

Advanced Fieldwork in Mild Moderate Support Needs

EDSE 217A

Spring 2026 Section 08 Hybrid 6 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/26/2026

Contact Information

Instructor information:

- **Instructor:** Sharon Spivack
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- **Office Hours:** By appointment

Course details:

- **Class Days/Time:** Thursdays, 7:00-9:45 (see course schedule for in-person dates)
- **Classroom:** SH 231

Course Information

Session Dates:	Jan 29	Feb 12	Feb 26	Mar 12
	on campus	(Zoom session)	On campus	(Zoom session)
	Mar 26	Apr 9	Apr 23	May 7
	On campus	(Zoom session)	On campus	On campus

Course Format

This is a clinical practice fieldwork course in which students will be teaching in classrooms 5 days a week. Students will be supervised in the fieldwork setting and observed teaching lessons in a variety of formats. Students also attend accompanying seminar sessions held on the dates listed above.

Lecture

7:00 - 9:45 pm

SH 231

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 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.

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

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.

- **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.

- **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.

- **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.

- **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.

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.

- **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](#)

- **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](#)

- **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](#)

- **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](#)

- 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](#)

- 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.

- 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.

- **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.

- **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.

- **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
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) (<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

Seminar	Date	Mode	Topics	Resources and Assignments Due
1	Jan 29	In Person	Discussion Topics - TPE 1, 2, 3 & 7 • Course Introduction • Class Expectations • Review of Assignments • Review of Lesson Plan Template • Getting started in your placement • Candidate Self Assessment	Phonological Awareness and Phonics Instruction Rubric Self Assessment One
2	Feb 12	Zoom	Discussion Topics TPE 1, 2, 3 & 7 • Review of Foundational Skills - How does this apply to your students and grade level? • ELA/ELD Framework • Additional Themes • Review of Lesson Plan Template - What goes where	• ST submit Attendance Log • Intern submits Support Hours to Intern CANVAS shell • Lesson Presentations Complete Lesson Cycle One https://www.colorincolorado.org/blog/californias-elaeld-framework-bringing-it-all-together https://www.youtube.com/watch?v=beC3N3_CKSQ

6	Apr 9	Zoom	Discussion Topics - TPE 5 • Summative Assessments (end of learning segment) with rubric • Progress monitoring -Data driven instruction • Making Instructional decisions / next steps for learning • Review of Self Assessment • Developing your Commentary	• ST submit Attendance Log • Intern submits Support Hours to Intern CANVAS shell • Lesson Presentations Complete Lesson Cycle 5 Submit: • TPA Part B – Learning Segment Plan • TPA Part C – Assessment Descriptions • TPA Part D –Sample Summative Assessment with Rubric
7	Apr 23	In Person Solo Week 2	Discussion Topics TPE 6 • Progress on Goals • Maximizing use of instructional support personnel • Professional growth • Individual Transition Plans for Clear Program	• ST submit Attendance Log • Intern submits Support Hours to Intern CANVAS shell • Lesson Presentations Submit IEP Assignment Submit • TPA Part E - Video clips • TPA Part F - Commentary • TPA Part G Summative Assessment Response • TPA Part H – Summative Assessment Actionable Feedback • TPA Part I – Reflection & analysis of summative assessment • TPA Part J – Reteach or Extension Narrative • Part K - Video Clip • TPA Part L – Commentary Submit no later than Dec 4 to Pearson

- Pre-Observation Conference
- Lesson Plan Implementation
- Post Observation Debrief

IEP Observation Scheduled : TBD individually

TPA Components Completed

- Part A – Contextual Information
- Part B – Learning Segment Plan
- Part C – Assessment Descriptions
- Part D – Blank Copy Informal Assessment
- Part E – Blank Copy Student Self-Assessment & Rubric
- Part F – Blank Copy Formal Assessment & Rubric
- Part G – 4 Annotated Video Clips
- Part H – Analysis of Informal & Student Self-Assessment
- Part I – Formal Assessment Responses from 3 Students
- Part J – Analysis of Assessment Results
- Part K – Next Steps for Learning (Re-teach or Extend)
- Part L – Annotated Video Clip of Re-teach or Extend