

EDEX 660
LEVEL II PROFESSIONAL INDUCTION PLAN DEVELOPMENT

California State University, San Marcos
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.

Fall, 2003

Mondays as scheduled, 4:30-6:30

UH 444

CRN: 42218 AND _____

2 Credits

Instructor:

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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.

660 Course Description/Purpose:

The required first course for all Level II candidates is EDEX660: Professional Induction Plan Development. The second required course in this series is EDEX661: Professional Portfolio Review, Site Visit and Showcase. EDEX 660 will include generalized curriculum, but it primarily serves as an individualized development process, wherein the formal induction plan is developed and refined for the level II candidate. Central to this course is the beginning of the portfolio and the execution of the personalized goals for each candidate. Many candidates will choose to complete an Master's program, others will choose to simply satisfy the requirements for the clear Level II Specialist Credential.

A complete candidate assessment plan and method for assessment will be developed in conjunction with the university, the district in which the candidate is employed and the support provider, generally (but not limited to), a person from the district where the candidate is employed. The candidate, support provider and the faculty advisor will agree upon the following components: the goals, the assessment and appropriate means and items for the collection of evidence/data for the portfolio assessment, and the timeline and plan for execution of the process, plus the exit assessment review. The result by the end of the course is the formal Individualized Induction Plan (the IIP) which supercedes previous plans. The determination and procurement of a formal support provider is essential in order for the Induction plan to be valid; one that will result in a process that is of value to the candidate: including timeline, measurement and assessment of the final professional portfolio.

Prerequisites:

Completion of the Level I Preliminary Education Specialist Credential in Mild/Moderate or in Moderate/Severe and current employment in a school environment. Additional requisites may apply if transferring units of program from another institution of higher education. Candidates must have completed two (2) years of consecutive employment (by law) as an Educational Specialist before the Level II Credential may be awarded. Application and acceptance into the Level II Education Specialist program is also required prior to enrollment in this course.

Required Materials:

Text: Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H. & Wyman, R.M. (2001) or (2003). How to develop a professional portfolio: A manual for teachers (2nd or 3rd edition) Boston, Allyn and Bacon.

Supplemental texts and resources:

Candidates will be required to invest in several resources for their the development of their professional portfolio, including office supplies which include 3 to 4 large D-ring binders, page protectors, large divider sheets, film, and other materials as needed. Candidates may prefer to use portable file boxes and Pendaflex files. Students need to budget for certain photocopying expenses and other professional texts as necessary.

Content and Performance Goals:

UNIVERSITY/COE ATTENDANCE POLICY CoE Policy: Due to the dynamic and interactive nature of courses in the CoE, 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.

Instructor Application of the Policy: If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Each candidate, with the guidance and sponsorship of the university Level II advisor, COE faculty advisor and support provider, will:

1. Critically reflect upon their professional practice, interests, professional and personal strengths and areas requiring further development.
2. Understand and demonstrate the importance of integrating theory and practice.
3. Select and pursue specific areas of interest within the program (i.e., students with mild/moderate disabilities, students with moderate/severe disabilities).
4. Develop an area of expertise with a target population and/or content area (e.g., transition, inclusive schooling, early childhood, technology, behavioral intervention, sex education, reading/literacy, augmentative communication, deaf-blindness, serious emotional disturbance). See the Developing Your Expertise Area Document.
5. Demonstrate the application of knowledge and skills in the field of specialization (expertise area) that was selected.
6. Understand what is expected in the development of the professional portfolio, including the selection of artifacts, supporting documentation, and written accompanying reflective essays.
7. Critically evaluate the implementation of the Induction Plan and the professional portfolio.
8. Understand the merit and responsibilities of being an ethical practitioner.

9. Design a professional development plan to encompass the next five years.
10. Be effectively involved in site-based decisions concerning students with and without disabilities.
11. Actively participate in site-based school restructuring and reform efforts, while including input from students, parents and teachers.
12. Hypothesize how and when to develop special education in-service workshops for parents, school staff, and/or community members.
13. Demonstrate knowledge and application of current and emerging theories and research related to the education of students with and without disabilities.
14. Demonstrate the use of group process strategies necessary for collaboration among educators, disciplines, and agencies.
15. Demonstrate knowledge of and ability to interpret, apply and disseminate current and emerging research, theories, legislation, and policies and practices.
16. Develop a plan to participate actively within the school district and local community to facilitate the development of policies and implementation of practices that reflect current information.
17. Develop a plan to participate actively within the school district classroom and local community to acquire and disseminate information regarding emerging research and legislation.
18. Demonstrate an awareness of available resources and the ability to use networking and negotiation skills to maximize access to meet staff development, school, and individual student needs.

