

California State University San Marcos
SCHOOL OF EDUCATION

EDMX 635 Education Specialist – Curriculum and Instruction: Moderate/Severe Disabilities
(4 semester credit units)

Spring 2013
University Hall 373
Wednesdays, 5:00 – 8:50 p.m.

Jodi Robledo, Ph.D.
Phone: (760) 750-4317
Email: jrobledo@csusm.edu
Office: University Hall 204
Office Hours: and by appointment

I. COURSE DESCRIPTION and SCHOOL MISSION

Course Description

Focuses on developing knowledge and skill for effectively educating students identified with moderate and severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health care, mobility, sensory, behavioral and communication needs to participate in school and community experiences.

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

II. CREDENTIAL STANDARDS AND STUDENT LEARNING OUTCOMES ADDRESSED

CCTC Education Specialist Moderate/Severe Program Standards Addressed

M/M/S 3	M/S 1	M/S 2	M/S 3	M/S 4	M/S 5	M/S 6	M/S 7	M/S 8
K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A	K/A

Key:

M/M/S = Program Standard for both Mild/Moderate and Moderate/Severe Education Specialist

M/S = Moderate/Severe Education Specialist Standard

K = Competence at **knowledge** level

A = Competence at **application** level

M/M/S 3: Educating Diverse Learners
M/S 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities
M/S 2: Communication Skills
M/S 3: Developing Social Interaction Skills and Facilitating Social Context
M/S 4: Assessment, Program Planning and Instruction
M/S 5: Movement, Mobility, Sensory and Specialized Health Care
M/S 6: Positive Behavioral Support
M/S 7: Transition and Transitional Planning
M/S 8: Augmentative and Alternative Communication

Student Learning Outcomes

This course takes place in both virtual and face-to-face environments in which attendance is required. Both virtual and face-to-face experiences as well as readings and assignments guide candidates to accomplish the following student learning outcomes aligned with the Preliminary Moderate/Severe Education Specialist Standards and the Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations.

Each candidate:

- 1) demonstrates knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics for students identified with moderate/severe/profound mental retardation, physical health impairments, other health impairments, traumatic brain injury, deaf-blind, multiple disabilities, emotional disturbance, and autism spectrum disorders, while determining the implications of these characteristics for service delivery.
- 2) demonstrates the ability to collaborate with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team.
- 3) demonstrates the ability to collaborate with others to facilitate each student's ability to effectively communicate and increase the extent and variety of social interactions to achieve and expand meaningful social relationships across all settings.
- 4) demonstrates the ability to use assessment data from multiple sources (e.g., person-centered and family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts) to develop effective programs and guide instruction leading to their students' meaningful participation in core, standards based curriculum, wellness curriculum, and progress toward IEP goals and objectives.
- 5) demonstrates the ability to assess students' verbal and non-verbal communication abilities and use assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction and 5) develop communication methods to demonstrate student academic knowledge.

- 6) demonstrates the ability to use alternative statewide assessments, formative assessments, and formal and informal assessment results to implement systematic, evidence based instructional strategies to teach skills within school, community and work settings.
- 7) demonstrates knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities inclusive of life skill curricula and instruction to promote:
 - a. personal care skills and address sexuality issues,
 - b. critical academics and language skills,
 - c. practical and purposeful nonverbal communication skills,
 - d. domestic and daily living skills,
 - e. community skills through community-based instruction,
 - f. employment skills and employment options,
 - g. integrated community recreation and leisure opportunities,
 - h. transition to adulthood and supports to promote quality life experiences as an adult, and
 - i. post-secondary education options.
- 8) demonstrates the ability to develop instructional plans responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
- 9) demonstrates the ability to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results.
- 10) demonstrates knowledge of and ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully with dignity and maximum independence in classrooms, schools and the community.
- 11) demonstrates knowledge of appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment.
- 12) demonstrates knowledge of federal, state, and local policies related to specialized health care in educational settings.
- 13) demonstrates the ability to consult and collaborate with designated staff and parents, to provide the appropriate, safe, and consistent support across all settings.
- 14) demonstrates understanding of the procedures required to procure services and how to access other professionals and agencies to acquire information regarding student's sensory, movement, mobility and specialized health care services.
- 15) demonstrates knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories).

