

Early Field Experiences in Special Education

EDSE 234

Spring 2026 Section 03 Hybrid 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/21/2026

Contact Information

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If you wish to contact me, you can call, email or text. I am more likely to first read my San Jose State email rather than Canvas email. If you are cannot attend a zoom or in-person session, please let me know. You will need to attend a make-up session if you cannot attend the scheduled class.

Office Hours

Monday or Friday (to be arranged)

Zoom Meetings:

<https://sjsu.zoom.us/j/7076547597>

Course Information

All Meeting Start at 7:00 pm

Mondays

Santa Cruz County Office of Education

Mon Jan 26 - In Person

Mon Feb 9 - Zoom

Mon Feb 23 - In Person

Mon Mar 9 - Zoom

Mon Mar 23 - In Person

Mon Apr 6 - Zoom

Mon Apr 20 - In Person

Mon May 4 - In Person

Course Description and Requisites

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

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

CR/NC/RP Graduate

* Classroom Protocols

Students are expected to arrive on time and stay for the entire class session, keep cell phones put away, and participate fully in seminar discussions. Zoom sessions are considered the same as in-person class sessions and students should make every effort to follow the same class protocols as they would when attending class on campus. Candidates are respectfully requested to refrain from engaging in other tasks which can distract their learning and the learning of others during Zoom class time.

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

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 TPEs:

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 fieldwork 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)

Universal TPEs (MM and ESN candidates)

U1.1(A) Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.3(A) Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

U1.4(P) Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

U2.2(A) Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

U2.4(P) Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5(A) Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U3.1(A) Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2(A) Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

U3.5(A) Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

U3.8(A) Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

U4.4(A) Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

U4.6(P) Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

U4.7(A) Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

U5.3(P) Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

U5.6 (A) Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

U5.8(P) Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

U6.1(A) Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.3(P) Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.5(P) Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

Mild/Moderate TPEs (Mild/Moderate Candidates only)

MM1.4(P) Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)

MM1.5(P) Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)

MM1.7(P) Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)

MM2.1(A) Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings. (U2.2)

MM2.4(P) Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MM 2.8(A) Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MM3.1(P) Effectively adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)

MM4.3(P) Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MM4.6(P) Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6).

Extensive Support Needs TPEs (Extensive Support Needs Candidates only)

EX1.1(P) Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.

EX2.4(P) Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

EX2.11(P) Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

EX2.12(A) Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (U2.5)

EX3.4(A) Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)

EX4.2(A) Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.

EX4.3(A) Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)

EX4.6(A) Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as

neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

EX4.7(P) Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)

EX6.5(A) Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

EX6.6(A) Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

EX6.7(A) Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Course Materials

There is no required textbook for this course.

Course Requirements and Assignments

To earn credit in this course, candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

1. Submit Attendance logs for Co-teaching / Student Teaching hours WEEKLY. (Interns will submit their Intern Support Hours Log to the Intern CANVAS shell WEEKLY.)

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. Fieldwork Setting Introduction

Candidates will submit a description of their early fieldwork setting. Description should include an overview of the setting (e.g., inclusive co-taught classroom, special day classroom, resource room setting, ages of students, disability categories, etc.)

- Classroom Make-up: Who are the students?
- Cultural and Linguistic backgrounds of students
- Student strengths and interests
- How and when you collaborate and co-plan with the Mentor Teacher

4. Analysis of Teaching Practices

Candidates will submit a 2-3 page analysis of teaching practices observed in their field placement. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs their own teaching practice. Candidates may wish to interview the mentor teacher to get additional information.

- How does your mentor teacher get to know students and engage ALL students in learning? What differentiated supports do you see? How are students' interests incorporated into daily lessons?
- How does your mentor teacher support multilingual learners in both social-emotional development and in acquiring academic vocabulary? How are students' cultural and linguistic backgrounds reflected in the classroom?

5. Candidate Self-Assessment (completed twice)

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

6. Mid Semester Check in - Completed by Mentor Teacher / University Supervisor and Candidate

The University Supervisor, Mentor Teacher, and candidate will review the Mid-Semester Check In to identify areas of strength and areas of concern (if any). 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 candidate is on track to successfully complete the course.

7. One Informal Observation

University Supervisors will conduct one informal observation of the candidate in the fieldwork setting early in the semester. Candidates should prepare an overview of the setting (e.g., inclusive co-taught classroom, special day classroom, resource room setting, ages of students, disability categories, etc.) and send to the University Supervisor prior to the informal observation. The candidate should include a copy of the daily schedule and a brief description of an activity they will be participating in during the observation.. A formal lesson plan is not required for this observation. Candidates should make an effort to introduce the Mentor Teacher to the University Supervisor during this visit.

8. Three Formal Lesson plans with an observation from the university supervisor following the Plan, Teach, Reflect cycle. Each of these lessons must be video recorded.

Candidates will submit three lesson plans following the template provided in CANVAS for each of the three formal observations from the university supervisor. (At least one formal observation should be conducted with the mentor teacher.) Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together.

Candidates will share a 3-minute video clip of one of their lessons in a seminar.

