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# Early Field Experiences in Special Education Section 02

Spring 2024 1 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/19/2024

## Contact Information

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## Course Description and Requisites

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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

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Students are expected to arrive on to class 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.

- Mute Your Microphone:
- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions:
- Find a quiet place to "attend" class, to the greatest extent possible.

- Locations where people may be walking behind you, people talking/making noise, etc.
- Activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

- Position Your Camera Properly:

- Ensure your webcam is in a stable position and focused at eye level.

- Limit Your Distractions/Avoid Multitasking:

You can make it easier to focus on the meeting by turning off notifications, closing unnecessary applications, and minimizing distractions.

and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that

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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.

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

Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

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.

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.

Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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: ~~1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th~~ educational technology effective



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

Coordinate, collaborate, co-teach and communicate effectively with other service providers,

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)

Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

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.

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 Learning Outcomes (CLOs)

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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.

Assignment	CLOs	TPEs
Teaching Reflections	CLO 2	U: 6.3, 6.5 ECSE: 6.9
Analysis of Teaching Practices	CLO 2	MM: 1.5 1.1 ECSE: 6.10, 6.14, 6.15, 6.16, 6.17
General Education Fieldwork (MM & ESN)	CLO 3	U: 1.4, 2.4, 4.6, 5.3, 6.5 MM: 2.4, 3.1, 4.3, 4.6 2.4, 2.11, 4.7
Infant Toddler Fieldwork (ECSE)		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 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		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  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

## Course Materials

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## Course Requirements and Assignments

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In order to earn credit in this course candidates must attend all fieldwork seminars and satisfactorily complete all of the following requirements:

- 1.
- 2.
- 3.

Candidates will submit 6 teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Teaching reflections are one-page in length.

- 4.

Candidates will submit a two-page analysis of teaching practices observed in their field placement for each topic below. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs your own teaching practice.

- How does your mentor get to know students and engage ALL students in learning?
- How does your mentor support multilingual learners in both social emotional development and in acquiring academic vocabulary?

5.

MMSN & ESN Candidates will submit a 2- 3-page reflection of their general education fieldwork that includes the following:

1. 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 / modifications that were used with the student. Discuss how the Special Education and General Education teacher collaborated to support the special education student
2. 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).

Be sure to document a minimum of 50 hours spent in the general education setting on your hours log and arrange a time for your university supervisor to do a brief informal observation of you in the general education setting.

6.

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 two of their lessons in seminar.

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.

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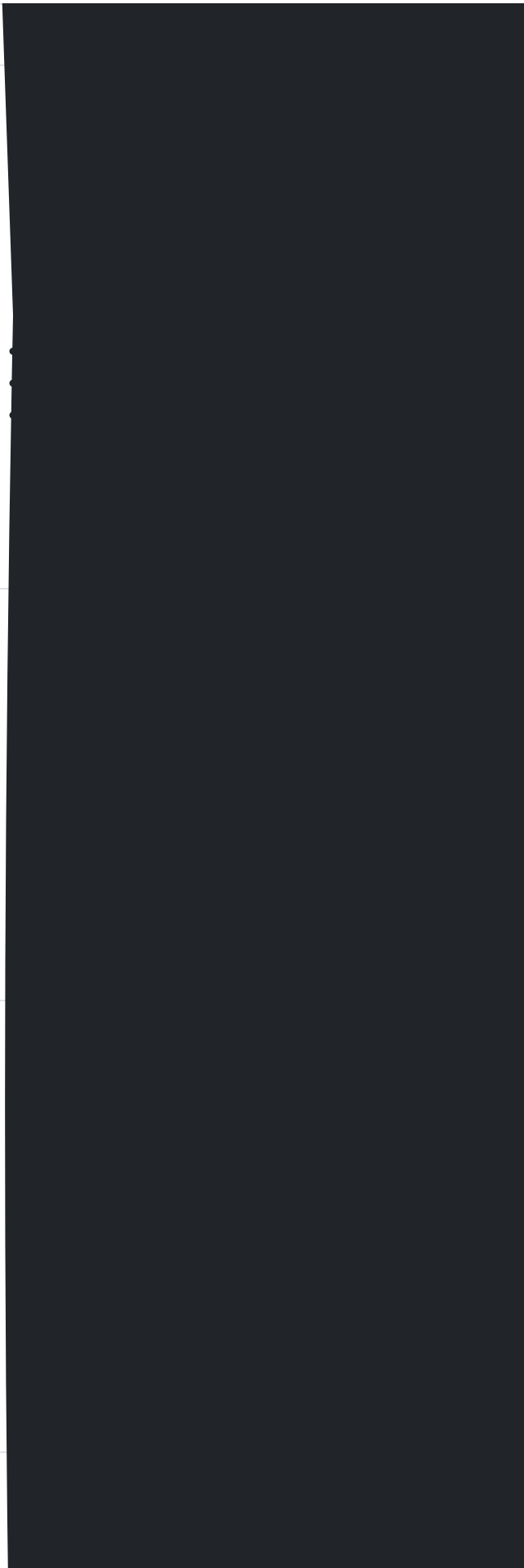
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