

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION**

**EDEX 651: Advanced Technology, Transition, & Inclusive Education
Fall 2011 Course Syllabus
Section 01 CRN# 41148 Section 02 CRN# 41405
Mondays: 5:30 – 8:15 UH 271**

Dr. A. Sandy Parsons

This course has a Moodle Online Learning Component in Cougar Courses: <http://cc.csusm.edu/>

Professor: Dr. A. Sandy Parsons, Professor
Phone: 760-750-4284 FAX: 760-750-3352
E-mail: sparsons@csusm.edu
Office: University Hall, 408
Office Hours: Mondays 4:-00 - 5:00 p.m. or by appointment

The course is partially online and will be offered in the **Moodle: Cougar Courses** component. . You will need your university user name and password to log into Moodle. See the course schedule for the nights that are online and not on campus.

Log into the Moodle course site at: <http://cc.csusm.edu/>

MISSION OF THE COLLEGE OF EDUCATION AT CSU 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. (Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

This course focuses upon acquisition of skills for advanced application of technologies supporting inclusion, and practical applications in the classroom, grant writing, and professional presentations. It meets Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a specific area of emphasis (SAE) in inclusive education, assistive technology, and reflective practice.

COURSE PREREQUISITES Completion of the Education Specialist in Mid-Moderate Disabilities Level 1.

COURSE ACTIVITIES:

Students build upon the skills developed in the Level I credential courses to expand the scope and depth of study into an Area of Specific Emphasis (SAE). Course content includes grant and project development. Advanced applications of assistive technologies are addressed including the course content, grant development and lab visitation. Emphasis is on the applications of content and skills with individual learners in the classroom. Professional productivity includes use of advanced presentation software, grant writing, and transition teaming and planning. Professional Level II Education Specialist credential standards for supporting transition across the K-12 continuum and development of a Specific Area of Emphasis in inclusive education, assistive technology, and reflective practice are addressed in this course.

REQUIRED TEXT AND MATERIALS

Required: APA Manual

American Psychological Association: (2009). *Publication manual of the American psychological association, sixth edition*. American Psychological Association, Washington, CD.

Text: No other textbook required. There will be reading assignments via the Web Based Instruction (WBI) sessions using the on-line Moodle portion of this course. You will post this work in Moodle.

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 (call 760-750-6505 for hours of operation). 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!**

USB drive for bringing documents into class for power point presentation and document sharing.

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)

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*). Those students coming to class late or returning from break late are penalized participation points.

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 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.

ALL UNIVERSITY WRITING REQUIREMENT

Every course at the university must have a writing requirement of at least 2500 words. The writing in this course is met via the Specific Area of Emphasis paper, the grant project, and the Moodle Forum work.

GRADUATE WRITING REQUIREMENT

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPEs) Competencies

The course objectives, assignments, and assessments have been aligned with the (California Commission on Teacher Credentialing (CCTC) standards for the Special Education, Specialist Level II 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 several CCTC standards for the Special Education, Specialist Level II Credential in this course: (these will be handed out in class).

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website provided at the website provided:
<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

CCTC LEVEL II STANDARDS:

The table below indicates the CCTC Level II standards and levels of competence addressed by EDEX 651 and the level (i.e., knowledge, application) at which each standard is demonstrated.

Table of CTC Level II Standards and Levels of Competence

M/M/S	M/M/S	M/M/S	M/M	M/M	M/S	M/S
15	16	17	18	20	18	19
K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key to Table: (number indicates CCTC standard addressed)

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

- 15 M/M/S** **Current and Emerging Research and Practices**
Interpret, apply, and disseminate current and emerging research, theories, legislation, policies and practices.
Research the current professional literature in an area of specific emphasis.
- 16 M/M/S** **Transition and Transition Planning:**
Collaboration with personnel from other educational and community agencies, Successful planning for transition to vocational experiences, Procurement of technologies to ease transition process, and grant writing, Legislation supporting barrier free access through technologies.
- 17 M/M/S** **Development of Specific Area of Emphasis (SAE):**
Opportunities to build upon foundations of Level I Education Specialist work, Expanding scope and depth of study in specific content areas, Develop expertise in performing specialized functions (e.g. Technology, Transition, and Inclusive Education).
- 18 M/M** **Assessment of Students**
Assessment of verbal and non-verbal communicative competence for planning Augmentative and Alternative Communication (AAC)
Technology Assessments and Planning
- 20 M/M** **Collaboration and Consultation**
Develop skills in communication, collaboration and consultation for serving in coordination function throughout the education placements of students. Interdisciplinary teaming for planning transition across K-12 Curriculum. Team writing of grant proposals for acquisition of funds in assistive technologies.
- 18 M/S** **Advanced Communication Skills:**
Demonstrates effective communication skills for networking and collaborating. Team building and facilitation for transition, Team building and planning for infusion of technologies for curriculum support, Development of professional presentations. Development of grant proposals.
- 19 M/S** **Leadership and Management Skills:**
Demonstrates ability to work effectively within integrated service delivery models,

