

Advanced Fieldwork in Mild Moderate
Support Needs
EDSE 217A

Fall 2026 Hybrid 6 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/28/2026

Contact Information

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Office Hours

Office hours are available by appointment. Email me to set up a time.

Course Information

Hybrid Schedule

Thursdays
Sweeney Hall 231

217/154

Class ScheduleThursdays									
August		Sept		Oct		Nov		Dec	
	20 Asynch classes		3 Asynch classes		1 Asynch classes		5 Zoom		3 In Person Completer's Dinner TPA Submission
	27 in Person		10 Zoom LPA Session		8 Zoom		12 Asynch classes		
			Sep 17 Asynch classes		15 Asynch classes		19 In Person		
			Sep 24 In Person		22 In Person		26 Holiday		

				29				
				Asynch classes				

Course Description and Requisites

Supervised teaching of students with mild moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent.

Grading: Credit/No Credit

* Classroom Protocols

Students are expected to arrive on time and stay for the entire class 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 that can distract their learning and the learning of others during Zoom class time.

It is expected that students will uphold the following norms and expectations during all course interactions, both in person and online.

1. Demonstrate Professionalism in the Course
2. Uphold High Expectations of Yourself and Others
3. Actively Engage in the Course
4. Utilize Technology Effectively
5. Self-Advocate
6. Be Culturally Responsive

(In-Class and Online / Adapted 2025)

- **Contribute thoughtfully** by addressing all parts of the collaboration prompt, whether participation takes place in class or online.
- **Ground your ideas in shared course content and academic research** (e.g., readings, frameworks, or common resources). Using shared references helps create inclusive discussions and supports meaningful interaction by giving everyone a common point of entry.
- **Connect theory to practice** by including examples from your classroom experience, fieldwork, or observations when relevant.
- **Engage with peers respectfully** by acknowledging contributions, building on ideas, and asking clarifying questions during in-person conversations or online discussions.
- **Use accessible and inclusive language** by spelling out acronyms, using person-first or identity-first language thoughtfully, and avoiding ableist or exclusionary terms.

- **Communicate professionally** with clear, organized writing or speech that supports shared understanding.
- **Remember that collaboration is for learning, not evaluation.** You are not responsible for grading or correcting peers; assessment and feedback are the instructor's responsibility.
- **Reflect the purpose of collaboration:** to develop collective understanding and strengthen professional practice through respectful exchange across learning spaces.

Academic Integrity

- a. Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was used if permitted. Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.
- b. SAID form to disclose AI usage [SAID form to disclose AI usage](https://the-said.pages.dev/) (<https://the-said.pages.dev/>)

Course AI Use Policy

Artificial Intelligence (AI) tools such as ChatGPT, Claude, or Bard can be powerful learning partners when used thoughtfully. They can help you brainstorm ideas, check clarity, and deepen your understanding of course topics. However, AI can't create your final submissions or replace the thinking and reflection you must do as you learn to make instructional decisions and grow into your professional voice.

You may use AI to:

- Summarize readings or lectures to support your studying.
- Brainstorm ideas or outline your thinking for assignments.
- Explore multiple perspectives or check the clarity of your writing.

You may not use AI to:

- Write or revise assignments, lesson plans, IEP goals, or reflections for submission.
- Replace your own analysis, professional reasoning, or application of course concepts.
- Create or fabricate citations, data, or references.

Inappropriate or unethical uses of AI include pasting your draft and asking AI to "make it better," submitting AI-generated rewrites without adapting them, or using AI to "fill in" reflective or analytical sections. In those cases, AI becomes the creator, not a coach, and the final work no longer reflects your learning or professional judgment.

Responsible and Transparent Use

AI should support—not substitute—your professional growth. Use it as a guide, not a shortcut, and remember that your unique reasoning, creativity, and commitment to student learning are what matter most.

If you use AI to support your learning, use the [SAID form to disclose AI usage](https://the-said.pages.dev/) (<https://the-said.pages.dev/>) include a short note describing how it was used (for example: “AI was used to check clarity and suggest structure. All final analysis and applications are my own.”). This transparency helps maintain academic integrity and builds awareness of how these tools shape our thinking.

SJSU Cares Basic Needs Support:

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If you are experiencing challenges with food, housing, or other basic needs, you are not alone and support is available through SJSU Cares. All enrolled undergraduate and graduate students can connect with SJSU Cares to explore available options and resources. To get connected, visit <https://www.sjsu.edu/sjsucares/> (<https://www.sjsu.edu/sjsucares/>), call 408-924-1234, or stop by the SJSU Cares office on the first floor of Diaz Compean Student Union West, across from the Engineering Building.

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 U2.1, 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, U7.11

MM1.1, MM1.4 MM2.4, MM2.9, MM2.10

MM3.1, MM3.2 MM4.1, MM4.2, MM4.4

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.

