

Final 11/21/16 PH

**San José State University  
Connie L. Lurie College of Education  
Department of Special Education  
EDSE 154:  
Practicum and Student Teaching in Special Education  
Spring 2017 – 6 units**

**Program Coordinator – Dr Peg Hughes**

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**Office Hours: By appt only**

**Class Days/Times: Fieldwork Observations TBD by University supervisor**

**3 Seminars:**

**1<sup>st</sup> Thursday Rm 234 1/26 7- 9 PM;**

**2<sup>nd</sup> Rm 234 Tuesday 3/21 4:30-6:30;**

**3<sup>rd</sup> Rm 234 Tuesday 5/16 4:30-6:30**

**Prerequisites**

Upper division standing and Instructor consent with majority of Preliminary CTC ECSE courses completed

**College of Education Mission Statement**

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

**Department of Special Education Mission**

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

**Knowledge Base**

All student teaching placements involve child-, family-, team-, interagency-, transition-, or inclusion-related services. Involvement in **family-related services** provides students with the opportunity for working with family members as partners in planning and implementing intervention services by listening reflectively, questioning effectively, analyzing feelings and content, and integrating information. Students also are involved in situations which allow them to use strategies that promote social interactions between parents and their children.

The goal of **child-related services** is to allow students to demonstrate that they are capable of encouraging young children to develop cognitive, social, and effective skills in home, self-contained, and inclusive programs. Students are responsible for collecting naturalistic and formal data on young children and for completing child and family developmental assessments. Additionally, students design learning environments and implement strategies that encourage social engagement and interaction. Early

interventionists must have an understanding of the instructional and clinical opportunities related to the health care disciplines that are offered to a family with a young child with disabilities (e.g. Speech and Language Pathology, Occupational Therapy, & Physical Therapy). **Team-related services** allow students to experience and to integrate the knowledge and recommendations of multiple disciplines into the daily routine of the child and family. Early interventionists are asked frequently to act as, or to assist parents in becoming, advocates for the services that young children with disabilities need. Through the **interagency-related services**, students become familiar with the community programs that are available for families and develop well-blended intervention plans. A family with a young child who is disabled continually experiences transitions from one situation to another. Some families are required to quickly transition from being a “typical” family to being a “special” family when they discover that their child is disabled. Other families must transition from having a child in a long-term hospital care center to having services for their child provided at home. As children become older, families and children transition from home-based programs to center-based programs, and then from center-based programs to school-based programs. During each of these transitions professionals support the families as they adjust to their different roles and responsibilities. **Transition-related services** provide students with the opportunity to develop the interpersonal and management skills involved in coordinating activities that occur when a family transitions from one setting to another. Both Part B (preschool services) and Part C (infant-toddler services) of the Individuals with Disabilities Educational Act (IDEA, 2004) require that young children with disabilities be provided services in the least restrictive environment. **Inclusion-related services** encourage students to combine their knowledge of the needs of young children who have disabilities with their understanding of the varied range of community programs. Student teachers will be challenged to design appropriate service plans that meet the individual inclusive needs of the children and their families. While participating in the Student Teaching Practicum, students observe children and families, participate in activities with guided feedback from the Master Teacher and University Supervisor, and independently practice and evaluate their teaching strategies.

## **CCTC Standards**

### **Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

**Intern Program Delivery Model:** This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

### **Program Standard 16: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program. (TPEs may be found on pages 73-86 of this document).

### **ECSE Standard 10: Field Experience in Early Childhood Special Education Programs**

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

### **ECSEAA Standard 4: Experience in ECSE Programs**

The program provides an opportunity for each candidate to document observations in a variety of settings from birth to pre-kindergarten. Additionally, each candidate has field experiences in early childhood settings with families young children who have a range of abilities and needs including in home experiences with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/pre-kindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings.

### **Required Texts/Materials:**

1. Division for Early Childhood. (2014). *DEC recommended practices in early intervention/earlychildhood special education*. Retrieved from <http://www.dec-sped.org/recommendedpractices>. [Download and Bind](#)

### **Assignments and Grading Policies**

Experience direct contact and teaching with children, families, and other professionals in both Infant/toddler and Pre-Kindergarten special education or inclusive settings including homes in ES programs through observation, part-time participation, and full-time participation under supervision. **(ECSE S 10; ECSEAA 4)**

