





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

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:

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.

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

ESN 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.13, 2.14, 3.1, 3.2, 3.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 7.1, 7.3

---

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:

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.

Demonstrate applied knowledge of young children's' cultural and linguistic background, socioeconomic status, prior experiences, interests, social-emotional learning needs, and developmental learning needs within instructional planning, instructional and intervention activities.

Communicate effectively and in a culturally and linguistically appropriate manner with families and other service providers to facilitate and strengthen ongoing partnerships and collaborations that can support young children's learning goals and outcomes.

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.

Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.



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.

Provide instructional and intervention support for young children with disabilities who are dual language learners to assist them in learning English, while continuing to develop skills through the use of their home language.

Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.

Demonstrate knowledge of age and developmentally appropriate purposes, characteristics, and uses of different types of assessment (e.g., authentic, play-based, dynamic, functional behavior assessment, family interviews, diagnostic, progress-monitoring, observational, and performance).

Choose assessment procedures that will integrate appropriate and accurate information to

Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.

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.

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

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).

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 issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).

Explain how to identify information about program and personnel effectiveness, and how to communicate this information to one's supervisors.

## 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.





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.

Teacher candidates will plan, implement, and reflect on a lesson that 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 candidates to receive and provide peer feedback on their oral writing.

Teacher candidates will plan, implement, and reflect on a lesson that 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.

- 

ve s ions

ic comn)

Each teacher candidate will complete two lesson analysis presentations in which they share a lesson video clip (3-5 minutes in length) and their lesson plan with their seminar group.

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. Traditional student teachers and teacher residents must work under the mentor teacher's guidance to complete the information in advance of the scheduled meeting. With parent permission the University Supervisor will observe the candidate in the IEP meeting whenever possible. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.)

- 

Teacher candidates will complete the Cal TPA Cycle 2 in the area of Literacy. 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

- 

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,

- 

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents only).

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 ESN 1.7, 1.9, 3.1, 3.2, 3.3, 4.4, 4.5, 5.1
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6 MM 3.2, 3.3
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6 ESN 1.5, 1.6, 5.4
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 ESN 1.9, 2.1, 2.5, 2.11, 2.13, 3.2, 3.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4

---

Teacher candidates will complete the following assignments as part of this fieldwork course:

- 

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.

- 

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 should record each lesson observation for discussion and reki




## ✓ 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), 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](#)

---

1	Jan 30	In Person		





8	May	In Person		
8				

- Pre-Observation Conference
- Lesson Plan Implementation
- Post Observation Debrief
- Complete Lesson Cycle 5 by week 15
  - Pre-Observation Conference
  - Lesson Plan Implementation
  - Post Observation Debrief

IEP Observation Scheduled for \_\_\_\_\_

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