Instructor: Gabrielle (Gaby) Bernal
Email: Gabrielle.bernal@sjsu.edu
Office Hours: By appointment
Class Day: Mondays / 4:00 pm
Classroom: SH 230

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 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 and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway.

- 2 consecutive full days of student teaching in an Education Specialist placement appropriate to their credential (MM) plus
- 1 half day of student teaching in General Education placement (MM)

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:

1. **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.

2. **Teaching Performance Expectations (TPEs) Universal TPEs (MM and ESN candidates)**
   - **U1.1(A)** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
   - **U1.3(A)** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
   - **U1.4(P)** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
   - **U2.2(A)** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
   - **U2.4(P)** Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
   - **U2.5(A)** Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
   - **U3.1(A)** Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
   - **U3.2(A)** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
   - **U3.5(A)** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
   - **U3.8(A)** Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
   - **U4.4(A)** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   - o appropriate use of instructional technology, including assistive technology;
o applying principles of UDL and MTSS;
  o use of developmentally, linguistically, and culturally appropriate learning activities, instructional
    materials, and resources for all students, including the full range of English learners;
  o appropriate modifications for students with disabilities in the general education classroom;
  o opportunities for students to support each other in learning; and
  o use of community resources and services as applicable.

- **U4.6(P)** Access resources for planning and instruction, including the expertise of community and school
  colleagues through in person or virtual collaboration, co-teaching, coaching, and/or networking.
- **U4.7(A)** Plan instruction that promotes a range of communication strategies and activity modes between
  teacher and student and among students that encourage student participation in learning.
- **U5.3(P)** Involve all students in self-assessment and reflection on their learning goals and progress and
  provide students with opportunities to revise or reframe their work based on assessment feedback.
- **U5.6 (A)** Work with specialists to interpret assessment results from formative and summative assessments
  to distinguish between students whose first language is English, English learners, Standard English learners,
  and students with language or other disabilities.
- **U5.8(P)** Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to
  establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
- **U6.1(A)** Reflect on their own teaching practice and level of subject matter and pedagogical knowledge
  to plan and implement instruction that can improve student learning.
- **U6.3(P)** Establish professional learning goals and make progress to improve their practice by routinely
  engaging in communication and inquiry with colleagues.
- **U6.5(P)** Demonstrate professional responsibility for all aspects of student learning and classroom
  management, including responsibility for the learning outcomes of all students, along with appropriate
  concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers
  conduct themselves with integrity and model ethical conduct for themselves and others.

3. **Mild/Moderate TPEs (Mild/Moderate Candidates only)**

- **MM1.4(P)** Monitor student progress toward learning goals as identified in the academic content standards
  and the IEP/Individual Transition plan (ITP). (U1.4)
- **MM1.5(P)** Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals
  for independent living, post-secondary education, and/or careers, with appropriate connections between the
  school curriculum and life beyond high school. (U1.3)
- **MM1.7(P)** Use strategies to support positive psychosocial development and self-determined behavior of
  students with disabilities. (U1.1)
- **MM2.1(A)** Develop accommodations and/or modifications specific to students with disabilities to allow
  access to learning environments, which may include incorporating instructional and assistive technology,
  and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities
  and outcomes for all students, and move them toward effective inclusion in general education settings.
  (U2.2)
- **MM2.4(P)** Collaborate with families and appropriate related services personnel to support access to, and
  optimal learning experiences for, students with mild to moderate support needs in a wide variety of general
  education and specialized academic instructional settings, included but not limited to the home, natural
  environments, educational settings in hospitals and treatment centers, and classroom or itinerant
  instructional delivery and/or consultation in public/nonpublic school programs.
- **MM 2.8(A)** Apply and collaboratively implement supports needed to establish and maintain student success
  in the least restrictive environment, according to students’ unique needs.
- **MM3.1(P)** Effectively adapt, modify, accommodate and differentiate the instruction of students with
  identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the
  Least Restrictive Environment (LRE). (U3.5)
- **MM4.3(P)** Demonstrate the ability to identify and use behaviorally based teaching strategies with the
  understanding that behaviors are communicative and serve a function.
• MM4.6(P) Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)

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)
   Candidates will submit a two-page analysis of teaching practices observed in their field placement for each topic 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. General Education Fieldwork Reflection (20 points)
   MMSN Candidates will submit a 2–3-page reflection of their general education fieldwork that includes the following:
   a. A description of the general education class in which you completed fieldwork hours. Discuss how at least one special education student was supported to be successful in this general education setting and describe any specific strategies / accommodations / modifications that were used with the student. Discuss how the Special Education and General Education teacher collaborated to support the special education student.
   b. A description of the activities in which you engaged with students with and without disability in this setting. Discuss what you learned about the pace of the general education curriculum, the needs of general education students, and pedagogical content knowledge that you acquired from this experience (i.e., what you learned about teaching one or more subject areas).

   Be sure to document a minimum of 50 hours spent in the general education setting on your hours log and arrange a time for your university supervisor to do a brief informal observation of you in the general education setting.

6. Three 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 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 seminar over the course of the semester.

7. Teaching Performance Assessment (20 points)
Students are responsible for completing and submitting Cal TPA Cycle 1 for Education Specialists. Students must register for the TPA and submit materials through the Pearson website. Students also need to upload their TPA materials to CANVAS. Note: Candidates will not receive feedback on this assignment. Full points will be earned upon submission.