Participates in school restructuring and reform efforts to impact systems change.
Involvement in site-based decisions, restructuring and reform efforts.
Including students with mild/moderate/severe disabilities through use of technology.

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 II 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 II Mild/Moderate/Severe Special Education Specialist Credential listed in the Table below. You will be required to post artifacts and a reflection to address each required standard. Please see the table below for the artifacts to be posted to each standard. The format for the Reflective Essay, required for addressing each standard, appears on the last page of this syllabus.

NOTE:

You must complete all TaskStream postings in order to be cleared for your credential.

Be sure to post to all four standards for EDEX 651 including M/M and M/S as Level II is M/M/S

You must post the artifacts and essays required in EDEX 651 in addition to those posted for EDEX 661.

EDEX 651: Table of TPEs and Required Artifacts

CCTC Level II Standard	Related Artifact to be Attached in Task Stream
Standard 15 M/M/S Current and Emerging Research Practices	Specific Area of Emphasis Paper (SAE) Highlight your Literature Review
Standard 16 M/M/S Transition and Transition Planning	Web Based Instruction sessions select from Posted Moodle Work on Transition
Standard 17 M/M/S Development of Specific Area of Emphasis	Specific Area of Emphasis Paper (SAE) Highlight how this will inform your teaching
Standard 19 M/S Leadership and management Skills	Tech Grant Proposal Narrative

NOTE: All Task Stream postings must be completed in order to be cleared for the Level II Credential. You must respond to BOTH M/M and M/M/S standards to complete your credential.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge on current laws, policies, regulations, and funding sources for including technologies,
2. develop skills in the design of grant proposals including response to RFPs (Request for Proposal), basic planning, budgeting, writing grant proposals, and managing implementation of projects,
3. develop skills and practice in developing professional presentations using advanced software applications,
4. acquire a knowledge base and skills in facilitating transition across the K-12 continuum (preschool to elementary, elementary to middle school, middle to high school, high school) and also to post-school work, educational, and community experiences,
5. acquire knowledge and skills in the use of advanced technologies (hardware and software) with learners with diverse learning styles,
6. demonstrate knowledge of the application of augmentative and alternative communication (AAC) systems including nonsymbolic modes of communication (gestures, vocalizations, and eye gaze, body language and sign-symbol systems),
7. presentation of grants, projects, and research to classmates in professional format,
8. engage in problem solving and futures planning of including individuals with special learning needs and supported included instruction through the use of technologies.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Attend all class sessions. Please call the instructor when you are unable to attend class or if you must be late. The CSUSM School of Education, which has an attendance policy that mandates a minimum attendance of 80% of face-to-face class sessions, requires these guidelines. Please inform your instructors in advance of any extenuating attendance circumstances.
 2. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;") must be used throughout all written and oral assignments and discussions.
 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. Keep a text document of all Moodle postings for your own records and for proof of completion.
 4. Complete and hand in all assignments on the due dates for full credit.
 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 information for your Buddy: Telephone, e-mail address, Fax number. Obtaining missed handouts is the responsibility of the student, get a buddy!
 7. **No late work is accepted:** I do not accept late work. This includes assignments required in hard copy, as well as those to be posted to Moodle, or submitted online in Moodle.
 8. **I typically do not accept assignments sent my e-mail attachment.** Due to the large number of students in our classes I will not accept e-mail attachments of work that is due.
- *NOTE:** If you have extenuating circumstances in your life, contact the instructor about missed classes or late work due to extreme circumstances.
9. **If you have extraordinary circumstances in your life which impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.**
 10. The UH 271 lab has been newly refreshed with Macintosh computers. **THERE MUST BE ABSOLUTELY NO FOOD OR DRINK (other than water in bottles) BROUGHT INTO THIS LAB!!!** You may have water bottles at the tables, but not near the computers. There will be participation point deductions for each breach of this policy.

