

**San José State University
Lurie College of Education
Department of Special Education
EDSE 217A Advanced Fieldwork in Mild Moderate Support Needs
Semester, Spring 2023**

Course and Contact Information

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Office Hours: By Appointment
Classroom: SH Room TBA
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 supervised teaching of students with mild to moderate support needs in special and general education settings. 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 observed teaching lessons in a variety of formats. Students also attend accompanying seminar sessions held on the dates listed above.

Course Requirements

Students spend a minimum of 400 hours in field experience and complete Cycle 2 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway.

Intern candidates work as the teacher of record in their own classroom for the full semester on district calendar. Intern teachers are responsible for accruing and documenting an additional 72.5 hours of general support and 22.5 hours of support specific to learning to teach multilingual learners. Interns are responsible for submitting the appropriate logs each week to document their progress toward reaching their professional development 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

TPE 1 Pedagogical Skills for Subject Matter Instruction

TPE 2 Monitoring Student Learning

TPE 3 Interpretation and Use of Assessments

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Chronologically / Developmentally appropriate instruction

TPE 7 Teaching English Learners

TPE 8 Learning About Students

TPE 9 Instructional Planning

TPE 10 Instructional Planning

TPE 11 Social Environment

TPE 12 Professional Legal and Ethical Obligation

TPE 13 Professional Growth

SPED Goal 1 Professionalism

SPED Goal 2 Participation in IEP Process

SPED Goal 3 Technology in the Classroom

SPED Goal 4 Home School Community Collaboration

Required Texts/Readings

There is no required textbook for this course.

Course Requirements and Assignments

All EDSE 217A assignments and related documents will be submitted through the SJSU canvas by the student. The student is advised to check CANVAS on a weekly basis to ensure that all assignments and related documents are submitted in a timely manner by the published due date. Fillable PDFs are available on the university website for all SJSU intern teacher forms. It is expected that all forms will be typed for submission.

1) Seminar Attendance and Participation

The intern teacher is required to attend and participate in all intern seminars, including on campus and zoom sessions. It is expected that the intern teacher will keep their computer camera on during the entire intern teacher seminar and actively participate during that time. The intern teacher seminars include important information

related to assignments, timelines, etc., as well as current topics of interest in the field of Special Education. A make-up assignment will be required for any missed seminar.

2) Self-Assessment

The intern teacher is required to complete a Self-Assessment at the beginning of the semester which identifies areas of strength, as well as areas of required growth in order to provide supports and services in areas of focus. The Self-Assessment is used to create the intern teacher's Induction Plan.

3) Induction Plan

The intern teacher is required to complete an Induction Plan with the help of his SJSU Supervisor and school district Support Provider. The Induction Plan contains at least three (3) goals which include a beginning baseline and end-of-semester evaluation of the progress made.

4) Journal Reflections

The intern teacher is required to reflect on the activities of the week and submit a written summary by the end of the weekend. The reflection summary includes the following: what went well this week, what did not go so well this week, what is planned to make next week better, what progress was made on the Induction Plan goals, and what additional support is requested from the SJSU Supervisor.

5) Intern Support Hours Logs

Intern Candidates must log 72 general support hours and 22.5 multilingual learner support hours over the course of the semester.

6) Lesson Plan Cycles (5)

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 are responsible for video recording each lesson observation. Videos will be used for discussion and reflection at the debrief session and for sharing in the supervision seminar. Formal lesson observations will be scheduled throughout the semester with the supervisor.

7) Professional Portfolio

There are sixteen (16) portfolio sections outlined in the Directed Teaching Handbook. The intern teacher will submit the required evidence for each of the portfolio sections directly into the SJSU canvas. Each portfolio section will receive 1-4 points. Any portfolio section receiving 1 point must be resubmitted. The intern teacher must receive at least 38 points (80%) to receive credit for this assignment.

8) Disposition Evaluation

The intern teacher is required to complete a Disposition Evaluation with input from the SJSU Supervisor and school district Support Provider. The Disposition Evaluation addresses the areas of reflective practitioner (such as professional ethics, etc.), multicultural and democracy (such as commitment to diversity, etc.), and love of learning and strong foundation of knowledge (such as commitment to learning, etc.).

9) Candidate Transition Plan

The intern teacher is required to create and submit a Candidate Transition Plan. This document includes a formative assessment of teaching performance, areas of identified strengths, and areas for future development. It is designed to bridge the transition from the SJSU teacher preparation program to the Education Specialist Clear induction program as the intern teacher begins their teaching career.

10) Final Summary

The intern teacher is required to complete a 1-2 page summary of the semester. It should include successes, challenges, and new learnings. The intern teacher may be asked to present their summary during the last seminar.

Teaching Effectiveness

The intern teacher will be required to provide the SJSU Supervisor with the opportunity to observe at least six (6) instructional lessons followed by a debrief during the semester. Each lesson will require a written lesson plan using the SJSU format or the format required by the school district. The SJSU Supervisor and the school district administrator who evaluates the intern teacher will each complete and submit a Directed Teaching Evaluation form at the end of the semester. It is the responsibility of the intern teacher to work with the school district to ensure access for the SJSU Supervisor either in person or through distance learning should unusual conditions arise.

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>), 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.

EDSE 217A Advanced Fieldwork in Special Education Semester

Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	Jan 26	In Person	Introduction to Course Overview of Course Requirements	<i>Hours Logs</i>
2	Feb 2	In-Person	Review of Required Lesson Plan Template Discuss Lesson Plan Cycle Preview Lesson Debrief Form	<i>Hours Logs</i> <i>Self-Assessment</i> <i>Induction Plan</i>
3	Feb 16	Zoom	Using Informal Assessments before, during, and after instruction	<i>Hours Logs</i> <i>Portfolio Items</i>
4	Mar 9	In Person	Incorporating Higher Order Thinking Skills for ALL Learners	<i>Hours Logs</i> <i>Portfolio Items</i>
5	Mar 16	Zoom	Teaching students to self-assess / Rubrics for Self-Assessment	<i>Hours Logs</i> <i>Portfolio Items</i>
6	Apr 6	In Person	Planning a Learning Segment Using end of unit (learning segment) assessments	<i>Hours Logs</i> <i>Portfolio Items</i>
7	Apr 27	Zoom	Using student data to make instructional decisions	<i>Hours Logs</i> <i>Portfolio Items</i>
8	May 4	In Person	Instructional Decision Making: Re-teach or Enrich?	<i>Hours Logs</i> <i>Portfolio Items</i>
9	May 11	Zoom	How do I clear my credential? Transition Plans for Clear Program	<i>Hours Logs</i> <i>Final Induction Plan</i> <i>Final Evaluation</i> <i>Disposition Evaluation</i> <i>Transition Plan</i>

Course Schedule Subject to Change with Due Notice

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