

Advanced Fieldwork in ESN and ECSE

Section 03

EDSE 154

Spring 2025 Hybrid 6 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/21/2025

This fieldwork course provides candidates with supervised teaching experience in educational settings for students with mild to moderate disabilities. There is a concurrent seminar which must be attended.

Contact Information

Instructor:	<i>Nancy Smith</i>
Email:	<i>nancy.smith@sjsu.edu</i>
Office Hours:	By appointment
Classroom:	<i>TBA</i>
Class Day / Time:	Thursdays 7:00 pm

Course Information

Session Dates:	Jan 30 on campus	Feb 13 (zoom session)	Feb 27 On campus	Mar 13 (zoom session)
	Mar 27 On campus	Apr 10 (zoom session)	Apr 24 On campus	May 8 On campus

Course Description and Requisites

Supervised teaching of students with extensive support needs or early childhood special education in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent.

CR/NC/I Undergraduate

Classroom Protocols

Students are expected to arrive on time and stay for the entire seminar 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 detract from their learning and the learning of others during Zoom class time.

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) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45).

Course Goals

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)

ESN Candidates:

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 Teaching Performance Expectations:

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 (TPEs)

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

ECSE Candidates:

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) - Special Education TPEs

ECSE 1.2 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.

ECSE 1.5 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.

ECSE 1.7 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.

ECSE 1.10 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

ECSE 2.4 Create an environment that promotes positive child behavior and participation through the use of principles of positive behavior support.

ECSE 3.2 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

ECSE 3.3 Describe and implement the principles of effective instruction and facilitation in each content domain when planning curriculum and lesson plans within the early childhood special education context.

ECSE 3.4 Identify key content appropriate for young children as identified in the California Infant/Toddler and *Preschool Learning Foundations* for planning developmentally appropriate curriculum and learning activities for young children in the special education setting.

ECSE 3.5 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matters, and make accommodations and/or modification as needed to promote student access to the curriculum, as appropriate within the early childhood special education context.

ECSE 3.6 Demonstrate appropriate content pedagogy for key subject and skill areas in the early childhood curriculum.

ECSE 3.9 Adapt the content of the curriculum, organization, and planning to support the acquisition and use of academic language within developmentally-appropriate content-focused learning activities to promote the knowledge of all students in the early childhood special education setting.

ECSE 4.1 Demonstrate comprehensive knowledge of typical child development (birth through Kindergarten) as well as atypical development associated with disabilities, risk conditions, and protective factors (e.g. attachment, temperament) to inform learning experiences for all children in the early childhood special education setting.

ECSE 4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for Kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.

ECSE 4.6 Gather and use evaluation and assessment data on an ongoing basis to inform learning experiences for young children with disabilities, including children with low incidence, physical/orthopedic disabilities, and other health impaired, and young children who are dual language learners.

ECSE 4.7 Use systematic and consistent instructional and intervention strategies (e.g., peer-mediated interventions, positive behavior support, explicit feedback and consequences, scaffolding) to promote child engagement and support positive learning experiences across all contexts.

ECSE 4.10 Embed individualized learning goals and outcomes into instructional, intervention, and play activities within different settings (e.g., hospitals, child care centers, school, other community settings, homes) and across developmental and curricular domains.

ECSE 4.11 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.

ECSE 4.12 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.

ECSE 4.13 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.

ECSE 5.1 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).

ECSE 5.2 Choose assessment procedures that will provide appropriate and accurate information to effectively guide the development of individualized goals, identify desired and child and family outcomes, and inform instruction and intervention activities.

ECSE 5.5 Modify assessment procedures as acceptable within the normative parameters of the particular assessment to accommodate or compensate for the impact of the child's disability on the child's ability to perform on the assessment as designed.

ECSE 5.6 Use ongoing assessment data from a variety of sources and settings (e.g., information from children's families/caregivers, records from other service providers progress monitoring, and reports from IFSP/ IEP team members) to establish meaningful, individualized learning goals and intervention activities.

ECSE 5.7 Interpret English learners' assessment data to identify their level of proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

ECSE 6.3 Hold and/or participate effectively in IFSP/IEP meetings according to the guidelines established by IDEA and the California Education Code.

ECSE 6.7 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.

ECSE 6.9 Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.

ECSE 6.11 Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.

ECSE 6.12 Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.

ECSE 6.13 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.

ECSE 6.14 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.

ECSE 6.15 Identify and explain the key differences between mentoring, coaching, and supervision/supervisory processes in a professional development context within the early childhood setting.

