

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

**EDEX 661: Portfolio Review, Site Visitation and Professional Showcase- 2 units
UH 360 7:00-8:50 pm, Selected Thursdays: 8/28, 9/4, 9/25, 10/2, 10/30, 11/6, 11/20,12/4.
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).**

COURSE DESCRIPTION

EDEX 661 structures the assessment of Professional Level II Education Specialist candidates' completion of the professional credential Induction Plan. Through a portfolio critique and review process and site visitation as warranted, candidates demonstrate performance of Level II Mild/Moderate and/or the Moderate/Severe Education Specialist standards. *Graded Credit/No Credit*

This course is the second in a series of two courses (EDEX 660 and EDEX 661) designed to be taken sequentially. The primary goal of this semi-independent seminar is to engage in support, guidance and self/peer/instructor monitoring the development of the Special Education professional throughout his/her induction process. The course is intended to cover the span of two years of the CSUSM Level II program, whether or not the candidate chooses to complete a Master's degree. State law requires that the clear Level II credential be completed within 5 years following the issuance of the preliminary credential; however CSUSM encourages teachers to complete this process within a two-year framework to enhance professional development and teacher performance.

- 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.

Course Prerequisites

EDEX661 requires successful completion of EDEX 660, and *more* than one year of full-time experience as a special educator, or the equivalent in the field. **Candidates should take EDEX 638, 639, 651, 652 and other individual Level II requirements prior to enrolling in this course.** This course is the last in the Level II course sequence, and is considered the capstone experience.

This course requires full time employment in public or private school settings in the State of California, as well as participation in professional development and other education-related contexts. It is also a state requirement that the school district where the candidate is employed agree to assign an on-site

peer support provider for the candidate during the process. This support provider is often a person similar to a **BTSA** support provider, if not the same person, who will work with the candidate throughout the process and attend his/her capstone presentation event. In the event that the employer or the support provider changes during the induction process, a new agreement and letter of verification must be submitted to CSUSM student services.

Course Objectives

This course is specifically designed:

- to extend candidates' knowledge and professional skill through documentation of current professional and personal work, research and ongoing practice in the field of education,
- to encourage further infusion of technology/best practices/ collaboration in the field of Special Education through a capstone experience of a presentation event,
- to refine, complete and polish the professional licensure portfolio, documenting and displaying evidence of competency in each of the standard areas of the Level II California Competencies for Educational Specialist Clear Credential.

Student candidates will work to:

1. Verify/substantiate all state and university program requirements for Level II clear educational specialist credential,
2. Develop and refine
 - 1) a personal educational philosophy stance,
 - 2) a Professional Employment Section of the professional portfolio,
 - 3) an area of professional expertise in support of educational reform, based upon an informal individualized strengths/needs assessment.
3. Complete graduate level entries in each of the Educational Specialist Standards of Competency in a digital format through TaskStream, which provide the basis of evidence to support candidate competency.
4. Participate in and implement the capstone Portfolio Showcase and Presentation at the culmination of the Level II program.

These goals will be met through the following instructional methods:

- Class meetings, course reading, internet resource management,
- Guest speakers from student services and professors for technological advancement and support
- Strength/weakness assessment, implementation of specific plan of action for professional competence development, based on performance feedback, personal choice
- Resource sharing and collaboration, small group work as assigned, lecture and discussion

Unique Course Requirements

This course requires maintenance of a TaskStream account for your digital portfolio development. To set up an account, go to www.TaskStream.com . See guidelines for writing and course details under general Course Requirements.

Required Texts

No additional text is required for this course, the second half of the two-part Portfolio Development Seminar. Refer to Campbell text from EDEX 660, as well as various articles found on the class website and in this syllabus. Students enrolling in EDEX660 after Spring 2006 will be required to obtain a subscription to Task Stream (www.taskstream.com) in order to maintain a digital portfolio.

Task Stream Electronic Portfolio: Students must register & pay fee online prior to first class: www.TaskStream.com (register for 1 year minimum)

- 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

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)
- Enhancing Learning with Technology: Differentiating Instruction (<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources (<http://k12.albamarle.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>)

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 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.

A series of informational seminars are offered over the course of the program, but these are for your G General Education credential only. TPA related questions and logistical concerns will be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment, if it becomes part of your district's policy to implement the TPA system..

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students 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.

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)*

Course Requirements

Candidates must complete Level II CSUSM program coursework and fieldwork in order to apply for the Level II Educational Specialist credential. Candidates must adhere to the following guidelines:

- Attend ALL class meetings, at *least* one small group review meeting,
- Obtain Instructor clearance BEFORE seeking district portfolio review meeting.
- Attend and actively participate in at least one pre-scheduled work group meeting.
- Work with his/her support provider on an ongoing basis, to be documented through the completion of the standards competency standards forms with the university supervisor at the end of the course.
- Build and review/refine/add to the actual items of evidence, housing each piece of evidence as detailed in the portfolio requirement on TaskStream or at the end of the syllabus for hard copy portfolios.
- Participate both as a presenter and an exhibitor in the culminating event of the course, including, but not limited to a university student sponsored Portfolio Showcase Event.
- Complete *at least one* additional service task for the implementation of the Showcase.
- Follow through with all required paperwork and finishing portions of the documentation required for the credential with student services, including revamping any portions of the portfolio which, in the estimation of the district support provider and/or the university supervisor, need remediation of additional documentation in order to demonstrate competence.
- 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>
- **TaskStream** postings and assignments must be posted on the dates on which they are due.

