

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

**EDMX 634: Working with Students with Moderate - Severe Disabilities**  
**CRN# 30227**  
**First Seven Weeks of Summer Session, 2007 4 credit hours**  
**Tuesdays & Thursdays from 5:30 - 9:15 p.m.**  
**June 5<sup>th</sup> through July 19<sup>th</sup>, 2007**  
**UH-442**

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**Mission Statement of the College of Education, CSU San Marcos**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

**Course Prerequisites:** Completion of the Preliminary Level I Mild/Moderate Credential Program including successful completion of EDMX 632 (Assistive Technology), EDMX 627 (Curriculum and Assessment), and EDMX 633 (Positive Behavioral Supports) or their equivalent or approval of the instructor. Demonstration of a basic understanding and practical use of basic adaptive techniques for addressing the instructional and life-skill needs of learners with mild/moderate disabilities. Completion of student teaching in special education and general education or their equivalents.

**Catalogue Description:** Focuses on developing skills through hands-on practical experience to work effectively for and with children with moderate-severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health, mobility, sensory, and communication needs to participate in school, and community experiences. Field experience requires observation and teaching of students with moderate-severe disabilities.

**Required Texts and Materials:**

Snell, M. E., & Brown, F. (2006). *Instruction of students with severe disabilities* (6<sup>th</sup> Ed.): Prentice-Hall: Pearson Education. Upper Saddle River, New Jersey.

**RSPD:** Research and Practice for Persons with Severe Disabilities (TASH) journal pack, (4 Issues of volume 30). **This also includes a one year student membership in TASH.**

**Parsons' Reader, Copy Serve, San Marcos.**

Bound Reader, available at Copy Serve in San Marcos. (760) 599-9923, 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

**Note:** The reader will not be ready until the first week of class, I will send out an e-mail when it is ready for purchase.

**Required Materials:**

CSUSM Print Card

Large D-Ring Binder

Flash or USB Drive

Make-it-take it materials TBA

## Content and Performance Goals

The table below indicates the CTC Level I standards (the number indicates CTC standard addressed) and level of competence addressed by EDEX 634 and the level (i.e., knowledge, application) at which each standard is demonstrated.

M/M/S	M/M/S	M/S	M/S	M/S
13	24	25	26	27
A	K/A	K/A	K/A	K/A

### Key:

M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency

M/S = Moderate/Severe Education Specialist Competency

K = Competence at **knowledge** level

A = Competence at **application** level

## Competencies in Working with Learners with Severe Disabilities

### Through coursework and practicum experiences, each participant will:

- 1) demonstrate knowledge of legal mandates, policies, and regulations governing specialized health care services and how the services may be delivered;
- 2) demonstrate knowledge and skills to work with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team;
- 3) demonstrate knowledge and skills to interact safely (e.g., proper handling and positioning methods, equipment use, health considerations) with students with sensory, health care and mobility issues;
- 4) demonstrate knowledge and skills to assess and determine the needs of students with moderate-severe disabilities in academic, independent life skills, cognitive, social/emotional, motor, verbal and non-verbal communication and behavioral domains;
- 5) demonstrate knowledge and skills to implement various approaches for educating students with Autism;
- 6) demonstrate skill in arranging learning environments to accommodate sensory, mobility, and specialized health care needs so as to maintain student dignity and optimize student independence;
- 7) demonstrate knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities;
- 8) demonstrate knowledge and skills to develop and implement accommodations and modifications to enable students' participation in school and community (i.e., home, recreation, vocational) experiences;
- 9) demonstrate knowledge of legal mandates and regulations governing specialized health care services and how the services may be delivered;

- 10) demonstrate knowledge and skills to provide and procure support to families of children with multiple health, educational, and social needs;
- 11) demonstrate knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories);
- 12) demonstrate knowledge and skills to develop and implement IFSPs, IEPs, and ITPs for students with moderate-severe disabilities and to collaborate with others to facilitate student progress in their programs of education and services;
- 13) demonstrates skills in collaboration with others to facilitate and increase student's skills across the areas of their education program including skills in communication, academics, and sociability;
- 14) demonstrate knowledge and skills in developing and implementing functional curriculum and instruction to promote:
  - a) personal care skills and address sexuality issues,
  - b) critical academics and language skills,
  - c) practical and purposeful nonverbal communication skills,
  - d) domestic and daily living skills,
  - e) community skills through community-based instruction,
  - f) employment skills and employment options,
  - g) integrated community recreation and leisure opportunities,
  - h) transition to adulthood and supports to promote quality life experiences as an adult,
  - i) post-secondary education options.

