

Early Field Experiences in Special Education

EDSE 234

Fall 2026 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/26/2026

Contact Information

Course and Contact Information

Instructor:	Katherine Everett
Email:	katherine.everett@sjsu.edu
Phone:	
Office Hours:	TBA
Class Days:	Mon Aug 24 - In Person Mon Sept 7 - Holiday No Class Mon Sept 21 - In Person Mon Oct 5 - Zoom Mon Oct 19 - In Person Mon Nov 2 - Zoom Mon Nov 16 - In Person Mon Nov 30 - In Person

Course Information

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 Description and Requisites

Beginning fieldwork course, including supervised teaching of students with mild/moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent, passing of CBEST and CSET exams, Certificate of Clearance

Grading: CR/NC

Course Description and Requisites

Beginning fieldwork course, including supervised teaching of students with mild/moderate support needs in special and general education settings. Includes campus seminar.

Prerequisite(s): Department consent, passing of CBEST and CSET exams, Certificate of Clearance.

Grading: Credit/No Credit/RP.

* Classroom Protocols

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

which can distract 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

Course Requirements

Students spend a minimum of 200 hours in early field experience and complete Cycle 1 of the California Teaching Performance Assessment as a part of this course. Students complete the fieldwork hours according to their chosen pathway. Candidates completing Early Fieldwork hours while simultaneously serving in an Intern Teacher position are still required to complete 200 hours of “student-teaching” with a mentor teacher. This must be approved by the Department Chair in advance and should include regular co teaching opportunities.

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 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)

Universal TPEs

U1.1(P, A) U1.3(A) U1.4(P) U 1.6(P) U1.8(P)
U2.2(P, A) U2.3(P, A) U2.5(P, A) U3.5(P, A)
U3.1(P, A) U3.2(P, A) U3.4(P) U3.6(P)
U4.1 (P) U4.2(A) U4.3(P) U4.4(P, A) U4.6(P, A) U4.7(A)
U5.2(P) U5.3(I) U5.6 (A) U5.8(P)
U6.1(P) U6.2(P) U6.3(P) U6.4(P) U6.5(P) U6.6(P)
U7.11(P)

Mild/Moderate TPEs

MM1.4(P)
MM2.1(A) MM 2.8(A)
MM3.1(P)
MM4.2(P) MM4.6(P, A)
MM5.2(P)

Early Childhood (TPEs)

ECSE 1.2(P), 1.3(P), 1.6(P), 1.7(P), 1.9(A), 1.10(P)
ECSE 2.1(P), 2.2(P), 2.4(P), 2.6(A)
ECSE 3.1(A), 3.2(P), 3.4(P), 3.5(P), 3.8(P), 3.9(P)
ECSE 4.2(P), 4.3(P), 4.4(P), 4.5(P), 4.6(P), 4.9(P), 4.10(P), 4.11(P), 4.12(P)
ECSE 5.6(P), 5.7(P)
ECSE 6.7(P), 6.9(P), 6.10(P), 6.11(P, A), 6.12(P), 6.13(P), 6.14(P), 6.16(P), 6.17(P), 6.18(P)
ECSE 7.11(P), 7.13(P)

Extensive Support Needs TPEs

EX 2.5 (P) EX 2.11(P)
EX 3.2 (P) EX 3.3(P) EX 3.4(A)
EX 4.7 (A)
EX 5.3 (P)

There is no required textbook for this course.

Course Requirements and Assignments

To earn credit in this course, candidates must attend all fieldwork seminars and satisfactorily complete **ALL** of the following requirements:

1. Attend Fieldwork Setting and Submit Attendance logs for Co-teaching / Student Teaching hours WEEKLY. (Interns will ALSO submit a separate Intern Support Hours Log to the Intern CANVAS course.)

Student Teachers' Schedule: Monday all-day, Tuesday half-day, Wednesday half-day, plus any half-day in a General Ed setting. Candidates must attend the fieldwork setting for the full 15 weeks of the semester. Student teachers will teach solo the third week of November following the same schedule (M-W).

