

**San José State University
Lurie College of Education
Department of Special Education
EDSE 154 ECSE Advanced Fieldwork
Spring, 2023**

Course and Contact Information

Instructor:	<i>Add name here</i>
Email:	<i>Add sjsu email here</i>
Office Hours:	By appointment
Classroom:	<i>Add classroom here</i>
Class Day / Time:	Thursdays 7:00 pm
Session Dates:	Jan 26 in person Feb 2 in person Feb 16 zoom Mar 9 in person Mar 16 zoom Apr 6 in person Apr 27 zoom May 4 in person May 11 zoom
Prerequisites:	Department Consent, Completion of Basic Skills Requirement and Subject Matter Requirement, Certificate of Clearance

Course Description

This fieldwork course provides candidates with supervised teaching experience in educational settings for students with mild to moderate disabilities. There is a concurrent seminar which must be attended.

Course Format

This is a clinical practice fieldwork course in which students will be teaching in classrooms 5 days a week. Students will be supervised in the fieldwork setting and observations will be made using the district virtual instruction platform. The accompanying seminar sessions will be held synchronously on Mondays and Thursdays using Zoom.

Course Requirements

Students spend a minimum of 400 hours in field experience as a part of this course. Students complete the fieldwork hours according to their chosen pathway.

(1) Traditional Student Teaching Pathway (15 weeks)

- Student teacher candidates undertake 5 full days of student teaching per week for 15 weeks under the guidance of an experienced mentor teacher in an Education Specialist Preschool placement appropriate to Early Childhood Special Education credential.

(2) Intern Pathway

- Intern candidates works as an Education Specialist ECSE preschool teacher of record in their own classroom for the full semester on district calendar at a minimum of .80 FTE.

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) - Special Education TPEs

ECSE 1.2 Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.

ECSE 1.5 Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.

ECSE 1.7 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.

ECSE 1.10 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE 2.4 Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE 3.2 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

ECSE 3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.

ECSE 3.4 Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.

ECSE 3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.

ECSE 3.6 Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

ECSE 3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

ECSE 4.1 Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.

ECSE 4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

ECSE 4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

ECSE 4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.

ECSE 4.10 Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, child care centers, school, other community settings, homes) and across developmental and curricular domains.

ECSE 4.11 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.

ECSE 4.12 Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.

ECSE 4.13 Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

ECSE 5.1 Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).

ECSE 5.2 Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.

ECSE 5.5 Modify assessment procedures as acceptable within the normative parameters of the particular assessment to accommodate or compensate for the impact of the child's disability on the child's ability to perform on the assessment as designed.

ECSE 5.6 Use ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring, and reports from IFSP/IEP team members) to establish meaningful, individualized learning goals and intervention activities.

ECSE 5.7 Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

ECSE 6.3 Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.

ECSE 6.7 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.

ECSE 6.9 Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

ECSE 6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.

ECSE 6.12 Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.

ECSE 6.13 Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.

ECSE 6.14 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.

ECSE 6.15 Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

ECSE 6.16 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).

ECSE 6.17 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).

ECSE 6.18 Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

Required Texts/Readings

There is no textbook for this course.

Course Requirements and Assignments

Teacher candidates will complete the following assignments as part of this fieldwork course:

1) Attend the fieldwork placement and seminars

Candidates are responsible for attending the fieldwork placement every day for the full length of the placement. Attendance logs are required for student teachers and teacher residents. Student teachers and teacher residents must notify the mentor teacher and the University Supervisor as soon as possible in the event of an absence due to illness or other emergency. Intern candidates should follow district protocols for reporting an absence. Candidates are also responsible for attending each of the 10 seminars.

2) Lesson Plan Cycles [5 x 10 = 50 points]

Teacher candidates will complete 5 Lesson Plan Cycles consisting of Pre-Observation Planning, Lesson Implementation, Debrief with Supervisor and Mentor Teacher (if applicable), and Reflection. Teacher candidates should record each lesson observation for discussion and reflection at the debrief session. Formal lesson observations will be scheduled throughout the semester with the supervisor.

- One lesson plan cycle must include visual and performing arts

3) Lesson analysis presentation [2 x 10 = 20 points]

Each teacher candidate will complete two lesson analysis presentations in which they share a lesson video clip (3-5 minutes in length) and their lesson plan with their seminar group. Candidates will analyze their teaching and invite feedback from the group. Candidates will sign up for the sessions in which they want to present.

