

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

**EDEX 660: Individual Induction Plan Development – 2 units**  
**UH 360, 5:00-6:45 pm, Selected Thursdays: 8/28, 9/4, 9/25, 10/2, 10/9, 10/30, 11/6, 11/20**  
**Fall, 2008**

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**College of Education Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

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. *Graded Credit/No Credit*

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.

**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, to 2), complete a Personal Section of the professional portfolio, and 3) Determine an area of professional expertise in support of educational reform, based upon an informal individualized strengths/needs assessment.

3. To establish a collegial study group for the 2 year duration of data collection
4. To establish 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
- Guest speakers from credentialing services 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 Directions, go to: <http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm>)
- For directions on writing TaskStream Narratives, go to: <http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm>

**Teacher Performance Expectations:** <http://lynx.csusm.edu/COE/fieldExperience/TPEs.at.a.Glance.pdf>

**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:** [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 resource:**

- 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. Campbell, Cignetti, Melenzyer, Nettles and Wyman. 3<sup>rd</sup> ed., 2004, *How to develop a professional portfolio-a manual for teachers*, Allyn Bacon, 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)

3. Recommended Text **not required:** Kilbane, Clare, Milman, Natalie. 1<sup>st</sup> ed, 2003, *The digital teaching portfolio handbook*, 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)**

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.

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>

## 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. For 660, attendance at the abbreviated class sessions is important in order to ensure enough mentoring to be able to work independently on the induction goals for a two year period. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

## 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 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.

## Course Requirements

Because this course is supplemented by an online component, the actual assignments, forms, readings and all materials required to complete the assignments are available on the WebCT course for registered students, and can be found in this online course. However, an overview of required assignments includes:

- Formal Individualized Professional Induction Plan with timeline,
- A personal professional employment portfolio (revision of your current),
- An educational philosophy position or mission statement,
- Brief personal biography
- An informal strength/weakness inventory and plan of action for professional growth and personal development,
- Four reading reflections from text and resources provided for professional development
- Letter of Employment of District/Institution Letterhead District Support Provider Agreement (written agreement of the employing district to provide the candidate with a Support Provider, working with the CSUSM Level II candidate and the Level II Advisor, as needed)
- Subscription to and three entries into the TaskStream digital portfolio format.

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.
- 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 of class)
  - 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!)
- 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 on TaskStream is to evidence how you meet each of the 10 Level II Education Specialist standards. For each of the 10 Level II standards, your task is to write a cogent reflective essay and to post, 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 able to do that allows you to demonstrate proficiency with regard to the several elements of the standard.

**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?

**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?

**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?

**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:** To assist you with graduate level writing skills, please visit the following websites:

<http://owl.english.purdue.edu/owl/resource/606/01/>.

<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 College 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 you are concerned about meeting this requirement at any time, speak with the instructor immediately.

*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" or "B" grade. At this level of professional development, while much of this information may appear to be unnecessary and redundant, it is essential, expected and included again for those very few who fail to meet minimum requirements and cannot be recommended for a credential by the university due to their own choices.

"A" students will:

1. Demonstrate serious commitment to their learning, making full use of the learning opportunities available to them, whatever that may be, searching 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 class preparation work, ready to engage in thoughtful and informed discourse.
7. Demonstrate responsibility to meeting attendance requirements (see attendance section of syllabus).

All

| <b>Assignment Overview</b>  | <b>Point Value</b> |
|---|--------------------|
| 3 Admin Forms: Employ Verif Letter.; Support Prov.; Plan of Study | 5                  |
| Philosophy/Mission Statement (for employment portfolio)           | 5                  |
| Brief Biography (for employment portfolio)                        | 5                  |
| Self Assessment Strength/Weakness Inventory                       | 10                 |
| Employment Portfolio in Binder                                    | 10                 |
| Circle of Courage Revisited Reflection                            | 5                  |
| Reading Reflection #1   | 5                  |
| Reading Reflection #2   | 5                  |
| Reading Reflection #3   | 5                  |
| Reading Reflection #4   | 5                  |
| TaskStream Entries by Standards- 3 Postings–any standards ok      | 15                 |
| Formal Induction Plan Form  | 15                 |
| Attendance, Professional Demeanor, Participation                  | 10                 |

### **University Writing Requirement**

This course is entirely about 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, WebCT6, 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 College 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>

