

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
EDMX 632: Fall Semester 2007
Technology and Communication for Special Populations
CRN# 41974 Room: UH 271
Fridays 5:30 – 8:15 Saturdays 9:00 a.m. – 3:50 p.m.

This course has a WebCT Component in WebCT6:

<https://webct6.csusm.edu/webct/entryPageIns.dowebct>

Dates for Fall Semester, 2007 (13 class sessions)

Session #1: 8/24 orientation first day of class UH 271 5:30 - 8:15 p.m. (mandatory)

Weekend #1 September 7 and 8 (Friday night is in WebCT)

Weekend #2 September 28 and 29 (Friday night is in WebCT)

Weekend #3 October 26 and 27 (Friday night is in WebCT)

Weekend #4 December 7 and 8 (Friday night is in WebCT)

INSTRUCTORS:

Dr. A. Sandy Parsons
760-750-4284
UH 408
sparsons@csusm.edu
By appointment

NOTE: All communications will be via WebCT6 course mail using CSUSM e-mail addresses and sent within the WebCT6 course mail tool.

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (*Adopted by COE Governance Community, October, 1997*).

COURSE DESCRIPTION:

EDMX 632 Technology and Communication for Special Populations (3). Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. Prerequisite: EDUC 422 or equivalent

COURSE ACTIVITIES:

Participants study and use technologies with learners with mild, moderate, and severe disabilities for education programs and agencies. Competencies developed are in ability to use computer-based technologies and system components and to configure special and adaptive devices. Information is presented on terms, trends, history, and current information bases, applications of technology and assistive and adaptive devices for work with children. This course is competency-based and requires laboratory work in addition to lecture and practice during scheduled class time.

COURSE PREREQUISITES:

Admission to the Preliminary Level I Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program with or without Multiple Subjects/BCLAD. Successful completion of EDUC 422 or equivalent. Demonstration of a basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, data bases, spread sheets, graphics, telecommunications, networking, and multi-media presentations is absolutely required.

REQUIRED TEXT AND MATERIALS:

ASNAT Manual: Assessing Students' Needs for Assistive Technology (ASNAT) 4th Edition, 2004. Wisconsin Assistive Technology Initiative (WATI). **This will be ordered as a group in class on 08/24/07. BE SURE TO BRING YOUR CHECK BOOK TO CLASS;** The check will be for \$48.00 to WATI for an ASNAT manual.

There is a price reduction when ordered with our class (it would be \$66.00 +otherwise). Do not order this from their website as you will not get the class discount.

Parsons Fall 2007: Bound Reader, available at Copy Serve in San Marcos

NOTE: The reader will not be available until September 5th. We will send out a course mail via WebCT6 when it is ready.

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

Supplies Required:

University print card. You will be required to submit hard print copies of lab assignments printed in the lab. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk. You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this. **Having a print card is a requirement!**

One 2" – three ring binder (For use in the Mouse House lab.)

A USB/flash drive for storage of documents. This lab does not have 3.5" drives!

Materials: We suggest you get together in teams to gather or purchase these materials to share for the make it take is low tech lab on Saturday, September 8th.

Hot Glue sticks small or large

Hot glue gun small or large (bring to share, not required to purchase)

4 small household soft sponges (do not let them dry out!)

Scissors

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)

Task Stream Requirement:

CCTC Standards for the Special Education Specialist Credential

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

EDMX 632: Technology and Communications for Special Populations

CCTC Standard	Related Artifact to be Attached in Task Stream
Standard 25 M/M Characteristics and Needs of Individuals With Mild To Moderate Disabilities	Vendor Research Project
Standard 25 M/S Communication and Social Networks	Standards Based Curriculum Project

ALL UNIVERSITY WRITING REQUIREMENT

Every course at the university must have a writing requirement of at least 2500 words. In EDMX 632, this requirement is met via Standards Based Curriculum Project and Paper, the Vendor Project, the Reading Activities, and the Web CT6 discussion board work.

CAL STATE SAN MARCOS ACADEMIC HONESTY POLICY

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

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

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

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

ADMINISTRATIVE REQUIREMENTS OF STUDENTS:

College Of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **Individual instructors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*). Students arriving late, leaving class early or coming back late from breaks will lose participation points. For weekend classes, the "lunch break" is only 30 minutes, bring your snacks and lunch with you to have outside of the tech lab. Remember: **NO FOOD OR DRINKS IN THE COMPUTER LABS AT ANY TIME!** Participation points will be deducted for food and drink in the lab at any time.

