

California State University, San Marcos
COLLEGE OF EDUCATION, DEPARTMENT OF SPECIAL EDUCATION

EDEX 661 - 2 UNITS
PORTFOLIO REVIEW AND SITE VISITATION
DESIGNED FOR INTERN TEACHERS
Fall, 2001

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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. Specific elements of the Level I Standards (in alignment with the California Standards of the Teaching Profession) are targeted for professional growth. The induction plan is then revised to reflect an action plan that will enhance the intern's teaching skills. Through *site visitations, base team meetings, and a culminating exposition*, the intern demonstrates completion of the induction plan.

Required Materials:

- Campbell, Cignetti, Melenzyer, 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.

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.
- Revise, implement, and document the Intern Induction Plan to include strategies and timelines for professional growth.
- Enhance professional portfolio to include targeted areas for professional growth.
- Through base teams, develop a system that encourages networking and support for professional growth.
- With a base team, demonstrate professional growth by developing a professional growth project contract and participating in a culminating exposition.

Assessment Procedures and Scholastic Requirements:

- Consistent attendance and participation in class/base team meetings throughout the year. Each of the 5 meetings earn 5 points each 25 points
- Revision, implementation, and documentation of the Intern Induction Plan as reflected in the professional portfolio. 30 points
- Development of a professional growth contract and presentation at a culminating exposition. 45 points

Grading Rubric

- A = (92%+) Outstanding/exemplary work on all content goals.
B = (85%+) Satisfactory completion of the same.
C + (78%=) Completion of assignments, with minimal effort and/or other areas of questionable effort.

It is policy of the CSUSM College of Education that students must maintain a B average (3.0 GPA) and cannot receive below a C+ in any COE course in order to receive a Preliminary Level I Credential from the State of California.

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. If a student misses two class sessions or is late (or leaves early) more than three sessions, the student cannot receive a grade of "A". If a student misses three class sessions, the highest possible grade is a "C+". Should a student have extenuating circumstances, the instructor must be contacted as soon as possible.

Mission of the College of Education at CSUSM

The Mission of the College of Education Community at CSUSM is to transform public education by preparing thoughtful educators and advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

Instructor Office Hours

Please call for an appointment. I am flexible and will work with your schedule.