Cal State University San Marcos
College of Education
EDEX 661: PORTFOLIO REVIEW AND PROFESSIONAL SHOWCASE
Completion of Level II Educational Specialist Credential Competencies
Prerequisites: EDEX 660, plus ALL of the Level II coursework—this is taken with or prior to MA work

Spring 2008
Administrative Information: 2 Units, CRN: 21442 & 21623 ; Meets selected Thursdays, 7:00 –8:50 Rm: Univ Hall 441

Instructor / Level II Mentor: Leslie Mauerman, M.S.Ed

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Office Hours: UH 456, by appointment OR Virtual Office Hours: Wed 10 am-noon, online course mail

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Mission Statement of the College of Education, Cal State University 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, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042
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 *Competencies for the Instruction of English Learners* on the following page of this syllabus.]

(Approved by CCTC in SB 2042 Program Standards, August 2002)

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 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.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. Please also discuss your needs with the instructor within the first week of the semester. Disabled Student Services is located in Craven Hall 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, and the value placed on the contributions of every student, all students are expected to prepare for, attend, and actively participate in all class sessions. 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.

WebCT Online Course Supplemental Attendance and Participation

Please note that this course is supplemented by online components (WebCT). Participants are required to access portions of the course using WebCT, according to a given schedule of class sessions. Students are required to participate in online discussions and class activities. This requirement is included in the attendance and participation grade of this course. Note: If this course has any tasks online, they must be completed by 12:00 am (midnight) of the due date noted on the syllabus.

Academic Honesty and Plagiarism

All work submitted for this course should reflect students' personal efforts. Group work submissions must reflect all group members' names and their contributions. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations. Also refer to this discussion of plagiarism at Cal State: **http://library.csusm.edu/plagiarism/** . When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association Manual (APA)(5th ed.). Failure to follow these directions may result in failure of the course. Directions for crediting sources using APA style are at: **http://library.csusm.edu/plagiarism/howtocredit/how_credit_styles.htm** .

University-Wide Writing Requirement

CSUSM requires that all students meet the minimum writing criterion of 2500 words per course. EDEX 661 is a course of written documentation and in-class reflections, WebCT submissions, TaskStream postings, as well as assignments. All of these formal and juried writing opportunities shall serve to meet this writing requirement.

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.** Intra-group 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
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
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	**IV. Cultural Diversity in U.S. and CA**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDEX 661 Course Description and Objectives

This course is the second in a series of two courses (EDEX 660 and EDEX 661) designed to be taken sequentially. The primary goal of this semi-independent seminar is engage in support, guidance and self/peer/instructor monitoring the development of the Special Education professional throughout his/her induction process. The course is intended to cover the span of two years of the CSUSM Level II program, whether or not the candidate chooses to complete a Master's degree. State law requires that the clear Level II credential be completed within 5 years following the issuance of the preliminary credential; however CSUSM encourages teachers to complete this process within a two-year framework to enhance professional development and teacher performance.

Additionally, this course requires full time employment in public or private school settings in the State of California, as well as participation in professional development and other education-related contexts. It is also a state requirement that the school district where the candidate is employed agree to assign an on-site peer support provider for the candidate during the process. This support provider is often a person similar to a BTSA support provider, if not the same person, who will work with the candidate throughout the process and attend his/her capstone presentation event. In the event that the employer or the support provider changes during the induction process, a new agreement and letter of verification must be submitted to student services.

This course is specifically designed:

- to extend candidates' knowledge and professional skill through documentation of current professional and personal work, research and ongoing practice in the field of education,
- to encourage further infusion of technology/best practices/ collaboration in the field of Special Education through a capstone experience of a presentation event,
- to refine, complete and polish the professional licensure portfolio, documenting and displaying evidence of competency in each of the standard areas of the Level II California Competencies for Educational Specialist Clear Credential.

Required Resources and Texts

No additional text required for this course, the second half of the two-part Portfolio Development Seminar. Refer to Campbell text from EDEX 660, as well as various articles found on the class website and in this syllabus. Students enrolling in EDEX660 after Spring 2006 will be required to obtain a subscription to Task Stream (www.taskstream.com) in order to maintain a digital portfolio.
Task Stream Electronic Portfolio: Students must register & pay fee online prior to first class: www.TaskStream.com (register for 1 year minimum)
- For TaskStream Directions, go to: http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm)
- For directions on writing TaskStream Narratives, go to: http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm

Teacher Performance Expectations (TPEs): TPEs At-a-Glance:
http://lynx.csusm.edu/COE/fieldExperience/TPEs.at.a.Glance.pdf
- Full Text: http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/TPEs.FullText.doc

Bloom's Taxonomy: http://www.officeport.com/edu/bloomq.htm

California Content Standards: http://www.cde.ca.gov/be/st/ss/

BTSA/Level II interfaces: http://www.btsa.ca.gov/ba/profdev/toolkit/SE_Toolkit.html

Current Level II/BTSA Induction Information: http://www.btsa.ca.gov/ba/progforms/docs/Req-Pgm-Comp-Induction-Ed-Spec-II.doc

Writing Criteria/Support: http://www.apastyle.org/faqs.html and http://depts.washington.edu/psywc/handouts/pdf/APApaper.pdf

Additional Websites for Differentiated Instruction

- CAST Universal Design for Learning: Differentiated Instruction (http://www.cast.org/publications/ncac/ncac_diffinstruc.html)

