Early Field Experiences in Special Education
EDSE 234

Spring 2026   Section 07   Hybrid   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/26/2026

👤 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

Mondays
4:00 PM to 6:45 PM, Zoom and In Person SJSU SH 212

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 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)

📊 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 respectingthe 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.

Early Childhood Special Education TPEs (Early Childhood Special Education Candidates only)

ECSE1.3 (A) Demonstrate understanding of young children's strengths and challenges across developmental (i.e., language and communication, social-emotional, cognition, adaptive/self-help, and motor) and curricular domains to support young children's access to the curriculum, provide appropriate learning opportunities and experiences, and facilitate young children's ability to participate effectively in instruction and intervention activities.

ECSE1.7 (P) Implement, monitor, and adapt instruction and intervention activities to facilitate young children's learning and progress in an ongoing, iterative manner in order to maximize young children's learning and outcomes.

ECSE1.8(A) Understand the unique care, development, and learning needs of infants and toddlers and how to support their growth, development, and learning within the early childhood special education setting.

ECSE1.9 (A) Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches.

ECSE1.10 (P) Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE2.1(A) Facilitate positive learning experiences during daily routines and activities for children with disabilities in a wide range of environments (e.g. home-based services, community programs, school-based programs).

ECSE2.2 (P) Promote children's access, learning and participation in a variety of environments using a wide range of co-teaching and collaborative consultation models of support that are strengths- based, family-centered, and culturally and linguistically responsive.

ECSE2.4 (P) Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE2.6 (A) Create and foster inclusive environments that provide opportunities for all children to learn across the developmental domains (i.e., cognitive, social-emotional, language and communication, motor, self-help/adaptive) and curricular domains.

ECSE3.1(A) Demonstrate comprehensive knowledge of the Early Start Personnel Manual, Infant/Toddler Learning and Developmental Foundations, Preschool Learning Foundations, and state-adopted Kindergarten Student Standards, including the principles of Universal Design for learning.

ECSE3.2 (P) Demonstrate sufficient discipline-based knowledge, as applicable in the early childhood special education setting, to design effective learning sequences focused on teaching content to young children

ECSE3.6 (P) Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

ECSE4.3 (A) Apply knowledge of early development (birth through Kindergarten) when identifying and selecting developmentally appropriate strategies, culturally and linguistically relevant and appropriate materials, and designing effective sequencing ofinterventions to engage children in learning across

developmental and curricular domains.

ECSE4.5(A) Identify each child's strengths, preferences, and interests in collaboration with families to engage the child in active learning within and across routines, activities, and environments.

ECSE4.11(P) Implement services described in the IFSP/IEP (i.e., following the plan for the frequency, intensity, and duration of instruction and intervention) to achieve the child's outcomes or goals across learning experiences.

ECSE6.4(P) Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).

ECSE6.6 (A) Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.

ECSE6.7 (P) Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.

ECSE6.8(P) Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).

ECSE6.9 (P) Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

ECSE6.10 (A) Demonstrates characteristics of a life-long learner and teacher leader in a variety of ways such as, for example, seeking out and participating in professional development opportunities, initiating ongoing connections with families and community organizations, or choosing to affiliate with professional organizations related to the field.

ECSE6.14 (P) Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one's own supervisors.

ECSE6.15 (P) Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

ECSE6.16 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).

ECSE6.17 (P) Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a

genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement is

📘 Course Materials

There is no required textbook for this course.

☰ Course Requirements and Assignments

Students spend a minimum of 200 hours in early field experience and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway. Candidates completing Early Fieldwork hours while simultaneously serving in an Intern Teacher position are still required to complete 200 hours of "student-teaching" with a mentor teacher. This must be approved by the Department Chair in advance and should include regular co-teaching opportunities.

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 Lingustic 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.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	U: 6.3, 6.5 ECSE: 6.9
Analysis of Teaching Practices	CLO 2	MM: 1.5 ESN: 1.1 ECSE: 6.10, 6.14, 6.15, 6.16, 6.17
General Education Fieldwork Reflection	CLO 3	U: 1.4, 2.4, 4.6, 5.3, 6.5 MM: 2.4, 3.1, 4.3, 4.6 ESN: 2.4, 2.11, 4.7 ECSE: 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8

Lesson Plans	CLO 1	U: 1.4, 4.6, 5.3, 5.8, 6.3, 6.5 MM: 1.4, 1.7, 3.1, 4.3, 4.6 ESN: 2.4, 2.11, 4.7 ECSE: 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17
Teaching Performance Assessment	CLO 1-4	U: 1.1, 1.3, 2.2, 2.5, 3.1, 3.2, 3.5, 3.8, 4.4, 4.7, 5.6, 6.1 MM: 2.1, 2.8 ESN: 2.12, 3.4, 4.2, 4.3, 4.6, 6.5, 6.6, 6.7 ECSE: 1.3, 1.9, 2.6, 3.1, 4.3, 4.5, 6.6

Final Examination or Evaluation
This is a supervision course. There is no final examination.

✔ 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), 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.

📅 Course Schedule

EDSE 234 Advanced Fieldwork in Special Education Semester

Course Schedule

Session	Date	Mode	Topics	Assignments Due
1	Jan 26	In Person	- Course Introduction - Fieldwork Expectations - Review of Assignments - Professionalism in communication and writing in the fieldwork setting	
2	Feb 9	Zoom	Focus: TPE 1, 2, & 3 - Building a Welcoming Classroom Environment - Engaging all Learners - Incorporating Students' Strengths and Interests Sign up for Lesson Presentations: Sept 22, Oct 6, Oct 20, Nov 3, or Nov 17	Attendance Log Video Release Forms Fieldwork Setting Introduction Self-Assessment One Informal Observation completed by Feb 20
3	Feb 23	In Person	Focus: TPE 1, 2, & 3 - 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 TPA Presentation!! Register for TPA in class (subject to change)	Attendance Log Analysis of Teaching Practice Lesson Presentations Lesson Cycle One due by Feb 28
4	Mar 9	Zoom	Focus: TPE 1, 2, & 3 - Supporting Multilingual learners in instruction - Universally Designed Lessons	Attendance Log Lesson Presentations

5	Mar 23	In person	Focus TPE 6 • Working with other professionals • Collaborative planning with the mentor teacher	Attendance Log Self-Assessment Two TPA Template A Lesson Presentations Lesson Cycle Two due by Mar 30 Mid-Semester Check-in Due by Mar 30
6	Apr 6	Zoom	Focus: TPE 4 & 5 • 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 • 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

- 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.