

**California State University San Marcos**  
 COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES  
 SCHOOL OF EDUCATION

**COURSE: EDMX 575 Education Specialist –Transition Development Plan Seminar**

2 semester credit units

Meets selected Tuesdays, UH 373, 5:00pm -7:00 pm

<b>Instructor:</b> Leslie Mauerman, MS.Ed	<b>Contact:</b> <a href="mailto:lmauerma@csusm.edu">lmauerma@csusm.edu</a> Urgent Only: 760-846-0401	<b>Office:</b> UH 456; available before class
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**COURSE DESCRIPTION and SCHOOL MISSION**

**Course Description**

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. *Graded Credit/No Credit.*

*Co requisite: Enrollment in EDMX 572 or EDMX 672*

**School of Education Mission Statement**

*The mission of the School 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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.*

**LEARNING OBJECTIVES AND CREDENTIAL STANDARDS ADDRESSED**

**CCTC Education Specialist Common Program Standards Addressed**

The table below indicates the primary CCTC Education Specialist standards and level of competence (e.g., knowledge, application) addressed by candidates enrolled in EDMX 575.

M/M/S 15	M/M/S 16	<b>Key:</b> M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Standard A = Competence at <b>Application</b> level M/M/S 15: Field Experience in a Broad Range of Service Delivery Options M/M/S 16: Assessment of Candidate Performance
A	A	

**Student Learning Outcomes**

This course takes place in both virtual and face-to-face environments in which attendance is required. Face-to-face sessions guide candidates to learn about their strengths and needs for developing growth goals related to future continuing professional development through the following experiences and activities.

- 1) Development of an Individualize Transition Development Plan (IDTP) describing a candidate’s strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences.

- 2) Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with descriptions of artifacts of knowledge and skills demonstrated; and
- 3) Completion of the requisite (minimum of five) Special Education Field Experience Logs documenting field experience in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC);

Prior to recommending each candidate for the Preliminary Mild/Moderate Education Specialist Teaching Credential, each candidate must demonstrate satisfactory performance on the Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) and develop a written Individualized Development Plan (IDP) that describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experience. The School of Education also requires all credential candidates to produce a TPE portfolio with artifacts of knowledge and skills acquired in the program.

Though this course, candidates are informed of the ES TPEs and other expectations for their performance in clinical practice inclusive of the summative assessment of their performance in EDMX 572 (or EDMX 672 for interns) and other special education field experiences document in the Special Education Field Experience Log. Candidates are guided to reflect upon their developing knowledge and skill with regard to Education Specialist program standards and their application of the ES TPEs through the completion with cooperating teacher and University Supervisor of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment. Using the *Preliminary Mild/Moderate Education Specialist Induction Development Plan* form, each candidate identifies strengths, growth areas, and future options for post-credential professional development experiences and learning opportunities. The plan is signed by the candidate, university supervisor, and clinical practice cooperating teacher and delivered to the program coordinator along with the ES TPE Checklist and the letter of recommendation for the awarding of the credential, also signed by the candidate, university supervisor, and cooperating teacher.

## **SCHOLASTIC REQUIREMENTS**

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend at least 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. (Individual instructors may adopt more stringent attendance requirements.) Should a candidate have extenuating circumstances, contact the instructor as soon as possible. Because this course features only 5 face-to-face meetings, no more than one absence is permitted in order to pass the course.

### **Grading Scale**

Credit/No Credit

To receive credit for the course, candidates must attend face-to-face sessions and complete the following requirements:

- Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences;
- Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with artifacts of knowledge and skills demonstrated;
- Completion of the Special Education Field Experience Log documenting field experience in a broad range of service delivery options.
- Development of the Individualize Transition Development Plan (ITDP) describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experiences.

## ASSIGNMENT OVERVIEW

Assignment	Points
Employment Portfolio	15
5 Depth of Experience Reflections & Visitation Logs	25
Strength & Need Professional Development Assessment	15
Individual Transition Development Plan	20
Professional Dispositions Summative Assessment	15
Attendance, Participation & Collaborative Activities	10

## REQUIRED READING AND MATERIALS

Full text of the Education Specialist Teacher Performance Expectations, as posted on the School of Education website in the Education Specialist Special Education Handbook.

## PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. **Attend all class sessions and team meetings. Be punctual.** Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM School of Education that any student who misses 20% or more of class time, class sessions, or base team meetings may not receive a passing grade for a course. Because this course meets face to face only 5 times, attendance at all sessions is crucial.
2. **“Person-first” language** (e.g., “Student with ADHD” rather than “ADHD student;” “Johnny who happens to have Down syndrome” rather than “My Down syndrome student”) must be used throughout all written and oral assignments and discussions. See [http://www.asha.org/publications/journals/submissions/person\\_first.htm](http://www.asha.org/publications/journals/submissions/person_first.htm)
3. **Word process all written documents. Keep a copy of all of your work.** You will need these copies for your records and for potential future use as professional portfolio entries.
4. **Complete and submit all assignments** on or before the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. **Participate** in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. **Select a class “buddy”** or two to ensure that you receive handouts, class lecture notes, and other information if you must miss a class. Recall that you **MUST** attend 85% of class meetings. This allows **ONE** absence. Buddy: Telephone: e-mail:
7. **Academic Honesty Policy and Plagiarism**  
Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy on the CSUSM website. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material must provide credit to the source and be punctuated accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. All incidents of Academic Dishonesty are reported to the Dean of Students. Disciplinary action may include the lowering of a grade, a failing grade for the assignment or the class as a whole, or dismissal from the program or university.

## 8. **Electronic Communication Protocol**

Electronic correspondence is a part of all professional interactions. When you need to contact the instructor, e-mail is the easiest and most effective way to do so. Your instructor will respond to all received e-mails in a timely manner. Please be cognizant that e-mail and online 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 use of slang often communicates more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages sent to colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages must be crafted with professionalism and care. Please visit this website:

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 talk with the author in person in order to correct any confusion. Please come prepared for a quiz the first day regarding the Top Ten Rules of Netiquette. See: <http://www.albion.com/netiquette/>

## **COURSE FEATURES**

### **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.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu). 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 Academic Writing Requirement**

This course ensures that the university's minimum 2,500-word per course writing requirement is met by participants by completing:

- 1) the Preliminary Education Specialist Teaching Performance Expectations Portfolio,
- 2) the Special Education Field Experience Log documenting field experience, and
- 3) the Individualized Transition Development Plan.

**SCHEDULE OF CLASS MEETINGS**  
**EDMX 575 Seminar – FALL 2012 – Mauerma**

**Note: The class content will vary depending upon student needs, credential requirements, and developments in contemporary best educational practices, and by instructor discretion.** Course meeting dates have been tailored to meet the demands inherent in the overall ES program.

<b>Wk</b>	<b>DATES</b>	<b>CLASS ACTIVITY/TOPIC DESCRIPTION</b>	<b>READ/DO</b>	<b>DUE</b>
		Read through ENTIRE course online. Note resources, media, readings, and download assessment documents. Set up Class file – begin!	Professional Dispositions	Submit Prof Disp,
<sup>1</sup>	<b>T 8/28/12</b> Grande Seminar	<b>Orientation:</b> CP Coordinator guest speaker; Review of Syllabus, Assignments & Cougar Courses Observation Options/Do you need to make arrangements?	Syllabus PRINT IDTP for US, CT	GTKY, Profile photo
<sup>2</sup> <sup>3</sup> <sup>4</sup>	Online 9/4,11,18	Online Module: Complete personal information on ITDP; Pre-clinical Self-Assess on ES TPEs; Find or DO Field Experience visitation Work ahead on Strengths/Need Inventory when available online Give IDTP to CT and University Supervisor; discuss, seek feedback	Visitation Log #1	Submit
<sup>5</sup>	<b>T 9/25/12</b>	<b>Strength/Growth Needs informal assessment introduction</b> Professional Growth Web Quest--brainstorm for post credential options; complete strength/Need inventory	Complete S & N online	Submit in Portal, CC
<sup>6</sup> <sup>7</sup> <sup>8</sup> <sup>9</sup>	Online: 10/2, 9, 16, 23	Online Module: Complete as many Logs/Reflections as possible. Complete initial strengths and growth needs on ITDP IDTP to CT and University Supervisor; discuss, seek feedback Compile and complete Professional Employment Portfolio	Visitation Log #2	Submit in Portal, CC
<sup>10</sup>	<b>T 10/30/12</b> Grande Seminar	<b>Professional Employment Portfolio</b> Workshop and Individual check off for completion <b>Possible visit from Education Student Services</b> regarding application	Portfolio due in hard copy	Bring Portfolio
<sup>11</sup>	Online: 11/6	Complete field experiences work on <b>ES TPEs</b> in clinical practice, collect and record evidences; work with your US and CT to complete TPEs and IDTP	Visitation Log #3	Submit in Portal, CC
<sup>12</sup>	<b>T 11/13/12</b> Grande Seminar	<b>Professional Dispositions Workshop</b> <b>Student Services</b> re: application/finishing for credential-how to apply for the ES Mild/Moderate credential and new CCTC updates.	Self assess Visitation Log #4	Submit
<sup>13</sup> <sup>14</sup>	Online: 11/20, 11/27	Work on TPEs in clinical practice, collect and record evidences for your ES TPEs, finish entering information on ITDP; share IDTP with CT and University Supervisor; seek signatures; add in post-credential professional development options	Visitation Log #5	Submit
<sup>15</sup>	<b>T 12/4/12</b> Grande Seminar	<b>SDCOE Guest Speaker re: Clear Credential</b> (may occur another night) Course Closure and Program Evaluation *Celebration* Submit final ES TPEs, TPE portfolio, and ITDP; Self-Assessment on ES TPEs.	ITDP	Submit!