- Enhancing Learning with Technology: Differentiating Instruction (http://members.shaw.ca/priscillatheroux/differentiating.html)

- Technology and Differentiated Instruction Web Resources (http://k12.albemarle.org/Technology/DI/)

- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network (http://sbci.cps.k12.il.us/professional.html)

- Differentiation of Instruction in the Elementary Grades (http://www.ericdigests.org/2001-2/elementary.html)

Course Requirements

Candidates completing coursework and fieldwork in order to apply for the Level II Educational Specialist credential must:

- **Attend** ALL class meetings, at *least* one small group review meeting,
- **Obtain Instructor Clearance** BEFORE seeking district portfolio review meeting
- **Attend** and actively participate in at least one pre-scheduled work group meeting.
- **Work** with his/her support provider on an **ongoing basis**, to be documented through the completion of the standards competency standards forms <u>with</u> the university supervisor at the end of the course.

- **Build and review/refine**/ add to the actual items of evidence, housing each piece of evidence as detailed in the portfolio requirement on TaskStream or at the end of the syllabus for hard copy portfolios.
- **Participate** both as a presenter and an exhibitor in the culminating event of the course, including, but not limited to a university student sponsored Portfolio Showcase Event.
- **Complete** *at least one* additional service task for the implementation of the Showcase.
- **Follow through** with all required paperwork and finishing portions of the documentation required for the credential with student services, including revamping any portions of the portfolio which, in the estimation of the district support provider and/or the university supervisor, need remediation of additional documentation in order to demonstrate competence.
- **Use "Person-first" language** throughout *all written and oral assignments and class discussions* (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who has autism" rather than "My autistic student"). Refer to this commentary for further details: http://www.kidstogether.org/pep-1st02.htm
- **TaskStream** postings and assignments must be posted on the dates on which they are due.
  - If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
  - Any time you have questions or concerns, please contact the instructor via university email immediately.
  - All required work is expected to be on time.
  - One score level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one day late will be marked down to a "B").
  - Unless *prior* instructor approval is secured, assignments are not accepted three days after which they are due.
  - Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.

- **Proofread!** It is expected that students will proofread and edit assignments prior to submission. Students will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment grade will be affected as a result of any oversight.
- **Students** will conduct themselves at all times in ways that are expected of those who are in the education profession. This includes, but is not limited to:
  - -On-time arrival and full attendance to all class sessions;
  - -Advance preparation of readings & timely submission of assignments;
  - -Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class)
  - -Carefully considered, culturally aware approaches to solution-finding
- **Select** a class "buddy" to ensure you receive information if you absolutely must miss all/part of a class. Keep contact info with you to call in case of last minute changes!

TASKSTREAM PORTFOLIO GUIDELINES FOR LEVEL II STANDARDS

The purpose of the Level II portfolio that you create on TaskStream is to evidence how you meet each of the10 Level II Education Specialist standards. For each of the 10 Level II standards, your task is to write a cogent reflective essay and to post and describe artifacts that evidence your competence in meeting the standard. Each Level II standard is a performance standard. Thus, the artifacts you select will come from both your work as a special educator and from products generated in Level II courses.

Level II standards are threaded throughout Level II Education Specialist coursework and are addressed within and across courses. Although several Level II standards are addressed in each course, given subsets are assigned to each course. It is an expectation that by the end of each course you will have composed a first paragraph reflective narrative and posted at least one evidence for each standard assigned to the course. It is a further expectation that you will request feedback from your instructor for the assigned standards and respond to instructor requests for revisions. The course instructor will not evaluate your response to a standard. An evaluation of your entire portfolio is performed at the end of your Level II studies by your EDEX 661 Portfolio Review instructor. To be recommended for a Level II Professional Clear credential, entries for all 10 Level II standards must be judged complete (i.e., having a cogent narrative and at least three relevant artifacts with descriptions of how they evidence competence).

The Level II courses are expressly designed to assist you to evidence your competence with regard to the Level II standards. Take advantage of being in the class, by pausing, reflecting, and making TaskStream entries each semester as a routine part of course participation. This way when you enroll in EDEX 661 you will be all but done with your portfolio.

Each narrative must include at least the following component:

To assist you writing your reflective essay for each standard, the special education faculty members have agreed upon a paragraph structure to help guide you with your narrative response. State your ideas clearly and ground them in the evidence represented by your artifacts. We are looking for a vivid and robust explanation of what the artifact represents. For each standard, you must attach a minimum of three artifacts. You are strongly encouraged to provide additional evidences as artifacts, particularly for standards such as Standard 14, which includes such a broad array of elements.

Required 1st paragraph: Introduce the reader to the focus of your response as it relates to the Level II standard. Do NOT restate the standard. Instead, reflect upon and summarize what it is you know and are able to do that allows you to demonstrate proficiency with regard to the several elements of the standard.

Required 2nd paragraph: Explain how *the first attached artifact* evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard?

Required 3rd paragraph: Explain how *the second attached artifact* evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard in a way that is different from your first artifact?

Required 4th paragraph: Explain how *the third attached artifact* evidences your competence with regard to the Level II standard. In what ways does this artifact illustrate your knowledge and skill regarding one or more elements of the standard in a way that is different from your first two artifacts?

Final paragraph: Identify what you still want or need to learn with regard to this standard. In other words, *set at least one professional goal* for your future professional development or future practice with regard to the standard.