2. Attend one Orientation, 2 seminars
3. Completion of assignments listed in the Assignment Schedule below.

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4. Keep a Student Log and Communication Notebook current and have it available for the University Supervisor at visits
5. Attend at least one IEP/IFSP/Transition meeting during each placement. Record observations in Reflection Assignments.
6. Assessment Assignment: Practice assessing a child in either placement using any global developmental tool and write up a summary of developmental range of skills of child. Develop and list 3 annual goals or outcomes with aligned foundations for child based on this assessment. Write up the following 3 sections as follows:
  - 1). Identify Tool and include the developmental domains assessed eg., Fine Motor
  - 2). Discuss specific Strengths & Needs of development in order of greatest Strength to Need and include the following:
    - (a) a range of age levels for present level of performance for each domain
    - (b) a description of testing behavior for each domain e.g., attention span, persistence, interests, disinterests, teacher directed, child initiated, time of day, alert status, and
    - (c) comment on whether the results are valid based on your clinical opinion?
  - 3). Write 3 Annual Goals for IEP according to IDEA guidelines or 3 Outcomes for IFSP and include aligned Foundations.
7. Completion of evaluation forms for Master Teacher, and Supervisor
8. Completion of Preliminary Teaching Portfolio Notebook

**Note:** Contact the Master Teacher and the University Supervisor if you are sick on observation day or there is a reason for being late or inability to attend seminars. Immediately discuss any problems or concerns that may occur with the Master Teacher or the University Supervisor.

**Assignment and Grading Schedule:**

1. Daily lesson plans – 6x + Home visit forms/visit
2. Teaching Reflections – ES and Preschool -2x
3. Best Practice Activity -2x
4. Assessment Summary Assignment

**Due Dates:**

Lesson Plans. At least 6 lessons will be observed by the university supervisor/master teacher/3 visits/placement (10pts/lesson= 60 pts. total)

Complete for each placement. (25/pts/50 pts. total)

Complete for each placement. (25/pts/50 tot)

Complete and put in portfolio (25 pts)

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5. Statement of ECSE Teaching Philosophy Reference DEC practices put in portfolio (25pts)

6. DVD Self- Assessment - ES and Pre- 2x Complete for each Placement (15/each/30 pts.)

**Note. If no center time in ES then no video**

7. ECSE Teaching Portfolio Notebook 75 pts

8. MT/Supervisor/Final Evals/ 45 pts

9. Participation in Seminars 10 pts

**Grading Criteria: (See last page for assignment checklist and rubric)**

Grades will be awarded on a Pass/Fail scale. A passing grade will be awarded if:

1. An average score of 3 (Range 1-4) on each of the final evaluations completed by the Master Teacher and/or the University Supervisor i.e., **at least 60% mastery in each placement (PS 15, 16; ECSE 10; ECSEAA 4)**
2. All assignments are successfully completed and turned in on the assigned due date. All assignments must receive a total of 296 /370 points (80% mastery) level or better.

## **University Policies**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

### **Accommodation to Students' Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as

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exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs and other resources for student use are available in

- [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall
- [Academic Technology Computer Center](http://www.sjsu.edu/at/hd/) at <http://www.sjsu.edu/at/hd/> on the 1st floor of Clark Hall
- [Associated Students Computer Services Center](http://as.sjsu.edu/ascs/) at <http://as.sjsu.edu/ascs/> on the 2nd floor of the Student Union
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library) for public at large at <http://library.sjsu.edu/reserve-studymeeting-room/computers-king-library>
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

### **Master Teacher Expectations**

The Master Teacher is expected to mentor the student by modeling methods for providing services to families with young children with disabilities, contacting directly with the University Supervisor, and helping students to discuss, question, problem-solve, and reconsider practices that they have either observed or provided. The Master Teacher provides both continual feedback to the students on their abilities to provide services, and completes the final evaluation.

Specifically, the Master Teacher is responsible for the following:

1. Orienting the student to the agency and program.
2. Helping to plan, organize, and coordinate practicum activities for the students.
3. Assisting the student to be involved in meaningful tasks with children and families.
4. Meeting regularly with the student to discuss progress and concerns
5. Consulting with the student and the University Supervisor if the student teaching requirements need to be addressed in a corrective action plan.
6. Completing the midterm and final Student Teaching Evaluation Forms (with supervisor input if necessary).

### **University Supervisor Expectations**

The University Supervisor is expected to assist in placing students in specific training sites and to coordinate activities between the sites and the university. The University Supervisor is also responsible for meeting regularly with the student and the Master Teacher to discuss the student's progress. The Student Teaching Orientation and Seminars are arranged and conducted by the university supervisor or ECSE coordinator.

