Cal State University San Marcos
College of Education
EDEX 661: PORTFOLIO REVIEW AND SHOWCASE EVENT
Completion of Level II Educational Specialist Credential Competencies
Fall 2006
CRN: 41260 Selected Thursdays, 5:00 –6:50   Room: ACD 408

Instructor / Level II Mentor: Leslie Mauerman, M.S.Ed

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Office Hours: UH 212-b, by appointment
OR Virtual Office Hours: Wednesdays 10 am to 12 noon, online and by WebCT course mail

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Mission Statement of the College of Education, Cal State San Marcos

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

Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Accommodation for Disabilities

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

Plagiarism

All work submitted for this course must reflect each student's efforts. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course. Because this course is reliant upon materials of your own using, this issue is doubly important in light of your employment contract.

EDEX 661 Course Description and Objectives

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 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.

Additionally, 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 student services.

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.

Required Texts

No additional text 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. 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
See notes at the bottom of this syllabus for recommended readings and professional texts

Course Requirements

As detailed on the WebCT course requirements page, candidates for completion of the Level II specialist credential must:

- Attend class meetings, at *least* one peer-review small group meeting,
- Attend and actively participate in at least one pre-scheduled geographical group meeting.
- Work with his/her support provider on an ongoing basis, to be documented through the completion of the standards competency standards forms <u>with</u> the university supervisor at the end of the course.
- Continually build and review/refine/ add to the actual items of evidence, housing each piece of evidence as detailed in the portfolio requirement page, found at the end of this syllabus.
- 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.

Summative Assessment Criteria for COE Courses

EVEN THOUGH THIS IS ACTUALLY A CREDIT/NO CREDIT COURSE, THE FOLLOWING CRITERIA SHALL ALSO APPLY TO EDEX 660. Please understand that, at this level, much of this information may appear to be unnecessary and redundant. It is included only 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).

"B" students:

1. comply with the course requirements and expectations.
2. complete ALL major assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5 –3.5 on assignments.
3. usually connect assignments to developing overall understanding of teaching; may be satisfied with "accepting" their learning as it's "received" without deep examination of their and others' assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of or progress toward course goals (see syllabus).
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant's learning.
6. complete most class preparation work, usually ready to engage in thoughtful and informed discourse
7. demonstrate responsibility to meeting the attendance requirements (see syllabus).

"C" students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete ALL assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 2 – 2.5 average on all assignments, OR fail to complete one major assignment.
3. **make limited connections between assignments and their developing overall understanding of teaching; may not be open to examining personal assumptions or implications**.
4. attempt but show limited progress in achieving course goals (see syllabus).
5. **collaborate with their colleagues in ways that are not always professional or productive; participant's colleagues may be distracted from learning.**
6. complete some class preparation work and are generally under-prepared to engage in thoughtful or informed discourse.
7. meet the minimum attendance requirements (see syllabus).

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

GRADING NOTES

➢ Students must meet the average attendance and assignment score requirements to be eligible for the grade described. These are "prerequisites" for being eligible for a particular grade.

➢ Students falling in between grade levels will earn a + or – at the instructor's discretion, depending on where they meet the criteria most fully.

In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education coursework and receive no lower than a C+ in any one course. A 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. If you are concerned about meeting this requirement at any time, you NEED TO speak with your instructor immediately.

Grading Policy

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.

It is expected that students 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. 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.

Even though, this course is slated as a pass/fail course, there are criteria for what is to be considered a "Pass" outlined below. Grading will also include a component of "professional demeanor." 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:

* On-time arrival to all class sessions;
* 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.
* Respectful, positive participation in all settings (e.g., whole group, small group, in/outside of class);
* Carefully considered, culturally aware approaches to solution-finding.
* Personal and professional appearance, actions and discussions which reflect the university's integrity, commitment to education for ALL students and general educational reform toward excellence.