To support your search for evidence, the following two pages alight the CTC Level I and Level II competency standards with the CSUSM coursework!

Matrix by Course —Level I Education Specialist Mild/Moderate and Moderate/Severe Program

Standards	EDMX 622	EDMX 627	EDMX 631	EDMX 632	EDMX 633	EDMX 634	EDMX 572/671/ 672
Standard 10 Professional, Legal and Ethical Practices			X				X
Standard 11 Educational Policy and Perspectives			X				X
Standard 12 Educating Diverse Learners with Disabilities							X
Standard 15 Managing Learning Environments					X		X
Standard 16 Effective Communication and Collaborative Partnerships			X				X
Standard 17 Assessment, Curriculum and Instruction		X					X
Standard 22 Assessment and Evaluation of Students		X			X		X
Standard 23 Planning and Implementing Curriculum and Instruction	X						X
Standard 24 Positive Behavior Support					X		X
Standard 25 M/M Characteristics and Needs of Individuals with Mild to Moderate Disabilities	X			X			X
Standard 25 Communication and Social Networks				X			
Standard 26 Curriculum						X	
Standard 27 Movement, Mobility, Sensory and Specialized Health Care						X	
Standard 13 Special Education Field Experiences with Diverse Populations						X	X

Level II Standards to Coursework Matrix

Standards	EDEX 660	EDEX 651	EDEX 652	EDEX 639	EDEX 638	EDEX 661
Standard 13 Data Based Decision Making	Individual Induction Plan (IIP)			DBI Project Homepages & DBI Case Study Analyses		Practices Documented in Digital Portfolio in TaskStream
Standard 14 Advanced Behavioral, Emotional, and Environmental Supports			Behavior Intervention Plan "CRISIS-PLUS" Training			Practices Documented in Digital Portfolio in TaskStream
Standard 15 Current and Emerging Research and Practices		Specific Area of Emphasis Project		Action Research		Practices Documented in Digital Portfolio in TaskStream
Standard 16 Transition and Transition Planning		Reading Activities & Posted Discussion in WebCT				Practices Documented in Digital Portfolio in TaskStream
Standard 17 Development of Specific Emphasis	Strengths & Weakness Inventory	Specific Area of Emphasis Project				Showcase Presentation
Standard 18 M/M Assessment of Students			Functional Analysis Assessment			Practices Documented in Digital Portfolio in TaskStream
Standard 19 M/M Curriculum and Instruction				DBI Case Study Analyses		Practices Documented in Digital Portfolio in TaskStream
Standard 20 M/M Collaboration and Consultation	Procure Support Provider				Inservice Training Module	Showcase Implementation
Standard 18 M/S Advanced Communication Skills	Peer Group Standards Review				Reinforcmnt Alternative Conferences	Practices Documented in Digital Portfolio in TaskStream
Standard 19 M/S Leadership and Management Skills		Technology Grant Project			Restructuring Jigsaw; Action for Change ; Ethical Undrpinning Leadership	Practices Documented in Digital Portfolio in TaskStream Portfolio

Summative Assessment Criteria for COE Courses

EVEN THOUGH THIS IS ACTUALLY A CREDIT/NO CREDIT COURSE, THE FOLLOWING CRITERIA SHALL ALSO APPLY TO EDEX 661. It is expected that "passing" work be worthy and equivalent to an earned "A" or"B" grade. At this level of professional development, while much of this information may appear to be unnecessary and redundant, it is essential, expected and included again for those very few who fail to meet minimum requirements and cannot be recommended by the university due to their own choices.

"A" students:
1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them, whatever that may be, searching out 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 developing an overall understanding of teaching ; continually question and examine personal assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals (see syllabus).
5. always collaborate with colleagues in professional and productive ways, working with integrity to enhance each participant's learning .
6. consistently complete all class preparation work, ready to engage in thoughtful and informed discourse.
7. demonstrate responsibility to meeting attendance requirements (see syllabus).

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. Any 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. This Pass/Fail course assumes the candidate's ability to produce "A" or "B" quality academic and professional quality work. If you are concerned about meeting this requirement at any time, speak with the instructor immediately.

Grading Policy and Rubric

- All students will come prepared to class; documentation assignments and independent work will be completed on an individual basis
- All required work is expected to be on time.   Life and death situations will be handled on a case-by-case basis, as determined by the instructor.
- Candidates will proofread and edit their work prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance. Neglecting to do the above will impact the instructors' abilities to read and understand the text; the assignment's grade will be negatively affected as a result of this oversight.

- Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are expected of those who are rising in the professional arena. This includes but is not limited to the following:
    1. On-time arrival to all class sessions;
    2. Advance preparation and timely submission of documentation in a professional appearing portfolio; work that is thrown together and not presented in an organized and distinctly labeled fashion is considered unacceptable.
    3. Respectful, positive participation in all settings (e.g., whole group, small group, in/outside of class);
    4. Carefully considered, culturally aware approaches to solution-finding.
    5. Personal and professional appearance, actions and discussions which reflect the university's integrity, commitment to education for ALL students and general educational reform toward excellence.

Professional Demeanor
Cal State University San Marcos, College of Education, Special Education
The Development and Maintenance of Positive and Professional Teacher Behaviors

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; and **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 these 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 sum, there exists a general consensus within the educational community at CSUSM 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 CSUSM 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.

