan Two Observation Due by April 3 20 Complete the full cycle- REVISED
6	Apr 3	In Person	Addressing IEP goals in instruction Supporting Assistive Technology Use Lesson sharing & reflection	Reflection 4 due Attendance Logs & Intern Support Hours
7	Apr 24	Zoom	Formative and Summative Assessment Continuous data collection for IEP tracking TK Lesson Sharing	Reflection 5 due Attendance Logs & Intern Support Hours

8	May 1	In Person	Working with other professionals Collaborative planning TK Lesson Sharing	Reflection 6 due Attendance Logs & Intern Support Hours Lesson Plan Three Observation Due by May 1 Complete the full cycle
9	May 8	Zoom	Trauma Informed Teaching practices to support all learners TK Lesson Sharing	Attendance Logs & Intern Support Hours
			Final Reflections	Fieldwork Evaluation due Disposition Evaluation due

Course Schedule Subject to Change with Due Notice

Please check CANVAS and SJSU email regularly to stay up to date on course information.