9. Fieldwork Final Evaluation - Completed by Mentor Teacher and University Supervisor

Candidates must receive a satisfactory final evaluation from the mentor teacher and university supervisor to earn credit in the course. See CANVAS for the fieldwork evaluation.

10. Disposition Evaluations - Completed by Mentor Teacher and University Supervisor

Candidates must receive a satisfactory Disposition Evaluation from the University Supervisor and from the Mentor Teacher to receive credit in the course.

11. General Education Fieldwork Reflection

MMSN & ESN Candidates will submit a reflection of their general education fieldwork that includes the following:

- A description of the general education class in which you completed fieldwork hours. Discuss how at least one special education student was supported to be successful in this general education setting and describe any specific strategies, accommodations, or modifications that were used with the student. Discuss how the Special Education and General Education teachers collaborated to support the special education student.
- A description of the activities in which you engaged with students with and without disabilities in this setting. Discuss what you learned about the pace of the general education curriculum, the needs of general education students, and pedagogical content knowledge that you acquired from this experience (i.e., what you learned about teaching one or more subject areas).
- Teacher Residents and Student Teachers should document a minimum of 50 hours spent in the general education setting on your hours log. If possible, arrange a time for your university supervisor to do a brief informal observation of you in the general education setting. (Intern hours in general education settings may vary.)

12. Teaching Performance Assessment

Students are responsible for completing and submitting Cal TPA Cycle 1 for Education Specialists. Students must register for the TPA and submit materials through the Pearson website. Students also need to upload their TPA materials to CANVAS. Note: Candidates will not receive feedback on this assignment. Full points will be earned upon submission.

✓ Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments, must submit Cycle One of the Ed Specialist TPA, must have a satisfactory fieldwork evaluation, a satisfactory disposition evaluation, and attend all seminars to earn credit in this course. Missed seminars must be made up.

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	Assignments Due
1	Jan 26	In Person	<ul style="list-style-type: none">• Course Introduction• Fieldwork Expectations• Review of Assignments• Professionalism in communication and writing in the fieldwork setting	
2	Feb 9	Zoom	<p>Focus: TPE 1, 2, & 3</p> <ul style="list-style-type: none">• Building a Welcoming Classroom Environment• Engaging all Learners• Incorporating Students' Strengths and Interests <p>Sign up for Lesson Presentations:</p> <p>Sept 22, Oct 6, Oct 20, Nov 3, or Nov 17</p>	<p>Attendance Log</p> <p>Video Release Forms</p> <p>Fieldwork Setting Introduction</p> <p>Self-Assessment One</p> <p>Informal Observation completed by Feb 20</p>

3	Feb 23	In Person	<p>Focus: TPE 1, 2, & 3</p> <ul style="list-style-type: none"> • Tapping into Funds of Knowledge and Community Cultural Wealth to engage students • Using Anti-Racist Practices in the classroom • Lesson Planning & Review of Lesson Plan Template <p>TPA Presentation!! Register for TPA in class (subject to change)</p>	<p>Attendance Log</p> <p>Analysis of Teaching Practice</p> <p>Lesson Presentations</p> <p>Lesson Cycle One due by Feb 28</p>
4	Mar 9	Zoom	<p>Focus: TPE 1, 2, & 3</p> <ul style="list-style-type: none"> • Supporting Multilingual learners in instruction • Universally Designed Lessons 	<p>Attendance Log</p> <p>Lesson Presentations</p>
	Mar 23	In Person	<p>Focus TPE 6</p> <ul style="list-style-type: none"> • Working with other professionals • Collaborative planning with the mentor teacher 	<p>Attendance Log</p> <p>Self-Assessment Two</p> <p>TPA Template A</p> <p>Lesson Presentations</p> <p>Lesson Cycle Two due by Mar 30</p> <p>Mid-Semester Check-in Due by Mar</p>

6	Apr 6	Zoom	Focus: TPE 4 & 5 <ul style="list-style-type: none"> • Addressing IEP goals in instruction • Breaking down the CCSS 	Attendance Log & Intern Support Hours TPA Template B (SJSU Lesson Template), Template C, Template D (Materials) Lesson Presentations
7	Apr 20	In Person	Focus: TPE 4 & 5 <ul style="list-style-type: none"> • Formative (Informal) Assessments during lesson delivery • Tracking IEP progress in lesson delivery 	Attendance Log & Intern Support Hours Lesson Presentations Lesson Cycle Three due by Apr 24 Solo Teaching days Apr 20-22
8	May 4	In Person	Focus: TPE 4 & 5 <ul style="list-style-type: none"> • Using Instructional Technology Final Reflections - Goal Setting for Next semester	Attendance Log & Intern Support Hours General Ed Fieldwork Reflection Final Eval (completed by US & MT) Disposition Eval (completed by US & MT) TPA Due to Pearson by May 14 All TPA materials due in CANVAS by May 15: Templates A-G

Course Schedule Subject to Change with Due Notice

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