- 16) demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.
- 17) demonstrates understanding of mandated considerations for augmentative and alternative communication technology for students with moderate/severe disabilities, including students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.
- 18) demonstrates knowledge and use of augmentative and alternative communication systems or devices and services to facilitate communication, improved academic performance, and skill development of students with moderate/severe disabilities, students with physical/orthopedic disabilities, other health impairments, deaf/blind and multiple disabilities.

III. 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.

Grading Scale

Grades are computed according to the following grading scale.

A = 93-100% A- = 90-92% B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%

Note: Any grade below a C+ results in class failure, as courses with a grade below a C+ cannot be applied toward a credential.

IV. REQUIRED READING AND MATERIALS

Text:

Snell, M.E.. & Brown, F. (2011). *Instruction of students with severe disabilities* (7th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Additional Selected Readings will be posted on Moodle

Additional Required Materials:

Full text of the Education Specialist Teacher Performance Expectations, the CSUSM Clinical Practice Assessment Preliminary Education Specialist Moderate/Severe Teaching Performance Expectations form, and the Moderate/Severe Individualized Transition Development Plan form. All three documents are posted on the School of Education website in the Education Specialist Special Education Handbook for Education Specialists.

V. SCHEDULE OF CLASSES

Session Venue	Class Description	Readings and Preparation	Assignments Due
1/23	Orientation to the Course Clinical Practice Requirements Educating Students with Severe Disabilities: Foundational Concepts and Practices	Syllabus S&B Ch.1	
1/30 WBI	WBI #1: Person Centered Planning WBI #2: Assessment and Data Collection	See WBI #1 and #2 descriptions	
2/6	Foundational Concepts, Continued Person Centered Thinking Fostering Family/Professional Relationships <i>Introduction to Area of Expertise Project</i> <i>Introduction to Case Study</i>	S&B Chs. 2, 14	WBI #1 Due (post on Moodle prior to class) Area of Expertise: Teams/Topics
2/13	Using Assessment to Guide Instruction and Planning California Alternative Performance Assessment IN CLASS LAB	S&B Ch. 3,5	WBI #2 Due (post on Moodle prior to class)
2/20	Curriculum and Instruction California Alternative Performance Standards	S&B Ch. 6, 13	
2/27 WBI	WBI #3: Curriculum and Instruction WBI #4: Autism Spectrum Disorder	See WBI #3 and #4 descriptions	

3/6	Autism Spectrum Disorder: Evidence-Based Practices	Moodle Readings	WBI # 3 Due (post on Moodle prior to class)
3/13	Structured Teaching Applied Behavior Analysis	Moodle Readings	WBI #4 Due (post on Moodle prior to class)
3/20	Area of Expertise Project Worknight <i>No formal class meeting</i>		
3/27	Selecting Teaching Strategies and Arranging Educational Environments Working with Paraeducators	S&B Ch. 4	
4/3	SPRING BREAK		
4/10	Emotional Disturbance Positive Behavior Supports Crisis Intervention Prevention and Planning	S&B Ch. 7	
4/17	WBI #5: Medically Fragile/Rare Disorders and Working with the School Nurse Area of Expertise Worknight		
4/24	Professional Panel: Making it all work!	S&B, Ch. 8	WBI #5 Due (Post on Moodle prior to class)
5/1	Area of Expertise Presentations		Area of Expertise Project Due
5/8	Area of Expertise Presentation Course Evaluations		Moderate/Severe Individualized Transition Development Plan Due Case Study Due

Web-based Instruction Note: Web-based Instruction (WBI) sessions provide advance work and preparation in the content area prior to that topic being covered in class. WBI sessions are noted in **bold**. All WBI work is must be posted on the due date.

Class Credit Hour Note: Each week of work during the 15-week semester for a four-credit (60 class hour) course requires 12 hours of work per week - four credit hours of face to face (F-2-F) class time and eight hours (i.e., two hours per credit hour) of out-of-class work on WBI, reading, assignments, and other preparation.

VI. ASSIGNMENTS AND POINT DISTRIBUTION

Collaboration and Participation: (1 point per session)	16 points
Web-Based Instruction Activities Posted on Moodle: (5 postings at 4 points each)	20 points
Area of Expertise Project:	24 points
Moderate/Severe ITDP:	10 points
Case Study:	30 points
Total Points:	100 points

Assignment Descriptions:

Collaboration/Participation: (16 points)

Purpose: The field of working with individuals with moderate and severe disabilities requires knowledge of many and varied resources, strategies, foundational concepts, and agencies. The purpose of face-to-face sessions is to provide participants with an opportunity to demonstrate understanding and application of essential concepts and practices in professional practice while interacting with others in a professional learning community.