### **All University Writing Requirement**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

### **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course: (these will be handed out in class.

### **Task Stream Requirement:**

#### **CCTC Standards for the Special Education Specialist Credential**

The course objectives, assignments, and assessments have been aligned with the CCTC (California Commission on Teacher Credentialing) standards for the Level 1 Special Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the CCTC Standards for the Level 1 Moderate - Severe Special Education Specialist Credential in this course; this assignment will be addressed in class. You will be required to post artifacts and a reflection to address standards 25 M/S, 26 M/S, 27 M/S and 13 M/M/S. Please see the table below for the artifacts to be posted to each standard. The format for the Reflective Essay, required for each standard, is attached to the syllabus.

#### **EDMX 634: Working with Students with Moderate - Severe Disabilities**

<b>CCTC Moderate/Severe Standard</b>	<b>Related Artifact to be Attached in Task Stream</b>
Standard 25 M/S Communication and Social Networks	Self-Determination Postings (WebCT)
Standard 26 M/S Curriculum	Resource Area Project Narrative
Standard 27 M/S Movement, Mobility, Sensory and Specialized Health Care	School Nurse & Medically Fragile reflection
Standard 13 Special Education Field Experiences with Diverse Populations	Practicum Logs & Field Reflection

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).* Students arriving late, leaving early or returning late from break shall receive participation point deductions.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Course and Administrative Requirements**

**EDMX 634 Attendance Policy:** A good student is one who adheres to standards of dependability and promptness. This course is comprised of both F2F and Web Based Instruction (WBI) class sessions across a seven (7) week period. Students who miss more than two of the F2F class sessions of this course; or who are late for, or leave early from three or more F2F sessions of this course, will be unable to receive a grade of (A). Students missing more than three F2F class sessions, or who are late or leave early from four or more F2F sessions will be unable to receive a passing grade for this course (C+ or better). **Attendance at WBI sessions is credited for completion of posting by the date and time assigned (see the course schedule).**

**WBI Requirements:** Students are required to keep up with the Web Based Instruction (WBI) component of this course. Due to the fast pace of this course, WBI Assignments and Discussion Board (DB) prompts **MUST** be posted on the date and time they are due. **Late postings will not be accepted. Late work will result also in loss of 10 participation points.** Be sure to check the Course Schedule, Course Home Page and Discussion Board for the prompts and assignments for each WBI session of class. Be sure to respond to each of the professor's prompts. The work for each session is to be completed prior to attending class. The specific due dates are listed in the course schedule. **Confidentiality for the Course:** Never give your log in and password to anyone else to log in and post or send message on your behalf. This is a strict policy of privacy to protect all people in the course. Keep a digital copy of all work posted to WebCT in a Word Document.

### **Assignment Policy:**

Each assignment is due on the date indicated on the syllabus/course schedule. Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student.

- **I do not accept assignments required in hard copy as e-mail/course mail attachments or embedded within e-mails or course mails unless approved by me and due to extraordinary circumstances.**
- Students are required to keep a copy of all work (Including WBI work) in case any work becomes lost. All proof of work accomplished is the responsibility of the student.
- It is strongly advised that students keep up with the assignments from session to session.
- Plagiarism of any type will result in a failing grade.
- Scanning of student work via **Turn it In™** software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.
- Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.
- Be sure to note the CSUSM Academic Honesty Policy stated below

**NOTE:** If you have extraordinary circumstances in your life which impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” (CSUSM Catalogue)

**Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog. Plagiarism will result in a failing grade.

**Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio and as proof of work accomplished. Many assignments will be submitted online, and some will be submitted in hard copy. Details will be given in class.

**Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to e-mails in a timely manner. I do not typically respond to e-mails on weekends. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

## Academic Requirements EDMX 634 (4 credits)

### Assignments and Points for Meeting Course Objectives

<b>Face 2 Face Components (F2F)</b>	<b>445</b>
<b>Collaboration/Participation:</b> 12 F2F sessions (120 points) {also 5 WBI sessions (50 points) Course Reflection (10 points)}	180 (10 points per session)
<b>Reading Activities (5)</b>	125 (25 points for each)
<b>Resource Area Report for File (RAP) (group)</b> Power Point Presentation on RAP (group) Individual points on RAP (Based upon peer evaluation and Meta eval)	100 20 20
<b>Web Based Instruction (WBI) Components</b>	<b>180</b>
<b>Five WBI Sessions:</b> (5 sessions @ 30 points each)	150
<b>Course Reflection: Web CT</b> using the assignments tool	30
<b>Task Stream Postings</b> (You must have a TaskStream account.)	<b>50</b>
<b>Field Based Components (FBC)</b> (one credit of this four credit course)	<b>225</b>
<b>Practicum Participation Log:</b> Daily Reports:	125 (5 @ 25 = 125) for five days in the field
<b>Leisure Time Report:</b> Time Sheet	40 (1 @ 40 = 40) for one community-based activity observation
<b>Forms:</b> Risk Form Practicum Time Sheet (signed) Master Teacher Eval Sheet	10 10 40
<b>Total Points:</b>	<b>900</b>

**Note:** You should devote/plan on six hours of work outside of each F-2-F session for the completion of the related F-2-F work in this class. For the WBI, you should plan on nine hours of work (3 class hours plus six hours of prep). You receive 10 participation points per WBI session and 10 points for your Course Reflection for posting on time (no late postings are accepted).

