

San Jose State University
Lurie College of Education
Education Specialist Credentials
Fieldwork Handbook

Mild Moderate Support Needs

Extensive Support Needs

Early Childhood Special Education

WELCOME!

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Welcome to the fieldwork program for Education Specialist candidates in the Lurie College of Education at SJSU! We are thrilled to partner with you and your district as together we prepare our future Education Specialists. It is our hope that our candidates will go on to have long careers as Education Specialists in districts across our community.

Our Vision

SJSU education specialists are transformative educators who possesses the knowledge and skills necessary to creatively meet the intersectional needs of all learners with differing race, gender, linguistic, and ethnic identities, and who work as change agents to create equitable and inclusive environments in schools and communities which champion the needs of all learners.

Our Mission

We prepare candidates to be effective educators, transformative leaders in the field, and lifelong learners who stand up 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 end the 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 practice culturally sustaining pedagogies and incorporate principles of UDL in coursework and fieldwork and partner with our local districts to push for the success of students with disabilities in inclusive settings.

FIELDWORK OVERVIEW

Fieldwork in the Education Specialist Credential program takes place across two semesters in which candidates complete a minimum of 600 hours of fieldwork across the arc of the program in a range of special education and general education settings. Fieldwork is a collaboration between the university and local education agencies and we value the expertise and contributions of our mentor teachers and Intern Support Providers. The Department of Special Education is committed to working in collaboration with district partners to ensure clinical practice settings include opportunities to engage in screening and diagnostic activities to inform teaching strategies and student assessments, per TPE 7. This commitment includes implementing early intervention techniques appropriate to the candidates' credentials and the specific requirements of the TPEs and standards, including foundational literacy skills as well as strong literature, language, and comprehension skills with a balance of oral and written language. Candidates are expected to have a strong understanding of the [California Dyslexia Guidelines](#) and will be expected to deliver structured literacy approaches to support students with dyslexia in fieldwork settings. Candidates will be assessed on their ability to plan, deliver, and assess literacy instruction as part of the Education Specialist Literacy Performance Assessment. The Literacy

Performance Assessment will replace the RICA beginning July 1, 2025. All candidates must pass the Education Specialist Literacy Performance Assessment to be eligible for the Education Specialist Preliminary Credential. All placements for candidates must allow the audio and video recording of candidate lessons and agree that the recordings may be used for instructional purposes and for submission with the candidate's teaching performance assessment.

First semester fieldwork (part-time) takes place in the course EDSE 234 and consists of a **minimum of 200 hours of supervised fieldwork with an experienced mentor teacher for all candidates**. Early Field Experiences must include experiences in general education classrooms.

Overview of Early Fieldwork Placements					
Placement Type	Monday	Tuesday	Wednesday	Thursday	Friday
Student Teachers (250 hours)	All day sped	Half day sped Half day gen ed	Half day sped		
Teacher Residents (396 hours)	All day sped	All day sped	Half day sped	Half day gen ed	
Intern Teachers (540 hours of which 200 hours are student teaching)	All day sped	All day sped	All day sped	All day sped	All day sped
	Includes 200 hours of student-teaching with mentor teacher				
	Includes fieldwork in general education				

Second semester fieldwork (full-time) takes place in the course EDSE 217A for Education Specialist candidates pursuing the credential in Mild Moderate Support Needs and in EDSE 154 for Education Specialist candidates pursuing credentials in Extensive Support Needs and Early Childhood Special Education. Second semester fieldwork consists of a **minimum of 400 hours of fieldwork** and may take place with an experienced mentor teacher if the candidate is a traditional student teacher or teacher resident, or in their own classroom if the candidate is an Intern teacher.

Overview of Advanced Fieldwork Placements					
Placement Type	Monday	Tuesday	Wednesday	Thursday	Friday
Student Teachers (525 hours)	All day sped	All day sped	All day sped	All day sped	All day sped
	15 weeks on the SJSU semester calendar				
Teacher Residents (630 hours)	All day sped	All day sped	All day sped	All day sped	All day sped
	Follows the school district calendar, Jan 2 to end of school year				
Intern Teachers (630 hours)	All day sped	All day sped	All day sped	All day sped	All day sped
	Follows the school district calendar Jan 2 to end of school year				

TEACHING PERFORMANCE EXPECTATIONS

Candidates work toward meeting their respective Teaching Performance Expectations in both coursework and fieldwork across the program, with a number of TPEs assessed in fieldwork. Ed Specialist MMSN and Ed Specialist ESN candidates must meet both universal and credential-

specific TPEs. Candidates can read the full text of the Teaching Performance Expectations at the CTC website in the following document.