Criteria for Grading Participation:

Participation points are assigned based upon the following criteria: a) collaborative cooperation in all class activities and group assignments; b) enthusiasm for the content and activities; c) respectful interaction with speakers, fellow students, and the instructor; d) patience and flexibility with the technology and materials. Candidates receive one participation point per WBI participation for posting on time. Moodle postings or other assignments completed *during* class time will receive no credit.

Web-Based Instruction Activities posted on Moodle: (20 points, 5 postings at 4 points each)

Web-Based Instruction Activities will be posted on Moodle. Web-Based Instruction Activities are submitted via Turn-it-In on Moodle by the due date.

Purpose: Candidates develop depth of understanding with regard to multiple dimensions of education and community participation of students with moderate and severe disabilities. All readings are completed with critical thought and reflection before the class period in which they are discussed.

Criteria for Evaluation: WBI Activities address all reading materials and are complete, thorough, well thought out and written, and submitted by the due date on the course schedule. All WBI Activities must be at least 3 double-spaced pages.

WBI #1 Person Centered Planning

Read the article: “Person-Centered Planning: Maps and Paths to the Future”, by Howard Garner and Lisa Dietz. This brief article provides a very nice overview of the concepts of Person Centered Planning. <http://www.ttac.odu.edu/Articles/person.html>

Prompt: What are the key and most important aspects of this approach for individuals with moderate/severe disabilities? How does person centered planning differ from the traditional approaches used throughout the history of special education? Do you have a personal experience to share regarding planning meetings you have been in during your teaching?

Profiles of Courage!

Profiles: Visit the Capacity Works web site at: <http://www.capacityworks.com/index.html>

Beth Mount is an award-winning advocate who has written many articles and books about Person Centered Planning. Cruise this site and take a look at the various items, products. The posters are beautiful!

Focus on the “profiles of courage” area of the site. (There is a link on the menu bar on the left of the homepage). <http://www.capacityworks.com/profiles.html>

Prompt: Select one of the ten profiles, read it and provide a response to how this person's story impacted you. Tell us about some significant events in the person's life. How did they come to achieve their dreams? Be reflective and thorough.

Self Determination Resources: The Learning Community

<http://www.learningcommunity.us/home.html>

Begin by reading the overview for The Learning Community by selecting “About Us” and “Our work” on the top menu bar.

Prompt: Go to the “Reading Room” (also on the top menu bar) and select a category (e.g. Cultural Competence, helping People Move etc.) then select a resource or publication to read.

- a) Tell why you selected that resource or publication.
- b) Provide the full URL link to that resource.
- c) What did you learn from this material?

WBI #2: Assessment and Data Collection

Read/review Ch. 3 and Ch. 5 in the Snell and Brown text. Respond to the prompts below based on your reading and experience. Do not take direct quotes from the text.

Why is assessment important for students with moderate/severe disabilities?

How does assessment and data collection impact planning and instruction?

As an education specialist working with students with moderate/severe disabilities how will you ensure that data is collected, compiled, and analyzed on a regular basis?

WBI #3: Curriculum and Instruction

Read Ch. 6 and 13 in the Snell and Brown text. Respond to the prompts below based on your reading and experience. Do not take direct quotes from the text.

Summarize the 4-step model to develop individual adaptations for students with Moderate/Severe Disabilities in Ch. 6 of the Snell and Brown text (pp. 236-255). Are there aspects of this model that you are already using? What were some new learnings?

Imagine that you are the teacher of a first-grade student with multiple disabilities and complex communication needs. At the IEP meeting, you want to explain to the parents of the child and the rest of the team why you think that it is important to prioritize literacy and math learning for this student. What would you say? What examples might you give of how literacy and math instruction for this child might look? Use Snell and Brown Ch. 13 pp. 499-521).

WBI # 4: Autism Spectrum Disorder

View the films: “Autism is a World” and “Wretches and Jabberers” in the Film section in Moodle. Compose a reflection (not a summary) about each film. Reflect on something you learned about individuals with ASD, specifically referring to what you saw that taught or reminded you of your learning.

WBI #5: Medically Fragile/Rare Disorders and Working with the School Nurse

Working with the School Nurse

Based on your reading of Ch. 8 in your Snell and Brown text, summarize the role of the school nurse in supporting students with chronic health problems. What are some classroom adaptations that may need to occur within your classroom or with the students you support?