Weekend Courses Attendance Policy:

You may not miss more than one weekend component and receive a grade of A. You may not miss one full Saturday and receive a passing grade. Weekend courses are VERY intense and strict attendance and fulfillment of all requirements is required to receive credit for the course. **NO MAKEUPS!** (One component = Friday night, Saturday a.m., or Saturday p.m. session).

ASSIGNMENT POLICY: Each assignment is due at the beginning of class on the date indicated on the syllabus.

- We do typically not accept assignments as e-mail/course mail attachments or embedded within e-mail/course mails. Seek prior permission in extenuating circumstances.
- We do not accept late work or late WebCT postings.
- Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student, including Discussion Board Postings within WebCT6. It is recommended that you compose in Word, and keep a running document of your work. You can copy and paste from Word into WebCT6.
- It is strongly advised that students keep up with the assignments from session to session as I do not accept late work.

Note: Typically, no late work will be accepted, but if accepted due to extenuating circumstance, and at the instructor's discretion, point deductions will be applied. If you have extraordinary circumstances in your life which will impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

Academic Honesty Policy:
(be sure to read the CSUSM Academic Honesty Policy below)

- Plagiarism of any type will result in a failing grade. All work in this course must be the original work of the credential candidate.
- Scanning of student work via Turn it In™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others.
- Assignment will be checked via Turn-It-In software for accuracy of citation and originality of work.
- The instructor may require that some assignments in the course be submitted via WebCT 6 using the built in Turn it In™ software feature.
- Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

CSUSM Academic Honesty Policy

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

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

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.

SPECIAL EDUCATION SPECIALIST CREDENTIALS:

CCTC Level 1 Standards and Levels of Competence:

The following table indicates the CCTC Level I standards and level of competence addressed by EDMX 632 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CCTC Level I Standards and Levels of Competence

M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M/S	M/M	M/S	M/S	M/S
10	12	15	17	22	23	24	25	25	26	27
K/A	K/A	K/A	K/A	K/A	K/A	A	K/A	K/A	K/A	K/A

Key to Table Standards and Areas of Certification:

- 10 Professional, legal and ethical practices
- 12 Educating diverse learners with disabilities
- 15 Managing learning environments
- 17 Assessment, curriculum, and instruction
- 22 Assessment and evaluation of students
- 23 Planning and implementing curriculum and instruction
- 24 Positive behavior support
- 25M/M Characteristics and needs of individuals with mild to moderate disabilities**
- 25M/S Communication and Social Networks**
- 26 Curriculum
- 27 Movement, mobility, sensory and specialized health care

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

M/M= = Mild/Moderate Education Specialist Competency

M/S = Moderate/Severe Education Specialist Competency

K = Competence at **knowledge** level

A = Competence at **application** level

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Identify terms, concepts, historical events and trends in the use of technology in general and special education programs.
2. Demonstrate an understanding of national, state and local laws, policies and procedures relating to technology and learners with special learning needs.
3. Identify learner characteristics and needs for the purpose of technology evaluations.
4. Become familiar with and able to utilize telecommunications, electronic databases, reference systems and networks to access information in regular and special education.
5. Identify for selection and use various resource agencies at national, state and local levels for improving the use of technology in the classroom to effect needed modification and adaptation of the learning environment for large and small group instruction.
6. Evaluate microcomputer software for its potential usefulness including possible adaptations and modification to the educational environment and/or devices for improving education programs for learners.

7. Plan for the practical application for instructional use of computers; select, evaluate and use educational hardware and software, and design classrooms for the use of computer assisted instruction for various groups of learners.
8. Become familiar and utilize telecommunication and utility programs to access information bases in regular and special education through Internet use.
9. Plan the use of technology that can be used to assist/enable persons with physical disabilities in approaching the learning process and environment.
10. Explain how to evaluate the effectiveness of technology applications and devices for individual learners in special education programs.
11. Acquire competencies in configuring and using adaptive devices
12. Acquire competencies in configuring and using specialized software such as:
 - IntelliTalk III© (talking word processor)
 - Overlay Maker III©
 - Boardmaker 5© (picture communication boards)
 - SOLO™ by Don Johnston Inc.:
 - Write OutLoud™ Read OutLoud™ Co Writer™ Draft Builder™

Note: the one principle of adaptive tech: is it is going to malfunction; it will do so when you are in front of a group!