[California Teaching Performance Expectations](#)

TEACHING PERFORMANCE ASSESSMENT

Candidates must take and pass the Ed Specialist CAL TPA. The Ed Specialist CAL TPA consists of two cycles; candidates must pass both cycles to be recommended for the Preliminary Credential. Candidates in *EDSE 234 Early Field Experiences in Special Education* focus on Ed Specialist CAL TPA Cycle One and the content area of Mathematics. Candidates in *EDSE 217A Advanced Fieldwork in MMSN* or *EDSE 154 Advanced Fieldwork in ESN and ECSE* focus on Ed Specialist CAL TPA Cycle Two, which is the Literacy Performance Assessment. The Literacy Performance Assessment replaces the RICA beginning July 1, 2025. All candidates must pass the Literacy Performance Assessment to be eligible for recommendation for the Preliminary Education Specialist credential. All candidates focus on literacy skills, including foundational skills, as well as strong literature, language, and comprehension skills with a balance of oral and written language across the five lesson cycles in Advanced Fieldwork.

Candidates are supported on the Ed Specialist Cal TPA through their fieldwork course. Candidates are provided an overview of their respective Ed Specialist Cal TPA cycle early in the semester and are supported at each of the respective bi-weekly fieldwork seminars, with specific TPA-related content. Due dates for each of the TPA templates are assigned across the semester, and candidates submit their documents to CANVAS as evidence of completing each step. Two additional TPA support sessions are provided by the department each semester. Candidates are also enrolled in a TPA CANVAS support course through the Lurie College of Education and have access to support through the Lurie College TPA Coordinator.

Candidates who are unsuccessful on their first attempt of the Ed Specialist TPA meet with the Department Chair of Special Education and the Lurie College TPA Coordinator to develop a remediation plan based on their original score reports and / or condition codes and known technical issues (i.e., poor video quality, submitted on wrong template, etc.)

OBSERVATION OF CANDIDATES IN FIELDWORK

All fieldwork candidates, whether student teachers, teacher residents, or intern teachers, will be assigned an SJSU supervisor who will make regular visits to the fieldwork setting to observe the candidate teach a lesson. Candidates participate in a minimum of 6 lesson cycles with the University Supervisor in each fieldwork semester. The lesson observation cycle consists of pre-observation planning, lesson delivery and observation, and post-observation debrief with the supervisor and mentor teacher (where appropriate). Candidates are required to use the Department of Special Education lesson plan template for each lesson observation. Candidates are required to submit the lesson plan to the SJSU supervisor 48 hours before the lesson

observation and have a brief conference with the supervisor regarding the lesson. SJSU Supervisors observe the lesson and then complete the appropriate lesson feedback form for each observation. The candidates and the SJSU Supervisor debrief each lesson using the feedback form and the candidate completes the reflection questions and together with the supervisor set a goal for the next lesson.

EARLY FIELDWORK DOCUMENTS

The documents provided in this section will be used in the Early Fieldwork Course. The *Fieldwork Summary* and the *Roles and Responsibilities* document help the candidate and the mentor teacher situate the semester and plan the observation cycles. The candidate will complete the *Self-Assessment* on the TPEs within the first 2 weeks of the semester to help them identify their areas of strength and areas of growth as they begin their teaching experiences. Candidates then move into the informal lesson observation followed by 5 formal lesson observations. The *Lesson Plan Template* and *Lesson Observation Debrief* will be used with each lesson cycle. Lesson cycles in the Early Fieldwork semester focus on the content area of Math.