8. 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.

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

10. Support Hours Logs (Interns Only)
Intern Candidates must log general support hours and multilingual learner support.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

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<th>Assignment</th>
<th>CLOs</th>
<th>TPEs</th>
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<tr>
<td>Teaching Reflections</td>
<td>CLO 2</td>
<td>U: 6.3, 6.5</td>
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<tr>
<td>Analysis of Teaching Practices</td>
<td>CLO 2</td>
<td>MM: 1.5</td>
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| General Education Fieldwork | CLO 3       | U: 1.4, 2.4, 4.6, 5.3, 6.5  
  |                     | MM: 2.4, 3.1, 4.3, 4.6 |
| Lesson Plans                | CLO 1       | U: 1.4, 4.6, 5.3, 5.8, 6.3, 6.5  
  |                     | MM: 1.4, 1.7, 3.1, 4.3, 4.6 |
| Teaching Performance Assessment |           | U: 1.1, 1.3, 2.2, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.7, 5.6, 6.1  
  |                     | MM: 2.1, 2.8 |

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 class time. Please communicate with the instructor prior to the day of class if needed, as the classroom plans will be closely tailored to candidates enrolled in the course.

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.

Recording Zoom Classes
This course or portions of this course (i.e., lectures, discussions, student presentations) may 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).

Student Recording of Class Sessions
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 and class. 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.

If you need a recording device for recording your lessons, please inform the instructor about your need of an audio and video recording device. It is required for this course and the completion of your TPA Cycle 1.
**Zoom Classroom Etiquette**
During our Zoom Classes:

- My high expectations of student engagement, participation, and attendance remain at the forefront to support your learning, teaching, practice, and community of practice building.
- I expect that this will include having a learning environment that is most conducive to your participation and the participation of those in our class.
- Please keep in mind that it is helpful for group members to have their cameras and microphones on when possible; however, I understand the many privileges and demands of bringing school into our homes, work, and communities. So if you need to mute your microphone due to excessive noise, or mute your video due to the movements behind us that is okay too.
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<td>1</td>
<td>Jan 30</td>
<td>On Campus</td>
<td>● Connecting &lt;br&gt; ● Course Introduction &amp; Expectations &lt;br&gt; ● Review of Assignments &lt;br&gt; ● Getting Organized</td>
<td>● Reflection 1 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Syllabus Survey &lt;br&gt; ● Get to Know Your Students</td>
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<tr>
<td>2</td>
<td>Feb 13</td>
<td>Zoom</td>
<td>● Building a Welcoming Classroom Environment &lt;br&gt; ● Engaging Learners / Student Strengths &amp; Interests &lt;br&gt; ● Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices</td>
<td>● Reflection 2 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Informal Observations (Gather Your Schedule &amp; District Schedule, including PDs) &lt;br&gt; ● Identify Three Focus Students</td>
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<td>3</td>
<td>March 06</td>
<td>On Campus</td>
<td>● Lesson Planning &lt;br&gt; ● Decomposition of a Lesson &amp; Connection to TPA Cycle 1 &lt;br&gt; ● Trauma Informed Teaching Practices to Support Learners &lt;br&gt; ● Using Instructional Technology</td>
<td>● Reflection 3 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Analysis of Teaching 1 &lt;br&gt; ● Lesson Plan One Observation Due this week &lt;br&gt; ● Demonstrate Understanding of Detailed Lesson Plan</td>
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<td>4</td>
<td>March 13</td>
<td>Zoom</td>
<td>● Addressing IEP Goals in Instruction &lt;br&gt; ● Supporting Assistive Technology Use &lt;br&gt; ● Lesson Sharing Presentations</td>
<td>● Reflection 4 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Reflection as Meta-Cognitive</td>
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<td>5</td>
<td>Apr 03</td>
<td>On Campus</td>
<td>● Supporting Multilingual Learners in Instruction &lt;br&gt; ● Lesson Sharing Presentations</td>
<td>● Reflection 5 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Analysis of Teaching 2 &lt;br&gt; ● Higher Order Thinking Lesson Objectives</td>
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<td>6</td>
<td>Apr 24</td>
<td>Zoom</td>
<td>● Formative and Summative Assessment &lt;br&gt; ● Continuous Data Collection for IEP Tracking &lt;br&gt; ● Lesson Sharing Presentations</td>
<td>● Reflection 6 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Lesson Plan Two Observation Due this week &lt;br&gt; ● Next Steps for Teaching/Closing</td>
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<td>7</td>
<td>May 1</td>
<td>On Campus</td>
<td>● UDL Refresher &lt;br&gt; ● Lesson Sharing Presentations</td>
<td>● Analysis of Teaching 3 &lt;br&gt; ● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Record for TPA Cycle 1</td>
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<td>8</td>
<td>May 08</td>
<td>Zoom</td>
<td>● Working with Other Professionals &lt;br&gt; ● Collaborative Planning &lt;br&gt; ● Lesson Sharing Presentations &lt;br&gt; ● Final Reflections</td>
<td>● Attendance Log &amp; Intern Support Hours &lt;br&gt; ● Lesson Plan Three Observation Due this week &lt;br&gt; ● TPA Due In CANVAS &lt;br&gt; ● Fieldwork Evaluation due &lt;br&gt; ● Disposition Evaluation due</td>
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