Resources worth having in your professional library

Borich, Gary D. (1999). *Observation Skills for Effective Teaching.* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Callahan, J., Clark, and Kellough. (1998). *Teaching in the Middle and Secondary Schools.* (7th ed.). Upper Saddle River, NJ: Merrill.

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

Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* Basic Books.

Gruwell, Erin. (1999). *The Freedom Writers Diary.* Doubleday.

Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community.* Association for Supervision and Curriculum.

Marzano, Robert J. (2000) *Transforming Classroom Grading.* Association for Supervision & Curriculum Development.

Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls.* Ballantine Books.

Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood.* Owl Books.

Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms.* ASCD

Fried, Robert L. (1995). *The Passionate Teacher.* Boston, MA: Beacon Press.

Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom* (2nd ed.). Prima Publishing.

Palmer, Parker. *The Courage to Teach*

Marzano, Robert *The Art & Science of Teaching: A Comprehensive Framework for Effective Instruction,* 2007 ASCD

EDEX 661
Portfolio Review and Capstone Showcase Event
UH 441 ◈ Thursdays as noted throughout the semester ◈ 7-9 pm ◈ spring 2008
Tentative Class Meeting Schedule and Portfolio Production Deadlines
Topics may vary; dates are for BOTH sections and etched in stone

DATE	Class Topic/Activity	Reading/Assignment/Activity	Deadlines/Due
1/24	-Overview Syllabus, TaskStream, Plan -WebCT update, Windows 2007 　　(free Windows Training 760-750-4776)	- GTKY posting; Study Groups -Revisit TaskStream, Hard Copy options -"Release" Requirements	Monitors, Email Loop, Tech Showcase Committees
2/07	All Class Meeting: Standards Review Support providers, forms Approval appointments sign ups	-MA Overview, Finishing Info -Standards Review/Posting	BRING hard copy of Level II Standards
2/14	4-5:00 pm: Early Bird Approval Meetings	By appointment IF finished	(IF all Standards met)
2/28	All Class Meeting: Standards Review Approval appointments sign ups	-Review Common Standards 13, 14, 15 -Disability/Format/Geo grouping	Standard 14 DUE
3/06	All Class Meeting: Standards Review -Presentation Topics Approved	-Review Common Standards 17, 17, 18, 19, 20 -Disability/Format/Geo grouping	Standard 13, 15 DUE Presentation Topic DUE
3/20	Small Group Approval-by appointment: Individual Approval Process for District Review of Portfolio	½ hour meetings-come for your appointment, stay as long as desired	Standard 18, 19 DUE
4/03	CSUSM Spring Break	Will meet by appointment	
4/10	Small Group Approval-by appointment: Individual Approval Process for District Review of Portfolio	½ hour meetings-come for your appointment, stay as long as desired	Standard 16, 17 DUE
4/17	**All Class Required Meeting** Showcase Preparation	-Finalize/complete tasks -Committee meetings -Bring Showcase Money, CD	Standard 20/all other DUE Presentation CD due
5/01	5 pm sharp SHOWCASE & DINNER Old Spaghetti Factory, San Marcos	ARRIVE with Support Provider no later than 4:30 in order to begin on time. Set up Crew—3:45, on site!	Completed Portfolio on display, DO Presentation
	Last Day to submit TaskStream OR Hard Copy Portfolio Documentation		Grades due 5/14

Cal State University San Marcos College of Education
Education Specialist Credential Induction Portfolio -- EDEX 661

Level II Candidate-Support Provider Visitation Log

Candidate name _____ **Support Provider name**_____

From the CA State Requirements: "The Support Provider shall assist the named teacher with activities and provide advice which facilitates the professional development and effective performance of the teacher. The candidate will need the Support Provider to help identify, gather and verify collected evidence to meet credential requirements." Thank you ahead of time for your expertise, support and willingness to collaborate with an Educational Specialist toward his/her Clear credential.

Meeting DATE	Topics of Discussion	Standards/Evidence Addressed	Initials	
1.				
2.				
3.				
4.				
5.				
6.	**Showcase Dinner** **Old Spaghetti Factory, San Marcos** **5 to 8 pm** **Support provider hosted by candidate**			

LEVEL II EDUCATION SPECIALIST CREDENTIALS STANDARDS & COMPETENCIES

Name:_____	SS#:_____
Phone (wk): _____ Cell: _____	
E-mail:_____ Phone (hm): _____	

Mild/Moderate Disabilities &

Moderate/Severe Disabilities with ELL Authorization

Support Provider: _____ School/District;_____

Date of Onset of level II_____ Required Date for Completion. _____

Standard 13 (M/M & M/S): DATA-BASED DECISION MAKING
Each candidate demonstrates the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.