Topics:

- * Use of computer-based assistive technologies, and system components
- * Configurations of system components to support peripherals
- * Terms, concepts, history and trends in assistive technology
- * Software selection and evaluation for individual learners with special needs
- * Planning use of technology for exceptional learners
- * Use of alternative input/output devices
- * Computer assisted instruction
- * Use of computer-based technology within appropriate subject areas and grade levels
- * Enhancement of problem solving skills, critical thinking skills, and creative processes
 - * Integration of computer-based applications into instruction in regular and special Education classrooms.
- * Use of the internet as a multifaceted education tool
- * On-line research:
 - * Education/special education sites
 - * Curriculum, lesson plans, and other education materials.
- * Use of IntelliTools™ Software and IntelliKeys™ keyboards for education

ACADEMIC REQUIREMENTS:

COURSE REQUIREMENTS

Collaboration/Participation 13 sessions at 10 points each session	130	Be sure to sign in each class session. Participation points are also awarded on your WebCT work for on time postings.
Lab Assignments (12 @ 10 points each)	120	Be sure to turn in your lab sheet for lab points.
Standards Based Curriculum (SBC) Project and Paper (Pairs)	60	Be sure to post your SBC paper to the Discussion Board and send it to Dr. Parsons via course mail as an attachment
Presentation of the SBC Project by entire group	15	
Vendor Project (Individual)	60	Be sure to post your Vendor Summary Paper to the Discussion Board
Reading Activities (4 @ 25 points each)	100	These will be posted using the Assignments Tool in WebCT6
Web CT assignments (4 @ 25 points per session) plus 10 points participation for each session included in participation points above	100	Log into WebCT6 and complete the discussion board prompts. Be sure to post by time and date on course schedule.
Course Reflection	25	This is to be posted on WebCT6 using the Assignments Tool
Task Stream Postings (50 points) Standards: 25 M/M and 25 M/S	50	Each student must have a Task Stream Account. These must be posted in order to clear your credential.
TOTAL POINTS	660	

NOTE: All assignments are due on the date stated on the course schedule. No late work will be accepted. If you encounter extenuating circumstance, please contact the professor. Late work due to extenuating circumstance will be accepted only at the discretion of the instructor and will receive late point deductions.

Assignment Descriptions and Points for Meeting Course Objectives:

Collaboration and Participation: (13 class sessions @ 10 points each = 130 points)

For each class, participation points will be assigned based upon the following criteria: collaborative cooperation in all labs, classes, and group assignments; enthusiasm for the content and activities; respect for the speakers; patience, flexibility and respect with the technology; and appropriate use of the lab, hardware and software and other aspects included in the Policy and Professional Dispositions listed below. Please note the very strict COE attendance policy requirements on page four of this syllabus and that of this instructor for weekend courses.

Lab work in class and required lab work sheets: (12 @ 10 points each) = 120 points)

There will be lab activities which require in-class work and lab sheets for each class session. Be sure to get the lab sheet from your bound reader (or from the instructor), do the work, fill it out, and return it to the instructor to get the full points. Missed labs may be made up only with the consent of the instructor, but not for full points as the student has missed the professor's instruction and supervised in-class group work with peers.

Standards Based Curriculum Project (75 points, including the Paper (60) with Presentation (15) This is a project to be accomplished in pairs which requires team creation of a standards based lesson using specialized access software and class presentation. The format is included in bound reader.

Vendor Project (Individual, 60 points). Each student will be required to contact vendors and research assistive technologies for a specific student. Students will submit a summary paper based upon this review. Six individual vendor reviews are required in addition to the summary paper (formats included in bound reader).

Reading Activities: (Individual, 4 @ 25 points each = 100 points total)

Reading activities will be based on course readings. Prompts will be found in the Assignments Tool area of the WebCT6 course. These are to be submitted via the Assignments Tool in WebCT6.

WebCT work: (4 X 25 = 100) All WebCT postings are due on the date indicated in the course schedule. The web sessions will be de-activated within one week after the due date. No late postings will be accepted.

Course Reflection: (25 points) The course reflection is due on the date listed in the course schedule.

TaskStream Postings: (50 points): You will be required to formally address the CCTC Standards for the Level 1 Special Education Specialist Credential in this course. You will be required to post artifacts and a reflective essay on each required standard for the course (the guidelines for this essay are on the last page of this syllabus). For EDMX 632 you must address standards 25 M/M and 25 M/S. These postings are required prior to clearing of your credential.