Medically Fragile/Rare Disorders

Many of you may be working with children or will work with children in the future who have rare syndromes or diseases. These are often named after the person who has identified and defined the related set of conditions and characteristics. These conditions are the underlying etiology/causal factors impacting development and resulting in the disabilities of the learners.

Many parents and professionals become quite frustrated when unable to find adequate information to inform the assessment and instruction processes for the child.

Go to NORD: (National Organization for Rare Disorders) <http://www.rarediseases.org/> This site has a wealth of information on rare diseases including a search engine for “orphan drugs” and clinical trials. The major headings also include an index of rare diseases (found on the menu bar on the left of the page), a rare disease database, an organization data base and a subscriber data base of research articles and reports.

As an example of its uses, enter Fabry Disease into to the search engine. You will see the power of this site through this trial search. Research a syndrome in which you have some interest.

Summarize your impressions of using and exploring this web site in a full paragraph. Provide information on one site you linked to and provide the topic, and full URL for that web site from which you have derived your information.

Search for a rare syndrome you have been wondering about, or if you do not know of one, go to the "index of rare diseases" on the left menu bar, select one and study it. Provide a full paragraph synopsis about what you have learned; provide the full name of the syndrome/disease and the full URL for it (if different from the rare diseases site). You may provide information on symptoms, impact of this disorder, pharmacology, interventions, links to related web sites etc.

Remember, do not copy and paste large block of text from web sites; reflect in your own words while providing reference to the appropriate web site or sites. Post your work on the WBI #5 Forum so that everyone benefits from your research.

Area of Expertise Project: (24 points)

Purpose: The Area of Expertise Project provides the opportunity for a team of candidates to study and research in depth specific topics regarding the education and support of students with moderate and/or severe disabilities in K-12 settings. Topics might include:

- Addressing Movement/Motor Disabilities Disorders
- Teaching Self-Care Skills
- Supporting Peer Relationships
- Teaching Communication Skills
- Teaching Pre-Academic and Academic Skills
- Building Skills for Home and Community
- Transitioning from School to Employment

Criteria for Evaluation: Given the format provided, each team researches, writes, and presents about an assigned topic from the list above, with equitable distribution of responsibility in preparation and presentation of the project. The project will include: an annotated bibliography of literature, websites and materials; a summary report of researched literature, websites, and materials; a PowerPoint Presentation to be presented to the class; a 2-page Tip Sheet to be shared with the class that includes agencies and other resources; and a meta-evaluation of their own and teammates participation in the project. Grading Rubric will be provided.

Area of Expertise Teams and Topics:

Teams will be created during the first or second class meeting and topics will be assigned to groups by the instructor. Topics will not be repeated across groups to provide candidates with an expansion of content areas of importance to students with moderate/severe disabilities. Teams are encouraged to use the required text (Snell & Brown, 2011) as a springboard for exploration. Additional out of class meetings with team members are necessary.

Annotations and Resources: (5 points)

This section of the report will present a review of literature, web-sites, and materials and other resources that pertain to your topic. Each member is responsible for one article or book, one web-site, and one curricular, instructional, or assessment resource. When reviewing curricular, instructional or assessment resources please include: the name and type of resource, publisher/agency and address, description of the resource, and a critique of the resources. Annotations of articles or books should include the full reference in APA Style 6th Ed., a summary of the article/book, and your critique/response. Please make sure your individual name is on your annotations to receive full credit. Organize this section so that colleagues can review the material you have assembled quickly and find them efficiently. Provide evidence of each item reviewed either right after the annotation or in an appendix.

Summary Report: (5 points)

This section will summarize your research finding in a 4-6 page narrative. Be sure to reference all your sources, and include the reference list at the end of the report. Please note that this should not be an amalgamation of annotations, but a narrative. Include a section of need for further research and/or material development. The report must be in APA Style 6th Edition.

Class Presentation: (5 points)

Each Area of Expertise Project is presented as a team presentation in class. Your total presentation should be 20-30 min. in length. Each member of your team must take part in the presentation. Presentations must include a detailed description of your topic and its application in a K-12 setting for students with moderate/severe disabilities. Please remember that you are presenting to teachers, therefore your presentation should be *practical and applicable*. Presentations should include: General description; Description of population with these differences; Collaboration with Related Services (SLP, OT, PT, APE, AT, etc.); Collaboration with Student, Family, and other Professionals; Description and application of specific strategies, curricular and instructional materials, assessment strategies, agencies and other resources; Implications for inclusive settings. Please submit your presentation in handout form within your Area of Expertise binder.

