California State University SAN MARCOS | School of Education

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EDMX 575-01
Education Specialist – Transition Development Plan Seminar
CRN #48822
Selected Tuesdays
5:00 pm – 6:50 pm
University Hall
Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	**Leslie Mauerman, MS.Ed.**
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Hours:	**Virtual hours, Tuesdays 10-2, Face to face, before class by appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Candidates develop an Individualized/Induction Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit.*

Course Prerequisites
Candidates will demonstrate proof of successful completion of all four TPA Assessments. Completion of or recorded waivers for all coursework required prior to enrollment in EDMX 572 or EDMX 672 is required. *Co requisite: Enrollment in EDMX 572 or EDMX 672*

Course Objectives
This course takes place in both virtual and face-to-face environments in which attendance is required. Face-to-face sessions guide candidates to learn about their strengths and needs for developing growth goals related to future continuing professional development through the following experiences and activities.
1) Development of an Individualized/Induction Development Transition Plan (IDTP) describing a candidate's strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences.
2) Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with descriptions of artifacts of knowledge and skills demonstrated; and
3) Completion of the requisite (minimum of five) Special Education Field Experience Logs documenting field experience in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC);

Unique Course Requirements
Candidates are required to conduct pre-arranged, university approved site observations in specific special education settings as assigned through this course, through EDMX 631, EDMX 627 and EDMX 511.

Required Texts
No additional textbooks are required for this course.

TaskStream Enrollment and Postings – Instructions
The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013* - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter **edspecialist** **as the program code**. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to note your own exact enrollment name and password.

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Educational Specialist Mild/Moderate Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

Prior to recommending each candidate for the Preliminary Mild/Moderate Education Specialist Teaching Credential, each candidate must demonstrate satisfactory performance on the Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) and develop a written Individualized Development Plan (IDP) that describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experience.

California Teacher Performance Assessment (CalTPA)
Candidates enrolled in EDMX 575 shall have successfully passed all four Teacher Performance Assessments.

Assessment of Professional Dispositions
Assessing a candidate's dispositions within a professional preparation program recognizes that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning - and developed an assessment rubric.

 For each disposition in the ES Program, there are four levels of performance - *unacceptable*, *approaches target, meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Based upon assessment feedback, candidates compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.html

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*
EDMX 575 convenes 6 times per term; an 80% attendance rate requires attendance at five (5) class sessions in order to pass this course.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE REQUIREMENTS

Though this course, candidates are informed of the ES TPEs and other expectations for their performance in clinical practice inclusive of the summative assessment of their performance in EDMX 572 (or EDMX 672 for interns) and other special education field experiences document in the Special Education Field Experience Log. Candidates are guided to reflect upon their developing knowledge and skill with regard to Education Specialist program standards and their application of the ES TPEs through the completion with cooperating teacher and University Supervisor of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment. Using the *Preliminary Mild/Moderate Education Specialist Induction Transition Development Plan* form, each candidate identifies strengths, growth areas, and future options for post-credential professional development experiences and learning opportunities. The plan is signed by the candidate, university supervisor, and clinical practice cooperating teacher and delivered to the program coordinator along with the ES TPE Checklist and the letter of recommendation for the awarding of the credential, also signed by the candidate, university supervisor, and cooperating teacher.

Grading Standards

Credit/No Credit
To receive credit for the course, candidates must attend 5 of 6 face-to-face sessions and successfully complete AND submit written documents as well as meet the following requirements:

- Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences;
- Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with artifacts of knowledge and skills demonstrated;
- Completion of the Special Education Field Experience Log documenting field experience in a broad range of service delivery options.
- Development of the Individual/Induction Transition Development Plan (ITDP) which describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experiences.

Assignment	Points
Data & Photo in CC (GTKY-Getting to Know You)	5
Employment Portfolio	10
5 Breadth of Experience Reflections & Visitation Logs (To equal 30 hours of SpEd exposure in varied settings)	25
Strength & Need Professional Development Assessment	10
Individual Transition Development Plan (ITDP)	20
Professional Dispositions Summative Assessment (TS)	6
Attendance, Participation & Collaboration (4 pts per session)	24
	100

All University Writing Requirement

The EDMX 575 course ensures that the university's minimum 2,500-word per course writing requirement is met by candidates through the completion of:

1) The Preliminary Education Specialist Teaching Performance Expectations Portfolio,
2) The Special Education Field Experience Log documenting field experience, and
3) The Individualized Transition Development Plan.

CSUSM Academic Honesty Policy

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

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

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

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

Use of Technology

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

See class meeting schedule, assignments below.

EDMX 575 Seminar Schedule/Course Outline
Leslie Mauerman
Fall 2014 – UH 441 – 5:00-7:30 pm

WK	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	READ/DO	DUE
	Read through ENTIRE course online. Note resources, media, readings, and download assessment documents. Set up Class file – begin!		Professional Dispositions	Submit Prof Disp,
1	T 8/26/14 F2F Seminar	**Orientation:** Review of Syllabus, Assignments & Cougar Courses Observation Options/Do you need to make arrangements?	Syllabus PRINT IDTP for US, CT	GTKY, Profile photo
2 3	Online 9/2 9/9	**Online Course Module 3:** Complete personal information on ITDP; Pre-clinical Self-Assess on ES TPEs; Conduct Field Experience Visitation Reflection per assignment Work ahead on Strengths/Need Inventory when available online Give ITDP to CT and University Supervisor; discuss, seek feedback	Visitation Log #1	Submit
4	T9/16	**Strength/Growth Needs informal assessment introduction** Professional Growth Web Quest--brainstorm for post credential options; complete strength/Need inventory	Complete S & N online	Submit in Portal, CC
5 6	Online 9/23 9/30	**Online Course Module 5:** Complete as many Logs/Reflections as possible.		Submit in Portal, CC
7	T 10/07/14	**Review & Support Session: Clinical Practice protocols** Employment Portfolio assignment review Student Services credential review and check in by you to them	All CP forms	
8 9	Online 10/14 10/21	**Online Course Module 5:** Complete as many Logs/Reflections as possible. Complete initial strengths and growth needs on ITDP ITDP to CT and University Supervisor; discuss, seek feedback Compile and complete Professional Employment Portfolio	Visitation Log #2	Submit in Portal, CC
10	T 10/28/14 F2F Seminar	**Professional Employment Portfolio** Workshop and Individual check off for completion **Possible visit from Education Student Services**	Portfolio due in hard copy	Bring Portfolio
11 12	Online 11/04 11/11	**Online Module 7**: Complete field experiences work on **ES TPEs** in clinical practice, collect and record evidences; work with your US and CT to complete TPEs and IDTP	Visitation Log #3	Submit in Portal, CC
13	T 11/18/14 F2F Seminar	**Professional Dispositions & ITDP Workshop** **Student Services** re: application/finishing for credential- how to apply for the ES Mild/Moderate credential and new CCTC updates; look for your final eval	Self assess Visitation Log #4	Submit

WK	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	READ/DO	DUE
14	**Online** 11/25 Happy Thanksgiving	**Online Module 9:** Work on TPEs in clinical practice, collect and record evidences for your ES TPEs, finish entering information on ITDP; share IDTP with CT and University Supervisor; seek signatures; add in post-credential professional dev'ment options	Visitation Log #5	Submit
15	**T 12/2/14** F2FSeminar	**SDCOE Virtual Guest Speaker re: Clear Credential** Course Closure and Program Evaluation *Celebration* Submit final ES TPEs, TPE portfolio, and ITDP; Self-Assessment on ES TPEs.	ITDP due OK to submit signature pg later.	Submit!