## ASSIGNMENT DETAIL & REQUIRED FORMS FOR COURSE COMPLETION

### Professional Employment Portfolio

15 points

The professional Employment Portfolio is exactly that—a showcase of organization and strong professional accomplishment! This is a fairly simple, but time-consuming assignment. If you lack organization as a personal strength, begin early. This is a **HARD COPY**, physical item; a digital equal is your own project to develop later.

This portfolio will house all types of hard-copy documentation involving your professional self and who you are as a person. You'll draw from the work, certification and professional documentation you have amassed thus far in your journey to become an Education Specialist. This is what you will take with you to interviews, visits to offices and school sites; so that you have everything you may need in one location, ready to provide visible and on-the-spot competence and preparation.

This authentic representation of you as a professional will also showcase your classroom experiences and the systems you use; it will be a reflection of who you are as a professional and as a person. This is the one place in which you will want to “brag” about your accomplishments, your avocation, your interests and convictions.

To that end, please gather and prepare the following documents. A simple table of contents will provide the reviewer with an overview of what is included in the section, and be more likely to draw him/her into your creation.

- Purchase a good (high?) quality 3 ring binder with inside pockets. Zippered binders work as well.
- Prepare 12 (8?) labeled, **not numbered**, binder divider tabs. You may combine sections as you choose.
- Purchase “WIDE” tabs **to be visible outside the page protectors** to divide your important documents.
- Purchase large box 3-ring plastic sheet protectors—quality counts here—cheapest is NOT best .

**Cover Page—include a professional looking photo here. This will be on the front or the first page inside.**

**The binder will include a Table of Contents, to include titled (*not numbered*) divider sections (bold below) in this order:**

1. 1 page Letter of **Introduction**, and/or **Philosophy or Mission Statement** (*512 assignment*) Omit the course number, date.
2. Photo and **Brief Biographical Sketch** (*3-5 paragraph/one page*) in a plastic page protector. Do NOT include the course number or date, DO include your name! See sample in course—NOT your life story.
3. **Resume** or Curriculum Vitae (*check the MS Word templates, then make one to fit your style—do NOT copy*)
4. ALL **Credentials** – printed out and INSIDE plastic page protectors
5. Copies of **Test Certifications**: CBEST, CSET, RICA, TPAs. Any required test verifications relative to your credential, again all in plastic page protectors  
(*Be sure to CPR card, Immunizations, Live scan, fingerprints, other requirements*)
6. **Transcripts** – IN page protectors (*non-official okay*)
7. Professional **Evaluations** (*may include Student Teaching Observations*) and all relevant evaluations of any kind.

8. **Letters of Recommendation** (*professional first, personal second*) Time to ask bosses, CTs, Professors for these NOW.
9. **Awards** and Certifications of all types. Here is where to brag! Okay to combine w Accomplishments below.
10. Personal **Accomplishments** page (*include hobby, avocations, volunteer work*), that photo finish of the 5K run you completed last year, etc.
11. **Lesson Plans**, Units of Study – showcase your best! Even better: Have someone take a few photos of you working with your students to include in this section.
12. **Appreciation:** Thank you notes from parents, kudos from CTs, colleagues, class **photos**, school brochure and/or district report card—all in page protectors!

This last section could be pages and pages long. Perhaps you'll have quite a bit of "stuff", and this would be a great supplemental book to make. However, choose your documents carefully and feel free to add, replace or change as you gather more information and experience over time.