Area of Expertise Teacher Tip Sheet: (5 points)

Create a 2-page (1 page front and back) tip sheet for all members of the class. Distill the information you have learned into the “most important facts” tips sheet for teaching and using this body of information. Please be sure to include useful references, resources, and agencies. Make copies to distribute to every class member during your presentation.

Meta-Evaluation (4 points):

Each team member completes a meta-evaluation of their own and teammates participation in the project. Evaluations must be submitted via Moodle dropbox.

Moderate/Severe Individualized Transition Development Plan: (10 points)

Prior to the completion of a Preliminary Education Specialist program, each Education Specialist candidate must complete an Individualized Transition Development Plan (ITDP) that summarizes the candidate's strengths, areas of need for continued professional growth, and possible 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. The ITDP is developed with input from 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 ITDP is used by the candidate to assist in the development of an Individualized Induction Plan (IIP) that will guide advanced preparation and application of knowledge and skills in the candidate's Clear Credential preparation program.

Student and Family Case Study: (30 points)

In order to provide personalized instruction and supports to students with moderate/severe disabilities and their families, candidates must demonstrate their ability to access and assess the strengths and needs of their students and families. This assignment will require students to prepare a case study in which they will access and assess the needs of both the student and family. Based on this assessment, candidates will be required to write individualized education plan goals, plan instructional strategies/supports, and develop methods for data collection. In addition, candidate will describe supports for the family to access community resources and supports and prepare for an upcoming transition. In order to complete this assignment, candidates must receive signed permission from parents to observe and interview teachers, family members and the student. Pseudonyms will be used to protect confidentiality.

Case Study Components:

Part 1. Assessment Procedures: (6 points) This section should describe the types of assessment procedures used in this case study. Please indicate the date, time, and duration of the assessment procedure. Possible assessment procedures might include (but are not limited to): observation of student and/or family (school, home, community); interviews (student, teachers, family members, etc.); records review (IEP's present and past, assessments, assessment reports, authentic assessment, teacher/therapist data, medical reports/evaluations, etc.); formal and information assessment procedures done with classroom teacher. Areas of assessment should include:

- Strengths, Talents, Interests, Passions
- Learning Characteristics
- Communication Skills (Verbal and Nonverbal, AT and AAC if applicable)
- Movement, Mobility, Sensory, and Specialized Health Care

- Social Interaction Skills, Relationships, Belonging
- Emotional/Behavioral
- Self-Care
- Other Characteristics Associated with the Special Education Eligibility Category

Part 2. Description of Student and Family: (6 points) This section should describe the strengths and areas of need of the student and family. Your report should highlights both strengths and needs in the following areas:

- Description of Current Educational Program/Services and Family Life
- Strengths, Talents, Interests, Passions
- Learning Characteristics
- Communication Skills (Verbal and Nonverbal, AT and AAC if applicable)
- Movement, Mobility, Sensory, and Specialized Health Care
- Social Interaction Skills, Relationships, Belonging
- Emotional/Behavioral
- Self-Care
- Other Characteristics Associated with the Special Education Eligibility Category

Part 3. Instructional Strategies and Supports/ IEP Goals: (6 points) This section should describe 3-5 annual IEP goals related to the current needs of the student/family. IEP goals should be developed based on your assessments of the student/family. Goals must include California Alternative Performance Assessment standards. For each IEP goal, describe personalized supports and instructional strategies that might be used to assist the student/family in meeting these goals and develop a plan for data collection.

Part 4. Family, Community, and Transitional Supports: (6 points) This section should describe supports for the family to access the resources and supports within their community. In addition, this section should describe supports for preparing for an upcoming transition for this student/family (elementary to middle school; middle school to high school; high school to adult program; other family transition; etc.).

Professional Presentation of Work: (6 points) Complete report is detailed, thorough, and professionally presented. Case study is free of spelling and grammar errors. APA style is used when appropriate.

