

**San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 234  
Early Fieldwork in Early Childhood Special Education – Tk/K  
Semester, Fall 2023**

**Course and Contact Information**

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**Office Hours: Wed 4-6 pm**

**Classroom: SH 313**

**Placement Timeline:**

**8/28 – 12/8**

**Class Day/Time:**

**Mondays 4-6 PM**

**Prerequisites:**

Department Consent, Completion of Basic Skills Requirement and Subject Matter Requirement, Certificate of Clearance

**Course Description**

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 co-planning and co-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. Students complete the fieldwork hours according to their chosen pathway.

**(1) Traditional Student Teaching Pathway (15 weeks)**

- 2 consecutive full days of student teaching in an Education Specialist placement appropriate to the TK/Kindergarten placement (ECSE)

**(2) Teacher Residency Program Pathway (full semester on district calendar)**

- 2 consecutive full days AND one additional half-day of student teaching in Education Specialist Residency placement appropriate to their credential (MM, ESN, ECSE) plus

**(3) Intern Pathway .60 FTE (3 days a week as Intern teacher of record)**

- Intern completes 2 full days a week (or 4 half days a week) of student teaching **with Special Education and General Education mentor teachers** (inclusion setting preferred otherwise 1.5 days SPED and .5 day with Gen Ed) for 15 weeks

## Course Learning Outcomes (CLO)

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 in a Tk/K classroom (EDSE 234) 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 where students will complete **400 hours** combined in PreK and Early Start Settings (EDSE 154).

## Teaching Performance Expectations (TPEs)

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

## **Required Texts/Readings**

There is no required textbook for this course.

## **Required Course Assignments**

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

### **1. Submit Attendance Log – Use excel sheet**

Keep a list of dates and hours in Tk/K placement and if absent that day include that. Also, list additional activities you participate in during your placement throughout the semester in the Other column i.e., attend IEP meetings, workshops, faculty/team meetings, observation of related services professionals etc.

2. **Attend all Bimonthly Seminars in person and zoom**
3. **Teaching Reflections (6) (6 x 10pts = 60 points)**

Candidates will submit 6 teaching reflections following the *describe, elaborate, analyze* template found in CANVAS. Teaching reflections are one-page in length.
4. **Analysis of Mentor Teaching Practices (10 points)- TK/K**

Candidates will submit a 1-page analysis of teaching practices observed in each of their field placement to include both topics 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. **TK/ K Final reflection (20 points)**

Submit a 2-page reflection on Tk/K fieldwork and can also include a reflection on additional activities i.e., Attend IEP, ISFP, Transition meetings, etc.
6. **Six Lessons Plans: 4 Lesson plans videotaped in Tk/K placement with an observation from the university supervisor following Plan, Teach, Reflect Cycle + 2 lessons plans with an Observation from the Mentor Teacher following Plan, Teach, Reflect Cycle. (6 x 5 pts = 30 points).**

Candidates will submit four lesson plans following the template provided in CANVAS for each of the 4 formal observations from the university supervisor. Lesson plans should be submitted to CANVAS and emailed to the university supervisor or mentor teacher **48 hours before the observation is scheduled to occur**. Candidates will participate in a pre-observation conference with the University. Candidates will teach each lesson and submit a written reflection in that section of the lesson plan. The university supervisor/mentor teacher and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together, if not done earlier. Observations will be recorded. Two lessons will be observed by your mentor teacher and don't need to be videotaped. All 6 lesson plans are submitted to Canvas for grading.
7. **Fieldwork Final Evaluations (completed by the mentor teacher and university supervisor)**

Candidates must receive a satisfactory end-of-fieldwork evaluation from the mentor teacher and university supervisor. See CANVAS for the fieldwork evaluation.
8. **Disposition Evaluations**

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher in TK/K Placement.
9. **Support Hours Logs (Interns Only)**

Intern Candidates must log general support hours and multilingual learner support hours

  1. .60 FTE Intern = 43.25 hours general support + 13.5 hours multilingual learner support

## Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignments	CLOs	TPEs
6 Teaching Reflections 60 pts	CLO 2	ECSE: 6.9
1 Analysis of Mentor Teacher Practices 10 pts	CLO 2	ECSE: 6.10, 6.14, 6.15, 6.16, 6.17
1 Final TK/K Reflection 20 pts	CLO 3	ECSE: 1.8, 2.1, 2.2, 2.4, 6.4, 6.7, 6.8
6 Lesson Plans 5pts/each/30 pts total	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

### Final Examination or Evaluation

This is a supervision course. There is no final examination.