A hobby page can be quite useful and engaging, with photos of the therapy horses you train, the seeing-eye dogs you raise, the quilts you create for AIDS, your black belt martial arts ceremony—get the "picture?"

Many candidates choose one type/style of paper to use throughout the documentation for the cover sheet of each section. **Tip: Understatement is best. Paper that is professional, "calm", and not too whimsical or 'busy', bright or overpowering** can lend continuity to the portfolio that is quite effective. Even elementary school teachers need to demonstrate a business-like presentation.

Again, use page protectors for every item possible. Many hands will ruin what you've sweat to create. Make this an instrument to stand the test of time! This personal portfolio, like any professional documentation, is to be kept up to date and needs to, above all else, reflect your professionalism and a glimpse of your unique style and skill. ::

### **Strength & Needs Personal/Professional Self Assessment**

**15 points**

This assignment will prepare you for completing your Individual Transition Development Plan into the professional realm so that you leave this program with a sense of purpose and a plan of action. This product is attached to an in-class activity and submitted online.

### **Professional Demeanor Summative Assessment**

**15 points**

This assessment is the final portion of the IDTP and will also be a separate assignment online. The summative assessment addresses six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. Descriptors are provided for each of the six dispositional elements in the ITDP. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description for the three levels of performance offers measurable behaviors and examples, but does not list every possible behavior. Candidates need not demonstrate all behaviors in a level in order to be rated at that level.

### **Depth of Experience Reflections & Visitation Logs**

**25 points**

See templates, forms to use for signatures, as well as assignment description on following page.

**SPECIAL EDUCATION SERVICE FIELD EXPERIENCE LOGS & REFLECTION**  
**TO EVIDENCE COMPLETION OF PRELIMINARY EDUCATION SPECIALIST PROGRAM STANDARD 15:**  
**FIELD EXPERIENCE IN A BROAD RANGE OF SERVICE DELIVERY OPTIONS**

**Purpose of Field Experience Logs for Credentialing**

The logs document candidate participation in experiences and/or interactions across the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The logs further document individual candidate participation in experiences and/or interactions across the full diversity of grades/ages, federal disability categories, and the continuum of special education services outlined in the Education Specialist authorization. In addition to general education, experiences include activities with parents and families, and exposure and participation in a broad range of service delivery options leading to a culminating placement (i.e., EDMX 572 or EDMX 671/672) in which candidates work toward assuming full responsibility for the provisions of special education services in a school, agency, or program as defined in Education Code Sections 56031, 56360, and 5636, and fully complete the demonstration of the Mild/Moderate Education Specialist Teacher Performance Expectations.

**Special Education Service Field Experiences:**

**Five Field Experience Logs**

Each candidate must complete one reflective log for each field experience. It is advised the log reflection write-up be completed as immediately following a field experience, as information “grows cold” very quickly and can lose its impact. A professional reflection of this nature takes far less effort if compiled and completed in a timely manner.

During the course of the Education Specialist Program (and the semester of the EDMX 570 clinical practice for candidates enrolled in the Concurrent Multiple Subject and Mild/Moderate Education Specialist option), each candidate is expected to spend a **minimum of 30 hours** (e.g., six hours per day on five different days) in diverse special education field experiences and settings. With each experience, the candidate is expected to register in the front office of the school and to wear a visitor's badge, if required. A **Special Education Service Field Experience Time Sheet or the equivalent** (e.g., H.S. IDEIA Observation) **must be signed for each experience by the teacher(s)/directors/family members** of the setting visited. The primary host for the experiences also must complete and return to the candidate a signed **Special Education Service Experience Teacher Evaluation Form**. For each field experience, both the time sheet and the evaluation form must be attached to the log in order for a candidate to receive credit for the experience.





**CSUSM School of Education  
Special Education Service Field Experience Time Sheet**

As one component of demonstrating achievement of Program Standard 15: Field Experience in a Broad Range of Service Delivery Options is the requirement to observe and participate in a broad range of special education service field experiences. Your commitment to field experience is at least 30 clock hours.

Candidate Name \_\_\_\_\_ Semester of Observation(s) \_\_\_\_\_

School Site Name \_\_\_\_\_ District Name \_\_\_\_\_

Principal Name \_\_\_\_\_ Teacher Name \_\_\_\_\_

Placement (Grade and Program): \_\_\_\_\_

Date	Arrival time	Departure time	Total time in experience	Teacher's Name & activities observed	Teacher's initials
					<b>TOTAL</b>



**School of Education  
Special Education Candidate Service  
Field Experience Teacher Evaluation Form**

A component of the Education Specialist Teaching Credential clinical practice experience includes the requirement that each candidate observes and participates in a broad range of special education service delivery field experiences. We thank you for allowing this candidate to spend time with you and the students you serve. As a host teacher, please take a minute to complete and sign this assessment of the candidate's observation and participation in your classroom and return to the candidate. Again, thank you very much for your professional support of this teacher candidate.