ECSE 6.16 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).

ECSE 6.17 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).

ECSE 6.18 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

ESN Candidates:

Teacher candidates will complete the following assignments as part of this fieldwork course. The course is graded credit / no credit.

- Participation in fieldwork seminars (10 points each seminar)

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. A missed seminar must be made up.

- **Lesson Plan Cycles (20 points each lesson cycle)**

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 are responsible for video recording each lesson observation. Videos will be used for discussion and reflection at the debrief session and for sharing in the supervision seminar. Formal lesson observations will be scheduled throughout the semester with the supervisor.

Lesson Cycle One

Drawing on their understanding of the California Dyslexia Guidelines, teacher candidates will plan, implement, and reflect on an explicit instruction lesson grounded in the principles of UDL that incorporates evidence-based strategies to develop their students' skills in phonological awareness, phonics, spelling, and word recognition including letter-sound, spelling-sound, and sound-symbol correspondence. Lesson should include at least one informal assessment that monitors students' progress on these skills.

Lesson Cycle Two

Drawing on their understanding of the California Dyslexia Guidelines teacher candidates will plan, implement, and reflect on an explicit instruction lesson that incorporates evidence-based strategies to develop their students' skills in the areas of decoding & encoding, including morphological awareness and spelling and syllable patterns, to develop fluency in reading, including reading across disciplines as appropriate. Lesson should include at least one informal assessment that monitors students' progress on these skills.

Lesson Cycle Three

Teacher candidates will plan, implement, and reflect on a lesson that incorporates evidence-based strategies to develop their students' skills in the areas of meaning making across disciplines, including drawing evidence from texts, attending to vocabulary knowledge and using grammatical structures (e.g.,

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.

Lesson Cycle Four

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 and peer feedback on student writing.

Lesson Cycle Five

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.

- **Lesson analysis presentation (10 points each presentation)**

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. Candidates will analyze their teaching and invite feedback from the group.

- **IEP assignment (20 points)**

Teacher candidates will participate in two IEP meetings over the course of the semester.

- **IEP Meeting One** - Candidates will observe this IEP and take note of how the Ed Specialist and related professionals focus on student strengths and interests and ensure meaningful parent and student input as they collaboratively develop goals to address the student's needs.
- **IEP Meeting Two** - Candidates will complete one written IEP document which includes present levels of performance and draft IEP goals. Student teachers and teacher residents will do this under the guidance of the mentor teacher outside of the IEP system (i.e., may create a word document). Intern teachers will do this as part of their job assignment. Teacher candidates should administer 2-3

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.)

- **Teaching Performance Assessment (20 points)**

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.

- **Final Fieldwork Evaluation**

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,

- **Disposition Evaluations**

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

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

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

ECSE Candidates:

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

- Attend the fieldwork placement and seminars (9 x 10 = 90 points)

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. ***A missed seminar must be made up. Missing more than one seminar is grounds for non-credit in the course.***

- **Lesson Plan Cycles [5 x 10 = 50 points] - Prek placement**

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 reflection at the debrief session. Formal lesson observations will be scheduled throughout the semester with the supervisor.

- **Lesson analysis presentation [2 x 10 = 20 points]- PREK placement only**

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. Candidates will analyze their teaching and invite feedback from the group. Candidates will sign up for the sessions in which they want to present.

One presentation must include discussion of classroom expectations and positive behavior supports

- **IEP/IFSP/Assessment assignment [20 points]**

Teacher candidates will participate in AT LEAST two IEP meetings or One IEP and One IFSP meeting over the course of the semester. Candidates will also complete one written IEP document which must include present levels of performance and draft IEP goals. The candidate should administer in the PREK placement AT LEAST 3 subtests of a formal assessment or 3 informal assessments with the student 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 forms well in advance of the scheduled meeting. (Note: Student teachers and teacher residents are not permitted to log into the teacher's account on the IEP management system.).

- **Early Intervention Fieldwork [20 points] - AKA Early Start**

Placements will occur either in the home or in an EI center. The University supervisor will only observe and supervise in the center based placements, not in the home visits, as it's too intrusive for families. Supervisor will be in contact with the home mentor teacher for updates and consultation. **For the home visits**, the Early Intervention Mentor Teacher supports one family with a child with disabilities from birth to three years. The ECSE candidate will make 6 visits with the mentor teacher: 2 observe, 3 co-teach, and 1 solo teach during the semester. **For the center based** placements, students will work with groups of children/parents. The university supervisor will observe students in the centers. For either placement candidates will complete 2 Lesson Plans (1 coteach/1 solo) with Reflection to Canvas. **No video recording in EI placements.**

- **Final Evaluations**

Each teacher candidate will submit a final Directed Teaching Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns). Each student will also submit a Final Early Intervention evaluation from the mentor teacher as well.