**Tentative Class Schedule/Course Outline**  
**EDEX 660 Fall 2008 5-7p UH 360**

| <b>Date</b> | <b>Class Topics/Activities</b>  | <b>Readings/Assignments</b>  | <b>Due and 'To-Do'</b>  |
|-------------|---|--|---|
| 8/28        | <b>Level II Overview, Norms &amp; Forms</b><br><ul style="list-style-type: none"> <li>Organization, review of syllabus</li> <li>Accessibility, time management</li> </ul>                           | Level II folders, namecards, schedule, WebCT, etc.<br>(All provided for you)   | <ul style="list-style-type: none"> <li>Subscribe to TaskStream</li> <li>GTKY on WebCT DB</li> <li>Photo uploaded to WebCT Roster area</li> </ul>  |
| 9/04        | <b>Induction into SpEd—What &amp; Why?</b><br><ul style="list-style-type: none"> <li>Types of portfolios, function</li> <li>Induction Plan review</li> </ul>  | <ul style="list-style-type: none"> <li>Induction document production/retrieval as noted----</li> <li>Revisit Courage for the Discouraged (CfC)</li> </ul>  | <ul style="list-style-type: none"> <li>Brief Biography due</li> <li>Philosophy revisited due</li> <li>CfC reflection due</li> <li>Print/Bring blank Induction Plan</li> </ul>   |
| 9/11        | Independent work session  | · Campbell: Preface, Ch1   | · Reading Reflection #1 due   |
| 9/18        | Independent work session  | · Campbell: Ch 3, 5  | · Reading Reflection #2 due   |
| 9/25        | <b>Standards Immersion</b><br><ul style="list-style-type: none"> <li>Review of potential evidence/artifacts</li> <li>Group work—think tank!</li> </ul> <b>Level II/MA/Credential</b> -Guest Speaker | Optional but helpful: Read article entitled "Induction" in WebCT   | <ul style="list-style-type: none"> <li>Print/Bring blank Level II Standards (check formatting before printing)</li> </ul>   |
| 10/02       | <b>TaskStream Training</b> - Guest Speaker<br><b>Strength/Weakness Reflections</b><br><ul style="list-style-type: none"> <li>Partner peer review, coaching, consult</li> </ul>                      | <ul style="list-style-type: none"> <li>Alternate location? –TBA</li> <li>Read, thoughtfully complete S &amp; W inventory</li> </ul>  | <ul style="list-style-type: none"> <li>Print/Bring <i>completed</i> Strength/Weakness Inventory</li> </ul>  |
| 10/09       | <b>Course Advisement Night</b> - Guests<br>6-6:45<br>A-H =Dr Hood<br>I-O = Dr Thousand<br>P-Z= Dr Parsons<br><b>Employment Portfolio Check</b><br><b>Induction Plan Work Session</b>                | <ul style="list-style-type: none"> <li>Finish Employment Portfolio to share in class; check by instructor</li> <li>Cont work Induction Plan, research, create calendar of professional dev'ment plans</li> </ul> | <ul style="list-style-type: none"> <li>Bring advisement form <a href="http://lynx.csusm.edu/coe/academics/MA/SpEdwithCredentialPlan.doc">http://lynx.csusm.edu/coe/academics/MA/SpEdwithCredentialPlan.doc</a></li> <li>Bring Induction form</li> <li>Employment Portfolio Due</li> </ul> |
| 10/16       | Independent work session  | Campbell: Ch 2, 6  | · Reading Reflection #3 due   |
| 10/23       | Independent work session  | Campbell: Ch 4, Appendices   | · Reading Reflection #4 due   |
| 10/30       | <b>Small Group Review: 3-6:30 pm</b><br><ul style="list-style-type: none"> <li>Authentic assessment by appointment. Feedback re: evidence criteria, writing criteria, tech expertise.</li> </ul>    | 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<br><b>With 4 max per time slot</b>  | <ul style="list-style-type: none"> <li>Bring laptop or access classroom computer.</li> <li>Paper documents in folder for check and turn in if ready</li> </ul>  |
| 11/06       | <b>Small Group Review: 3-6:45 pm</b><br><ul style="list-style-type: none"> <li>Authentic assessment by appointment. Feedback re: evidence criteria, writing criteria, tech expertise.</li> </ul>    | 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<br><b>With 4 max per time slot</b>  | <ul style="list-style-type: none"> <li>Bring laptop or access classroom computer.</li> <li>Paper documents in folder for check and turn in if ready</li> </ul>  |
| 11/13       | Independent work session  |  |   |
| 11/20       | <b>Final Induction Send Off</b><br><ul style="list-style-type: none"> <li>Feedback and view of a completed portfolio from a former level II student</li> </ul>                                      | · Download and print all Level II resources from WebCT   | <ul style="list-style-type: none"> <li>ALL forms due in folder to turn in to Student Services</li> <li>Induction Plan due</li> <li>ALL assignments due</li> </ul>   |
| 11/27       | Independent work session  |  |   |
| 12/04       | <b>Optional but worth it: Showcase!</b> Old Spaghetti Factory, San Marcos 5-8 pm \$15   |  |   |
| 12/12       | <i>Last opportunity to submit completed Induction plan = 12/12 by student hand delivery to instructor</i>   |  |   |

Critical Level II Criteria resources below

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

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

## Level II Course Assignment Alignment to Standards Help sheet

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

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

**This is the correct chart**

| <b>PART 1:<br/>LANGUAGE STRUCTURE AND<br/>FIRST- AND SECOND-LANGUAGE<br/>DEVELOPMENT</b>   | <b>PART 2:<br/>METHODOLOGY OF BILINGUAL,<br/>ENGLISH LANGUAGE<br/>DEVELOPMENT, AND CONTENT<br/>INSTRUCTION</b>        | <b>PART 3:<br/>CULTURE AND<br/>CULTURAL DIVERSITY</b>   |
|--|---|---|
| <b>I. Language Structure and Use:<br/>Universals and Differences<br/>(including the structure of English)</b>                          | <b>I. Theories and Methods of<br/>Bilingual Education</b>   | <b>I. The Nature of Culture</b>   |
| 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)  | <b>II. Theories and Methods for<br/>Instruction In and Through English</b>  | 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  | <b>II. Manifestations of Culture: Learning<br/>About Students</b>                             |
| 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) |
| <b>II. Theories and Factors in First- and<br/>Second-Language Development</b>  | <b>III. Language and Content Area<br/>Assessment</b>  | <b>III. Cultural Contact</b>  |
| 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   | <b>IV. Cultural Diversity in U.S. and CA</b>  |
|  |   | A. Historical perspectives  |
|  |   | B. Demography   |
|  |   | C. Migration and immigration  |

:: end ::