Specifically, the University Supervisor is responsible for the following:

1. Visiting the sites regularly (three visits for each placement), and providing on-site supervision and support for the student through pre-conference, observation, and post-conference, as well as contacting and meeting with the Master Teacher.
2. Making final decisions related any student issues with ECSE coordinator, if needed
3. Determining the student's final evaluation with master teacher, if requested by MT
4. Attend all University Seminars

### **Recommended Journals**

Infants and Young Children  
Journal of Speech & Hearing Disorders  
Teaching Exceptional Young Children  
Journal of the Early Intervention (DEC)  
Exceptional Children  
The Special Edge

**Recommended Websites**

<http://www.cec.sped.org> The Council of Exceptional Children, Division of DEC  
<http://www.ida.org> Infant Development Association of California

**Assignment Checklist – EDSE 154 – ECSE Student Teaching**

**Student Teacher:**

**Date: Spring 2017**

|  | Total Points Possible   | Points Received |
|--|---|-----------------|
| 1. Lesson Plans (6x) + Home Visits forms/3 placement                                       | 60 (10 each):<br>3/preschool<br>3/Early Start   |                 |
| 2. Teaching Reflections (2x)   | 50<br>(25/placement/Pre and ES)   |                 |
| 3. Best Practices Assignment (2x)  | 50 (25/Pre/ES placement)  |                 |
| 4. Assessment Summary + 3 Goals  | 25 pts  |                 |
| 5. Teaching Philosophy   | 25 pts  |                 |
| 6. DVD – Self evaluations of teaching (2x)   | 30 pts<br>(15/placement)  |                 |
| 7. Portfolio   | 75 pts  |                 |
| 8. Participation in Seminars   | 10 pts.   |                 |
| 9. Student Teaching Final Evaluations in ES and PreK + Student Evals of MT and Supervisors | 45 pts.<br>2 Midterm + 2 final evals of ST (preschool & ES)<br>+ 1 or 2 MT evals<br>+ 1 Uni.Su Evals completed by Student |                 |
| Total Points   | 370 points  |                 |

**Note. Need 296/ 370 for class credit (80%)**

**Preliminary ECSE Portfolio Rubric  
Grading Rubric – 75 pts.**

Student Name \_\_\_\_\_ Pts.\_\_\_\_\_/75

| <b>Content/Points</b>                                   | <b>5</b>  | <b>4</b>                            | <b>3</b>                                     | <b>2</b>                             | <b>1</b>   |
|---|---|-------------------------------------|--|--------------------------------------|--|
| 1. Table of Contents                                    | High Quality, Very Clear and Organized                      | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |
| 2. Resume/VITA  | High Quality; Very Clear and well-organized                 | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |
| 3. ECSE Philosophy                                      | High Quality of Best Practices, Very Clear & well-organized | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |
| 4. Transcripts (official or unofficial) of ECSE courses | High Quality, Very Clear and well-organized                 | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |
| 5. CBEST, other formal documents                        | High Quality, Very Clear and well-organized                 | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |

| <b>Content/Points</b>  | <b>5</b>                                    | <b>4</b>                            | <b>3</b>                                     | <b>2</b>                             | <b>1</b>   |
|--|---|-------------------------------------|--|--------------------------------------|--|
| <b>Infant/Toddler Placement</b><br>6. Descriptions of all children with disability/risk; | High Quality, Very Clear and well-organized | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |
| 7. Any lesson plans for home visits, inc. foundations + Home visit forms                 | High Quality, Very Clear and well-organized | Above Average, Majority Clear & Org | Average Quality; Satisfactory Clarity & Org. | Below Average; Somewhat Clear & Org. | Poor quality; not clear or organized; not included |

|  |   |                                       |  |  |  |
|--|---|---------------------------------------|--|--|--|
| 8. Teaching Reflection – Early Start Placement                                       | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| 9. Self-Evaluation Form of DVD – Teaching, if videotaped                             | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| <b>Preschool Placement</b>   |   |                                       |  |  |  |
| 10. Descriptions of all children with disability/risk;                               | 5 High Quality, Very Clear and well-organized | 4 Above Average, Majority Clear & Org | 3 Average Quality; Satisfactory Clarity & Org. | 2 Below Average; Somewhat Clear & Org. | 1 Poor quality; not clear or organized; not included |
| 11. All Lesson Plans inc home visits, inc. foundations Any EL strateg                | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| 12. Teaching Reflection – Preschool Placement  | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| 13. Self-Evaluation Form of DVD - Teaching   | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| 14. Student Teacher Evaluations: ES and Preschool Placements from Master teacher etc | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |
| 15. Assessment Write-up of development + 3 annual goals/outcomes                     | High Quality, Very Clear and well-organized   | Above Average, Majority Clear & Org   | Average Quality; Satisfactory Clarity & Org.   | Below Average; Somewhat Clear & Org.   | Poor quality; not clear or organized; not included   |