

# Advanced Fieldwork in Mild Moderate Support Needs Section 03

## EDSE 217A

Spring 2023 6 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/19/2023

### Contact Information

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#### Instructor: Dr. Laurene Beto

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#### Office Hours

By Appointment

Over Zoom

### Course Description and Requisites

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Supervised teaching of students with mild moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent.

CR/NC/I Graduate

### \* Classroom Protocols

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#### Classroom and Zoom

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.

##### Zoom Classroom Etiquette

- Mute Your Microphone when appropriate and keep your camera on.
- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions:
- Find a quiet place to “attend” class, to the greatest extent possible. Do not attend zoom while driving or traveling in a car.
- Avoid video setups where people may be walking behind you, people talking/making noise, etc.
- Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly.
- Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking:
- You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use Appropriate Virtual Backgrounds:
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning

## Program Information

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### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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### **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

## Course Learning Outcomes (CLOs)

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### 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

## Course Materials

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Required Texts/Readings There is no required textbook for this course.

## Course Requirements and Assignments

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### Attendance, Participation, Videos and Portfolio

#### Course Requirements

All EDSE 217A assignments and related documents will be submitted through the SJSU canvas by the student teacher. The student teacher is advised to check the SJSU 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 student teacher forms. It is expected that all forms will be typed for submission.

#### Seminar Attendance and Participation

The student teacher is required to attend and participate in all student teaching seminars. During zoom sessions, it is expected that the student teacher will keep their computer camera on during the entire student teacher seminar and actively participate during that time. The student 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.

#### Journal Reflection Assignments

The student 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.

#### Professional Portfolio

There are sixteen (16) portfolio sections outlined in the Directed Teaching Handbook. The student 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 student teacher must receive at least 38 points (80%) to receive credit for this assignment.

### Candidate Transition Plan

The student 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 student teacher begins their teaching career.

### Teaching Effectiveness

The student teacher will be required to provide the SJSU Supervisor with the opportunity to observe at least six (6) times during the semester. The first observation will be informal. Four visits will include formal lesson observations with a full lesson cycle. One observation will be of the candidate in an IEP meeting.

Each formal lesson observation will require a written lesson plan using the SJSU format or the format required by the school district to be submitted to the supervisor 48 hours in advance of the observation. The student teacher and the supervisor will have a short pre-observation conference before the student teacher implements and videos a planned lesson and participates in a structured debrief after the observation lasting 45-60 minutes.

The SJSU Supervisor and the mentor teacher will each complete and submit a Directed Teaching Evaluation and a Disposition Evaluation at the end of the semester. It is the responsibility of the student 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

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### Breakdown

Grade	Range	Notes
Pass or Fail	credit / no credit	Candidates must earn 80% of points for each graded assignment and must have a satisfactory fieldwork evaluation and disposition evaluation.

## University Policies

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Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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When	Topic	Notes
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When	Topic	Notes
<b>Seminar Topics and Due Dates</b> 01/26/2023 7:00 PM - 9:00 PM On-Campus	Course Introduction	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>• Class Expectations</li> <li>• Review of Assignments</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>• Exchange information</li> <li>• Plan for Supervisor Informal Visit by Feb. 2</li> </ul>
<b>Seminar Topics and Due Dates</b> 02/02/2023 7:00 PM - 9:00 PM On-Campus	Classroom Environments	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>• Building a Welcoming Classroom Environment</li> <li>• Engaging all Learners / Student Strengths and Interests</li> <li>• Funds of Knowledge / Community / Cultural Wealth / Anti-Racist Practices</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>• Submit responses for 3 Portfolio Sections</li> <li>• Lesson plan for Informal Observation and plan observation with Supervisor to occur in February</li> <li>• Bi-Weekly Journal due Feb. 11</li> </ul>
<b>Seminar Topics and Due Dates</b> 02/16/2023 7:00 PM - 9:00 PM Zoom	Lesson Planning	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>• Using Instructional Technology</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>• Submit responses for 3 Portfolio Sections</li> <li>• Bi-Weekly Journal due Feb. 25</li> </ul>
<b>Seminar Topics and Due Dates</b> 03/09/2023 7:00 PM - 9:00 PM On-Campus	IEP Goals/Assistive Technology	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>• Continue Lesson Planning</li> <li>• Addressing IEP goals in instruction</li> <li>• Supporting Assistive Technology Use</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>• Plan Pre-observation meeting time with supervisor</li> <li>• Submit Lesson plan and set observation time before March 10 for formal observation</li> <li>• Plan post reflection meeting with Supervisor</li> <li>• Bi-Weekly Journal due March 11</li> </ul>
<b>Seminar Topics and Due Dates</b> 03/16/2023 7:00 PM - 9:00 PM Zoom	Supporting Multilingual Learners	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>• Supporting Multilingual learners in instruction</li> <li>• Lesson sharing Presentations</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>• Submit responses for 3 Portfolio Sections</li> <li>• Plan Pre-observation meeting time with supervisor</li> <li>• Submit Lesson plan and set observation time before March 31 for formal observation</li> <li>• Plan post reflection meeting with Supervisor</li> </ul>

When	Topic	Notes
<b>Seminar Topics and Due Dates</b> 04/06/2023 7:00 PM - 9:00 PM On-Campus	Formative and Summative Assessments	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>Formative and Summative Assessment</li> <li>Continuous data collection for IEP tracking</li> <li>Lesson sharing Presentations</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>Submit responses for 3 Portfolio Sections</li> <li>Plan Pre-observation meeting time with supervisor</li> <li>Submit Lesson plan and set observation time before April 15 for formal observation</li> <li>Plan post reflection meeting with Supervisor</li> <li>Bi-Weekly Journal due April 1</li> </ul>
<b>Seminar Topics and Due Dates</b> 04/27/2023 7:00 PM - 9:00 PM Zoom	Universal Design for Learning (UDL)	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>UDL Refresher</li> <li>Lesson sharing Presentations</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>Submit responses for 3 Portfolio Sections</li> <li>Plan for Supervisor observation of an IEP meeting (you will be a participant in meeting)</li> </ul>
<b>Seminar Topics and Due Dates</b> 05/04/2023 7:00 PM - 9:00 PM On-Campus	Collaborating with Others	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>Working with other professionals</li> <li>Collaborative planning</li> <li>Lesson sharing Presentations</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>Bi-Weekly Journal due April 28</li> <li>Directed Teaching Evaluations due: May 1</li> <li>Disposition Form due: May 1</li> <li>Plan to meet with Supervisor to do Transition plan and submit to canvas by May 4</li> </ul>
<b>Seminar Topics and Due Dates</b> 05/11/2023 7:00 PM - 9:00 PM Zoom	Trauma Informed Teaching Practices	<b>Discussion and Participation</b> <ul style="list-style-type: none"> <li>Trauma Informed Teaching practices to support all learners</li> <li>Lesson sharing Presentations</li> <li>Final Reflections</li> </ul> <b>Assignment</b> <ul style="list-style-type: none"> <li>Submit responses for 4 Portfolio Sections</li> <li>Submit to Canvas all of your Weekly Journal entries due: May 11</li> <li>Completed Pacing Log due May 11</li> <li>Final Self -Assessment due: May 11</li> </ul>