Major Units of Study:

- Professionalism and Ethics
 - Who are you professionally?
 - Responsibilities of the profession
 - Responsibilities to students, parents
 - Being an ethical practitioner

- Developing a Professional Level II Portfolio
 - Differing functions and types of portfolios
 - Essential elements of a Portfolio
 - Ease /access of information held in a portfolio
 - Selecting artifacts

- Individualized Induction Planning
 - Understanding competencies within the standards
 - Creating timelines, following through

Developing personal goals and objectives to showcase
Self-assessment

➤ Professional Development

Importance of ongoing education and development personally and to you as a professional
Strengths and weaknesses—how to determine what they are and how to manage them

Instructional Methodology/Strategies/Assumptions:

Candidates will need to access the CSUSM web-based supplements of this class during the semester. Class meetings will be few in number, but the availability of resources and information through our course listing through WebCT will offer a wealth of information, ideas, resources and helpful hints. Communication will also be managed through this venue. Please plan to activate your CSUSM account and obtain a password.

Class time shall be the equivalent of 30+ hours and shall be conducted in seminar format. Instruction will include, discussion, small group strategic planning, guided personal and professional debate, computer generated discussions, brainstorming and written responses to prompts which enhance the learning experience. Hard copy assignments need to be submitted in word-processed form, using APA format and 12 point type face, in either Ariel or Times New Roman.

Addressing the needs of today's diverse student population requires dramatic changes in the way our educational system has approached students in the past. Your final portfolio will reflect these changes, as well as documenting the ways in which collaboration, team work and shared responsibility support student success. Individual and unique skills are valued and allowed in the classroom that promotes inclusion, and the need for flexibility and innovation is to be demonstrated in your choices of data and evidence. Creative use of personnel and alternative structures /models for service delivery are all examples of active engagement in system change.

Note: 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.

Grading Criteria:

This course is a credit/no credit course, intended as a support for you as you independently create, develop and refine a portfolio which is mandated by the State of California for you to maintain throughout your professional life. The completion of the IIP forms and at least 30% of the portfolio evidence gathering work constitutes a passing grade. Candidates who do not produce this amount of work will not be allowed to pass into the next level of the coursework, and your candidacy will be reviewed. Criteria will be reviewed on an individual and group basis. Extenuating life circumstances need to be brought to the instructor immediately –confidentiality shall be observed, and every effort shall be made to offer alternative strategies for the candidate to achieve success.

EDEX 660: Professional Induction Plan Development

Fall, 2003 ~ Mauerma

Double Session Course Accommodation

Tentative Course Schedule

Session/Date	Topics/Class Activities	Readings/ Assignments	Due/ Progress Check	Added Notes/ Changes
ONE 660-a: 9/8/03 together! 660-b:	<ul style="list-style-type: none"> ➤ Master's Program Overview ➤ Level II Educational Specialist Clear Credential Presentation ➤ Q and A Session/ Advisers ➤ 660 Overview 	Various packets Folder Datasheets Syllabus and Schedule WebCT: Courage article	GTKY Folder check-in Documentation Trails Geographical Groups	DECIDE on format BUY materials
TWO 660-a: 9/22 660-b: 10/27	<u>Professionalism and Ethics</u> <ul style="list-style-type: none"> ➤ Practice and Theory discussion ➤ Epictetus: timeless in 2003 Small group work	Campbell: Preface, Ch 1 Professional Reflection from online article Profess. Strengths/Needs Portfolio entry	Post Reflection in DB Turn in to hard copy Strength/Need double list Bring Portfolio data entry	BRING Materials to class
THREE 660-a: 9/29 660-b: 11/10	Portfolio Development <ul style="list-style-type: none"> ➤ BTSA and CFASST events ➤ Viewing an actual Portfolio Small group work	Campbell: Ch. 3, 5 CA TPEs and Standards Coordinate your work w/ standards Portfolio entry	Bring Standards to class Prepare for brainstorming in topic areas by sm group Data entry	Bring ideas/projects
FOUR 660-a: 10/13 660-b: 11/17	<u>Induction Planning</u> <ul style="list-style-type: none"> ➤ CCTC requirements ➤ Advisement and Self Assessment 	Campbell: Ch. 2 IIP forms Other readings as assigned Portfolio entries	Download and Bring IIP form to class Progress check in Bring next entry data	Bring forms for update and individual progress check
FIVE 660-a: 10/20 660-b: 12/1	Profess'nl Development/ Sharing <ul style="list-style-type: none"> ➤ BRING what you've begun ➤ Staff Development Expertise ➤ Celebration 	Campbell: Ch. 4, Appendices	3 data entries from 3 different standards	BRING Portfolio to show! (no exceptions!)