Teacher Residents' (SJ / SC) Schedule: Monday all-day, Tuesday all-day, Wednesday half-day, Thursday half-day in a General Ed setting. SJ and SC Teacher Residents must attend the fieldwork setting from the first day of instruction in August until the last day of instruction in December. Teacher residents will teach solo the third week of November following the same schedule (M-W).

Teacher Residents' (PA) Schedule: All day Monday, Tuesday, Wednesday. PA Teacher Residents must attend the fieldwork setting from the first day of instruction in August until the last day of instruction in December. Teacher residents will teach solo the third week of November following the same schedule (T-Th).

Interns' Schedule: Follow the Co-Teaching schedule that was signed off on as part of the Intern Application (Early Fieldwork Requirement Form). Interns must complete 200 hours of co-teaching with an experienced mentor teacher.

Fieldwork Absence Policy: All absences must be reported to the University Supervisor, the Mentor Teacher and the school office before the start of the school day. Student teachers and Teacher Residents are allowed up to 2 excused absences from fieldwork. All other absences beyond 2 excused absences must be made up. Excessive absences or failing to report absences may result in a No Credit in the course. Interns must follow the absence reporting procedures for their district.

2. Attend all fieldwork seminars

Attendance is mandatory. **A missed seminar must be made up.** Missing more than one seminar puts you at risk for non-credit in the course.

3. Submit signed permission slips for video recording

All candidates are responsible for submitting signed permission slips from the parents of students in the fieldwork setting for video recording. Permission slips are needed for video recordings, which are required for the course and for submission of the state-mandated Teaching Performance Assessment. Permission slips are available in multiple languages.

4. Written Fieldwork Setting Introduction

Candidates will submit a description of their early fieldwork setting. Description should include an overview of the setting (e.g., inclusive co-taught classroom, special day classroom, resource room setting, ages of students, disability categories, etc.) Fieldwork introduction should be written in paragraph format (not bullet points) and should be about 2 pages in length.

Classroom Make-up: Who are the students?

Cultural and Linguistic backgrounds of students

Student strengths and interests

Co-Teaching schedule with the Mentor Teacher. Be sure to include the scheduled co-planning time

Daily Schedule

5. General Education Fieldwork Reflection U1.4

All candidates will submit a reflection of their time spent in the general education fieldwork setting that includes the following:

- Description of the general education class in which you completed fieldwork hours.
- Discussion of how at least one special education student was supported to be successful in this general education setting and describe any specific strategies, accommodations, or modifications that were used with the student.
- Discussion of how the Special Education and General Education teachers collaborated to support the special education student.
- Description of the activities in which you engaged with students with and without disabilities in this setting.
- Discussion of what you learned about the pace of the general education curriculum, the needs of general education students, and pedagogical content knowledge that you acquired from this experience (i.e., what you learned about teaching one or more subject areas).

If possible, arrange a time for your university supervisor to do a brief, informal observation of you in the general education setting.

6. Written Analysis of Teaching Practices

Candidates will submit a 3-4 page analysis of teaching practices observed in their field placement. Analysis should include a reflection of how the mentor teacher's use of each practice supports student success and informs their own teaching practice. Candidates may wish to interview the mentor teacher to get additional information. The analysis should address all of the following prompts.

- How does your mentor teacher get to know students and engage ALL students in learning?
- What differentiated supports do you see the mentor teacher provide?
- How are students' interests incorporated into daily lessons?

- How does your mentor teacher support multilingual learners in both social-emotional development and in acquiring academic vocabulary?
- How are students' cultural and linguistic backgrounds reflected in the classroom?

7. [Candidate Self Assessment \(#ghn8p1kzpzh0\)](#) (completed twice) [U6.1, U6.2, U6.3, U6.4, U6.5]

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 with their University Supervisor and set goals for their next set of lessons. Candidates should be prepared to explain their self-assessment ratings and provide evidence for their ratings.

8. [Mid-Semester Check-in \(#jpvkmgid0y02\)](#)

The University Supervisor and Mentor Teacher complete the Mid-Semester Evaluation to identify areas of strength and areas of concern (if any) and discuss with the teacher candidate. If areas of concern are identified, a growth plan will be written to ensure the candidate is on track to successfully complete the course.