The candidate completes the *Self-Assessment* a second time at mid-semester to set new goals for themselves. In addition, the University Supervisor and Mentor Teacher will review the *Mid-Semester Check-in* and share it with the candidate by week 7 of the semester. If there are concerns about candidate progress, an *Improvement Plan* will be developed with the candidate. Near the end of the semester, after all lesson cycles are complete, the University Supervisor and Mentor Teacher complete both the *Final Evaluation* and the *Disposition Evaluation*. Both of these documents are shared with the candidate, and if the minimum requirements are met, a recommendation is made to move the candidate to Advanced Fieldwork the following semester. Candidates who do not receive a recommendation to move to Advanced Fieldwork are permitted to retake the course one time. Two unsuccessful attempts across all fieldwork courses in the program would disqualify the candidate from the program.

- [Early Fieldwork Summary](#)
- [Early Fieldwork Roles and Responsibilities](#)
- [Candidate Self-Assessment MMSN](#)
- [Candidate Self-Assessment ESN](#)
- [Candidate Self-Assessment ECSE](#)
- [Early Fieldwork Lesson Plan Template MMSN](#)
- [Early Fieldwork Lesson Plan Template ESN](#)
- [Early Fieldwork Lesson Plan Template ECSE](#)
- [Lesson Observation Debrief MMSN](#)
- [Lesson Observation Debrief ESN](#)
- [Lesson Observation Debrief ECSE](#)
- [Mid-Semester Check-in](#)
- [Early Fieldwork Final Evaluation MMSN](#)

- [Early Fieldwork Final Evaluation ESN](#)
- [Early Fieldwork Final Evaluation ECSE](#)
- [Disposition Evaluation](#)
- [Improvement Plan](#)

ADVANCED FIELDWORK DOCUMENTS

After successful completion of the Early Fieldwork course candidates move into the Advanced Fieldwork. The documents provided in this section will be used in the Advanced Fieldwork course. The *Fieldwork Summary* and the *Roles and Responsibilities* document help the candidate and the mentor teacher situate the semester and plan the observation cycles. The candidate will complete the *Self-Assessment* on the TPEs within the first 2 weeks of the semester to help them identify their areas of strength and areas of growth as they begin their teaching experiences. Candidates then move into the formal lesson observations. The *Lesson Plan Template* and *Lesson Observation Debrief* will be used with each lesson cycles. Candidates complete the following lesson cycles focusing on literacy development, including foundational literacy skills, in Advanced Fieldwork.

Lesson Cycle One (includes two lessons)

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.

The candidate completes the *Self-Assessment* a second time at mid-semester to set new goals for themselves. In addition, the University Supervisor and Mentor Teacher will review the *Mid-Semester check-in* and share it with the candidate by week 7 of the semester. If there are concerns about candidate progress an *Improvement Plan* will be developed with the candidate. Near the end of the semester, after all lesson cycles are complete, the University Supervisor and Mentor Teacher complete both the *Final Evaluation* and the *Disposition Evaluation*. Both of these documents are shared with the candidate and if the minimum requirements are met a decision is made to recommend the candidate for the Preliminary Credential. Candidates who do not receive a recommendation for the Preliminary Credential are permitted to retake the course one time. Two unsuccessful attempts across all fieldwork courses in the program would disqualify the candidate from the program.

- [Advanced Fieldwork Summary](#)
- [Advanced Fieldwork Roles and Responsibilities](#)
- [Candidate Self-Assessment MMSN Part One & Part Two](#)
- [Candidate Self-Assessment ESN Part One & Part Two](#)
- [Candidate Self-Assessment ECSE Part One & Part Two](#)
- [Advanced Fieldwork Lesson Plan Template MMSN \(Explicit Instruction\)](#)
 - i. [Meaning Making](#)
 - ii. [Collaboration and Discussion](#)
- [Advanced Fieldwork Lesson Plan Template ESN \(Explicit Instruction\)](#)
 - i. [Meaning Making](#)
 - ii. [Collaboration and Discussion](#)
- [Advanced Fieldwork Lesson Plan Template ECSE \(Explicit Instruction\)](#)
 - i. [Meaning Making](#)
 - ii. [Collaboration and Discussion](#)
- [Lesson Observation Debrief MMSN](#)
- [Lesson Observation Debrief ESN](#)
- [Lesson Observation Debrief ECSE](#)
- [Mid-Semester Check-In](#)

- [Advanced Fieldwork Final Evaluation MMSN](#)
- [Advanced Fieldwork Final Evaluation ESN](#)
- [Advanced Fieldwork Final Evaluation ECSE](#)
- [Disposition Evaluation](#)
- [Improvement Plan](#)

EVALUATION OF CANDIDATES

University supervisors and mentor teachers evaluate Education Specialist candidates in the first semester of fieldwork and evaluate student-teachers and teacher residents in the second semester of fieldwork. Interns in the second semester of fieldwork are evaluated by the University Supervisor and the Intern's principal. Evaluations are made using both the SJSU Department of Special Education Fieldwork Evaluation and the SJSU Department of Special Education Disposition Evaluation.

