

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SCHOOL OF EDUCATION  
EDEX 660: Individual Induction Plan Development – 2 units  
Fall 2011**

<b>Section 01:</b> selected Thursdays, crn: 41154 UH 270, 5:00-6:50 pm	<b>Section 02:</b> selected Thursdays, crn: 41867 UH 270, 5:00-6:50 pm
<b>Face-to-face class sessions:</b> 9/1, 9/8, 9/22, 10/06, 10/20, 11/03, 11/17, 12/01 All other weekly class sessions held online	<b>Face-to-face class sessions:</b> 9/1, 9/8, 9/22, 10/06, 10/20, 11/03, 11/17, 12/01 All other weekly sessions held online

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**Office:** UH 456  
**Office Hours:** Virtual office hours online every Wed/Fri 10-12 noon, and Tues by appointment

**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 Governance Community, 1997).*

**COURSE DESCRIPTION**

EDEX 660 is the first of two courses designed to support, guide and direct the development of an individualized Professional Induction Plan as well as structure and begin the process of data gathering for a Professional Portfolio reflecting evidence of competency for obtaining the clear Level II Education Specialist credential.

EDEX 660 is the course in which candidates develop a Professional Induction Plan for Professional Level II Mild/Moderate and Moderate/Severe Education Specialist Credential. Two units, graded Credit/No Credit

**Course Prerequisites**

*Prerequisite: Formal Acceptance into the Professional Level II Education Specialist Program.*

The EDEX 660--EDEX 661 course sequence is to be taken in sequence and will result in the development and subsequent completion of a professional licensure portfolio, according to requirements set forth by the State of California Commission for Teacher Credentialing. The standards-based competence criterion for this portfolio, which is mandated by California state law, is the primary focus of both courses.

**Course Objectives**

The matrices of competency areas and details of the types of acceptable data are covered in the 660 portion of the course, as well as the formulation of an Individual Induction Plan, in which the student will outline his/her plan for induction into the realm of Level II Certification. Once approved by both the University and the employing school district support provider or LEA, the candidates will proceed through the supported acquisition of knowledge, expertise and measured assessment of the California State Ed Specialist Level II competencies. Student candidates will work to:

1. To verify/substantiate all state and university program requirements for Level II credential
2. To develop and refine 1) a personal philosophy statement, 2) complete a Personal Professional portfolio, and 3) Determine an area of professional growth expertise in support of educational reform, based upon an informal, individualized strengths/needs assessment.

3. To establish a collegial professional study group for the duration of data collection/Level II
4. To establish and complete one half of the digital structure of the portfolio and begin the data collection on a by-standard basis of evidence to support candidate competence.

**These goals will be met through the following instructional methods:**

- Class meetings, course reading, internet resource management, sample material review
- Possible Guest speakers from credentialing services, writing center and professional organizations
- Personal strength/weakness assessment, development of a specific plan of action for professional competence development, based on performance feedback and personal choice
- Resource sharing and collaboration, small group work as assigned, lecture and discussion
- Cooperative examination of the Standards of Competence, detailed results shared among candidates

**Unique Course Requirements**

**Task Stream Electronic/Digital Portfolio** Students must register & pay fee online prior to first class: [www.TaskStream.com](http://www.TaskStream.com) (register for 1 year minimum; it is less expensive for more years)

- For TaskStream Account/Log on Directions, go to: <http://www.csusm.edu/education/eportfolio/taskstreamdirections.html>
- For directions on writing TaskStream Narratives, go into the web class first, and to further assist you, try: <http://www.csusm.edu/education/eportfolio/eportfolio.html>

**OTHER Key Websites:**

- Bloom’s Taxonomy: <http://www.officeport.com/edu/bloomq.htm>
- California Content Standards: <http://www.cde.ca.gov/be/st/ss/>
- BTSA/Level II interfaces—see web course resources or: [http://www.btsa.ca.gov/ba/profdev/toolkit/SE\\_Toolkit.html](http://www.btsa.ca.gov/ba/profdev/toolkit/SE_Toolkit.html)
- Current Level II/BTSA Induction Information: <http://www.btsa.ca.gov/ba/progforms/docs/Req-Pgm-Comp-Induction-Ed-Spec-II.doc>
- **Writing Criteria/Support:** <http://www.apastyle.org/faqs.html> ; <http://depts.washington.edu/psywc/handouts/pdf/APApaper.pdf>