ASSIGNMENT POLICY

Each assignment is due on the date indicated on the syllabus/course schedule. Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student.

- I do typically not accept assignments as e-mail/course mail attachments or embedded within e-mail/course mails. Seek prior permission in extenuating circumstances.
- I do not accept late work or late Moodle postings.

- **Work submitted for credit in other courses (including masters thesis work) either at CSUSM or other institutions may not be submitted to meet EDEX 651 course requirements.**
- 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 Forum postings within Moodle. It is recommended that you compose in Word, and keep a running document of your work. You can copy and paste from Word into Moodle.
- It is strongly advised that students keep up with the assignments from session to session as late work is not accepted.

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

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

CSUSM Academic Honesty Policy Statement from CSUSM Catalogue

"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.

GRADING STANDARDS

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%

Criteria for Grading Student Performance in this Course:

A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

NOTE: The minimum acceptable grade for a course in the sequence of professional education courses are C+ and a B average must be maintained.

Criteria for Grading Student Performance on the 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, and adequate synthesis of information and application of information and experiences, writing is adequate.

ACADEMIC REQUIREMENTS

Participation

Please note the School of Education Attendance policy stated on page two of this syllabus.

Participation: (16 sessions @ 10 points = 160 points)

Points are awarded for both on campus and the asynchronous online Moodle work. Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. To reinforce our commitment to developing interpersonal skills, students are expected to arrive on time; return from break on time; stay for all of the class; and fully participate and cooperate with classmates, instructors, and guests. A class participant who arrives late, departs early, or engages a "non-collaborative" behavior will receive less than the maximum points for that given class session.

All Moodle postings are due by the date/time listed on the course schedule. Late postings will not be accepted and will also incur a 10 point deduction for lost participation on the Forum.

NOTE: be sure to check your course mail and the EDEX 651 Moodle homepage of the course prior to coming to class. If class is canceled for any reason, notice will be posted via Moodle.

Criteria for Grading Participation:

Participation points will be assigned on the following criteria:

- collaborative cooperation in all labs, classes, and group assignments;
- enthusiasm for the content and activities;
- respect for the professor, classmates, and guest speakers at all times;
- patience and flexibility with the technology;
- appropriate use of the lab, hardware and software;
- respect for the lab environment and equipment;
- do not leave class until dismissed by the instructor, especially if doing group work;
- **absolutely no food or drink (other than bottled water at the tables) in the lab.**

Technology Grant Project (100 points, group work with some individual points)**Specific Area of Emphasis (SAE) (100 points, individual work)**

This must be an original research paper that has not been submitted for credit or partial fulfillment for another course, or as a thesis or project. You may seek **approval** to expand upon or elaborate upon a similar or relevant topic researched in the past. You may seek approval to use this as an opportunity to do initial research on a topic of interest for a future thesis or project (in agreement with your committee chairperson). **See the instructor for specific approval**; you will fill out and submit an SAE planning sheet.

**Web Based Components of Course (100 points) {Cougar Courses: Moodle <http://cc.csusm.edu/> }
WBI Forum prompts (Five X 20 = 100)**

There will be a series of Forum prompts for your reflection and response.

This includes points for responses to the postings of colleagues when required.

Technology Labs (Two X 10 = 20 points)

Two labs @ 10 points each for 20 points: this includes a field visit to the San Diego United Cerebral Palsy (UCP) Assistive Technology Lab. This date will be on the course schedule.

Task Stream Postings (20 points) (Credit for completion is required to pass this course)

Each student must post a reflection (the format appears at the end of the syllabus) and at least one artifact for each CCTC Special Education Specialist Credential standard to be addressed in EDEX 651. The specific standards to be addressed in EDEX 651 and the related artifacts are listed in the Table at the beginning of this syllabus. Each student must have a Task Stream account. **All postings must be completed in order to be cleared for the Level II Credential. Cneidate must respond to both M/M and M/M/S standards to be cleared.**

NOTE: Regardless of the material you have posted for EDEX 661, you must post the required artifacts and essays for EDEX 651 (see the Table in prior section of this syllabus).

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 and as proof of work accomplished. Many assignments will be submitted online, and some will be submitted in hard copy. 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 e-mails in a timely manner. I do not typically respond to e-mails on weekends.