MENTOR TEACHER SELECTION

Mentor teachers hold a Clear Education Specialist Credential and have three years of successful teaching experience in K-12 public, non-public, or charter schools. (Note: Field placements are not made in private schools.) Mentor teachers are recommended by a principal or district office administrator as a teacher who exhibits exceptional teaching skills and possesses the disposition to coach novice teachers.

MENTOR TEACHER RESPONSIBILITY

Mentor teachers agree to host a candidate in their classroom for the duration of the field experience timeline – 15 weeks part-time (2.5 days a week) for semester one Early Fieldwork and 15 weeks full-time (5 days a week) for semester two Advanced Fieldwork. Mentor teachers are responsible for co-planning and co-teaching with the Education Specialist candidate. Mentor teachers follow the gradual release model giving the Education Specialist candidate increasing responsibility and lead teaching roles in the classroom. Mentor teachers set aside a dedicated hour per week to meet with the candidate to provide feedback and plan weekly lessons. Mentor teachers make the invisible processes of teaching visible to the candidate through modeling and think-aloud while providing thoughtful and targeted feedback to the candidate about how to improve their skills. Mentor teachers also use dedicated planning time to review student work and model how instructional decisions are made based on student data. Mentor teachers agree to participate in 10 hours of training provided by SJSU over the course of the year, which may be held in person or virtually.

INTERN SUPPORT PROVIDER SELECTION

Intern support providers are selected by the district to provide support to the Intern Teacher. Support Providers hold a Clear Education Specialist credential that aligns to the credential the

Intern is pursuing and have at least 3 years of successful teaching experience. Support providers are not required to teach at the same site as the Intern teacher although this is preferred.

INTERN SUPPORT PROVIDER RESPONSIBILITY

Intern support providers complete the SJSU Education Specialist Intern Program application for Support Providers. Intern support providers agree to provide on average a minimum of 5 hours a week of support to the Intern candidate, which can be provided in a variety of ways, such as observing the Intern teaching and providing constructive and targeted feedback, co-planning with the Intern candidate, providing support with assessing students and writing IEPs, modeling appropriate interactions with paraeducators and related service personnel, sharing curriculum resources, reviewing parent communications before being sent, helping the Intern advocate for their needs, and listening with an empathetic ear when needed. Intern support providers agree to participate in 10 hours of training provided by SJSU over the course of the year, which may be held in person or virtually.

EARLY FIELDWORK GRADUAL RELEASE (FALL)

Each week, Teacher Candidates will:

- Attend the fieldwork setting and participate in all classroom activities.
- Co-plan and Co-Teach with the Mentor Teacher following the gradual release calendar.
- Plan and implement lessons for the required lesson cycles.
- Create and submit plans for following week to Mentor Teacher by the agreed upon deadline.
- Attend school/grade level team meetings, district special education meetings, and PD with the Mentor Teacher as much as possible.
- Observe as many IEPs as possible. Complete IEPs as required for fieldwork assignments and as assigned by the Mentor Teacher.

Each week, Mentor Teachers will:

- Co-Plan and Co-Teach with the Teacher Candidate weekly
- Share lesson plans and curriculum resources with Teacher Candidate during planning time.
- Review Teacher Candidate's lesson plans and provide feedback before and after the Candidate implements the lesson.
- Support the Teacher Candidate to develop skills necessary for Case management, including writing and holding IEP meetings.

