

California State University, San Marcos
College of Education
EDEX 661 - 2 UNITS
PORTFOLIO REVIEW AND SITE VISITATION
Designed for SDCS Special Education Intern Teachers
Fall, 203

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Location: Wiggin Center, B-1
4350 Mt. Everest Blvd. San Diego, CA 92117

Time: Tuesdays, 4:30-7:00 p.m.

Office Hours: Please call for an appointment.

Mission Statement of the College of Education:

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.

CLAD Emphasis:

Cross-cultural, language, and academic development (CLAD) competencies will be infused across the curriculum:

- Teaching methodology to accommodate diverse language and learning differences for content instruction.
- Student Learning Styles and cultural considerations
- Dynamics of prejudice and strategies for conflict resolution.

Overview:

This course structures the assessment and completion of the intern's individual induction plan. Based on evidence gathered in the professional portfolio, the intern self-reflects to identify professional strengths and the next steps in the professional growth process. All elements of the Level I Standards and specific Level II Standards (in alignment with the California Standards of the Teaching Profession) are targeted for professional growth. If needed, the induction plan is revised to reflect an action plan that will enhance the intern's teaching skills

Content and Performance Goals/Objectives:

Upon completion of this course, each student will:

- Undergo a self-assessment to identify professional strengths and areas for professional growth.
- Complete (revise if needed) the Intern Induction Plan to include strategies and timelines for professional growth.
- Complete the Level I Professional Portfolio to include:
 - Box with file folders or 3-ring binder with dividers, all labeled.
 - Professional and personal reflections for Level I Standards with each standard/component.*

- The completion of selected Level II Professional Portfolio entries to include:
 - Box with file folders or 3-ring binder with dividers, all labeled.
 - Professional and personal reflections for ONE component of the Level II Standards.*

*Fulfills the writing component of 2,500 words/10 pages.

Required Materials:

- Campbell, Cignetti, Melenyzer, Netles & Wyman (2001, 1997). How to Develop a Professional Portfolio, A manual for Teachers, Second Edition, Allyn and Bacon: MA.
- Instructional materials distributed in class meetings.
- Professional portfolio materials.

Assessment Procedures and Scholastic Requirements:

- Consistent attendance and participation in class team meetings throughout the year.
- Revision, implementation, and documentation of the Intern Induction Plan as reflected in the professional portfolio.
- Completion of the Level I Standards.
- Completion of Selected Level II Standards (one component for each of the 7 standards, written reflection to be turned in at last class date)

Grading Rubric

Credit: Completion of the scholastic and attendance requirements.

No Credit: Failure to complete the scholastic and attendance requirements.

Attendance Policy

The attendance policy of the College of Education: Due to the dynamic and interactive nature of the courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or he/she may not receive a passing grade for the course at the discretion of the instructor. This course meets a total of 6 times for a total of 18 hours, with 12 hours of independent study. Therefore, missing more than one class session may result in receiving a “no credit” for the course. An absence will require a make-up assignment. This assignment will need to be completed to receive credit for the class. Should a student have extenuating circumstances, the instructor must be contacted as soon as possible.

Class Schedule:

Date	Topics	Materials
9-02-03	Overview of Syllabus and Schedule Student Teaching, Semester II (IEP calendar, still bill objectives, teaching methodology, student notebooks, data collection, inclusive education) Telephone Tree Portfolio and Individual Induction Plan Reflection Induction Plan Revision (if needed)	Attendance Sheet Syllabus Level I Standards (student) Telephone Contact Sheet Individual Induction Plans Reflection Worksheet
9-30-03	Accountability: -Instructional Design (guest) -Level I Standards and CSTPs Networking for Strengths and Needs	CSTPs Networking Forms
10-14-03	The Learning to Teach Continuum BTSA Overview (guest) Level II Standards Alignment of Level I and Level II Standards	BTSA materials Level II Standards Worksheets
10-28-03	Collaboration and Conflict Resolution Facilitating at IEP Meetings	Topic Instructional Materials
11-11-03	Small Group Meeting: Individual Portfolio Review (1/2 of the class with former interns as guests)	Portfolio Review Forms
11-18-03	Small Group Meeting: Individual Portfolio Review (1/2 of the class with former interns as guests)	Portfolio Review Forms
12-09-03	Level I Standards Sign-off Level II (selected) Standards Sign-off -Dawn Yonally, Supervisor	Individual Portfolios Level I Standards Level II (one component for each of the seven standards)