Spring, 2004
EDEX 660 –Individual Induction Plan Development   - 2 units
Part One of Two-Part Coursework for Level II Clear Specialist Credential
CRN 22300   Selected Mondays   UH 441
Instructor: Leslie Mauerman

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College of Education Mission Statement

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, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(adopted by COE Governance Community October, 1997)

Infused Competencies

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. See "Authorization to Teach English Learners Competencies."
(approved by CCTC in SB 2042 Program Standards, August 02)

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (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.

Academic Integrity
Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.
All ideas/material 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.

Course Description and Goals

The EDEX 660 and EDEX 661 course series is to be taken in sequence and will result in the development and subsequent completion of a professional portfolio suitable for review by the California Commission on Teacher Credentialing. The competence criteria for this portfolio, which is mandated by California state law, is the primary focus of both courses.
The matrices of competencies and details of the types of acceptable data are covered in the 660 portion of the course, as well as the formulation of an Individual Induction Plan, in which the student will outline his/her plan for induction into the realm of Level II Certification. Once approved by both the University and the employing school district or LEA, the candidates will proceed through the supported and guided acquisition of knowledge, expertise and measured assessment of the Ca state competencies.

Course Goals and Objectives

1. To verify/substantiate all state and university program requirements for Level II credential
2. To develop and refine both a personal philosophy and an area of professional expertise in support of educational reform
3. To support, guide, and create a collegial study group for the 2 year duration of data collection
4. To establish the physical structure of the portfolio and begin the data collection on a by-standard basis of evidence to support candidate competence**.**

These Goals will be met through the following methods of instruction

- Class meetings, course readings, sample material review
- Guest speakers from credentialing services and professional organizations
- Personal strength/weakness assessment, plan of action for prof. competence development
- Resource bank access, small group work as assigned, lecture and discussion
- Cooperative examination of the Standards of Competence, detailed results shared among colleagues

Teacher Performance Expectation (TPE) Competencies

This course is designed to support teachers seeking the Clear level II Specialist Credential to develop the skills, knowledge, documentation, and attitudes necessary to assist schools and districts in implementing an effective program for all eligible Special Education 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. The following TPE's are addressed in this course (a full version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu--link to the College of Education via the Department Directory):

Primary Emphasis
TPE 3 - Interpretation and Use of Assessments
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 6d - Developmentally Appropriate Practices for Special Education
TPE 8 - Learning about Students
TPE 9 - Instructional Planning
TPE 11 - Social Environment
TPE 13 - Professional Growth

Secondary Emphasis
TPE 2 - Monitoring Student Learning During Instruction
TPE 4 - Making Content Accessible
TPE 7 - Teaching English Language Learners
TPE 10 - Instructional Time
TPE 12 - Professional, Legal, and Ethical Obligation
TPE 14 - Educational Technology
TPE 15 - Social Justice and Equity

EDEX 660 Assignment Detail

Because this course is supplemented by an online component, the actual assignments, forms , readings andmaterials required to complete the assignments is located on the WebCt Course, and can be found under the Icon/picture named" Assignments". However, an overview of required assignments include:

- **Completion of a Personal professional section of a Portfolio,**
- **A Philosophical Stance position paper,**
- **A professional Strength/Weakness inventory and Plan of Action for Professional Development,**
- **Individualized Professional Induction Plan,**
- **California State Dept of Ed requirements requiring proof of employment and the agreement of the employing district to supply the candidate with a Support Provider, working with the CSUSM Level II coordinator, and**
- **Additional CSUSM requirements**

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
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
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.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
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
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

Resources Worth Having in your Professional Library

Borich, Gary D. (1999). *Observation Skills for Effective Teaching.* (3rd ed.). Upper Saddle
River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]

Callahan, Joseph F., Leonard H. Clark, and Richard D. Kellough. (1998). *Teaching in the
Middle and Secondary Schools.* (7th ed.). Upper Saddle River, NJ: Merrill.