Web Based Components and Communications for the Course:

All communications by E-mail will be via the Course Mail tool in WebCT 6.

Check your Course Mail at least once per week, and always before coming to class.

Criteria for Grading for WebCT work including Discussion Board (DB) Postings:

- **Never give your password to anyone else or allow anyone else to access this course using your password.**
- Post your response to the Discussion Board (DB) Prompts by the due date and it is best to post at the beginning of the week.

- All postings must be written in professional and respectful language; Respect the opinions of others, and respond collegially.
- Use person first language.
- Compose your work off-line in Word and paste your responses into the discussion board. Keep a document of all your postings as proof of work.
- Read the postings of your colleagues (towards the middle of that week) and post required responses to the posting of others as indicated in the Professor's prompts.
- Be sure your responses are well thought out prior to posting your work.
- Be sure to post your responses by the due date and time on the course schedule.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. **Weekend Course Attendance Policy:**

- You may not miss more than one weekend component and receive a grade of A. You may not miss one full Saturday and receive a passing grade. Weekend courses are VERY intense and strict attendance and fulfillment of all requirements is required to receive credit for the course. NO MAKEUPS! (One component = Friday night, Saturday a.m., or Saturday p.m. session). Please review the COE attendance policy on page four of this syllabus.
2. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions. Always write in a professional and formal voice.
 3. Word-process all written documents. **Keep a copy of all of your work.** Proof of completion of all assignments is the responsibility of the student. Keep these records until you have received your grade. Also, you will want these copies for your records and for potential future use as professional portfolio entries. Be sure to keep a record of WebCT postings also.
 4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
 5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students and the instructors and guest lecturers.
 6. **Responsibility for obtaining handouts is that of the student.** If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:
 7. Buddy: Telephone, e-mail address, Fax number. Be sure to have your Buddy pick up the handouts for you.
 8. If you lose your handouts, you must copy one from a classmate, the copy budget of the COE is extremely limited. TAKE ONLY ONE HANDOUT, the exact number is run, with no extras.

9. The instructor does not accept late work either for hard copy assignments or for Web CT assignments. If you have undue and extreme circumstances in your life please contact me for assistance with timelines.

Policies and Professional Dispositions for technology lab:

- Store all equipment and clean up lab before leaving class.
- Assure that everyone in the group participates in the lab work. A collaborative professional considers his/her colleagues at all times. Much of the adaptive and assistive devices must be shared. Be sure to have each member of the group have hands-on with the devices and software in order to complete full credit for the lab work.
- Demonstrate respect for the instructors, guest speakers, and fellow classmates.
- Arrive on time to class, return from breaks on time, and stay for the full class period.
- **ABSOLUTELY NOT FOOD, DRINK, WATER, ETC. IN THE LAB AT ANY TIME!!!!** Students with food or drink in the lab (other than water bottles at the tables, not at the computers) will be **penalized participation and lab points**. Thank You.
- Please wash your hands before using any adaptive equipment, the keyboard membranes and switches are very sensitive and very expensive. Also, do not write on top of the keyboard membranes.

GRADING STANDARDS:

Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following scale:

GRADING SCALE: (represents percentages of total points)

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

Points below 77 = F (grade of C+ or better required to count course on the credential program)

Grading Rubrics: Criteria for Grading Assignments:

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

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

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

Criteria for Grading the Course:

A (93%) Outstanding work on all assignments, excellent syntheses of information and experiences

B (83%) Completion of all assignments in good form with adequate syntheses of information and experiences

C (73%) Completion of all assignments, minimum effort, minimal synthesis of information and experiences.

**Course Meeting Schedule
EDMX 632**

The schedule of topics and assignment due dates will be handed out in class on Saturday September 8th.

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

<u>PART 1:</u> LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	<u>PART 2:</u> METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	<u>PART 3:</u> CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	<u>I. The Nature of Culture</u>
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	<u>III. Cultural Contact</u>
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	<u>IV. Cultural Diversity in U.S. and CA.</u>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

GUIDELINES FOR TASKSTREAM FOR LEVEL I STANDARDS

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

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

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

Each narrative must include at least the following components.

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

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

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

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

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

Notes: If more than one course addresses a given standard (e.g. Standard 25 M/S which is addressed in both EDMX 632 and EDMX 634) you must add an additional paragraph in section 2, and attach the related artifact. Do not copy blocks of text from one standard to another.