Mentor and Student Teacher will jointly decide at least one week in advance

- Sacred meeting time for lesson planning and analyzing student work
- Time for materials prep and distribution

Date	Teacher Candidate Role	Mentor Teacher Role	Time Together
Week 1	Observe, ask questions, and assist mentor teacher as master schedule is created – make note	Assist student as needed to feel comfortable, introduce to other teachers and staff on school site	1-hour Sacred Meeting Time for planning and/or feedback

	of how mentor teacher groups students for instruction Get to know students and their interests – review IEP information for students and familiarize yourself with student IEP goals (Remember: IEP information is confidential) Review mentor teacher’s behavior management system Create and engage in at least one get-to-know-you activity each day, conduct at least one read-aloud each day, assist throughout the day		to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 2	Create and engage in at least one get-to-know-you activity each day, conduct at least one read-aloud each day, assist throughout the day <i>Schedule lesson observations for the semester with your supervisor and mentor teacher</i>	Assist student as needed to feel comfortable, introduce to other teachers and staff on school site	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Teacher Resident or Student Teacher or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 3	Co-plan and co-teach using one teach / one assist model for at least one small group each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan <i>-Collaborate with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies</i>	1-hour Sacred Meeting Time for planning and/or feedback to teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

Week 4	Co-plan and co-teach using one teach / one assist model for at least one small group each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 5	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 6	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 7	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and

		appropriate assessment strategies	determine effectiveness of assessments
Week 8	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 9	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 10	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan -<i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 11	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher

		- <i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	-Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 12	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day Prepare lesson for TPA	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan - <i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1 hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 13	SOLO WEEK Teacher Candidate takes the lead on all activities, all lessons, all day, every day. (See additional notes below.)	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan - <i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 14	Co-plan and Co-teach on modified schedule as needed for holiday break this week. Prepare items for TPA	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan - <i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1 hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

Week 15	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day Finalize TPA Submission	-Actively observe and provide feedback to Teacher Candidate on lesson plans and teaching -Provide necessary resources to Teacher Candidate to plan - <i>Collaborate</i> with Teacher Candidate as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
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Lead Teaching (Solo Week)

When the Teacher Candidate is Lead Teaching, they have the LEAD role in all classroom activities across the day. Teacher Candidates should follow the typical schedule and routine established by the mentor teacher to ensure all students receive required instruction and intervention as documented on the IEP. The intent is not that all instruction becomes large group instruction led by the Teacher Candidate, if that is not the usual mode of instruction. The Teacher Candidate should take the lead in planning for all groups that week, including planning for instructional assistants.

- Teacher Candidate takes the lead on planning learning targets and assessment. Teacher Candidate will write detailed lesson advance of each Lead Teaching Week.
- Mentor Teacher will observe Teacher Candidate and provide written feedback for as many lessons as is feasible. Mentor Teacher will share key things that went well, and things to consider. Feedback will be discussed at Sacred Meeting Time.
- **Teacher Candidate takes the lead on implementing classroom management strategies.**
- Teacher Candidate assumes related duties as the lead teacher that week (bus duty, lunchroom duty, etc.)
- Teacher Candidate is in charge of any administrative duties (attendance, lunch count, monitoring breaks and lunches for classroom staff, etc.)
- Teacher Candidate participates as the role of teacher in student support meetings with related service providers that week.

ADVANCED FIELDWORK GRADUAL RELEASE (SPRING)

Each week, Teacher Candidates will:

- Attend the fieldwork setting and participate in all classroom activities.
- Co-plan and Co-Teach with the Mentor Teacher following the gradual release calendar.
- Plan and implement lessons for the required lesson cycles.
- Create and submit plans for following week to Mentor Teacher by the agreed upon deadline.
- Attend school/grade level team meetings, district special education meetings, and PD with the Mentor Teacher as much as possible.
- Observe as many IEPs as possible. Complete IEPs as required for fieldwork assignments and as assigned by the Mentor Teacher.

Each week, Mentor Teachers will:

- Co-Plan and Co-Teach with the Teacher Candidate weekly
- Share lesson plans and curriculum resources with Teacher Candidate during planning time.
- Review Teacher Candidate's lesson plans and provide feedback before and after the Candidate implements the lesson.
- Support the Teacher Candidate to develop skills necessary for Case management, including writing and holding IEP meetings.