**Additional Websites for educational/academic/professional resources:**

- CAST Universal Design for Learning: Differentiated Instruction: [http://www.cast.org/publications/ncac/ncac\\_diffinstruc.html](http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Enhancing Learning with Technology: Differentiating Instruction: <http://members.shaw.ca/priscillatheroux/differentiating.html>
- Technology and Differentiated Instruction Web Resources: <http://k12.albemarle.org/Technology/DI/>
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network: (<http://sbci.cps.k12.il.us/professional.html>)
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)

**REQUIRED TEXTS**

1. Kilbane, Clare, Milman, Natalie. 1<sup>st</sup> ed, 2003, *The digital teaching portfolio handbook*, Pearson, Boston
2. Subscription to Taskstream: This is the vehicle for your storage of evidence, documentation and data for completion of your portfolio. Two to four year subscriptions are most economical. To register/subscribe, go to [www.taskstream.com](http://www.taskstream.com). The “Auto Enrollment” Code for Level II students: CZSHCE
3. Recommended/Optional: Constantino, Patricia; DeLorenzo, Marie. 3<sup>rd</sup> ed., 2009, *Developing a Professional teaching portfolio, a guide for success*, Pearson, Boston
4. Useful text: Rosenberg, O’Shea text, *From student teacher to master teacher*, used in EDMX 511, 512.

**NOT Required – Helpful Resources worth having in your professional Library**

- Borich, Gary D. (1999). *Observation Skills for Effective Teaching*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall
- Rethinking Schools. (1994). *Rethinking Our Classrooms*, Volume 1. (ROC)

- Villa, R., and Thousand, J. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development
- Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic Books.
- Gruwell, Erin. (1999). *The Freedom Writers Diary*. Doubleday.
- Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum Development.
- Marzano, Robert J. (2000) *Transforming Classroom Grading*. Association for Supervision & Curriculum Development.
- Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls*. Ballantine Books.
- Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.
- Rose, Mike. (1996). *Possible Lives*. Penguin.
- Tomlinson, Carol Ann(2001).*How to Differentiate Instruction in Mixed-Ability Classrooms*. Assoc Supervision & Curric Devopment
- Fried, Robert L. (1995). *The Passionate Teacher*. Boston, MA: Beacon Press
- Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom*. (2<sup>nd</sup> ed.). Rocklin, CA: Prima Publishing.

## STUDENT LEARNING OUTCOMES

### Level II Educational Specialist Standards of Competency

The course objectives, assignments, and assessments have been aligned with the CTC standards for Educational 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 become familiar with the language of and to formally address Level II Standards of Competency for Educational Specialist in this course.

#### California Teacher Performance Assessment (CalTPA) [ALREADY COMPLETED BY Level II candidates, but a syllabus requirement]

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 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.

For Level I interns taking EDEX 660, the SoE courses 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:

<http://www.csusm.edu/education/CalTPA/CalTPA.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. (*Adopted by the COE Governance, Dec, 1997*). **For 660, attendance for abbreviated class sessions is pivotal in order to ensure enough mentoring for candidates to work independently toward induction goals for a full year period. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible; otherwise 100% attendance is required.**

### 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*)

### 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

Since this course has as supplemental online component, the actual assignments, forms, readings and all materials required to complete the assignments are available in the Cougar Courses for registered students, and can be found in this online course.

### Additional CSUSM requirements as necessary in the Level II Induction Plan program:

Use “**Person-first**” language throughout *all written and oral assignments and class discussions* (e.g., “Student with Down Syndrome” rather than “Down syndrome student;” “Johnny who has autism” rather than “My autistic student”). Refer to this commentary for further details: <http://www.kidstogether.org/pep-1st02.htm>

Postings and assignments are to be posted on the dates on which they are due, even if this is not a part of the class activity for the day.

- If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance, or in any case, as soon as possible.
- Any time you have questions or concerns, please contact the instructor via university email immediately.
- All required work is expected to be completed even if it is not on time.
- Unless **prior** instructor approval is secured, assignments are not accepted three days after which they are due. Online due dates are REAL.
- Exceptions will be handled on a case-by-case basis, at the discretion of the instructor.