9. Lesson Cycle One (Informal Lesson Observation)

The University Supervisors will conduct one informal observation of the candidate in the fieldwork setting early in the semester. Candidates should prepare an [informal lesson plan \(#d8kpp9x2bvyp\)](#) and send to the University Supervisor before the informal observation.

10. Lesson Cycle Two and Lesson Cycle Three Reteach U1.1

Candidates will complete Lesson Cycle Two in the content area of math following the Plan, Teach, Reflect cycle using the Department of Special Education [Lesson Plan Template \(#rrhfia4zjaq5\)](#). The University Supervisor will observe the lesson and provide feedback. The lessons must also be video recorded. Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together using the [Lesson Debrief Form \(#tu1cs01ssw1n\)](#). Candidates will set a goal for professional growth for the next lesson. Candidates will share a 3-minute video clip of their lesson during the following fieldwork seminar.

Lesson Cycle Three will be a Re-teach of Lesson Cycle Two. After completing the reflection process with the University Supervisor, candidates will revise the lesson plan used for Lesson Cycle Two based on feedback and then re-teach the lesson. Candidates will submit the video-recorded re-teach lesson to the University Supervisor and participate in a second round of feedback and discussion on this lesson updating the [Lesson Debrief Form \(#tu1cs01ssw1n\)](#). Candidates will provide evidence of specific changes that were made to improve the lesson and set a new goal for the next lesson cycle.

11. Lesson Cycle Four and Lesson Cycle Five Reteach U3.1, U3.2, U3.4, U3.5

Candidates will complete Lesson Cycle Four in the content area of math following the Plan, Teach, Reflect cycle using the Department of [Special Education Lesson Plan Template \(#rrhfa4zjaq5\)](#). The University Supervisor will observe the lesson and provide feedback. The lessons must also be video recorded. Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together using the [Lesson Debrief Form \(#tu1cs01ssw1n\)](#). Candidates will set a goal for professional growth for the next lesson. Candidates will share a 3-minute video clip of their lesson during the following fieldwork seminar.

Lesson Cycle Five will be a Re-teach of Lesson Cycle Four. After completing the reflection process with the University Supervisor, candidates will revise the lesson plan used for Lesson Cycle Two based on feedback and then re-teach the lesson. Candidates will submit the video-recorded re-teach lesson to the University Supervisor and participate in a second round of feedback and discussion on this lesson updating the [Lesson Debrief Form \(#tu1cs01ssw1n\)](#). Candidates will provide evidence of specific changes that were made to improve the lesson and set a new goal for the next lesson cycle.

12. Lesson Cycle Six

Candidates will complete Lesson Cycle Six in the content area of math following the Plan, Teach, Reflect cycle using the Department of [Special Education Lesson Plan Template \(#rrhfa4zjaq5\)](#). The University Supervisor will observe the lesson and provide feedback. The lessons must also be video recorded. Lesson plans should be submitted to CANVAS and emailed to the university supervisor 48 hours before the observation is scheduled to occur. Candidates will participate in a pre-observation conference with the University Supervisor to discuss the lesson plan. Candidates will teach the lesson during the observation and submit the written reflection after the observation. The university supervisor and candidate will schedule a time within 48 hours of the observation to provide specific feedback and reflect on the lesson together using the [Lesson Debrief Form \(#tu1cs01ssw1n\)](#). Candidates will set a goal for professional growth for the next lesson. Candidates will share a 3-minute video clip of their lesson during the following fieldwork seminar.

13. [Fieldwork Final Evaluation \(#lnfr26x40oc3\)](#) U1.1

The Mentor Teacher and University Supervisor will complete the final evaluation. Candidates must receive a satisfactory final evaluation from the mentor teacher and university supervisor to earn credit in the course. Candidates are strongly encouraged to review the final evaluation with the

mentor teacher early in the semester. The items on the final evaluation are the same as the items on the lesson debrief form which is completed with each lesson cycle.

14. [Disposition Evaluation \(#h6xcp8xvglbq\)](#)

The Mentor Teacher and University Supervisor will complete the disposition evaluation. Candidates must receive a satisfactory Disposition Evaluation from the University Supervisor and from the Mentor Teacher to receive credit in the course. Candidates are strongly encouraged to review the disposition evaluation with the mentor teacher early in the semester.