- If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
 - Any time you have questions or concerns, please contact the instructor via university email immediately.
 - All required work is expected to be 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.
 - 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:
 - On-time arrival and full attendance to all class sessions;
 - Advance preparation & timely submission of assignments;
 - ‘Tech respect’: NO cell phone use, texting, email during class
 - 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)
 - Carefully considered, culturally aware approaches to solution-finding; no subterfuges of any kind.
 - 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 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.

To support your search for evidence, this syllabus includes two pages which have been provided by your instructor to align the CTC Level I and Level II competency standards with the CSUSM coursework 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>

Level I and Level II course assignment alignment to Level II Standards can be found on the next two pages. Please check formatting before printing:

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

Standards	EDMX 622	EDMX 627	EDMX 631	EDMX 632	EDMX 633	EDMX 634	EDMX 572/671/ 672
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 Assignments Alignment to Standards Help sheet

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		Action Research		Practices Documented in Digital Portfolio in TaskStream
Standard 16 Transition and Transition Planning		Reading Activities & Posted Discussion 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 Assessment			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				Reinforcmnt 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 ; Ethical Undrpinning Leadership	Practices Documented in Digital Portfolio in TaskStream Portfolio

Grading Standards

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 by the university due to their own choices.

“A” students:

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. always 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 syllabus).

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 capacity for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, and ability to manage the rigors of an actual 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.

- All students will come prepared to class; documentation assignments and independent work will be completed on an individual basis
- All required work is expected to be on time. Life and death situations will be handled on a case-by-case basis, as determined by the instructor.
- Candidates will proofread and edit their work prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. Refer to American Psychological Association (APA) manual, 5th edition, for guidance, and/or the websites provided for writing requirements. Neglecting to do the above will impact the instructors’ abilities to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.
- Grading will also include a component of “professional demeanor” as discussed in Course Requirements sections of this syllabus. Students will conduct themselves in ways that are expected of those who are rising in the professional arena. This includes but is not limited to the following:
 1. On-time arrival to all class sessions;
 2. Advance preparation and timely submission of documentation in a professional appearing portfolio; work that is thrown together and not presented in an organized and distinctly labeled fashion is considered unacceptable.
 3. Respectful, positive participation in all settings: whole group, small group, in/outside of class
 4. Carefully considered, culturally aware approaches to solution-finding.
 5. Personal and professional actions, discussions and appearance which reflect the university’s integrity, commitment to education for ALL students and general educational reform toward excellence.

All University Writing Requirement

This course is entirely about your writing skills and how well you can document your assertions of competency. Visit the following websites for a review of specific writing skills expected in this course:

<http://owl.english.purdue.edu/owl/resource/606/01/>
<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 shall credit 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, including word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations. Specifically this course requires navigational abilities in TaskStream and the ability to create, store and retrieve a PowerPoint presentation which is professional in nature. Remember to 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 easiest 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, that include glaring 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 sent to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Rule of thumb is to ask yourself: "Would I be able to publish this with my name in the by line?"

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued or misunderstood?
- 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 talk with the author in person in order to correct any confusion.

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	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
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 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. CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

**EDEX 661 Tentative Schedule/Course Outline
Fall 2008 - Mauerman**

Date	Topic	Activity	What's Due
Th 8/28	Overview of term, Re-orientation Norms, attendance, Time Management Free Windows Training: 760-750-4776 Writing Center: 760-750-4168	Syllabus TaskStream vs Hard Copy Media Release reqs	-Post GTKY Info in DB -Email communication -WebCT Resources -Complete Personal Port.
Th 9/04	All Class Meeting: Review Day! -Standards and Evidence -Writing Skills -Committee choices	Review standards 13-17	-Bring hard copy of Level II Standards Complete Standard 13, 17
9/11	Independent Work Day/week		TS submissions work
9/18	Independent Work Day/week		TS submissions work
Th 9/25	All Class Meeting: Administrative Day Finishing Level II , MA overview	Review Standards 18,19 M/S, 18-20 M/M	Supp Prov, Ltr of Empl, Induction forms -Complete Standard 14
Th 10/02	All Class Meeting: 7-8 -Collaboration and Sharing <i>Early Bird clearance/approval meetings</i>	Small groups-peer review and collaboration -Sm Group Sign Ups <i>By appointment after 8</i>	Give Invitation to support provider, family, friends -Complete Standard 15
Th 10/09 (added)	All Class Meeting: -Presentation Topic Determinations -Showcase Committee Meetings -Logistics, Protocol, Guidance	Committee meetings Decide	Remember: No clearance, no district review! -Complete Standard 16, 18
10/16	Independent Work Day/week		TS submissions Standard 19
10/23	Independent Work Day/week		TS submissions Standard 20
Th 10/30	Small Group Approval/Clearance Meetings by appointment, every ½ hr	Sign up in class on 10/02 <i>By appointment</i>	-Bring laptop or hard copy of portfolio for approval by instructor
Th 11/06	Small Group Approval/Clearance Meetings by appointment, every ½ hr	Sign up in class on 10/02 <i>By appointment</i>	-Bring laptop or ...
11/13	Independent Work Day/week		TS submissions work
Th 11/20	All Class Meeting: Showcase Prep		Submit presentation to Tech committee today
11/27	Independent Work Day/week	Thanksgiving weekend	Finishing touches... work
Th 12/04	Level II SHOWCASE Dinner Celebration & Presentations The Old Spaghetti Factory Twin Oaks Valley Rd, San Marcos	Arrive no later than 4:45. Submit for time off early Committee tasks!	Bring presentation, personal portfolio, guests, \$\$ and smiles
	Late sign-offs through Dec 10, off campus appointments only		