

Advanced Fieldwork in Mild Moderate Support Needs

EDSE 217A

Spring 2026 Hybrid 6 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/30/2026

Contact Information

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Office Hours

Office hours are available by appointment. Email me to set up a time.

Course Information

Hybrid Schedule

Thursdays

7:00 PM to 9:45 PM Zoom and In Person SJSU SH 211

Thur Jan 29	In Person
Thur Feb 12	Zoom
Thur Feb 26	In Person
Thur Mar 12	Zoom
Thur Mar 26	In Person
Thur Apr 9	Zoom
Thur Apr 23	In Person
Thur May 7	In Person

Course Description and Requisites

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

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 that can distract their learning and the learning of others during Zoom class time.

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

Guidelines for Collaboration & Participation

(In-Class and Online / Adapted 2025)

- **Contribute thoughtfully** by addressing all parts of the collaboration prompt, whether participation takes place in class or online.
- **Ground your ideas in shared course content and academic research** (e.g., readings, frameworks, or common resources). Using shared references helps create inclusive discussions and supports meaningful interaction by giving everyone a common point of entry.
- **Connect theory to practice** by including examples from your classroom experience, fieldwork, or observations when relevant.
- **Engage with peers respectfully** by acknowledging contributions, building on ideas, and asking clarifying questions during in-person conversations or online discussions.

- Use accessible and inclusive language by spelling out acronyms, using person-first or identity-first language thoughtfully, and avoiding ableist or exclusionary terms.
- Communicate professionally with clear, organized writing or speech that supports shared understanding.
- Remember that collaboration is for learning, not evaluation. You are not responsible for grading or correcting peers; assessment and feedback are the instructor's responsibility.
- Reflect the purpose of collaboration: to develop collective understanding and strengthen professional practice through respectful exchange across learning spaces.

Course AI Use Policy

Artificial Intelligence (AI) tools such as ChatGPT, Claude, or Bard can be powerful learning partners when used thoughtfully. They can help you brainstorm ideas, check clarity, and deepen your understanding of course topics. However, AI can't create your final submissions or replace the thinking and reflection you must do as you learn to make instructional decisions and grow into your professional voice.

You may use AI to:

- Summarize readings or lectures to support your studying.
- Brainstorm ideas or outline your thinking for assignments.
- Explore multiple perspectives or check the clarity of your writing.

You may not use AI to:

- Write or revise assignments, lesson plans, IEP goals, or reflections for submission.
- Replace your own analysis, professional reasoning, or application of course concepts.
- Create or fabricate citations, data, or references.

Inappropriate or unethical uses of AI include pasting your draft and asking AI to "make it better," submitting AI-generated rewrites without adapting them, or using AI to "fill in" reflective or analytical sections. In those cases, AI becomes the creator, not a coach, and the final work no longer reflects your learning or professional judgment.

Responsible and Transparent Use

If you use AI to support your learning, include a short note describing how it was used (for example: "AI was used to check clarity and suggest structure. All final analysis and applications are my own."). This transparency helps maintain academic integrity and builds awareness of how these tools shape our thinking.

AI should support—not substitute—your professional growth. Use it as a guide, not a shortcut, and remember that your unique reasoning, creativity, and commitment to student learning are what matter most.

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

Course Goals

Students must 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.

Course Learning Outcomes (CLOs)

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 Teaching Performance Expectations:

Program Standard 3 - Clinical Practice

Clinical practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework and must consist of a minimum of 600 hours of clinical practice across the arc of the program. At least 200 hours of supervised early field work that includes guided observations and initial student teaching (e.g., co-planning and co-teaching, or guided teaching) must be provided to the preliminary candidates in general education and special education settings prior to final student teaching.

Teaching Performance Expectations (TPEs)

U 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.6, 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11

MM1.1, 1.4, 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 7.1, 7.2, 7.3, 7.4

Course Materials

There is no required textbook for this course.