Mentor and Student Teacher will jointly decide at least one week in advance

- Sacred meeting time for lesson planning and analyzing student work
- Time for materials prep and distribution

Date	Teacher Candidate Role	Mentor Teacher Role	Time Together
Week 1	Observe, ask questions, and assist mentor teacher as master schedule is created – make note of how mentor teacher groups students for instruction Get to know students and their interests – review IEP information for students and familiarize yourself with student IEP goals (Remember: IEP information is confidential) Review mentor teacher's behavior management system Create and engage in at least one get-to-know-you activity each day, conduct at least one read-aloud each day, assist throughout the day	Assist student as needed to feel comfortable, introduce to other teachers and staff on school site	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 2	Create and engage in at least one get-to-know-you activity each day, conduct at least one read-aloud each day, assist throughout the day <i>Schedule lesson observations for the semester with your supervisor and mentor teacher</i>	Assist student as needed to feel comfortable, introduce to other teachers and staff on school site	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

Week 3	Co-plan and co-teach using one teach / one assist model for at least one small group each day	-Actively observe and provide feedback to Teacher Resident or student teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan <i>-Collaborate with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies</i>	1-hour Sacred Meeting Time for planning and/or feedback to teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 4	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan <i>-Collaborate with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies</i>	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 5	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

		-<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	
Week 6	Co-plan and co-teach using at least two co-teaching models for two content areas each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 7	Co-plan and co-teach using two co-teachings models for at least three content areas / three different groups each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

Week 8	Co-plan and co-teach using at least two different co-teaching models for at least three content areas or three groups each day Make Plans for your TPA lesson cycles	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan <i>-Collaborate with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies</i>	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 9	Co-plan and co-teach using at least two different co-teaching models for at least three content areas or three groups each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan <i>-Collaborate with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies</i>	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 10	Co-plan and co-teach using at least two different co-teaching models for at least three content areas or three groups each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

		- <i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	
Week 11	Co-plan and co-teach using at least two different co-teaching models for at least three content areas or three groups each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 12	Lead Teaching Week (Solo Week) See Description Below	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	1 hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 13	Co-plan and co-teach using at least two different co-teaching models for at least three	-Actively observe and provide feedback to Teacher Resident or	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher

	content areas or three groups each day Have TPA lesson filming complete by this week	Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	-Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 14	Lead Teaching Week (Solo Week) See Description Below	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets and appropriate assessment strategies	1 hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments
Week 15	Co-plan and co-teach using at least two different co-teaching models for at least three content areas or three groups each day	-Actively observe and provide feedback to Teacher Resident or Student Teacher on lesson plans and teaching -Provide necessary resources to Teacher Resident or Student Teachers to plan -<i>Collaborate</i> with Teacher Resident or Student Teacher as needed to determine learning targets	1-hour Sacred Meeting Time for planning and/or feedback to Teacher Resident or Student Teacher -Part of Sacred Meeting Time should be used to analyze student work to decide instructional next steps and determine effectiveness of assessments

		and appropriate assessment strategies	
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Lead Teaching (Solo Week)

When the Teacher Candidate is Lead Teaching, they have the LEAD role in all classroom activities across the day. Teacher Candidates should follow the typical schedule and routine established by the mentor teacher to ensure all students receive required instruction and intervention as documented on the IEP. The intent is not that all instruction becomes large group instruction led by the Teacher Candidate, if that is not the usual mode of instruction. The Teacher Candidate should take the lead in planning for all groups that week, including planning for instructional assistants.

- Teacher Candidate takes the lead on planning learning targets and assessment. Teacher Candidate will write detailed lesson advance of each Lead Teaching Week.
- Mentor Teacher will observe Teacher Candidate and provide written feedback for as many lessons as is feasible. Mentor Teacher will share key things that went well, and things to consider. Feedback will be discussed at Sacred Meeting Time.
- **Teacher Candidate takes the lead on implementing classroom management strategies.**
- Teacher Candidate assumes related duties as the lead teacher that week (bus duty, lunchroom duty, etc.)
- Teacher Candidate is in charge of any administrative duties (attendance, lunch count, monitoring breaks and lunches for classroom staff, etc.)
- Teacher Candidate participates as the role of teacher in student support meetings with related service providers that week.

CONTACT INFORMATION

Mentor teachers, Intern Support Providers, and Principals are encouraged to contact the University Supervisor with questions and/or concerns about the teacher candidate or requirements of the fieldwork program. Questions and concerns can also be directed to the department chair:

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