	Required Behaviors of the Candidate	**Suggestions to Meet and Document the Standard**	**Evidence for Meeting the Standard** (Course number, CFAST event, portfolio entry)
13.1	Analyze student performance data to determine whether targeted outcomes have been met and to make necessary modifications in instructional strategies on an ongoing basis.	Show/document functional assessment and program modification skills. CFASST event 4, 11	
13.2	Collect, analyze, and synthesize input from colleagues, families, students, performance data, and observations to adjust curricula, instruction and/or daily routines for the efficient and effective learning and educational experiences.	Show skills on using data-driven information. Know how to gather, chart, compare and evaluate data. CFASST event 4, 11	
13.3	Utilize informal assessment and collaborate with specialists and IEP team members to meet the ongoing needs and preferences of students in the areas of communication, social/behavioral, health care, motor, mobility and sensory functioning.	Show/document skills and knowledge of informal assessment. Be observant and proactive. CFASST event 4, 11	
13.4	Assess typical school and community environments and create adaptations or modifications necessary for active participation of individual students.	Document work with school, community & home relationships. CFASST event 1, 2, & 7	
13.5	Adapt general education curriculum via both pre-planned and on-the-spot modifications in general education instructional settings.	Demonstrate leadership in inclusive educational practices. CFASST event 3, 5, & 9	
13.6	Use and evaluate a variety of group instructional strategies, such as cooperative learning and other heterogeneous grouping strategies, to maintain active participation and learning of diverse groups of learners.	Show/develop group interact techniques for social skills training and educational learning. CFASST event 3, 5, & 10	
13.7	Utilize validated practices that maximize academic learning time, teacher-directed instruction, student success, and content coverage.	Show/document these skills/practices. CFASST event 3, 5, & 10	
13.8	Design, implement, and evaluate instructional sequences for effective teaching of concepts, rules, and strategies in	Develop curriculum, unit plans, lesson plans, etc. CFASST event 10	

	reading, math, and other content areas.		

Standard 14 (M/M & M/S): ADVANCED BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS
Each candidate demonstrates advanced knowledge and ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate words with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment.

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
14.1	Participate as a member of behavioral intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reduction in problem behavior.	Show/document functional assessment analysis skills and how to develop a BIP. Work with/lead IEP & SST teams. CFASST event 4, 11	
14.2	Work collaboratively with other agencies, such as Mental Health or Regional Center, to address the social, behavioral and emotional needs of individual students.	Document collaborative work with outside service agencies.	
14.3	Along with the IEP team and mental health specialists, identify indicators of crisis or life threatening situations as apart of the functional assessment process and develop a proactive plan to provide any needed and immediate supports.	Document knowledge and mastery of crisis prevention and intervention consistent with the Hughes Bill requirements (e.g., document university or district training)	
14.4	Be familiar with a variety of programs and strategies for teaching specific social skills and implement them according to individual student needs.	Show/document affective educational skills. CFASST event 2	
14.5	Teach students strategies, such as organization of materials, listening strategies, note taking, and textbook reading, for responding to consistent class demands and for gaining information in classes.	Document effective classroom management skills CFASST event 2	
14.6	Demonstrate procedures to promote transfer and generalization of learning strategies, study skills, and social behaviors.	Document how you use these skills. CFASST event 3,5,10	
14.7	Demonstrate knowledge about the integration of academic instruction with affective development and behavior management techniques.	Document choice-making, learning styles, values clarification, self-advocacy CFASST event 2	

Standard 14 (M/M & M/S): ADVANCED BEHAVIORAL, EMOTIONAL, & ENVIRONMENTAL SUPPORTS (continued)
Each candidate demonstrates advanced knowledge and ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate words with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment.

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
14.8	Demonstrate the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors	Document use of surface management skills. Be proactive/preventative. CFASST event 2	
14.9	Demonstrate effective procedures for providing corrective feedback to students.	Become an active listener. Show/document. CFASST event 2,3,5	
14.10	Communicate closely with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians.	Know the commonly used medications and their side effects. Share information.	
14.11	Utilize non-intrusive crisis management techniques to diffuse potential crisis situations.	Document knowledge and mastery of crisis prevention and intervention consistent with the Hughes Bill requirements (e.g., document university or district training)	
14.12	Develop appropriate activities to be implemented before, during and following a crisis episode.	Demonstrates skills by role play, video, etc.	
14.13	Describe the effects of prescription and non prescription medication/drugs on student behaviors.	Document knowledge of commonly used medications and their side effects.	
14.14	Work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports.	Work with/lead IEP and SST teams. Document these experiences.	
14.15	Identify issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.	Know the issues involved with transition at various stages of educational development. Be proactive/preventative in classroom management planning. CFASST event 2, 3,5	
14.16	Delineate theoretical approaches, such as biogenic, psycho-dynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.	Document understanding and application of theoretical approaches to support students with complex emotional and behavioral needs.	

		Standard 15 (M/M & M/S): CURRENT AND EMERGING RESEARCH AND PRACTICES		
**Standard 15 (M/M & M/S): CURRENT AND EMERGING RESEARCH AND PRACTICES** Level II candidates demonstrates that they read and apply current and emerging research on best practices as well as maintain currency on educational policies and laws that affect their professional practice.

	Required Behaviors of the Candidate	**Suggestions to Meet and Document the Standard**	**Evidence for Meeting the Standard** (Course number, CFAST event, portfolio entry)
15.1	Demonstrate knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.	Identify courses, papers, examples of professional practice that document that your practices are based on theory.	
15.2	Demonstrate knowledge of and implications for teachers of legislation, results of litigation, and policies impacting education of students with mild to severe disabilities.	Identify courses, papers, examples of professional practice that document knowledge and application of laws and federal, state, and local policies	
15.3	Demonstrate the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.	Identify courses, papers, examples of professional practice that document knowledge and application of research-based and emerging "best practices."	
15.4	Participate actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect currently identified best practices.	Document instances of your involvement in meaningful policy development and implementation.	
15.5	Demonstrate effective involvement in site-based decisions about students with and without disabilities	Document how you work as part of the school wide decision-making process.	

