

**San José State University
Connie L. Lurie College of Education
Department of Special Education
EDSE 154:
Practicum and Student Teaching in Special Education
Spring 2015 – 6 units**

University Supervisors - Dr. Peg Hughes and Vickey Perkins, MA

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Office Hours: Hughes Monday 3-4; Tuesday 3-4 and by Appt.

Class Days/Times: Fieldwork Observations TBD by University supervisor

3 Seminars Thursdays – Classroom- Meet in SH 230

1st 1/22 7- 9 PM; 2nd 3/19 6:30-8:30; 3rd 5/21 4:30-6:30

Prerequisites

Upper division standing and Instructor consent with majority of Level 1 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
2. 2 Blank DVD's – Supervisor will buy and student reimburses

Recommended:

3. California Department of Education (2009). *Preschool English Learners: Principles and practices to promote language, literacy and learning (2nd edition)*. Item # 001703. Call 1 916-445-1260 or www.cde.ca.gov/re/pn/rc \$15.95.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at

<http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

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.
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 and reflections in Student Teaching Notebook and Reflection Assignments.
6. Practice assessing a child in either setting 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 for child -based on this assessment.
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

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)

2. Teaching Reflections – ES and Preschool -2x

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

3. Best Practice Activity -2x

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

4. Assessment Summary Assignment

Complete and put in portfolio (25 pts)

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.)
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 80% 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

Grievance Procedure

If you have questions regarding grading policies or any other aspect of the course, please make an appointment with me. For information about grievances policies/procedures, you can consult the university catalog, the special education secretary to make an appointment with the department chairperson or the University ombudsman. See the “Student Rights and Responsibilities” section in the SJSU catalog

Accommodations

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need 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 register with the DRC to establish a record of their disability.

<http://www.dre.sjsu.edu/>

Academic Integrity

Students are expected to be familiar with the University’s Academic Integrity Policy Please review this at http://sa.sjsu.edu/student_conduct. San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor (See policy F06-1 requires approval of instructors). SJSU also forbids students to plagiarize previously written material. For this class, all assignments are to be completed by the individual student unless otherwise specified. If

an instructor utilizes a plagiarism detection service (i.e. Turnitin.com), it is written in the green sheet.

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 modified.
6. Completing the midterm and final Student Teaching Evaluation Forms.

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 to modifying the student teaching requirements with ECSE coordinator
3. Determining the student's final grade with ECSE coordinator.
4. Attend all University Seminars

Recommended Evidence-based Practices and References

Brown, C. (2002). *The Art of Sign Language*. Bramley Rd, London: PRC Publishing. ISBN 1856486362.

Chambers, C.R., & Childre, A.L. (2005). Fostering family –professional collaboration through person centered IEP meetings: The true directions model. *Young Exceptional Children* 8(3), 20-30.

Cheatham, G.A., & Santos, R.M. (2005). A-B-C's of bridging home and school expectations for children and families from diverse backgrounds. *Young Exceptional Children* 8(3), 3-12.

Chen, D. (1999). *Essential elements in early intervention: Visual impairments and multiple disabilities*. NYC: American Foundation for the Blind.

Coleman, J.G., (1993). *The early intervention dictionary*. Bethesda, MD: Woodbine House

Colin, R.E., & Garrett, J.N. (1995). *Activity-based intervention guide*.

Therapy Skill Builders: Tucson, Arizona.
 Guralnick, M. (2001). *Early childhood inclusion*. Baltimore, Maryland: PBrooks
 Klein, D.M., & Harris, K. (2005). Considerations in the personnel preparation of itinerant early childhood special education consultants. *Journal of Educational and Psychological Consultation*, 15(2), 151-165.
 Lynch, E.W., & Hanson, M.J. (Eds.). (2000). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Paul H. Brookes.
 Rafferty, Y., & Griffin, K. W. (2005). Benefits and risks of reverse inclusion for preschoolers with and without disabilities: Perspectives of parents and providers. *Journal of Early Intervention*, 27(3), 173-193.

Recommended Journals

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|-------------------------------------|---|
| Education Leadership | Exceptional Children |
| Focus on Exceptional Children | Infants and Young Children |
| Exceptional Parent | Child: Care, Health and Development |
| Remedial & Special Education | Journal of Speech & Hearing Disorders |
| Teaching Exceptional Young Children | Journal of the Early Intervention (DEC) |

Recommended Websites

- <http://www.nichy.org> National Information Center for Children and Youth with Disabilities
<http://www.readwme.com> - Read with Me – Family Program
<http://www.cec.sped.org> The Council of Exceptional Children
<http://www.ida.org> Infant Development Association of California

Accommodations

If you need course adaptation because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me so as soon as possible, or see me during office hours.

Plagiarism and Recycled Papers

San Jose State University policy forbids students to submit assignments in two different courses, except by permission of the instructor, and to plagiarize previously written material. If an instructor utilizes a plagiarism detection system (i.e., Turnitin.com), it is written in the green sheet.

Assignment Checklist – EDSE 154 – ECSE Student Teaching

Student Teacher:

Date: Spring 2015

	Total Points Possible	Points Received
1. Lesson Plans (6x) + Home Visits forms/3 placement	60 (10 each): 3/preschool 3/Early Start	

2. Teaching Reflections (2x)	50 (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 - DEC	25 pts	
6. DVD – Self evaluations of teaching (2x)	30 pts (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. 2 Midterm + 2 final evals of ST (preschool & ES) + 1 or 2 MT evals + 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

Content/Points	5	4	3	2	1
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

Content/Points	5	4	3	2	1
Infant/Toddler Placement					
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	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
Preschool Placement					
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, Employer or Supervisor)	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

