

Early Field Experiences in Special Education Section 04

EDSE 234

Spring 2024 1 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/23/2024

Contact Information

Course and Contact Information

Instructor:	Nancy Smith
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Office Hours:	TBA

Course Information

Online

Thursdays 4:00-5:30

On Zoom

Class Days:	
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	<u>Orientation</u>	<u>Session 1:</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>
Class Time:	Jan. 29	Feb 8	Mar 7	April 18	May 16
	4:00-5:30pm	4:00 – 5:30pm	4:00 – 5:30pm	4:00 – 5:30pm	4:00 – 5:30pm
	Zoom	Zoom	Zoom	Zoom	Zoom
Classroom:	Orientation Meeting ID: 886 6786 7496				

Course Description and Requisites

Beginning fieldwork course, including supervised teaching of students with mild/moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent, passing of CBEST and CSET exams, Certificate of Clearance.

CR/NC/RP Graduate

* Classroom Protocols

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.

Zoom Classroom Etiquette

- Mute Your Microphone:
- 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.
- 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

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

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 Learning Outcomes (CLOs)

Assignment	CLOs	TPEs
Teaching Reflections	CLO 1-4	<p>U: 1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.6, 4.7, 5.3, 5.6, 5.8, 6.1, 6.3, 6.5</p> <p>MMSN: 1.4, 1.5, 1.7, 2.1, 2.4, 2.8, 3.1, 4.3, 4.6</p> <p>ESN: 1.1, 2.4, 2.11, 2.12, 3.4, 4.2, 4.3, 4.6, 4.7, 6.5, 6.6, 6.7</p>
Summary Reflection	CLO 1-4	<p>U: 1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.6, 4.7, 5.3, 5.6, 5.8, 6.1, 6.3, 6.5</p> <p>MMSN: 1.4, 1.5, 1.7, 2.1, 2.4, 2.8, 3.1, 4.3, 4.6</p> <p>ESN: 1.1, 2.4, 2.11, 2.12, 3.4, 4.2, 4.3, 4.6, 4.7, 6.5, 6.6, 6.7</p>
Analysis of Teaching Practices	CLO 1-4	<p>U: 1.1, 1.3, 1.4, 2.2, 2.4, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.6, 4.7, 5.3, 5.6, 5.8, 6.1, 6.3, 6.5</p> <p>MMSN: 1.4, 1.5, 1.7, 2.1, 2.4, 2.8, 3.1, 4.3, 4.6</p> <p>ESN: 1.1, 2.4, 2.11, 2.12, 3.4, 4.2, 4.3, 4.6, 4.7, 6.5, 6.6, 6.7</p>

Course Materials

There is no required textbook for this course.

Course Schedule

Seminar	Date	Mode	Topics	Assignments Due
1	TBD	Zoom	<ul style="list-style-type: none"> ● Course Introduction & Orientation ● Class Expectations ● Review of Assignments 	
2	Feb 8	Zoom	<ul style="list-style-type: none"> ● Engaging all Learners; incorporating students Strengths and Interests ● Universally Designed Lessons ● Teaching video and lesson study 	<ul style="list-style-type: none"> ● Reflection 1 due Feb 15 ● Reflection 2 due Feb 22 ● Updated Fieldwork Log due
3	Mar 7	Zoom	<ul style="list-style-type: none"> · Supporting Multilingual learners in instruction; using funds of knowledge · Teaching video and lesson study 	<ul style="list-style-type: none"> ● Reflection 3 due Mar 7 ● Reflection 4 due Mar 21 ● Updated Fieldwork Log due

4	Apr 18	Zoom	<ul style="list-style-type: none"> ● Direct, Explicit Instruction ● Teaching video and lesson study 	<ul style="list-style-type: none"> ● Reflection 5 due April 11 ● Reflection 6 due April 18 ● Updated Fieldwork Log due
5	May 16	Zoom	<ul style="list-style-type: none"> ● Direct, Explicit Instruction ● Teaching video and lesson study 	<ul style="list-style-type: none"> ● Analysis of Teaching Practice due May 16 ● Summary reflection due May 16 ● Updated Fieldwork Log due

Course Schedule Subject to Change with Due Notice

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

✓ 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 a satisfactory disposition evaluation and all seminars to earn credit in this course.

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

This seminar will meet on four Thursdays during the semester beginning in February. Each seminar will be 90 minutes long.