| **Standard 16 (M/M & M/S): TRANSITION AND TRANSITION PLANNING**
Level II candidates demonstrate the knowledge and ability to implement factors associated with successful planning and implementation of transitional life experiences; each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions for students. |

	Required Behaviors of the Candidate	**Suggestions to Meet and Document the Standard**	**Evidence for Meeting the Standard** (Course number, CFAST event, portfolio entry)
16.1	Examine factors that effect all stages of development relative to planning for educational and transitional experiences.	Know the important factors for successful transition within the various stages of life. CFASST event 10	
16.2	Demonstrate the ability to collaborate with educators and related services personnel, families, and community agencies in developing and implementing transition plans for movement from one educational environment to another and from school to community.	Know how to work with the important personnel to be involved with each transition stage. CFASST event 10	
16.3	Develop and use individualized transitional plans and teams to assist students to move successfully toward independent living in society.	Document the development of an ITP. Work on/lead IEP/ITP team. CFASST event 10	
16.4	Promote student choice-making, self-direction, and student self-advocacy skills prior to and during the post-secondary transitional period.	Use lesson plans, instructional materials, videos, student work to document choice making, etc. CFASST event 10	
16.5 (M/S only)	Demonstrate the ability to work with the ITP team to examine the viability and value of accommodations such as personal attendants, supported living environments and assistive technology devices during and after the transitional phases.	Document determination of students' future post-school needs through ITP team collaboration and determination CFASST event 10	

	Standard 17 (M/M & M/S): SPECIFIC EMPHASIS		
	The Level I was designed to acquaint candidates with the broad range of general and special education responsibilities in schools needed in order to begin careers in special education. Level II extends those learnings and allow for in-depth study of defined areas of interest for the Level II candidate. The Level II professional induction plan builds the individual teacher's assessed needs and outlines specific activities for facilitating professional development.		
	Required Behaviors of the Candidate	**Suggestions to Meet and Document the Standard**	**Evidence for Meeting the Standard** (Course number, CFAST event, portfolio entry)
17.1	Select one or more of the following areas of interest as an expertise. Then develop and execute a plan to achieve a level of expertise in each selected area; transition, inclusive education, early childhood, behavioral intervention, serious emotional disturbance, technology, autism (and for M/S only, augmentative communication). Other areas may be negotiated with your advisor.	Indicate the area(s) of expertise that you identify as personal goals and provide statement of area(s)identified, plan for attaining the expertise, and the evidence of attaining each. Include here its location in your portfolio. CFASST year 1 or 2	
17.2	Demonstrates critical reflection and meaningful integration of theory and practice.	Provide evidence of critical reflection and meaningful integration. May be course products, a component of your personal goal statements, or other evidence. Include here its location in your portfolio. CFASST year 1 or 2	

	STANDARDS FOR MILD/MODERATE ONLY		

Standard 18 (Mild/Moderate ONLY): ASSESSMENT
The Level II program provides opportunities for each candidate to acquire skills and proficiency in identifying, describing, selecting, and administering a variety of standardized and non-standardized, formal and informal assessment procedures, and in using and interpreting these in a manner that is responsive to the cultural, socio-economic, and linguistic characteristics of individual students.

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
18.1 (M/M)	Develop and implement individualized assessment plans that provide for non-biased, non-discriminatory assessments of students with mild and moderate disabilities to evaluate student performance, learning environment and teacher performance.	Show your assessment skills in these areas. What would you do? How would you do it? CFASST event 4,11	
18.2 (M/M)	Demonstrate skills in selecting, designing, administering, and interpreting informal assessments, including anecdotal records, questionnaires, direct behavioral observations, performance graphs, work samples, portfolio assessments, and student records.	What is informal assessment? What are the best to use? Why? Document/show your skills in this area. CFASST year 1 or 2	
18.3 (M/M)	Identify and use strategies to promote non-biased assessment of students from culturally diverse backgrounds.	Show these skills and knowledge of diversity. CFASST year 1 or 2	
18.4 (M/M)	Writes assessment reports that include background information, results of current assessment, conclusions, and recommendations for instruction.	Demonstrate in an IEP meeting or inclusion program.	
18.5 (M/M)	Communicate effectively assessment results and their implications for regular classroom teachers, parents, and other educational professional.	Same as above	
18.6 (M/M)	Demonstrate knowledge of research, issues, law, policies and procedures related to non-biased and non-discriminatory screenings and referral assessment for students with mild and moderate disabilities.	Show/document your knowledge around these areas. CFASST event 4,11	
18.7 (M/M)	Demonstrate the use of performance data and teacher, student and parent input to make or suggest appropriate modifications in learning environments.	Show/document these plans and activities. CFASST event 3,5,9	
18.8 (M/M)	Demonstrate the use of various types of assessment procedures, such as norm-referenced and curriculum-based assessments, work samples, observations, and task analysis, appropriate to students with mild and moderate disabilities.	Show/document these skills in classroom situations. Show examples of these assessments. CFASST event 4,11	
(M/M) 18.9	Demonstrate skill in evaluating, selecting, administering and interpreting assessment devices and processes in terms of a range of socio-economic, cultural, linguistic and other considerations of relevance to students with mild and moderate disabilities.	Show/document your skills in the areas of cultural/linguistic diversity. How would you accomplish this? CFASST event 4,11	

