CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDEX 651: Advanced Technology, Transition, & Inclusive Education
Course Syllabus
Dr. A. Sandy Parsons

Fall Semester 2008
Section 01: CRN# 41537
University Hall 271
Tuesdays: 5:30 p.m. to 8:15 p.m.
WebCT component TBA on course schedule

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Office Hours:	Tuesdays 4:-00 - 5:00 p.m. or by appointment

The course is partially online and will be offered in the new WebCT 6. You will need your university user name and password to log into WebCT6. See the course schedule for the nights that are online and not on campus.
Log may into the WebCT 6 course site at: **https://webct6.csusm.edu/webct/entryPage.dowebct**

Table of Contents

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

Focuses upon acquisition of skills for advanced application of technologies supporting inclusion, and practical applications in the classroom, grant writing, and professional presentations. 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 Special 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

Text
Required:
Pierangelo, R., & Giuliani, G. A. (2004**).** *Transition services in special education: A practical approach.* Pearson: Allyn Bacon**.** New York, NY. ISBN # 0-205-34569-7

Bound Reader Required (Note: the bound reader will be ready the second week of class, I will send a course mail to let you know when it is available.)
Parsons, S. Bound Reader for EDEX 651 (2008-09).   This will be available at **CopyServe**. (760) 599-9923, 754 South Rancho Santa Fe Blvd in the Citibank shopping center on the corner of Rancho Santa Fe and San Marcos Blvd. Easy entry is from San Marcos Blvd. just west of Rancho Santa Fe Rd.; turn right into the first driveway off San Marcos Blvd. just after Citibank, and make an immediate left. The Copy Serve store faces San Marcos Blvd.

Recommended
American Psychological Association. (2001*). **Publication manual of the American psychological association, fifth edition.** American Psychological Association, Washington, CD.

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. **Please note that the lab in UH 271 does NOT have 3.5" or zip drives.**

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)

COLLEGE OF EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).* 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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 WebCT discussion board work.

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, COE 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 COE website provided at the website provided:
http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp

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

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	Reading Activities (Select one) Posted Discussion Board Work on Transition
Standard 17 M/M/S Development of Specific Area of Emphasis	Specific Area of Emphasis Paper (SAE) Highlight how this will help 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.

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 College 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 WebCT 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 the discussion board in WebCT, or submitted online in WebCT using the assignments tool.

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 in hard copy in class. ***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 WebCT 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 Discussion Board Postings within WebCT6. It is recommended that you compose in Word, and keep a running document of your work. You can copy and paste from Word into WebCT6.

- It is strongly advised that students keep up with the assignments from session to session as 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 WebCT 6 using the built in Turitin™ software 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%

GRADING RUBRICS

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 College of Education Attendance policy stated on page two of this syllabus.

Participation (10 points maximum/class X 16 sessions = 160 points maximum).

Points are awarded for both on campus and the asynchronous online WebCT6 sessions. Regular, punctual attendance it 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 WebCT 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 discussion board.

NOTE: be sure to check your course mail and the WebCT6 homepage of the course prior to coming to class. If class is canceled for any reason, notice will be posted via WebCT6.

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;
- **absolutely no food or drink (other than bottled water at the tables) in the lab**.

Technology Grant Project (100 points, group work)

Specific Area of Emphasis (SAE) (100 points, individual work)

Reading Activities: (4 @ 30 points each = 120 points)
> There are four Reading Activities (RAs) which address the reading in the Transition text.
> These activities are included in the Bound Reader for this course.
> The RAs will be submitted via the Assignments Tool in WebCT 6. Be sure to use Word.

Web Based Components of Course (210 points)
> **WBI discussion board prompts (6 weeks X 30 = 180)**
> There will be a series of Discussion Board (DB) prompts for your reflection and response.
> This includes points for responses to the postings of colleagues when required.
>
> **Course Reflection (30)** to be posted to WebCT

Technology Labs (60 points)
> Three labs @ 20 points each for 60 points. This includes a field visit to the San Diego United Cerebral Palsy (UCP) Assistive Technology Lab.

Task Stream Postings (50 points)
> Each student must post a reflection (the format appears on page 14 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 on page 4 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.**

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

- **Never give your password to anyone else or allow anyone else to access this course using your password**.

- Post your response to the Discussion Board (DB) Prompts 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 discussion board. **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 WebCT6 course mail.

- All communications by E-mail will be via the Course Mail tool in WebCT6.

- I typically do not respond to course mail on the weekends.

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

- All work in WebCT 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 WebCT. Be sure to reference all of your work when quoting writing/text that is not your own.

Academic Requirements
EDEX 651 Spring Semester 2008

Participation & Assignments	Notes	Point
Participation (160)	(16 sessions @ 10 points = 160 points) (includes WebCT sessions)	**160**
Technology Grant Project (100) (Group Work)	This is a group project including literature and web site research and review 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 review with annotations.	**100**
Reading Activity Assignments (120) (Individual Work)	This is an individual assignment, do not quote large blocks of text from the textbook; write in your own words. Post using the Assignment Tool	
Reading Activities 1 – 4 on the text book	Four Reading Activities @ 30 points each Submitted via the Assignments Tool in WebCT6	**120**
WebCT Work: (210) (Individual Work)		
Discussion Board	*Six sessions @ 30 points = 180 points Includes response to colleagues	**180**
Course Reflection	Submitted on line (30 points)	**30**
Technology labs (60)		
Three labs including a field visit	Three labs @ 20 points each for 60 points. This includes a field visit to the SD UCP AT lab Be sure to turn in your lab sheet for each lab	**60**
Task Stream Postings (50) (Individual Work)		
Postings for level II Standards	This assignment will be discussed in class	**50**
	Each student must have a Task Stream Account These postings must be completed to clear your Level II Credential.	
	Total:	**800**

*All Discussion Board 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.

SB 2042 - Authorization to Teach English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about their students
I. Language Change		**C.** How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**III. Cultural Contact**
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**A.** Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	**B.** Methods	**B.** Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**C.** The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**IV. Cultural Diversity in U.S. and CA.**
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

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 the10 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				Practices Documented in Digital Portfolio in TaskStream
Standard 16 Transition and Transition Planning		Reading Activities & Posted Discussions in WebCT				Practices Documented in Digital Portfolio in TaskStream
Standard 17 Development of Specific Emphasis	Strengths & Weakness Inventory	Specific Area of Emphasis Project				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