

# Early Field Experiences in Special Education Section 03

## EDSE 234

Spring 2024 - 3 units

### Contact Information

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Office Hours – Wed 4:30-

6:30 SH 235

### Course Description and Requisites

Beginning fieldwork course, including prerequisite(s): Department consent, passing of CBEST, Certificate of Clearance. CR/NC/RP Graduate

This fieldwork course is designed to give candidates early field experiences under the guidance of an experienced mentor teacher in inclusive classrooms and/or settings that include both general education and special education students. Candidates participate in planning and teaching with the mentor teacher to deliver instruction for ALL students including those with a range of disabilities and diverse learning needs. Early field placements must be in school settings that reflect the full diversity of California public schools.

### Course Requirements

Students spend a minimum of 200 hours in early field experience in the following fieldwork setting:

- 2 consecutive full days of student teaching in an Education Specialist TK or K placement for 15 weeks
- Students working as Education Specialist Interns in PK settings while completing TK/K student teaching must complete additional Intern requirements of tracking their Intern Support Hours.

### 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

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)

## Program Standard and ECSE Course 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 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

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.

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learning within and across routines, activities, and environments.

Lesson Plans	CLO 1	ECSE: 1.7, 1.10, 2.4, 3.2, 3.6, 4.11, 6.9, 6.14, 6.15, 6.16, 6.17
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Seminar Topics and Due  
Dates

3/25/24

On-Campus in Person

Strategies for Multilingual Learning™

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