

Advanced Fieldwork in ESN and ECSE

EDSE 154

Fall 2026 Section 01 Hybrid 6 Unit(s) 08/19/2026 to 12/07/2026 Modified 09/02/2026

Contact Information

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Office Hours

By Appointment
Over Zoom

Course Information

Thursday Seminars

8/27/26 on campus

9/10/26 online

9/24/26 on campus

10/8/26 online

10/22/26 on campus

11/5/26 online

11/19/26 on campus

12/3/26 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.

Grading: Credit/No Credit

* Classroom Protocols

Course Format

This is a clinical practice fieldwork course in which students will be teaching in classrooms 5 days a week. Students will be supervised in the fieldwork setting and observed teaching lessons in a variety of formats. Students also attend accompanying seminar sessions held on the dates listed above.

Classroom Protocol

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)

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)

U1.5, U1.6, U1.7, U1.8 U 2.1, U2.6 U3.3, U3.6, U3.8 U4.1, U4.2, U4.3, U4.8
U5.1, U5.2, U5.3, U5.5, U5.8 U6.1, U6.2, U6.3, U6.4, U6.5, U6.6
U7.1, U7.2, U7.3, U7.4, U7.5, U7.6, U7.7, U7.8, U7.9, U7.10, U7.1

EX 1.5, 1.6, 1.7, 1.9 EX 2.1, 2.2, 2.3, 2.4, 2.12, 2.13

EX 3.1, 3.2, 3.3 EX 4.1, 4.5, 5.3, 5.7, 6.2, 7.1, 7.3, 7.4, 7.5, 7.6, 7.7

Course Materials

There are no required textbooks for this course.

Required Texts/Readings 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.

1) Participation in fieldwork seminars

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.

2) Candidate Self-Assessment (completed twice)

Candidates assess themselves on the course-related TPEs at the beginning of the semester and at the midpoint of the semester. Candidates discuss their self-assessment in the lesson observation debrief and set goals for their next set of lessons. 4. Mid-Semester Check-in Candidates assess themselves on the course-related TPEs at the beginning of the semester and at the midpoint of the semester. Candidates discuss their self-assessment in the lesson observation debrief and set goals for their next set of lessons.

3) Mid-Semester Check-in

Candidates assess themselves on the course-related TPEs at the beginning of the semester and at the midpoint of the semester. Candidates discuss their self-assessment in the lesson observation debrief and set goals for their next set of lessons

4) Lesson Cycles

Teacher candidates will complete 5 Lesson Plan Cycles (6 Lessons Total) focused on literacy activities aligned to grade level standards with each lesson 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 - Includes Two Lessons

Drawing on their understanding of the California Dyslexia Guidelines, teacher candidates will plan, implement, and reflect on TWO explicit instruction lessons, aligned to grade level CCSS, and grounded in the principles of UDL that draw on student assets and incorporate evidence-based strategies to develop student skills in (1) phonological awareness, and (2) phonics, spelling, and word recognition including letter-sound, spelling-sound, and sound-symbol correspondence. Lessons should include **AT LEAST ONE INFORMAL ASSESSMENT FOR EACH LESSON** - (1) phonological awareness, and (2) phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondence that monitor students' progress on these skills. Candidates indicate whether the lesson is addressing Tier 1, 2, or 3 instruction and **include a statement of how each lesson plan addresses the California Dyslexia Guidelines**. Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.2](#) ([#bookmark=id.t8ie4m7jgint](#)), [U7.5](#) ([#bookmark=id.pl99hf7n2h1m](#)), [Explicit Instruction Lesson Plan Template](#) ([#bookmark=id.f2sl3jo2esrm](#)), MM7.4

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 draws from student assets and 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. Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [item U7.5](#) ([#bookmark=id.pl99hf7n2h1m](#)), [Explicit Instruction Lesson Plan Template](#) ([#bookmark=id.f2sl3jo2esrm](#)).

Lesson Cycle Three

Teacher candidates will plan, implement, and reflect on a lesson that draws on students' assets and 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, and promote critical and creative thinking critical and analysis through inquiry, problem solving, responding to and framing meaningful questions, and reflection Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; items [U7.6 \(#bookmark=id.gsod2e5cmij0\)](#), [U7.7 \(#bookmark=id.l5l6bjg8buc\)](#), [Meaning Making Lesson Plan Template \(#bookmark=id.flryjdmmh614\)](#).

Lesson Cycle Four

Teacher candidates will plan, implement, and reflect on a lesson that draws on students' assets *and* 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, that is aligned to grade level standards. This lesson cycle should provide opportunities for teacher and peer feedback on student writing, as well as purposeful opportunities for students to revise their work based on feedback. Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8 \(#bookmark=id.vhbjszcvf1n\)](#), [Collaboration and Discussion Lesson Plan Template \(#bookmark=id.uw64znt5kovo\)](#).