### Collaboration/Participation (180 points, 10 points per class session)

**Purpose:** Please see the EDMX 634 attendance policy stated above on page four.

Experts in the education community are scheduled for each class so make ups for missed class sessions are all but impossible. The field of working with individuals with moderate - severe disabilities requires knowledge of many and varied resources and agencies. The purpose of the F2F portion of the course is to provide participants with an opportunity to demonstrate their understanding

of critical aspects of this course and application of these ideas to professional practice while interacting with a professional learning community. Do not miss class on campus nights. If an extraordinary situation arises, please contact Dr. Parsons about your absence.

**Description:**

Be sure to read COE attendance policy and the Please see the EDMX 634 attendance policy stated above. This course meets in an intensive time period. While this is an advantage to student's summer schedules, it requires very dedicated and consistent attendance during the course. These points are awarded on the basis of arriving on time, having assignments completed and ready, staying the entire time of the class. collaborating and cooperating with fellow students and the professor, and overall professional attitudes demonstrated while in class.

Much work for this course is collaborative. In real life, all team members must collaborate and participate in order to accomplish any completed project. Team members are expected to be considerate and group minded in scheduling working sessions to complete course assignments.

**Criteria for Grading Participation:**

Participation points will be assigned on the following criteria: collaborative cooperation in all class activities and group assignments; enthusiasm for the content and activities; respect for the speakers, fellow students and the professor; patience and flexibility with the technology/materials. **Please do not use your laptops during class lectures unless cleared with the instructor. Do not do e-mail, WebCT work or other assignments during lectures, presentations, and guest speakers.** WebCT postings or other assignments done during class will receive a score of 0 (zero).

Arrive on time with **all reading completed**, and stay the full time of the class session.

When in the computer lab, appropriate use of the lab, hardware and software is required. Respect for the lab environment and equipment, e.g. **absolutely not food or drink in the computer lab if we hold sessions there.**

**Reading Activities on the Text: (5 @ 25 points = 125 points)**

The questions to be addressed for each of the Reading Activities are provided prior to the due date. These Reading Activities are included in your bound reader as well as in the Assignments Tool of the WebCT 6 portion of the course. There are two questions per chapter. These shall be completed using the WebCT 6 Assignments Tool.

**Purpose:**

To assure that all readings are completed with critical thought and reflection before the class period in which they are discussed. Because group activities and other active learning procedures are used to introduce and reinforce substantial amounts of material covered in this course, **the assumption that the readings have been completed prior to class is essential to effective course learning.**

**Criteria for Evaluation:**

Reading Activities are completed and submitted on time by the due date on the course schedule.

Reading Activities are complete, thorough; address all reading materials, questions, and are well thought out and well written. **Read, Reflect, And Write!**

No late assignments accepted.

Plagiarism of any kind will result in a failing grade, be sure to provide the page number for direct quotes from the text. Do not copy large blocks of copy from the textbook (or other sources) into your assignments.



## **RAP Resources Area Projects (140 points)**

**Purpose:** Resource Area Report (100 points)

The RAP provides the opportunity to study and research an area in moderate-severe disabilities. The topic must be approved by Dr. Parsons. This might be a particular curriculum area, or approach to teaching. It may also be a particular area of disability. These Reports will be presented the second to the last night of the course. This provides the opportunity to expand the content of the course in areas of specific interest to the classmates.

**The RAPs are due the class session prior to presentation.** Check the course schedule for the due date.

The group will present their RAP via a PowerPoint (20 points).

After the project is submitted, each member will evaluate the participation of each peer in their RAP project group as well as their own efforts via a Meta - evaluation (20 individual points).

### **Criteria for Evaluation:**

Follow the format provided in class. Research and write about the topic in depth, and share the work evenly across the group members. An outline and criteria for this project will be provided in class.

## **WBI Web Based Instruction component on WebCT: (180 points)**

**Purpose:**

The Web Based Instruction (WBI) component of this course enhances the instruction across all areas and topics. Discussion Board (DB) work and other WBI assignments prepare you for the content to be covered in the class sessions and for the many guest speakers we have from the community. You will also explore and report upon the myriad web sites and web based resources available in the field of moderate – severe disabilities.

### **Evaluation of Web Based Instruction Policy:**

There are several aspects of the WBI Discussion Board portion of this course. These include posting your own response to each of the prompts posted by the professor, and (when indicated in the professor's prompt) posting responses to the posting of peers. Student postings of responses must be well thought out, well written, thorough, address every portion of the professor's prompt, and posted on time. When asked to respond to the posting of a peer, these are also well formed and professional.