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](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.t8ie4m7jqint) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.t8ie4m7jqint>), [U7.5](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.pl99hf7n2h1m) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.pl99hf7n2h1m>) [Explicit Instruction Lesson Plan Template](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.f2sl3jo2esrm) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#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](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.pl99hf7n2h1m) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.pl99hf7n2h1m>) [Explicit Instruction Lesson Plan Template](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.f2sl3jo2esrm) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#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](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.gso) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.gso>), [U7.7](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.l5l6bjg8buc) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.l5l6bjg8buc>) [Meaning Making Lesson Plan Template](https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#bookmark=id.flryjdmmh614) (<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62bO6Un3hfqx/edit#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](#)

(<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62b06Un3hfqx/edit#bookmark=id.vhbjszcvf1n>) [Collaboration and Discussion Lesson Plan Template](#)
(<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62b06Un3hfqx/edit#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](#)
(<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62b06Un3hfqx/edit#bookmark=id.vhbjszcvf1n>) [Collaboration and Discussion Lesson Plan Template](#)
(<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62b06Un3hfqx/edit#bookmark=id.uw64znt5kovo>) or [Meaning Making Template](#)
(<https://docs.google.com/document/d/1FaBVal00YqRysynrFKGi62b06Un3hfqx/edit#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.)

Assessment Rubric

IEP Area	Points	Additional Information
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Eligibility	1	
Strengths preferences interests	1	
Assessment Results - SBAC - ELD - PE - Other	1	
Present Levels of Performance ☐ Pre-academic/Academic/Functional Skills ☐ Communication Development ☐ Gross/Fine Motor Development ☐ Social Emotional/Behavioral ☐ Vocational ☐ Adaptive/Daily Living Skills ☐ Health	7	Teacher Resident incorporates evidence from at least three informal assessments or at least three subtests of a formal assessment into the Present Levels of Performance for student IEP
Educational Benefit	1	
Special Factors	1	
ELD	1	
Behaviors	1	
Statewide Assessment	1	
Goal updates	1	Teacher Resident gathers data from multiple sources to document progress on goals
Proposed Goals	1	
Professional Writing	2	Teacher Resident uses professional writing throughout the IEP; IEP is written without errors in spelling or grammar; IEP is written from a strengths based approach
IEP Meeting Agenda is developed and presented at the IEP meeting	1	
Collaboration with Families and related service personnel	2	

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 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2, 7.1, 7.2, 7.3, 7.4
Lesson Analysis Presentations	CLO 1, 2, 3	U 2.1, 2.6 MM 1.1, 1.4, 2.9, 2.10, 3.1, 3.2
IEP Assignment	CLO 1, 2, 3	U 6.4, 6.6 MM 1.1, 1.4
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 MM 2.2, 2.3, 2.5, 2.9, 2.10, 3.1, 4.2, 4.7, 5.1, 5.2, 5.4, 7.1, 7.2, 7.3, 7.4

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

Seminar	Date	Mode	Topics	
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1	Aug 27	In Person	Discussion Topics • Course Introduction • Class Expectations • Review of Assignments • Review of Lesson Plan Template • Getting started in your placement	
2	Sep 10	Zoom	Discussion Topics • Review of Lesson Plan Template • Overview of TPA Cycle 2 • TPA Registration & support	
3	Sep 24	In Person TPA Session	Discussion Topics • Contextual information –What do you know about your students and your classroom?	
4	Oct 8	Zoom	Discussion Topics • Planning a Learning Segment • Higher Order Thinking skills Lesson Analysis Presentations	Lesson Analysis Presentation
5	Oct 22	In Person	Discussion Topics • Informal assessments & Student self-assessments • Use of rubrics	Complete: • TPA Part A – Contextual Information

6	Nov 5	Zoom	Discussion Topics Formal Assessments (end of learning segment) with rubric	Complete: - TPA Part B – Learning Segment Plan - TPA Part C – Assessment Descriptions - TPA Part D – Blank Informal Assessment - TPA Part E – Blank SelfAssess with Rubric - TPA Part F – Blank Formal Assessment with Rubric
7	Nov 19	In Person	Discussion Topics - Progress monitoring -Data driven instruction - Maximizing use of instructional support personnel	IEP Assignment due
8	Dec 3	In Person	Discussion Topics - Making Instructional decisions / next steps for learning Lesson Analysis Presentations - Professional growth - Individual Transition Plans for Clear Program Final Reflections TPA due Dec 3 in Pearson	Complete: - TPA Part G Video Clips - TPA Part H – Analysis of Informal Assessment and Student SelfAssessment - TPA Part I – Formal Assessment Responses from 3 students - TPA Part J – Analysis of Formal Assessment Results Complete: - TPA Part K – Next Steps for Learning / Reteach or Extension - TPA Part L – Video clip of reteach or extension Fieldwork Evaluations Due Disposition Evaluations Due

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