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 communicates 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.

Tech Etiquette:

No use of lap tops, cell phones, or text messaging during class. Laptops may be used during in class group work as long as it pertains to the project. Please refrain from this type of tech use. This is a professional disposition for this course **and** your preparation program. Participation points will be deducted for such inappropriate use.

E-mail:

All e-mail for this course will be done via Moodle portion of the course <http://cc.csusm.edu/> .

Criteria for Grading and Professional Expectations for Moodle work including Forum Postings:

- **Never give your password to anyone else or allow anyone else to access this course using your password.**
- Post your response to the Forum Prompts at the beginning of the week in which they are required. You may not post these as attachments.
- All postings must be written in professional and respectful language.
- Use person first language.
- We recommend that you compose off-line before posting and then paste your responses into the Forum. **Keep a copy of your original work in Word®, so that if postings become lost you have proof of your work. Please note that all campus lab PCs now have Office 2007.**
- 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 responses.
- Be sure to post your all responses by the due date on the course schedule.
- Respect the opinions of others, and respond collegially.
- Check the Announcement block in the course Home Page each week for directions and announcements. If class is to be canceled a message will be posted on the Home Page or sent via Moodle course mail.
- All communications by E-mail will be via the Course Mail tool in Moodle.
- I typically do not respond to course mail on the weekend and cannot respond on my furlough days.
- Check your Course Mail at least once per week, and **always before coming to class.**
- All work in Moodle postings must be the original work of the student. Do not post large blocks of quoted text from websites, re-phrase the essential information in your own words.
- All quoted text/information from printed or web-based information must be enclosed in quotation marks and the source must be identified to indicate it is the work of another.
- Turnitin.com may be used to check the authorship of the postings in Moodle. Be sure to reference all of your work when quoting writing/text that is not your own.

**Academic Requirements
EDEX 651 Fall Semester 2011**

Academic Requirements: Participation & Assignments	Descriptors	Points
Participation (160)	(16 sessions @ 10 points = 160 points) (includes WBI* Moodle sessions) Hold finals week as a place holder!	160
Technology Grant Project (100) (Group Work)	This is a group project including literature and web site research and reviews with annotations.	100
SAE: Developing an Specific Area of Emphasis (100) (Individual Work)	This is an individual project including literature and web site research and reviews with annotations. This must be an original work for this course.	100
Moodle Work: (100) (Individual Work) Submit to Turn--it-In in Moodle	Five WBI* sessions @ 20 points = 100 points	100
Technology labs (20) Two labs including a field visit	Two labs @ 10 points each for 20 points. This includes a field visit to the SD UCP AT lab Be sure to turn in your lab sheet for each lab.	20
Task Stream Postings (Individual Work)	Post to all four standards @ 5 points per standard See page 6 of this syllabus	20
Postings for level II Standards	All four standards for EDEX 651 must be addressed in Task Stream with the required artifacts (see the table on page 6 of this syllabus). See that last two pages of this syllabus for instructions.	
	Each student must have a Task Stream Account These postings must be completed to clear your Level II Credential. You must do both M/M and M/M/S standads. These must be done in addition to your EDEX 661 postings.	
	Total:	500

***WBI = Web Based Instruction using Cougar Courses: Moodle. All Moodle Postings must be done by the date/time listed on the course schedule. Late postings will not receive credit and will also incur a loss of 10 participation points. All work must be the original work of the student. You will submit your work via Turn-It-In (which checks for the originality of authorship for the postings) within the Moodle portion of the course.**

The Course Schedule will be posted to Moodle after the first night of class.

Dr. Sandy Parsons
School of Education, CSUSM

EDEX 651 Fall Semester 2011

TASKSTREAM 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 the 10 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, a given subset 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 components.

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.

Level II Standards –TPE and Artifact by Course 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: Literature Review				Practices Documented in Digital Portfolio in TaskStream
Standard 16 Transition and Transition Planning		Transition work & Posted Discussions in Moodle				Practices Documented in Digital Portfolio in TaskStream
Standard 17 Development of Specific Emphasis	Strengths & Weakness Inventory	Specific Area of Emphasis Project: Application				Showcase Presentation
Standard 18 M/M Assessment of Students			Functional Analysis Assessments			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				Reinforcement and 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 Advice; Ethical Underpinnings of Leadership	Practices Documented in Digital Portfolio in TaskStream Portfolio