15. Teaching Performance Assessment Math Cycle

Students are responsible for completing and submitting Cal TPA Cycle 1 for Education Specialists. Students must register for the TPA and submit materials through the Pearson website. Students also need to upload their TPA materials to CANVAS. Note: Candidates will not receive feedback on this assignment. Full points will be earned upon submission.

✓ Grading Information

This course is credit / no credit. Candidates must satisfactorily complete all assignments, must submit Cycle One of the Ed Specialist TPA, must have a satisfactory fieldwork evaluation, a satisfactory disposition evaluation, and attend all seminars to earn credit in this course. Missed seminars must be made up.

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

Session	Date	Topics	Assignments Due
---------	------	--------	-----------------

1	Aug 24 In Person	● Course Introduction ● Fieldwork Expectations ● Review of Assignments ● Professionalism in communication and writing in the fieldwork setting • Use of Social Media and other digital tools in the fieldwork setting • Review of Mandated Reporter Responsibilities [U6.6]	• Video Release Forms due Sept 5 • Fieldwork Setting Introduction due Sept 11 • Self-Assessment One due Sept 11 • Informal Observation due Sept 11
2	Sept 14 Zoom	Focus: TPE 1, 2, & 3 ● Building a Welcoming Classroom Environment ● Engaging all Learners ● Incorporating Students' Strengths and Interests Sign up for Lesson Presentations: Sept 22, Oct 6, Oct 20, Nov 3, or Nov 17	• Student Teaching Log Due Weekly • Analysis of Teaching Practices due Sept 18
3	Sept 21 In Person	Focus: TPE 1, 2, & 3 ● Tapping into Funds of Knowledge and Community Cultural Wealth to engage students ● inclusive environments for all students; Anti-Racist Practices in the classroom, emotionally healthy classrooms • Maintaining high expectations for ALL learners in the class ● Lesson Planning & Review of Lesson Plan Template TPA Presentation!! Register for TPA in class (subject to change)	● Student Teaching Log Due Weekly ● Lesson Cycle Two due by Sept 25

4	Oct 5 Zoom	Focus: TPE 1, 2, & 3 ● Supporting Multilingual learners in instruction • Intentionally Planning to support the acquisition of academic language needed for your lesson ● Universally Designed Lessons	● Student Teaching Log due Weekly ● Lesson Presentations ● Lesson #3 Reteach due Oct 9
5	Oct 19 In Person	Focus TPE 6 • ● Working with other professionals ● Collaborative planning with the mentor teacher	● Student Teaching Log due Weekly ● Lesson Cycle Four due by Oct 23 ● MPA Getting to Know Your Students due by Oct 23 ● Mid-Semester Check-in Due by Oct 30 (meet with Supervisor/Mentor) ● Self-Assessment #2 Due by Oct 30
6	Nov 2 Zoom	Focus: TPE 4 & 5 ● Using Assessment Data to Plan Instruction • Addressing IEP goals in instruction • Teaching Students to Self-Assess • ● Breaking down the CCSS • Preparing for Solo Week	● Student Teaching Log due Weekly ● Lesson Presentations ● Lesson Cycle #5 (Reteach #4) ● TPA Template B (SJSU Lesson Template) due Nov. 6 ● TPA Template C, Template D (Materials) due Nov. 13

7	Nov 16 In Person	Focus: TPE 4 & 5 ● Formative (Informal) Assessments during lesson delivery ● Tracking IEP progress in lesson delivery	● Student Teaching Log due Weekly ● Lesson Cycle 6 due by Nov 20 ● <u>Solo Teaching days Nov 16 & 17</u> <u>Residents Solo Days: Nov 16-18</u> ● MPA Parts: E, F, G, and H due Nov 20
8	Nov 30 In Person	Focus: TPE 4 & 5 ● Using Instructional Technology ● Final Reflections - Goal Setting for Next semester	● Student Teaching Log Due Weekly ● General Ed Fieldwork Reflection due Dec. 11 ● Final Eval (completed by US & MT) due Dec. 11 ● Disposition Eval (completed by US & MT) due Dec. 11 ● All TPA materials due in CANVAS by Dec 5 ● Templates A-G ● <u>MPA Due to Pearson by Dec 3</u>