Choate, J.S. (2000). *Successful Inclusive Teaching*. (3rd ed.). Needham Heights, MA: Allyn and
Bacon. [shared with all courses in the program]

Course Website: http://courses.csusm.edu (WebCT used for online coursework and
communications)

Rethinking Schools. (1994). *Rethinking Our Classrooms,* Volume 1.   (ROC)

Villa, R., and Thousand, J. (1995). *Creating an Inclusive School.* Alexandria, VA: Association
for Supervision and Curriculum Development

Other Valuable Texts/Books to Read and Own

1. Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st
Century.* Basic Books.
2. Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
3. Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for
Supervision and Curriculum.
4. Marzano, Robert J. (2000) *Transforming Classroom Grading.* Association for Supervision
& Curriculum Development.
5. Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls.* Ballantine
Books.
6. Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths
of Boyhood*. Owl Books.
7. Rose, Mike. (1996). *Possible Lives.* Penguin.
8. Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability
Classrooms.* Association for Supervision & Curriculum Development.
9. Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press.
10. Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom.*
(2nd ed.). Rocklin, CA: Prima Publishing.
11. Palmer, Parker. *The Courage to Teach*

DEMEANOR
Cal State San Marcos College of Education, Special Education
The Maintenance and Development of Positive and Professional Teacher Behaviors
(These are the AFFECTIVE objectives for our course)

Purpose/Rationale
A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subjects. Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas,

expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and meta-cognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

EVEN THOUGH THIS IS ACTUALLY A PASS/FAIL COURSE, THE FOLLOWING CRITERIA SHALL ALSO APPLY TO THIS COURSE

Summative Assessment Criteria for CoE Courses

"A" students:
1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals (see syllabus).
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant's learning .
6. consistently complete all class preparation work and are ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

"B" students:
1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3.5 on assignments.

3. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with "accepting" their learning as it's "received" without examining, very deeply, their and others' assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals (see syllabus).
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant's learning.
6. complete most class preparation work and are usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

"C" students:
1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete ALL assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 2 – 2.5 average on all assignments, OR fail to complete one major assignment.
3. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
4. attempt but show limited progress in achieving course goals (see syllabus).
5. collaborate with their colleagues in ways that are not always professional or productive; participant's may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

GRADING NOTES
➢ Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are "prerequisites" for being eligible for a particular grade.

➢ Students falling in between grade levels will earn a + or – at the instructor's discretion, depending on where they meet the criteria most fully.

In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education coursework and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness or capacity for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, and ability to manage the rigors of an actual teaching position. If you are concerned about meeting this requirement at any time, you NEED TO speak with your instructor immediately.

LPM.Sp.04

EDEX 660: Professional Induction Plan Development
Spring, 2004   CRN: 22300 5:00 – 6:50   UH 441   Leslie Mauerman
<u>Flexible Course Schedule</u>

Session/Date	Class Topics	Readings/ Assignments	In-Class Progress Check Activity	YOUR Notes-to do
ONE January 26, 2004	➤**Master's Program Overview** ➤Level II Educational Specialist Clear Credential Presentation ➤Q and A Session/ Advising ➤660 Overview	Various packets **F**older Datasheets **S**yllabus and Schedule **W**ebCT: Courage article and access to forms	GTKY sheets Folder check-in Geographical Groups Support Provider Employment reqs	DECIDE on your format BUY materials
TWO February 2	**Professionalism and Ethics** ➤Practice and Theory discussion ➤Ethics: Epictetus, others Small group formation/ work	Campbell: Preface, Ch 1 **R**eflection from online article: "Courage…" **P**ortfolio entry #1	**Profess. Strengths/Needs** **Philosophy/Mission** Statement	**Bring** **T**urn in hard copy (Courage) **B**ring personal data and Philosophy to refine
THREE February 23	**Portfolio Development** ➤ BTSA and CFASST events Small group work ➤ CCTC requirements ➤ Viewing an actual Portfolio	Campbell: Ch. 3, 5 **CA** TPEs and Standards Coordinate w/Standards! **P**ortfolio entries #2,3,4	**S**trengths/Weakness Action Plan **C**alendaring your IIP	**Bring** CA standards Prof/personal Section
FOUR March 8	**Induction Planning** ➤CCTC requirements ➤Advisement and Self Assessment	Campbell: Ch. 2 **P**ortfolio entries #5,6,7	IIP FORMS In-class sm grp. check-in!!	**Bring** Forms for ✓/update Individual extra work, data entries

FIVE
April 12
	12/1 Planning for Success
	   Calendars for management
	12/8: Profess'nl Devel/ Sharing
	➤Staf f Development Expertise
	➤Celebration
		Campbell: Ch. 4,
		Appendices, Entries# 8,9
		IIP forms DUE in folder:
		Strengths, Calendar of IIP, Course plan, Prof/Personal Philosophy, Employment, Support Provider
			3 data entries from 3 different standards, totaling 9 entries in addition to your Personal section and assignments	➤**BRING** what you've begun and finished of your Portfolio to show!
				  (NO exceptions!)

SIX As needed: April 26 May 3	**Please reserve these dates for this class. We will meet as the instructor deems necessary!**			