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 1. Assessment Procedures	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of the assessment procedure.</p> <p>Limited assessment procedures.</p> <p>Inappropriate assessments used.</p>	<p>Description of the assessment procedures.</p> <p>Assessment procedures are not exhaustive.</p> <p>Assessment procedures are appropriate.</p>	<p>Thorough description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	<p>Professionally detailed description of assessment procedures consistent with expectations of novice teachers.</p> <p>Includes a variety of data collection methods: interviews, observations, records review, formal or information assessments.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 2. Description	<p>No assignment submitted.</p> <p>Assignment submitted after agreed upon due date.</p>	<p>Limited description of student/family.</p> <p>Does not include information in each section.</p> <p>Description is deficit based and/or does not use person-first language.</p>	<p>Description of student/family.</p> <p>Description focused too heavily on deficits or is not based on assessment.</p> <p>Includes information in most sections.</p>	<p>Thorough description of the student/family consistent with expectations of novice teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	<p>Professionally detailed description of the student/family consistent with expectations of experienced teachers.</p> <p>Highlights both strengths and needs.</p> <p>Includes information in each section.</p> <p>Uses person-first language consistently.</p>	

Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Part 3. IEP Goal/Instructional Strategies	No assignment submitted. Assignment submitted after agreed upon due date.	Incomplete goals. Limited description of instructional and data collection strategies.	Poorly written goals. Goals/Instruction are not based on student/family strengths and needs. Limited description of instructional and data collection strategies.	Measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of novice teachers.	Professionally detailed, measurable and appropriate goals, personalized instructional strategies and supports, and data collection methods consistent with expectations of experienced teachers.	
Part 4. Family, Community, and	No assignment submitted.	Limited supports/resources for families to access	Some supports/resources for families to access community and prepare	Thorough supports/resources for families to access	Extensive supports/resources for families to access	

Transitional Supports	Assignment submitted after agreed upon due date.	community and prepare for transitions.	for transitions.	community and prepare for transitions.	community and prepare for transitions.	
Components	No Submission (0 points)	Does Not Meet Expectations <i>(Requires significant more understanding, instruction, and/or experience)</i> (1 point)	Approaching Expectations <i>(Demonstrates understanding but requires additional coaching or clarification)</i> (2 points)	Meets Expectations <i>(Meets the expectations as stated in component)</i> (3 points)	Exceeds Expectations <i>(Understands and/or performs beyond stated expectations)</i> (4 points)	Points Earned
Professional Presentation of Material	No assignment submitted. Assignment submitted after agreed upon due date.	Complete report is not well written. Includes multiple grammar/spelling errors.	Complete report is mostly well written with minimal grammar/spelling errors.	Complete report is well written and free of grammar/spelling errors. APA style is used.	Complete report is detailed, thorough, and professional presented. APA style is used.	
Total Points Earned for Case Study (TASKSTREAM)						/15
Course Assignment Grade= Total Point Earned _____ x 2 =						/30

Comments:		

VII. 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 with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All-University Academic Writing Requirement

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

VIII. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. Attend all class sessions and base team meetings. Be on time. 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, and base team meetings may not receive a passing grade for a course.
2. TaskStream Enrollment and Postings. The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, to access the Education Specialist program, from your home page, find the Self-Enrollment area and click the *Enter Code* button. Then enter *preliminary* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your enrollment name and password.

3. “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.
4. Word process all written documents. Keep a copy of all of your work. The burden of proof of assignment completion is upon the student.
5. 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 know. Any time that you have questions or concerns, please contact the instructor immediately.
6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
7. Select a class “buddy” or two to ensure that you receive handouts, class notes, and other information when you must miss class.

Buddy: Telephone: e-mail: Fax:

8. (WBI) Requirements: Cougar Courses: Moodle.

Students are required to keep up with the Web Based Instruction (WBI) component of this course. Due to the fast pace of this course, WBI Assignments MUST be posted on the date and time they are due. Late postings will not be accepted. Late work will result also in loss of participation points. Be sure to check the Course Schedule, Moodle Course Home Page for the prompts and assignments for each WBI session of class. Be sure to respond to each of the professor’s prompts. The work for each session is to be completed prior to attending class. Due dates are in the course schedule.

9. Academic Honesty Policy and Plagiarism. *Turn it In*TM is the leading academic plagiarism detector, used to detect plagiarism and ensure academic integrity. Many assignments in EDMX 634 are submitted via *Turn it In*TM which includes a Grademark® feature to allow the instructor to offer comments right into the text of submissions.

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and error-free. All ideas and material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and quoted accordingly. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with Academic Dishonesty policies 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.

- Plagiarism of any type will result in a failing grade.
- Scanning of student work via *Turn it In*TM software may be used to verify student

authorship and accurate citation of copyrighted materials or work of others.

- Unauthorized copying of copyrighted software will result in a failing grade.
- Reading Activities submitted by students over the past years are archived and may be used as comparison for plagiarism for the current semester submissions.

10. 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, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should 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 talk with the author in person in order to correct any confusion.