All postings must be professional in content and expression displaying respect for the course content, fellow classmates, guest speakers, and the professor.

The response to classmates must be thoughtful posts and not just "I agree with my classmate", or "ditto", or "I think the very same thing". Responses to peers should be in complete thoughts and constructed of several sentences. You may want to compose off line in Word and then copy and paste your well thought out responses into the message area of your reply before posting.

Do not copy large blocks of text from internet or other sources. Short quotes in quotation marks with the related page number or retrieval date are allowed.

WBI components on the course WebCT 6 site are due on the date and time on the course schedule. Later posting will not be accepted, and will result also in the loss of ten points for participation for that session. Please note that "technical difficulties" are not a rationale for late work. You can get internet access in the open labs here at Cal State San Marcos and at most local libraries.

### **Task Stream Postings (50 Points)**

All students are required to have a Task Stream account and to post their reflective essays and artifacts according to the requirements of this course. You will be required to post artifacts and a reflection to address standards 25 M/S, 26 M/S, 27 M/S and standard 13 M/M/S (field experience component).

### **CALCULATION OF COURSE GRADE**

Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following **GRADING SCALE: (represents percentages of total points)**

A	93	A-	90
B+	87	B	83
B-	80	C+	77

**Note: Any grade < C+ results in failing the class as courses with a grade < C+ cannot be applied to your credential.**

#### **Criteria for Grading Assignments:**

A (93%) Outstanding work on assignment, excellent syntheses of information and experiences, great insight and application, and excellent writing,

B (83%) Completion of assignment in good form with good syntheses and application of information and experiences, writing is good,

C (73%) Completion of assignment, adequate effort, adequate synthesis of information and application of information and experiences, writing is adequate.

#### **Criteria for Course Grading: (CSUSM General Catalog for 1996-97, page G-3)**

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic requirements of the course.

**NOTE: The minimum acceptable grade for courses in the professional education sequence is C+, but a B average must be maintained.**

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance has been such that minimal course requirements have not been met.

#### **NOTES:**

**The Course Schedule Will Be Handed Out In Class**

**Formats for the assignments are provided in the bound reader for this course.**

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second- language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

## **GUIDELINES FOR TASKSTREAM FOR LEVEL I STANDARDS**

The purpose of the Level I portfolio is to assess how you meet each of the Level I standards. Although all of the artifacts you place in your portfolio have been assessed/graded by your professors, the connection between the artifacts and your understanding of how your course and field experiences evidence your competence is not demonstrated until you make those connections in your Level I portfolio in TaskStream. Your task is to write a cogent reflective essay for each Level I standard about how the artifacts you post provide evidence that you have met each Level I standard.

Level I standards are threaded throughout your Level I Education Specialist credential program and are addressed multiple times within and across courses. Even though a number of standards are addressed in each course, you are specifically responsible for writing a reflective statement for a given subset of standards in given courses. The standards are identified in each course's syllabus and are expected to be reflected upon in TaskStream by the end of each course.

Please be succinct in your writing. More is NOT necessarily better. State your ideas clearly and ground them in the evidence represented by your artifact(s). When you submit each Level I response, you will request and receive feedback from the course instructor. The instructor will ask for revision or state that you are done. You will not be done with or receive full credit for a Taskstream submission if you are asked to revise it and you do not do so by the last class of the course. Please continue to check your TaskStream portfolio until the instructor states that you are done with the response to each assigned Level I standard.

### **Each narrative must include at least the following components.**

To assist you writing your reflective essays for each standard, the faculty have agreed upon a paragraph structure to help guide you with your responses. You must attach a minimum of one artifact for each standard. This artifact may be designated by the course or it may be your choice. Consult the course syllabus to determine this. You also are encouraged to attach and write about more than one evidence.

**Required 1st paragraph:** Introduce the reader to the focus of your response as it relates to the Level I standard. DO NOT restate the standard; instead, reflect upon and summarize the significance of your overall learning and competence regarding the standard. Stated in another way, this paragraph should address the "so what" of your learning.

**Required 2nd paragraph:** Explain how one attached artifact evidences your learning related to the Level I standard. The key here is "evidence." How does this artifact prove that you have learned something specific related to this Level I standard?

**Optional additional paragraph(s):** If you attach additional artifacts, write a similar paragraph to that described for the 2nd paragraph. We encourage you to provide multiple evidences for each standard.

**Final paragraph:** Describe what from your field experiences (e.g., student teaching, internship, observations) has enabled you to demonstrate competence with regard to this Level I standard. You may include an artifact from your field experience. If you do so, please explain how it evidences your competence with regard to the standard. Finally, identify what you still need to learn related to this standard. In other words, set a professional learning goal for your future practice with regard to the standard.