**Proofread!** It is expected that students will proofread and edit assignments prior to submission. Students will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment grade will be affected as a result of any oversight.

**Professional Demeanor** Students will conduct themselves at all times in ways that are expected of those who are in the education profession. This includes, but is not limited to:

- 1 – Punctuality, full participation and attendance to all class sessions;
- 2 – Preparation and timely submission of assignments;
- 3 – ‘Tech respect’: NO cell phone use, texting, or email during class;
- 4 – Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside
- 6 – Carefully considered, culturally aware approaches to solution-finding; no subterfuge of any kind.
- 7 – Classroom Decorum: Points will be deducted for candidates correcting their own student’s work during class time or for completing course assignments during class sessions. (Sounds incredible, but it happens!)
- 8—Select a class “buddy” to ensure you receive information if you absolutely must miss all/part of a class. Keep contact info with you to call in case of last minute changes!

## TASKSTREAM PORTFOLIO GUIDELINES FOR LEVEL II STANDARDS

The purpose of the Level II portfolio that you create in 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, label and describe artifacts that evidence your competence in meeting the standard. Each Level II standard is a performance standard. Thus, the artifacts you select will come from both your work as a special educator and from products generated in Level II courses.

Level II standards are threaded throughout Level II Education Specialist coursework and are addressed within and across courses. Although several Level II standards are addressed in each course, given subsets are assigned to each course. It is an expectation that by the end of each course you will have composed a first paragraph reflective narrative and posted at least one piece of 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 1<sup>st</sup> 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 already able to do that allows you to demonstrate proficiency with regard to the several elements of the standard. “All Ed Specialists need to know...”

**Required 2<sup>nd</sup> 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? “Specific practices which I use to meet this standard include...”

**Required 3<sup>rd</sup> 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? “A second practice which demonstrates...”

**Required 4<sup>th</sup> 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? “Another example or evidence of this practice occurs...”

**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.

**Writing Skills:** ACADEMIC WRITING IS NEVER SUBMITTED IN SECOND PERSON, but may be submitted in first person, though third person is the most acceptable. Any essays submitted in second person will be returned for rewriting and will not receive credit until repair is made and resubmitted. To assist you with graduate level writing skills, please visit the following websites: <http://owl.english.purdue.edu/owl/resource/606/01/> , [www.csusm.edu/writingcenter/](http://www.csusm.edu/writingcenter/) , <http://www.wisc.edu/writing/Handbook/CommonErrors.html>

### **Grading Standards and Assignment Overview**

**In order to receive a California State Teaching Credential, candidates must maintain a B average in School of Education coursework and receive no lower than a C+ in any one course.** Any grade lower than a C+ indicates serious concern about a student’s readiness or long-term capacity for a clear Educational Specialist teaching credential—significant concerns exist about his/her quality of learning, quality of work, and ability to manage the rigors of an Special Education teaching position. This Credit/No credit course assumes the candidate’s ability to produce “A” or “B” quality academic and professional quality work. If a candidate is concerned about meeting this requirement at any time, speak with the instructor immediately.

Assignment Overview	Point Value
CC Photo, GTKY data, TaskStream account activated first week	2
<b>3 Forms:</b> Employ. Verif. Ltr; Support Provider form; Lvl II Course of Study (hard copies)	3
Brief Educational Philosophy/Mission Statement (for employment binder/portfolio)	5
Brief Personal Biography w Photo (for employment binder/portfolio)	5
Informal Strength/Weakness Inventory & Action Plan (submitted online in course)	10
Hard Copy Employment Binder/Portfolio (approved in class)	10
Circle of Courage Reflection (submitted online course)	4
Reading Reflection #1 (submitted online in assignment drop box of course)	5
Reading Reflection #2 (submitted online in assignment drop box of course)	5
Reading Reflection #3 (submitted online in assignment drop box of course)	5
Reading Reflection #4 (submitted online in assignment drop box of course)	5
TaskStream Beginning Essay Entries by Standards: 1 posting/1 essay for each standard, 13-20	16
Formal Induction Plan Form (signed, submitted in online course and hard copy in class)	15
Attendance, Professional Demeanor, In-class participation	10

*EVEN THOUGH THIS IS A CREDIT/NO CREDIT COURSE, THE FOLLOWING CRITERIA SHALL APPLY:*

It is expected that “passing” work be worthy and equivalent to an earned “A” grade, period. At this level of professional development, while much of this information may appear to be unnecessary, it is a state requirement and therefore essential, expected and included again for those very few who fail to meet minimum requirements and cannot be recommended for a clear credential by the university due to their own choices.