	Standard 19 (Mild/Moderate ONLY): CURRICULUM AND INSTRUCTION		
	The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.		
	Required Behaviors of the Candidate	**Suggestions to Meet and Document the Standard**	**Evidence for Meeting the Standard** (Course number, CFAST event, portfolio entry)
19.1 (M/M)	Teach and maintain school success and survival strategies such as organization of materials, note taking, study skills, learning strategies, for students with mild to moderate disabilities.	Document through lesson plans, instructional materials, student work, video taping of instruction in these areas. CFASST event 3,5,10	
19.2 (M/M)	Select, modify and evaluate validated curriculum that is specific and appropriate for projected outcomes.	Documentation/video this type of project. CFASST event 3,5,10	
19.3 (M/M)	Teach life skills relevant to independent, community and personal living with an emphasis on future employment and/or post-secondary education.	Show knowledge of transition needs. Develop specific trainings. CFASST event 3,5,10	
19.4 (M/M)	Describe a variety of instructional procedures and demonstrates the ability to utilize appropriate instructional processes and strategies for students from ethno-linguistically diverse backgrounds across a variety of settings.	Demonstrate knowledge and skills in diversity and CLAD issues. CFASST event 3,5,10	
19.5 (M/M)	Implement strategies for generalizing positive school behaviors, organizational skills, and learning strategies to a variety of educational and community settings.	Document through lesson plans, instructional materials, student work, video taping of instruction in these areas. CFASST event 3,5,10	
19.6 (M/M)	Evaluate instructional software and develops lesson plans that incorporate software programs and other technologies.	Know and use technology. Demonstrate knowledge! CFASST event 3,5,10	
19.7 (M/M)	Encourage students to become self-advocates at IEP, ITP and similar meetings.	Provide instruction and coaching in self-advocacy. Have students lead meetings CFASST event 3,5,10	

Standard 20 (Mild/Moderate ONLY): COLLABORATION & CONSULTATION

The Level II program provides opportunities for each candidate to develop skills in communication, collaboration and consultation with teachers and other school personnel, community professionals, and parents. Each candidate is able to communicate relevant social, academic, and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements. Each candidate is prepared to serve in a coordination function before, during and after special education placement has been made.

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
20.1 (M/M)	Demonstrate use of group process strategies in necessary for collaboration among educators, disciplines, and agencies	Reflect on how you handle challenging situations and include reflections in your portfolio	.
20.2 (M/M)	Utilize culturally competent strategies in working with families from various socioeconomic, cultural and linguistic backgrounds.	In portfolio, include written papers on this topic , or copies of written reflections on specific interactions and situations, or an outline of a workshop you delivered on this topic, etc.	
20.3 (M/M)	Demonstrate use of systematic and collaborative problem-solving and conflict resolution approaches	Articulate problem-solving and conflict resolution models. Document use of and reflect upon use of problem-solving and conflict resolution model (e.g., use of a reflective log)	
20.4 (M/M)	Coordinate referral and assessment procedures and in facilitating IEP team meetings.	Prepare detailed minutes of an IEP team meeting that you facilitated.	
20.5 (M/M)	Demonstrate competence in planning and supervising the duties of classroom paraprofessionals.	Include in portfolio: (a) guidelines and/or written plans that you have prepared for TA; (b) examples of student work developed under guidance of paraprofessional; (c) evaluations of paraprofessional. CFASST event 3,5,10	
20.6 (M/M)	Plan and present special education in-service workshops to parents, school staff, and community members.	Document with workshop agenda, notes, lesson plans; videos; workshop evaluations. Include documentation in portfolio or on poster display.	
20.7 (M/M)	Collaborate with agencies to provide resources and services to students with special needs.	Document what you are doing/have done with memos, written products, etc. Include documentation, such as a resource directory correspondence, meeting minutes etc. in portfolio. CFASST 1,7	
20.8 (M/M)	Collaborate with general education teachers in obtaining and utilizing evaluation data for the modification of instruction and curriculum.	Show how to make accommodations and modifications for students. Display resulting lesson plans, related correspondence, and/or reflection paper in portfolio.	
20.9 (M/M)	Assist other teachers with the development of classroom management plans.	Document mastery through course products or as classroom management plans that you have assisted other teachers in developing. Display resulting lesson plans, related correspondence, and/or reflection paper in portfolio.	

	STANDARDS FOR MODERATE/SEVERE ONLY		

Standard 18 (Moderate/Severe ONLY): ADVANCED COMMUNICATION SKILLS
Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
18.1 (M/S)	Utilize active listening techniques effectively across settings and people.	Document use of active listening techniques across settings (e.g., course simulation, course assignment, self reflection, peer feedback, video tape of self).	
18.2 (M/S)	Develop and demonstrate strategies for forming family partnerships and possess effective communication skills for working with families.	Provide evidence of effective family partnerships and communication.	
18.3 (M/S)	Demonstrate both leadership and management skills to design and implement professional development programs and serve as a consultant to other adults.	Document provision of professional development of others (e.g., paraprofessionals, general education teachers, related services personnel, parents) through consultation and inservice training based upon needs assessment.	
18.4 (M/S)	Demonstrate effective and efficient team building and facilitation skills as a member of student and site-based teams, including respectful interactions with others.	Document effective collaborative team meeting facilitation (e.g., agenda, minutes, group processing, reflections for future improvements).	
18.5 (M/S)	Demonstrate an understanding of how to supervise a diverse group of staff, in a variety of environments including training, providing feedback and incentives and monitoring staff.	Conducts regular supervision and training meetings for support staff under your supervision. Demonstrates skills in coaching (e.g., giving effective positive and negative feedback, creative problem solving, conflict resolution). Develop and deliver needs-based staff development program.	
18.6 (M/S)	Demonstrate the ability to effectively interact at a professional level with a wide range of individuals across educational disciplines.	Facilitate pre-referral, assessment, and IEP processes. Use appropriate co-teaching structures for general education teachers and students with special needs. Demonstrate communication and public relations skills with outside agencies. CFASST events 1 and 7	