- **Disposition Evaluations**

Each teacher candidate will submit a Disposition Evaluation from the University Supervisor and from the Mentor Teacher (student teachers and teacher residents) or the principal (Interns). No dispositions completed by EI mentor teacher

- **Intern Support Hours**

Interns are required to keep track of their support hours and update their logs regularly. Interns must accrue 72 hours of general support and 22.5 hours of support specific to teaching multilingual learners over the course of the semester. Support hours come from both university and district support.

Alignment of Assignments to Course Outcomes and Teaching Performance Expectations

Assignment	CLOs	TPEs
Lesson Plan Cycles	CLO 1, 2, 3	ECSE 1.2, 1.5, 1.7, 1.10, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 4.1, 4.2, 4.6, 4.7, 4.10, 4.11, 4.12, 6.11, 6.12, 6.13, 6.14. 6.15, 6.16, 6.17, 6.18
Lesson Analysis Presentations	CLO 1, 2, 3	ECSE 6.11, 6.12, 6.13, 6.14. 6.15, 6.16, 6.17, 6.18
IEP/IFSP Assignment	CLO 1, 2, 3	ECSE 5.1, 5.2, 5.5, 5.6, 5.7, 6.3, 6.7
Dispositions Evaluation	CLO 4	ECSE 4.13, 6.3, 6.9, 6.12, 6.13

✓ 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) (<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) (<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

Seminar	Date	Mode	Topics	Assignments Due
1	Jan 30	In Person	Discussion Topics <ul style="list-style-type: none"> • Course Introduction • Class Expectations • Review of Assignments • Review of Lesson Plan Template • Getting started in your placement 	
2	Feb 13	Zoom	Discussion Topics <ul style="list-style-type: none"> • Review of Lesson Plan Template • Overview of TPA Cycle 2 • TPA Registration & support 	Lesson Cycle #1 Due 2/14
3	Feb 27	In Person TPA Session	Discussion Topics <ul style="list-style-type: none"> • Contextual information –What do you know about your students and your classroom? 	

4	Mar 13	Zoom	Discussion Topics <ul style="list-style-type: none"> • Planning a Learning Segment • Higher Order Thinking skills Lesson Analysis Presentations	Lesson Cycle #2 Due 3/14 CALTPA Cycle #2 Part A Due: 3/14 Lesson Analysis Presentation Due: 3/21
5	Mar 27	In Person	Discussion Topics <ul style="list-style-type: none"> • Informal assessments & Student self-assessments • Use of rubrics 	Lesson Cycle #3 Due 3/28 Solo Week #1 CALTPA Cycle #2 Part B and C Due 3/28

6	Apr 10	Zoom	Discussion Topics <ul style="list-style-type: none"> • Formal Assessments (end of learning segment) with rubric 	Lesson Cycle #4 Due 4/11 <ul style="list-style-type: none"> • TPA Part D • TPA Part E • TPA Part F Due: 4/18
7	Apr 24	In Person	Discussion Topics <ul style="list-style-type: none"> • Progress monitoring -Data driven instruction • Maximizing use of instructional support personnel 	Lesson Cycle #5 Due 5/2 Solo Week #2 CALTPA Cycle #2 Part G, H, I , J Due 5/2 IEP Assignment Due: 5/2

8	May	In Person	<p>Discussion Topics</p> <ul style="list-style-type: none"> • Making Instructional decisions / next steps for learning <p>Lesson Analysis Presentations</p> <ul style="list-style-type: none"> • Professional growth • Individual Transition Plans for Clear Program <p>Final Reflections</p> <p>TPA due May 15 in Pearson</p>	<p>Lesson Analysis</p> <p>Presentation 2 Due 5/9</p> <p>Complete:</p> <ul style="list-style-type: none"> • TPA Part K • TPA Part L Due 5/9 <p>Fieldwork Evaluations Due 5/16</p> <p>Disposition Evaluations Due 5/16</p>
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Course Schedule Subject to Change with Due Notice

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

Lesson Observation Schedule:

- Complete Lesson Cycle 1 by week 3
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 2 by week 6
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 3 by week 9
 - Pre-Observation Conference
 - Lesson Plan Implementation
 - Post Observation Debrief
- Complete Lesson Cycle 4 by week 12

- 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