“A” students will:

1. Demonstrate serious commitment to their learning, making full use of learning opportunities available to them, whatever that may be, seeking out implications of their learning for future use.
2. Complete ALL major assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
3. Make insightful connections between all assignments and developing an overall understanding of teaching; *continually question and examine personal assumptions in a genuine spirit of inquiry.*
4. Show high level achievement of or progress toward course goals (see syllabus).
5. Collaborate with colleagues in professional and productive ways, working with integrity to enhance each participant’s learning.
6. Consistently complete all coursework, ready to engage in thoughtful and informed discourse.
7. Demonstrate responsibility to meeting attendance requirements (see attendance section of syllabus).

### **CSUSM All University Writing Requirement**

This course emphasizes your writing skills and how well you can document your assertions of competency. Your personal biography, personal philosophy and multiple reading reflections will require you to write well over the 2500 minimum word count required for the College of Education course criteria. **Visit the following website for a review of specific writing skills expected in this course:** <http://www.unc.edu/depts/wcweb/handouts/style.html>

### **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 most efficient 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 messages need to 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 speak with the author in person in order to correct any confusion. **Please visit this site in order to understand the very specific and detailed aspects of online protocol:** <http://www.albion.com/netiquette/corerules.html>

Class meeting schedule and assignment matrix to follow on next page

## Tentative Class Schedule/Course Outline

**EDEX 660 – Fall 2011 5:00 to 6:45p — Selected dates below**

CC=Cougar Course(Moodle) online companion class; F= Discussion Forum; AP=Assignment Submission Portal