Candidate Name \_\_\_\_\_ Date \_\_\_\_\_

School Name \_\_\_\_\_ District \_\_\_\_\_

Host Teacher (Your) Name \_\_\_\_\_ Grade and Program) \_\_\_\_\_

**Directions:** Using the scale below, please use blue ink to circle the number that best represents the candidate's active participation at your site.

**N/O = Not observed 1 = Needs Improvement 2 = Satisfactory 3 = Strong Notations/Comments**

1.	Punctual	N/O	1	2	3
2.	Professional in appearance and manner	N/O	1	2	3
3.	Enthusiastic about teaching and the students	N/O	1	2	3
4.	Established rapport with students and staff	N/O	1	2	3
5.	Communicated clearly and effectively	N/O	1	2	3
6.	Worked cooperatively with others	N/O	1	2	3
7.	Took initiative to learn new information	N/O	1	2	3
8.	Other: _____	N/O	1	2	3

Additional Comments: \_\_\_\_\_

Host Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Thank you for your assistance to this candidate and support of the CSUSM School of Education!**

*Sample Log Cover Page*

**SPECIAL EDUCATION FIELD EXPERIENCE LOG & REFLECTION**

*[Give the Experience a Name]*

*[Semester of Experience]*

**Name:** *Alicia Viana*

**Special Education Service Field Experience Information:**

**School Site(s), District:** *Lincoln School, Twinning USD*

**Dates of Participation:** *June 12<sup>th</sup> - 16<sup>th</sup>*

**Teachers observed:** *Smith, Hawkins, Tabor, and Hardy, each addressed separately*

**Special Activities/Settings:** *Examples to name PT, OT, Aide, Orientation and Mobility, APE*

**Sample Log Format & Required Elements**  
**(3 pages per experience)**

**Summary of Experience**

1. Description of the setting(s) in which you observed and participated.
2. Description of the children and youth in the setting(s). ***If diagnoses and differentiation available, a chart is acceptable here.***
3. Describe the activities/events of the day. ***Be sure to address each item below.***

**Activities:** Be certain to highlight a specific activity each day

**Materials:** Be certain to highlight one material/curriculum each day (*essential element*)

**Teaching Methods/Approaches:** Be certain to highlight a teaching/assessment approach observed (*e.g. literacy or math instruction, behavior support, social skills, sensory diets, PECs, etc.*)

**Specialists (e.g. OT, PT, SLP):** Be certain to note your observations of specialists in action.

4. Write a 3 - 6 paragraph reflection about your experience. ***Do not skimp on this section.***
  - (a) **Summarize** your overall **impressions** of your experiences today. What new information did you learn? Did any experience change your thinking or impact you in a particular way?
  - (b) **Describe** at least two (Education Specialist Mild/Moderate or Moderate/Severe) **Teaching Performance Expectations** that were addressed in your observation, participation, and experience in this setting, classroom, visitation, or experience. Reflect upon two to three standards per visit, and respond to **different** standards each day. Write at least one paragraph for each standard. Follow these directions carefully as it is part of your summative assessment at the end of the program!
  - (c) What did you **learn from this experience** that will impact your teaching and your ability to deliver services to students with disabilities? What skills and ideas might you apply in your own teaching, based upon these experiences?

## Individual Transition Development Plan

20 points

**This assignment and form are both available to candidates in Cougar Course digital companion class in landscape format.**

The ITDP is developed collaboratively with the candidate's university supervisor *and* cooperating teacher and must be approved and signed by the candidate, the candidate's university supervisor, and the Education Specialist credential program coordinator or designee.

The Individualized Transition Development Plan (ITDP) summarizes the candidate's strengths, areas of need for continued professional growth, and potential future professional development activities, inclusive of up to 12 semester units of university coursework.

The plan is based upon the candidate's reflections on performance in coursework and assessed performance on the Education Specialist Teacher Performance Expectations in clinical practice. Finally, the ITDP is used by the candidate to assist in the development of an Individualized Induction Plan (IIP) that will guide advanced application of knowledge and skill development in the candidate's Clear Credential preparation program.

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