DEMEANOR
Cal State San Marcos College of Education, Special Education
The Development and Maintenance of Positive and Professional Teacher Behaviors

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (*feelings, attitudes, values, and social behaviors*) to all cognitive objectives (mental operations, content knowledge) in all subjects. Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: **1)** receiving; **2)** responding; **3)** valuing; **4)** organizing; and **5)** internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate these corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for

pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In sum, there exists a general consensus within the educational community at CSUSM that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

<u>**Generally Accepted Attributes of Highly Effective Teachers**</u>
(as seen in CSUSM pre-service programs)
(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and meta-cognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup 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
II. Theories and Factors in First- and Second-Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

Resources worth Having in your Professional Library

Borich, Gary D. (1999). *Observation Skills for Effective Teaching.* (3rd ed.). Upper Saddle   River, NJ: Prentice-Hall. [shared with EDSS 530, Professor Keating]

Callahan, Joseph F., Leonard H. Clark, and Richard D. Kellough. (1998). *Teaching in the Middle and Secondary Schools.* (7th ed.). Upper Saddle River, NJ: Merrill.

Choate, J.S. (2000). *Successful Inclusive Teaching.* (3rd ed.). Needham Heights, MA: Allyn and   Bacon. [shared with all courses in the program]

Course Website: http://courses.csusm.edu (WebCT used for online coursework and   communications)

Rethinking Schools. (1994). *Rethinking Our Classrooms,* Volume 1.   (ROC)

Villa, R., and Thousand, J. (1995). *Creating an Inclusive School.* Alexandria, VA: Association for Supervision and Curriculum Development

Other Valuable Texts/Books to Read and Own

1. Gardner, Howard. (2000). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* Basic Books.
2. Gruwell, Erin. (1999). *The Freedom Writers Diary.* Doubleday.
3. Kohn, Alfie. (1996). *Beyond Discipline: From Compliance to Community*. Association for Supervision and Curriculum.
4. Marzano, Robert J. (2000) *Transforming Classroom Grading.* Association for Supervision & Curriculum Development.
5. Pipher, Mary. (1995). *Reviving Ophelia: Saving the Selves of Adolescent Girls.* Ballantine Books.
6. Pollack, William S. and Mary Pipher. (1999) *Real Boys: Rescuing Our Sons from the Myths of Boyhood*. Owl Books.
7. Rose, Mike. (1996). *Possible Lives.* Penguin.
8. Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms.* Association for Supervision & Curriculum Development.
9.   Fried, Robert L. (1995). *The Passionate Teacher.* Boston, MA: Beacon Press.
10. Nelson, J., Lott, L., & Glenn, H.S. (1997). *Positive Discipline in the Classroom.* (2nd ed.). Rocklin, CA: Prima Publishing.
11. Palmer, Parker. *The Courage to Teach*

EDEX 661 Portfolio Review and Capstone Showcase Event
Class Meeting Schedule and Deadlines
ACD 408   Selected Thursdays, 5:00 – 6:45
Fall 2006

8/24/06	Overview of Course WebCT Updates	Syllabus, Schedule Form Portfolio Peer Review Groups geographically and/OR by M/M, M/S	Email "Loop" List for both sessions Revisit 660
8/31/06	Online materials available for review and planning. Look for updates throughout the entire semester		
9/07/06	Standards Review Peer Review Process	Decide/Vote Presentation venue Presentation Requirement review	Form Event Committees/Tasks
9/14/06 **OR**	By appointment: Small Group Review 4:15-6:30	**Both** class sections sign up Peer Reviews-small group sessions	Small Grp schedule Bring Portfolio for refinement
9/21/06 **OR**	By appointment: Small Group Review 4:15-6:30	**Both** class sections sign up Peer Reviews-small group sessions	Small Grp schedule Bring Portfolio for refinement
9/28/06	By appointment: Small Group Review 4:15-6:30	**Both** class sections sign up Peer Reviews-small group sessions	Small Grp schedule Bring Portfolio for refinement
10/05/06	**All Class Meeting, 5 pm**	Schedule Site Review with SP of okayed	**Required Attendance** Event Committee Reports
10/19/06 **OR** 10/26/06	By appointment: Small Group Review 4:15-6:30	**Both** class sections sign up Peer Reviews-small group sessions	Bring Portfolio for refinement
11/02/06	**All Class Meeting 5 pm** Final Arrangements	Collect Money, Turn in CD of presentation Final Data Evidenced, Q and A	**Required Attendance** Confirm Tasks/ completion
11/09/06	Final review and Sign off following District Support Provider review and approval		
11/30/06	PORTFOLIO SCHOWCASE EVENT 5 PM TO 8 PM-Old Spaghetti Factory Invite Family, Support Provider NOW		**Required Attendance**