TS= TaskStream      K/M = Kilbane and Milman, authors of required textbook

Date	Class Topics/Activities	Readings/Assignments	Due and 'To-Do'
9/01	<b>Module 0: Level II Forms &amp; Facts</b> • Organization, review of syllabus • Accessibility, time management	Level II folders, name cards, course schedule, WebCT intro, self monitoring forms (All provided for you)	• Subscribe to TaskStream • GTKY on CC, photo CC Profile Roster • CSUSM Student account activated
9/8	<b>Module 1: Overview &amp; First Steps Induction—What &amp; Why?</b>	• Read K/M, Ch 1, 3, 4 for Rdg Refl #1 • Module 1; Read Courage/ Discouraged	• <b>Rdg Reflection #1 due – AP</b> • <b>Circle of Courage Reflection due – AP</b>
9/15	<i>Independent Work Week</i> • Types of portfolios, function • Peer feedback session on Bio	• Mod 1: Print Bio assignment • Print Induction Plan	• <b>Brief Bio due- bring copy to review</b> • <b>Bring blank Induction Plan</b>
9/22	<b>Module 2: TS Training &amp; Standards</b> • Review of potential evidence/artifacts • TaskStream Training - Guest Speaker?	• Read K/M, Ch 5 • Mod 1: Find, Re-do Philosophy	• <b>Rdg Reflection #2 due – AP</b> • <b>Philosophy due - AP</b>
9/29	<i>Independent Work Week</i>	• Read K/M Ch 7 • Obtain actual artifact items: scan, have actual digital IEP, or BIP, or MAP, names white-out.	• <b>Print/Bring Level II Standards</b> <i>(check formatting before printing)</i>  • STD 13 post artifact, paragraph –TS
10/06	<b>Course Advisement Night- 5 to 7:15</b> Prof Development Activity	• Finished Employment Portfolio to share w peers in class; checked off by instructor	• <b>Bring advisement form to do in class</b> • STD 16 post artifact, paragraph -TS
10/13	<i>Independent Work Week</i>  Employment Binder Portfolio	• Read K/M, Ch: 6	• STD 15 post artifact, paragraph –TS • <b>Rdg Reflection #3 due - AP</b>
10/20	<b>Module 3: Self Assessment</b> • Partner peer review, coaching, consult Graduate Level Writing: Guest Speaker?	• Read, complete S & W inventory online • Review K/M, Ch 3	• <b>Submit Strngth/Wkness Inventory - AP</b> • STD 14 post artifact, paragraph -TS
10/27	<i>Independent Work Week</i>		• STD 17 post artifact, paragraph -TS • STD 18 post artifact, paragraph -TS
11/03	<b>Module 4: Induction Planning Workshop &amp; Binder Check</b>	• Group work-- Induction Plan completion: research, web quest professional devlmt	• <b>Bring Employment Binder Portfolio</b> • <b>Bring Induction form to do in class</b>
11/10	<i>Independent Work Week</i>	• Read K/M, Ch 10	• <b>Rdg Reflection #4 due - AP</b> • STD 19 post artifact, paragraph -TS • STD 20 post artifact, paragraph –TS
11/17	<b>Small Group Review: 3-6:45 pm</b> • Authentic assessment by appointment Feedback re: evidence criteria, writing criteria, tech expertise.	Choose, post online from 3:00-3:30; 3:30-4:00; 4:00-4:30; 4:30-5:00; 5:00-5:30; 5:30-6:00; 6:00-6:30; 6:30-7:00 <b>With 6 max per time slot</b>	• <b>Bring laptop/access computer.</b> • Paper documents in binder for check, turn in for Student Services if ready
Thanksgiving week – great chance to make essay entries, finish up forms, IIP -- in order to pass!			
12/01	<b>Induction Launching Celebration</b> • Feedback and final review <b>Level II/MA/Credential-Speaker?</b>	• Download and print all Level II resources from WebCT	• <b>ALL forms due</b> to turn in to Student Services • <b>Induction Plan due – AP &amp; in hard copy</b> • ALL assignments due online
12/07	<b>Optional, but worth it: Showcase!</b> Old Spaghetti Factory, San Marcos 5-8 pm \$15		
12/09	<i>Last opportunity to submit completed Induction Plan = 12/09/11 by candidates—hand delivery to instructor</i>		

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-Critical Level I and Level II assignment alignment resources on next page-



Matrix by Course Assignment—**Level I** Education Specialist Mild/Moderate & Moderate/Severe Program

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

## Level II Course Assignment – Alignment to Standards Help sheet

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

**12 page Level II Competency Matrix to follow in LANDSCAPE FORMAT**

**LEVEL II EDUCATION  
SPECIALIST CREDENTIALS  
STANDARDS & COMPETENCIES**

**CAL STATE UNIVERSITY SAN MARCOS**

Candidate: \_\_\_\_\_  
 Phone (wk): \_\_\_\_\_ ID#: \_\_\_\_\_  
 Phone (hm): \_\_\_\_\_ E-mail: \_\_\_\_\_ School Name: \_\_\_\_\_  
 Support Provider(s): \_\_\_\_\_