### Grading Information

This course is credit / no credit. Candidates must earn 80% (96 out of 120 points) for assignments and must have a satisfactory fieldwork evaluation and disposition evaluation.

### Classroom Protocol

Students are expected to arrive on time and stay for the entire class session, 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 class time.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

### Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) may be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

### Student Recording of Class Sessions

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures, and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity by reducing instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical

Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

### **Technology Requirements**

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.

### **Zoom Classroom Etiquette**

- 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.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly:
  - Be sure 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 or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds:
  - If using a virtual background, it should be appropriate.

**EDSE 234 Advanced Fieldwork in Special Education Semester**

**Course Schedule – Bimonthly Seminars**

<b>Seminar</b>	<b>Date</b>	<b>Mode</b>	<b>Topics</b>	<b>Assignments Due</b>
1	Aug 21	On Campus	<ul style="list-style-type: none"> <li>• Course Introduction/Placements</li> <li>• Class Expectations</li> <li>• Review of Assignments</li> </ul>	Review Canvas – Modules, Assignments, Attendance Log etc
2	Aug 28	Zoom	<ul style="list-style-type: none"> <li>• Building a Welcoming Classroom Environment</li> <li>• Engaging all Learners / Students' Strengths and Interests</li> <li>• Lesson Planning</li> </ul>	
<b>9/4</b>	<b>Labor Day</b>	<b>No class</b>		
3	Sept 11	Zoom	<ul style="list-style-type: none"> <li>• Lesson Planning Cont</li> <li>• Using Instructional Technology</li> <li>• Addressing IEP goals in instruction</li> </ul>	Due: Reflection #1
4	Sept 18	On Campus	<ul style="list-style-type: none"> <li>• Supporting Assistive Technology Use</li> <li>• Tk/K Lesson Sharing</li> <li>• Supporting Multilingual learners in instruction</li> <li>• Share Definition/knowledge of Terms: Funds of Knowledge / Community Cultural Wealth / Anti-Racist Practices</li> </ul>	Due: Reflection #2
5	Sept 25 <sup>th</sup>	No Seminar		Due: Reflection #3
6	Oct 2nd	On Campus	<ul style="list-style-type: none"> <li>• Formative and Summative Assessment</li> <li>• Continuous data collection for IEP tracking</li> <li>• Lesson-sharing Presentations – co-teaching</li> <li>• UDL Refresher</li> </ul>	<ul style="list-style-type: none"> <li>• Share samples of formative/summative types of assessment used Tk/K</li> </ul>
7	Oct 9 <sup>th</sup>	No Seminar		Due: Submit Analysis of Mentor Teacher's teaching practices to canvas
8	Oct 16th	On Campus	<ul style="list-style-type: none"> <li>• Working with other professionals</li> <li>• Collaborative planning</li> <li>• Lesson-sharing videos</li> </ul>	Due: Reflection #4
9	Oct 23 <sup>rd</sup>	No Seminar		Due: Submit Midterm Eval Tk/K placement to canvas
10	Oct 30th	No Seminar		Due: Reflection #5 to canvas
11	Nov 6	Zoom	Share solo teaching experiences/videos	
12	Nov 13th	On Campus	Share solo teaching experiences/videos	Due: Reflection #6 to canvas

13	Nov 20th	No Seminar		
14	Nov 27th	On Campus	Share solo teaching experiences/videos	
15	Dec 4 <sup>th</sup> Last class	On Campus	Share final thoughts on placements Discussion of final assignments and next steps in spring Fieldwork	Due: Summary Reflection TK/K
16	Dec 11 <sup>th</sup> Finals	Zoom	7 Submissions due to Canvas	Due: Final Fieldwork Evaluations –Tk/K Teacher & Supervisor (n=2) Due: Disposition Evaluation – TK/K Teacher & Supervisor (n=2) Due: Student Opinion Forms – TK/K Teacher & Supervisor (n=2) Due: Attendance Log for Semester (n=1)

*Course Schedule Subject to Change with Due Notice*

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