Cal State University San Marcos
College of Education
EDEX 661: PORTFOLIO REVIEW AND COMPLETION OF LEVEL II COMPETENCIES
SPRING 2005

CRN: 22116, 21924   **Selected Thursdays, 5:00 –7:50**   **Room: UH 443**

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

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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.

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.

The following is COE policy:

Summative Assessment Criteria for CoE Courses
"A" students:
1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the 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 their developing overall understanding of teaching and learning; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of or progress toward course goals (see syllabus).
5. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant's learning .
6. consistently complete all class preparation work and are 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 their developing overall understanding of teaching and learning; may be satisfied with "accepting" their learning as it's "received" without examining, very deeply, 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 and are 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 and learning; may not be open to examining 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 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.

<u>GRADING NOTES</u>
➢ Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They 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.

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 thiscourse, 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 supplemental website.

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 with 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.

EDEX 661 Portfolio Review and Site Visit; Capstone Showcase Event
Class Meeting Schedule and Deadlines
UH 443   Selected Thursdays, 5:00 – 8:50
Spring 2005
Leslie Mauerman: lmauerma@csusm.edu

1/27/05	Overview of Course Review of "double" Schedule: 8 weeks really =15	Syllabus, Schedule Form Portfolio Peer Review Groups geographically and/OR by M/M, M/S	Email "Loop" List Revisit items from 660
1/31/05	Online materials available to BOTH sections for review and planning for work throughout the entire semester		
2/3/05	**E**: Deadlines, Peer Review Process Presentation Requirement review	Decide/Vote Presentation venue	Form Committees/Tasks
2/10/05	By appointment: Small Group Review 4:30-5:30 only	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement
2/17/05	By appointment: Small Group Review 4:30-5:30, 5:30-6:30, 6:30-7:30 7:30-8:30	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement
2/24/05	By appointment: Small Group Review 4:30-5:30 only	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement
3/3/05	NO CLASS	Meetings with Support Providers Section I may schedule review starting this date	See SP meeting agenda in WebCT
3/10/05	All Class Meeting	Schedule On Site Visits, Section1	Schedule individually Site visits-first come basis
3/17/05	By appointment: Small Group Review 4:40-5:30, 5:30-6:30, 6:30-7:30	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement

3/24/05	By appointment: Small Group Review 4:40-5:30 only	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement
3/31/05	CSUSM Spring Break	Leslie available for site visits Mon, Tues, Wed. only	
4/07/05	NO CLASS	Meetings with Support Provider—if needed	Scheduled site visits
4/14/05	Final Arrangements Class Confirm duties/assignments/payments for event	Final Data Evidenced, Q and A	**Required Attendance** Scheduled site visits
4/21/05	By appointment: Small Group Review 4:40-5:30 only	**Both** class sections may sign up Peer Reviews-small group sessions	Indiv peer review forms, Portfolio for refinement
4/28/05	PORTFOLIO SCHOWCASE EVENT Invite Family, Support Provider NOW	5 PM TO 8 PM	**Required Attendance**
5/05/05	No Formal Class Meeting	Completed portfolio and forms	Scheduled site visits
5/12/05	Final Class	Completed portfolio and forms	Scheduled site visits

This Calendar is published for the first night of class only and is subject to subsequent revisions according to student needs. ~LPM

EDEX 661—Opening Session – Spring 2005

Thursday, January 27th Agenda

- **Course Syllabus, Calendar and Review Schedule Overview**

- **Deadlines, Peer Review/Coaching**

- **Small Group Staggered Sessions**

- **Individual On-Site Reviews**

- **Showcase Event Overview and Task Description**