**Mild/Moderate Disabilities &  
Moderate/Severe Disabilities  
with ELL Authorization**

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

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

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

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

<b>Standard 14 (M/M &amp; M/S): ADVANCED BEHAVIORAL, EMOTIONAL, &amp; ENVIRONMENTAL SUPPORTS (continued)</b>				
<b>Each candidate demonstrates advanced knowledge and ability to implement systems that assess, plan, and provide academic and social skill instruction to support students with complex behavioral and emotional needs. Each candidate works with educational, mental health, and other community resources in the ongoing process of designing, implementing, evaluating, and modifying identified supports to ensure a positive learning environment.</b>				
<b>Standard Element</b>	<b>Required Behaviors of the Candidate</b>	<b>Suggestions to Meet and Document the Standard</b>	<b>Evidence for Meeting the Standard</b> (Course number, CFAST event, portfolio entry)	
14.8	Demonstrate the use of a variety of non-aversive procedures, including voice modulation, facial expressions, planned ignoring, proximity control, and tension release, for the purpose of modifying target behaviors	Document use of surface management skills. Be proactive, preventative. CFAST event 2		
14.9	Demonstrate effective procedures for providing corrective feedback to students.	Become an active listener. Show/document. CFAST event 2,3,5		
14.10	Communicate closely with physicians to monitor the impact of medication, carefully observing the student's behavior and documenting behavioral changes to report to physicians.	Know the commonly used medications and their side effects. Share information.		
14.11	<b>Utilize non-intrusive crisis management techniques to diffuse potential crisis situations.</b>	Document knowledge and mastery of crisis prevention and intervention consistent with the Hughes Bill requirements (e.g., document university or district training)		
14.12	Develop appropriate activities to be implemented before, during and following a crisis episode.	Demonstrates skills by role play, video, etc.		
14.13	Describe the effects of prescription and non prescription medication/drugs on student behaviors.	Document knowledge of commonly used medications and their side effects.		
14.14	Work with the IEP/ITP team to examine the viability and value of needed accommodations to assure post school behavior/social supports.	Work with/lead IEP and SST teams. Document these experiences.		
14.15	Identify issues, resources, and techniques for transitioning students with complex emotional and behavioral needs from restrictive environments, including special centers, nonpublic schools, psychiatric hospitals, and residential treatment programs to lesser restrictive settings.	Know the issues involved with transition at various stages of educational development. Be proactive/preventative in classroom management planning. CFAST event 2, 3,5		
14.16	Delineate theoretical approaches, such as biogenic, psycho-dynamic, behavioral, and etiological, and their applications for students with complex emotional and behavioral needs.	Document understanding and application of theoretical approaches to support students with complex emotional and behavioral needs.		

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

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

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

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



**Standard 17 (M/M & M/S): SPECIFIC EMPHASIS**

**The Level I was designed to acquaint candidates with the broad range of general and special education responsibilities in schools needed in order to begin careers in special education. Level II extends those learnings and allow for in-depth study of defined areas of interest for the Level II candidate. The Level II professional induction plan builds the individual teacher's assessed needs and outlines specific activities for facilitating professional development.**

Standard Element	Required Behaviors of the Candidate	Suggestions to Meet and Document the Standard	Evidence for Meeting the Standard (Course number, CFAST event, portfolio entry)	
17.1	Select one or more of the following areas of interest as an expertise. Then develop and execute a plan to achieve a level of expertise in each selected area; transition, inclusive education, early childhood, behavioral intervention, serious emotional disturbance, technology, autism (and for M/S only, augmentative communication). Other areas may be negotiated with your advisor.	Indicate the area(s) of expertise that you identify as personal goals and provide statement of area(s) identified, plan for attaining the expertise, and the evidence of attaining each. Include here its location in your portfolio. CFASST year 1 or 2		
17.2	Demonstrates critical reflection and meaningful integration of theory and practice.	Provide evidence of critical reflection and meaningful integration. May be course products, a component of your personal self inventory, goal statements, or other evidence. Include here its location in your portfolio. CFASST year 1 or 2		

**STANDARDS FOR MILD/MODERATE ONLY**

**Standard 18 (Mild/Moderate ONLY): ASSESSMENT**

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

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

**Standard 19 (Mild/Moderate ONLY): CURRICULUM AND INSTRUCTION**

**The Level II program offers adequate opportunities for each candidate to acquire the knowledge and skills to teach, adapt, modify, and integrate curriculum appropriate to the educational needs of students with mild/moderate disabilities.**

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

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

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

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

## STANDARDS FOR MODERATE/SEVERE ONLY

### Standard 18 (Moderate/Severe ONLY): ADVANCED COMMUNICATION SKILLS

**Each candidate demonstrates effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members**

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

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

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

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



**Standards of Quality and Effectiveness for Professional Teacher Preparation Programs**  
**Program Standard 19: Teaching English Learners**

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

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

**REQUIRED SIGNATURES OF AUTHORIZED EVIDENCE REVIEW AND APPROVAL AT BOTH DISTRICT AND UNIVERSITY LEVELS:**

\_\_\_\_\_  
Printed Name of Level II Candidate

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Printed Name of District Support Provider

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Printed Name of Level II University Advisor  
Signature

\_\_\_\_\_

\_\_\_\_\_

**Additional Comments:** Signature

Signature

Date

Date