- One presentation must include discussion of classroom expectations and positive behavior supports

4) IEP assignment [20 points]

Teacher candidates will participate in AT LEAST two IEP meetings over the course of the semester. Candidates will also complete one written IEP document which must include present levels of performance and draft IEP goals. The candidate should administer AT LEAST 3 subtests of a formal assessment or 3 informal assessments with the student in order to prepare the present levels of performance. Traditional student teachers and teacher residents must work under the mentor teacher's guidance to complete the forms well in advance of the scheduled meeting. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.).

5) Final Evaluations

Each teacher candidate will submit a final Directed Teaching Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns).

6) Disposition Evaluations

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns).

7) Intern Support Hours

Interns are required to keep track of their support hours and update their logs regularly. Interns must accrue 72 hours of general support and 22.5 hours of support specific to teaching multilingual learners over the course of the semester. Support hours come from both university and district support.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Lesson Plan Cycles	CLO 1, 2, 3	ECSE 1.2, 1.5, 1.7, 1.10, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.1, 4.2, 4.6, 4.7, 4.10, 4.11, 4.12, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18
Lesson Analysis Presentations	CLO 1, 2, 3	ECSE 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18
IEP Assignment	CLO 1, 2, 3	ECSE 5.1, 5.2, 5.5, 5.6, 5.7, 6.3, 6.7
Dispositions Evaluation	CLO 4	ECSE 4.13, 6.3, 6.9, 6.12, 6.13

Final Examination or Evaluation

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

Grading Information

This course is credit / no credit. All assignments must be completed satisfactorily to earn credit in the course. In order to earn credit for this course students must earn at least 80% on each assignment; at least 100 points on the Directed Teaching Evaluation from the University Supervisor and the Mentor Teacher, and a satisfactory Disposition Evaluation from the University Supervisor and the Mentor Teacher.

Lesson Plan Cycles = minimum 8 pts each

Lesson Presentation = minimum 8 pts each

IEP Assignment = minimum 16 pts

Attendance = all required

Intern Support hours = all required

Final Evaluation =

Disposition Evaluation =

Classroom Protocol

Students are expected to arrive on time and stay for the entire seminar 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 detract from 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 154 Advanced Fieldwork in Special Education Semester

Course Schedule

Seminar	Date	Mode	Topics	Attendance Due	Assignments Due
1	Jan 26	In Person	<ul style="list-style-type: none"> Course Introduction Class Expectations Review of Assignments Review of Lesson Plan Template 	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	
2	Feb 2	In-Person	Reflect and discuss: <ul style="list-style-type: none"> Review of Lesson Cycle Lesson Plan Template Observation Debrief Template 	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	Complete Lesson Cycle 1 by Feb 9 (week 3)
3	Feb 16	Zoom	Reflect and discuss: <ul style="list-style-type: none"> Informal assessment in lessons Planning a Learning Segment (3-5 lesson sequence) Lesson Sharing Video Clips	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	
4	Mar 9	In Person	Reflect and discuss: <ul style="list-style-type: none"> Higher Order Thinking Skills Lesson Sharing Video Clips	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	Complete Lesson Cycle 2 by Mar 2 (week 6)
5	Mar 16	Zoom	Reflect and discuss: <ul style="list-style-type: none"> Supporting multi-lingual learners Lesson Sharing Video Clips	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	Complete Lesson Cycle 3 by Mar 23 (week 9)
6	Apr 6	In Person	Reflect and discuss: <ul style="list-style-type: none"> Maximizing use of instructional support personnel Lesson Sharing Video Clips	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	
7	Apr 27	Zoom	Reflect and discuss: <ul style="list-style-type: none"> Students monitoring own learning (self-management) Lesson Sharing Video Clips	Student Teachers and Teacher Residents submit attendance log Interns submit Support Hours Logs	Complete Lesson Cycle 4 by Apr 13 (week 12)

8	May 4	In Person	<p>Reflect and discuss:</p> <ul style="list-style-type: none"> • Preparing students & Families for transitions • Person-centered planning <p>Lesson Sharing Video Clips</p>	<p>Student Teachers and Teacher Residents submit attendance log</p> <p>Interns submit Support Hours Logs</p>	<p>Complete Lesson Cycle 5 by May 4 (week 15)</p>
9	May 11	Zoom	<p>Reflect and discuss:</p> <ul style="list-style-type: none"> • Professional growth • Individual Transition Plans for Clear Program 	<p>Student Teachers and Teacher Residents submit attendance log</p> <p>Interns submit Support Hours Logs</p>	<p>IEP Assignment due</p> <p>Fieldwork Evaluations Due</p> <p>Disposition Evaluations Due</p>

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

Lesson Observation Schedule:

- Complete Lesson Cycle 1 by week 3
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 2 by week 6
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 3 by week 9
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 4 by week 12
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 5 by week 15
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- IEP or IFSP Observation Scheduled for _____