Standard 19 (Moderate/Severe ONLY): LEADERSHIP AND MANAGEMENT

Each candidate demonstrates leadership and management skills to coordinate and facilitate educational programs, including constructing and following efficient schedules that meet individual student needs and maximize available resources. The candidate demonstrates the ability tow work effectively within integrated service delivery models and actively participates in school restructuring and reform efforts to impact systems change.

	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
19.1	Demonstrate effective involvement in site-based decisions concerning students with and without disabilities.	Document how you are part of the school team, not just the special education team	
19.2	Participate actively in site-based school restructuring and reform efforts including input regarding students, parents, and teachers.	Similar to above, but site-based and it includes parents.	
19.3	Demonstrate efficient use of schedules which optimize available resources and integrated services and delivery models.	Show your plans and schedules and how they use Designated Instructional Services (DIS) under varying delivery models.	
19.4	Facilitate and coordinate educational programs with education and community resources, agencies, and professional and advocacy organizations that meet unique student needs.	Show your involvement with community agencies and other social services.	
19.5	Develop and initiate effective educational programs and opportunities that positively integrate students with moderate to severe disabilities with general education programs, staff, and students.	Develop effective inclusion plans and collaborations w/teachers.	
19.6	Demonstrate strategies to instruct others in the individual needs and abilities of students with moderate to severe disabilities as they are included in daily general education activities.	Show your instructional knowledge and skills in assisting other teachers in inclusive education.	
19.7	Demonstrate an awareness of available resources and use of networking and negotiation skills to maximize access to meet staff development, school, and individual student needs.	Show your assistive and public relations skills and abilities.	
19.8	Participate actively within the school district and local community to acquire and disseminate information regarding emerging research and legislation.	What can you do to make the educational situations better for all students?	

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs
Program Standard 19: Teaching English Learners (COMMON Standard—11/06)

Standard Element	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)
19(a)	Demonstrate knowledge of a) purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learner*s*, and b) local and school organizational structures and resources designed to meet the needs of English learners.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Inclusion of district and local instructional program information in Level 2 portfolio (i.e., TaskStream evidence).	
19(b)	Use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Examples of use of ELD methods in lesson plans and units in Level 2 portfolio (i.e., TaskStream evidence)	
19(c)	Appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples of use of adopted materials and strategies in Level 2 portfolio (i.e., TaskStream evidence).	
19(d)	Use a variety of systematic, well planned teaching strategies that a) develop academic language, b) make content comprehensible to English learners, c) provide access to the adopted grade level curriculum in core academic subject matter, and d) develop concepts and critical thinking skills.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples in Level 2 portfolio (i.e., TaskStream evidence) of systematic use of various strategies to make core curriculum content accessible and develop academic language and critical thinking.	
19(e)	Interpret assessments of English learners for student diagnosis and placement, and for instructional planning. Knows purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples of knowledge of CELD standards and test and interpretation of assessments to plan and monitor development of language and content knowledge in Level 2 portfolio (i.e., TaskStream evidence).	
19(f)	Use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples in Level 2 portfolio (i.e., TaskStream evidence) of diagnostic use of assessment data to promote student achievement in state content standards.	
19(g)	Draw upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples in Level 2 portfolio	

	services when available to support mastery of the State-adopted academic content standards for students.	(i.e., TaskStream evidence) of use of support services and other resource to promote student mater of state standards.	
19(h)	Plan and deliver appropriate instruction and apply understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples in Level 2 portfolio (i.e., TaskStream evidence)of lesson plans and instruction that show understanding of cultural influences on 1st and 2nd language development.	
19(i)	Develop appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples from lessons that draw on students' prior knowledge in Level 2 portfolio (i.e., TaskStream evidence).	
19(j)	Provide an equitable learning environment that encourages students to express meaning in a variety of ways.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples of lessons that differentiate ways students can show their knowledge in Level 2 portfolio (i.e., TaskStream evidence).	
19(k)	Effectively teach students from diverse backgrounds and communities, and can communicate effectively with parents and families.	Provide products from EDUC 646. Provide evidence from BTSA events related to this element of Standard 19. Describe and provide examples of effective instruction and home-school communication with families of students from diverse background in Level 2 portfolio (i.e., TaskStream evidence).	

Completion of Level II Competencies and Requirements:

I have purposefully reviewed the coursework and employment requirements, as well as the evidence of competence provided by this candidate and, to the best of my knowledge, certify the completion of all Level II Credential requirements,

_____ _____ _____

Signature of District Support Provider Printed Name of District Support Provider Date

_____ _____ _____

Signature of University Instructor/Advisor Printed Name of University Instructor/Advisor Date

_____ _____ _____

Signature of University Credential Analyst Printed Name of University Credential Analyst Date

01/07