Lesson Cycle Five

Teacher candidates will plan, implement, and reflect on a lesson that *draws on students' assets and* 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. Candidates receive feedback from the University Supervisor on the lesson plan and after the lesson plan implementation. The University Supervisor and the Mentor Teacher (if applicable) provide feedback during the lesson debrief and assess the teacher candidate using the lesson debrief form; [items U7.8 \(#bookmark=id.vhbjszcvf1n\)](#), [Collaboration and Discussion Lesson Plan Template \(#bookmark=id.uw64znt5kovo\)](#), or [Meaning Making Template \(#bookmark=id.flryjdmmh614\)](#).

5) Lesson analysis 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.

6) IEP assignment

Teacher candidates will participate in two IEP meetings over the course of the semester and submit a summary reflection of how they addressed each of the following items and their learnings from the IEP.

- **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. Candidates will observe how data-based decisions are made and discussed in the IEP and how students are referred for more intensive intervention where appropriate.
- **IEP Meeting Two** - Candidates will complete one written IEP document which includes present levels of performance and draft IEP goals, which must include a plan for monitoring progress in literacy development. 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 a minimum of 2-3 subtests of a formal assessment in the area of literacy (e.g., WJ, WIAT) and/or 2-3 informal assessments (e.g., classroom assessments, criterion checklists, district benchmark assessments) in the area of literacy with the student and gather classroom observational data, in order to prepare the present levels of performance. Candidates work with the mentor teacher, school psychologist or other members of the IEP team to understand how to initiate referrals for more intensive intervention, where appropriate. 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).

7) 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.

8) 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,

9) 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
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6
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

✓ Grading Information

Final Examination or Evaluation

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

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

When	Topic	Notes
Seminar Topics and Due Dates 08/26/2026 7:00 PM - 9:00 PM On-Campus in Person	Course Introduction	Lecture and Discussion 1. Course Introduction 2. Class Expectations 3. Review of Assignments 4. Review of Lesson Plan Template 5. Getting started in your placement Reminders: Student Teachers submit attendance log Interns submit Support Hours Log
Seminar Topics and Due Dates 09/12/2026 7:00 PM - 9:00 PM On-Zoom	Lesson Planning	Discussion and In Class Practice • Review of Lesson Plan Template • Overview of TPA Cycle 2 TPA Registration & support
Seminar Topics and Due Dates 09/24/2026 7:00 PM - 9:00 PM On-Campus in Person	Context and Informal Assessments	Discussion and In Class Practice • Contextual information –What do you know about your students and your classroom?
Seminar Topics and Due Dates 10/08/2026 7:00 PM - 9:00 PM Zoom	Planning and Higher Order Thinking	Discussion and In Class Practice • Planning a Learning Segment • Higher Order Thinking skills Lesson Analysis Presentation

When	Topic	Notes
Seminar Topics and Due Dates 10/22/2026 7:00 PM - 9:00 PM On-Campus in Person	Self-Assessments and Use of Rubrics	Discussion and In Class Practice • Informal assessments & Student use of self-assessments • Use of rubrics / creation of rubrics • Providing feedback to students Complete: ◦ Submit TPA Part A – Contextual Information
Seminar Topics and Due Dates 11/05/2026 7:00 PM - 9:00 PM Zoom	Formative and Summative Assessments	Discussion and in Class Practice • Formal Assessments (end of learning segment) with rubric • Providing specific and actionable feedback • Incorporating opportunities for peer feedback Assignment • TPA Part B – Learning Segment Plan • TPA Part C – Assessment Descriptions • TPA Part D – Blank Informal Assessments • TPA Part E -- Blank Self-Assessment with Rubric • TPA Part F -- Blank Formal Assessment with Rubric
Seminar Topics and Due Dates 11/19/2026 7:00 PM - 9:00 PM On-Campus in Person	Analysis of Progress and Planning Next Steps	Discussion and In Class Practice Progress monitoring -- Data driven instruction Maximizing use of instructional support personnel IEP Assignment Due

When	Topic	Notes
Final Reflection Thursday 12/03/2026 7:00 PM - 9:00 PM On-Campus in Person		Discussion and In Class Practice ▪ Making instructional decisions/next steps for learning ▪ Professional growth ▪ Individual Transition Plans for Clear Program Lesson Analysis Presentations 2 Assignment: ▪ Lesson Analysis Presentations ▪ Final Reflections ▪ TPA due Dec.3 in Pearson Complete: • TPA Part G -- Video Clips • TPA Part H-- Analysis of Informal Assessment and Student Self-Assessment • TPA Part I -- Formal Assessment Responses • TPA Part J -- Analysis of Formal Assessment Results • TPA Part K -- Next Steps for Learning/Reteach of Extension • TPA Part L -- Video clip of reteach or extension Fieldwork Evaluations Due Disposition Evaluations Due 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

When	Topic	Notes
		◦ Lesson Plan Implementation ◦ Post Observation Debrief