Course Requirements and Assignments

Teacher candidates will complete the following assignments as part of this fieldwork course. The course is graded credit / no credit. Attendance at all seminars, satisfactory completion of all assignments, satisfactory ratings on the end-of-semester evaluation and disposition evaluation, as well as submission of the California Teaching Performance Assessment Cycle Two / Literacy Performance Assessment, are required to earn credit in this course.

1. Submit Attendance logs for Student Teaching hours WEEKLY. Interns will submit their Intern Support Hours Log to the Intern CANVAS shell WEEKLY.

Candidates are responsible for attending the fieldwork placement every day for the full length of the placement. Student teachers and teacher residents must notify the mentor teacher and the University Supervisor as soon as possible in the event of an absence due to illness or other emergency. Intern

candidates should follow district protocols for reporting an absence. Candidates are also responsible for attending each of the seminars. A missed seminar must be made up.

2. Attend all fieldwork seminars

Attendance is mandatory. A missed seminar must be made up. Missing more than one seminar puts you at risk for non-credit in the course.

3. Candidate Self Assessment (completed twice)

Candidates assess themselves on the course-related TPEs at the beginning of the semester and at the midpoint of the semester. Candidates discuss their self-assessment in the lesson observation debrief and set goals for their next set of lessons.

4. Mid-Semester Check-in

The University Supervisor and Mentor Teacher (if applicable) will review the Mid-Semester Check-In to identify areas of strength and areas of concern (if any). The University Supervisor will share the results of the Mid-Semester Check-In with the candidate. Alternatively, the mid-semester check-in may be held as a triad meeting with the University Supervisor, Mentor Teacher, and Candidate discussing together. If areas of concern are identified, a growth plan will be written to ensure the candidate is on track to successfully complete the course.

The University Supervisor will conduct the Mid-Semester Check-In with the Intern. If areas of concern are identified, a growth plan will be written to ensure the candidate is on track to successfully complete the course.

5. Lesson Plan Cycles

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.

6. Lesson Cycle One - This cycle has two lessons!

Drawing on their understanding of the California Dyslexia Guidelines, teacher candidates will plan, implement, and reflect on TWO explicit instruction lessons grounded in the principles of UDL that *draw on student assets* and incorporate evidence-based strategies to develop student skills in

(a) phonological awareness, and

(b) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondence.

Both lessons should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills. *Candidates indicate whether the lesson is addressing Tier 1, 2, or 3 instruction and must also include a statement of how each lesson plan addresses the California Dyslexia Guidelines.* [Use this lesson plan template for Cycles One and Two](#)

Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.2, U7.5](#)

7. Lesson Cycle Two

Drawing on their understanding of the California Dyslexia Guidelines teacher candidates will plan, implement, and reflect on an explicit instruction lesson *that draws from student assets* and incorporates evidence-based strategies to develop their students' skills in the areas of decoding & encoding, including morphological awareness and spelling and syllable patterns, to develop fluency in reading, including reading across disciplines as appropriate.

The lesson should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills. *Candidates must also include a statement of how the lesson plan addresses the California Dyslexia Guidelines.* [Use this lesson plan template for Cycles One and Two](#)

Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [item U7.5](#)

8. Lesson Cycle Three

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets* and incorporates evidence-based strategies to develop their students' skills in the areas of meaning-making across disciplines, including drawing evidence from texts, attending to vocabulary knowledge and using grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Teacher candidates create environments that foster students' oral and written language development, including discipline-specific academic language. The lesson should include **AT LEAST ONE INFORMAL ASSESSMENT** that monitors students' progress on these skills [Use the lesson plan template for Meaning Making.](#)

Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; items [U7.6, U7.7](#)

9. Lesson Cycle Four

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets* and incorporates evidence-based strategies to develop their students' skills in the areas of oral and written language development, including academic conversations and writing for varied purposes and audiences. This lesson cycle should provide opportunities for teacher and peer feedback on student writing. [Use the lesson plan template for collaborative discussions.](#)

Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8](#)

10. Lesson Cycle Five

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets and* incorporates evidence-based strategies to develop their students' skills in oral and written presentations, including the use of visual and performing arts, as well as multimedia and assistive technology as appropriate to support students' spelling, handwriting, and language conventions as appropriate. Candidates may use the [meaning making](#) or [collaborative discussions](#) lesson plan template.

Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8](#)

11. Lesson presentation

Each teacher candidate will share a video clip (3-5 minutes in length) of one of their lessons during the fieldwork seminar. Candidates will analyze their teaching and invite feedback from the group.

12. IEP assignment

Teacher candidates will participate in two IEP meetings over the course of the semester and submit a summary reflection of how they addressed each of the following items and their learnings from the IEP

- **IEP Meeting One** - Candidates will observe this IEP and take note of how the Ed Specialist and related professionals focus on student strengths and interests and ensure meaningful parent and student input as they collaboratively develop goals to address the student's needs. Candidates will observe how data-based decisions are made and discussed in the IEP and how students are referred for more intensive intervention where appropriate.
- **IEP Meeting Two** - Candidates will complete one written IEP document, which includes present levels of performance and draft IEP goals. Student teachers and teacher residents will do this under the guidance of the mentor teacher outside of the IEP system (i.e., may create a word document). Intern teachers will do this as part of their job assignment. Teacher candidates should administer 2-3 subtests of a formal assessment (e.g., WJ, WIAT) OR 2-3 informal assessments (e.g., classroom assessments, criterion checklists, district benchmark assessments) with the student and gather classroom observational data in order to prepare the present levels of performance. Candidates work with the mentor teacher, school psychologist, or other members of the IEP team to understand how to initiate referrals for more intensive intervention, where appropriate. Traditional student teachers and teacher residents must work under the mentor teacher's guidance to complete the information in advance of the scheduled meeting. Time permitting and with parent permission, the University Supervisor may observe the candidate in the IEP meeting.. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.)

Candidates will submit their present levels and IEP goals shared in IEP meeting two and a summary reflection of their experiences in the two IEP meetings.

12. Teaching Performance Assessment

Teacher candidates will complete the California Teaching Performance Assessment Cycle 2 now called Literacy Performance Assessment.. This assignment is required to earn credit for this course. Candidates will submit their performance assessment to Pearson and also upload a copy into CANVAS. Interim deadlines will be posted in CANVAS for the various components of the TPA.

Note: Candidates will not receive feedback on this assignment but will earn points for submitting the complete packet.

13. Final Fieldwork Evaluation

Each teacher candidate will submit a Final Fieldwork Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns). Interns are responsible for giving the evaluation form to the principal within the first two weeks of the semester.

14. Disposition Evaluations

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents only).

15. Candidate Transition Plan

Each candidate will submit a transition plan that will be used in their Induction Program during the first year of teaching on the Preliminary Credential.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLO	TPEs
Lesson Plan Cycles	CLO 1, 2, 3	U 1.4, 1.5, 1.6, 1.7, 1.8, 3.3, 3.6, 4.1, 4.2, 4.3, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2, 7.1, 7.2, 7.3, 7.4
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6 MM 1.1, 1.4
Disposition Evaluation	CLO 4	U 6.2, 6.5

Assignment	CLO	TPEs
Teaching Performance Assessment	CLO 1, 2, 3	U 3.3, 3.6, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 MM 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 4.2, 4.7, 5.1, 5.2, 5.4, 7.1, 7.2, 7.3, 7.4

Final Examination or Evaluation

This is a supervision course. There is no final examination.

Grading Information

This course is credit / no credit. All assignments must be completed satisfactorily (80%) to earn credit in the course. In addition candidates must earn at least 100 points on the Final Fieldwork Evaluation from the University Supervisor and the Mentor Teacher, and a satisfactory Disposition Evaluation from the University Supervisor and the Mentor Teacher, and must attend all seminars to receive credit in this course.

University Policies

Per [University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.