

California State University, San Marcos
College of Education
EDEX 660 - 2 UNITS
INDUCTION PLAN DEVELOPMENT: LEVEL I
Designed for SDCS Special Education Intern Teachers
Spring, 2004

Instructor: Andrea Liston, M.A. Ed.
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Location: Wiggin Center, B-1
Time: Selected Mondays, 5-7:30 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 for all learners, exemplified through reflective teaching, learning, and service. We value 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.

Course Description:

In this course, Professional Level I Mild/Moderate and Moderate/Severe Specialist candidates, in consultation with a university advisor, develop an individual induction plan. This plan is a written individualized program of course work and professional development to be completed during the special education internship. Level I standards are reflected in the candidate's induction plan. Evidence is documented through the development of a professional portfolio.

Required Materials:

- ✓ Three inch, three ring binder with dividers.
- ✓ Large portable file with hanging folders or large 3-4 inch binder with dividers.

Recommended Text

- ✓ Campbell, Cignetti, Melenyzer, Netles & Wyman (2001, 1997). How to Develop a Professional Portfolio, A Manual for Teachers, Second Edition, Allyn and Bacon; MA.

Content and Performance Goals/Objectives:

Upon completion of this course, each candidate will:

- ✓ Identify personal/professional strengths, needs and interests.
- ✓ Outline professional growth activities that respond to identified strengths, needs, interests, and job responsibilities.

- ✓ Design an individualized induction plan (IIP), Level I, and discuss it with the university advisors.
- ✓ Demonstrate knowledge of current trends and best practices as reflected in selected Level I Standards.
- ✓ Develop a portfolio system to document resources, professional organizations, and information networks for educators (reflections in binder & supporting artifacts in portfolio).
- ✓ Research one standard and prepare a 10-minute presentation to include handouts for the class.

Assessment Procedures and Scholastic Requirements:

- ✓ Consistent attendance and participation in class meetings or required make-up assignments.
- ✓ Development of an Individual Induction Plan.
- ✓ The presentation of an artifact for a professional portfolio.
- ✓ Participation as a discussant for assigned class session.
- ✓ One portfolio entry in each of the identified first semester standards to include an artifact and a one page (APA format) personal reflection. (personal/professional reflection and application to the classroom).

Grading Rubric:

Credit: Completion of the scholastic requirements.

No Credit: Failure to complete the scholastic requirements.

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 course in the COE, all students are expected to attend all classes and participate actively. Absences will require the student to secure handouts from the assigned student discussant for that session, research the topic of the missed session identifying two supporting web sites, and present to fellow students: 1.) a one page handout/presentation on the found web sites, 2.) a one page personal reflection, and 3.) an artifact for the professional portfolio. Collated copies of this make-up assignment must be made for each student in the class. 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. Should a student have extenuating circumstances, the instructor must be contacted as soon as possible.

EDEX 660
INDUCTION PLAN DEVELOPMENT: LEVEL I
SPRING 2004 • MEETING SCHEDULE

This class will meet for a total of 30 hours and earn 2 semester credits. Hours will include regular class sessions, individual work and opportunities to meet with the class instructors/university advisors.

DATE(S)	HOURS	TOPIC	ASSIGNMENTS
1/26/04	2.5	<ul style="list-style-type: none"> - Course Syllabus ✓ Schedule ✓ Portfolio Development Handouts (AL/AW) 	<ul style="list-style-type: none"> ✓ Become familiar with syllabus, assignments, & materials. ✓ Read handouts on portfolio development.
2/09/03	2.5	<ul style="list-style-type: none"> - Overview of Level I Standards • Charting of Examples • Assignment of Portfolio Packing Presentations (AL/AW) 	<ul style="list-style-type: none"> ✓ Reflection of Level I Standards. ✓ Purchase materials for professional portfolio.
2/16/04 Bring Portfolio Materials	2.5	<ul style="list-style-type: none"> ✓ Presentation: STANDARD 17: ASSESSMENT, CURRICULUM, AND INSTRUCTION (AL). Developing a 5-step lesson plan. ✓ Group Application ✓ Discussant Response ✓ Portfolio Packing Presentation 	<ul style="list-style-type: none"> ✓ Preparation and presentation for portfolio packing. ✓ Discussants: Kurt Clark, Pat Lenowsky, Diane Lerma
3/1/04 Bring Portfolio Materials.	2.5	<ul style="list-style-type: none"> ✓ Presentation: STANDARD 12: EDUCATING DIVERSE LEARNERS WITH DISABILITIES (AW). Curricular content and instructional practices ✓ Group Application ✓ Discussant Response 3 Portfolio Packing Presentation 	<ul style="list-style-type: none"> ✓ Preparation and presentation for portfolio packing. ✓ Discussants: Mary Lewis, Brian Mangino, Melanie Marotta Due: 5 portfolio entries
3/22/04 Bring Portfolio Materials	2.5	<ul style="list-style-type: none"> ✓ Presentation: STANDARD 11 EDUCATIONAL POLICY AND PERSEPECTIVES (AL/AW). Curricular content and instructional practices ✓ Group Application ✓ Discussant Response ✓ Portfolio Packing Presentation 	<ul style="list-style-type: none"> ✓ Preparation and presentation for portfolio packing. ✓ Discussants: Mark Mitchell, Scott Nielson, JoDee Owens
4/12/04 Bring Portfolio Materials	2.5	<ul style="list-style-type: none"> ✓ Presentation: STANDARD 10 PROFESSIONAL, LEGAL & ETHICAL PRACTICES (AL). Ethical Conduct in interactions. ✓ Group Application ✓ Discussant Response • Portfolio Packing Presentation 	<ul style="list-style-type: none"> ✓ Preparation and presentation for portfolio packing. ✓ Discussants: Ben Rivera, Traci Smart, Shelley Stromberg Due: 6 portfolio entries

4/26/04 Bring Portfolio Materials	2.5	<ul style="list-style-type: none"> ✓ Presentation: STANDARD 25 CHARACTERISTICS AND NEEDS OF INDIVIDUALS WITH MILD TO MODERATE DISABILITIES (AW). Knowledge of eligibility criteria to develop appropriate services and supports. ✓ Group Application ✓ Discussant Response • Portfolio Packing Presentation 	<ul style="list-style-type: none"> ✓ Preparation and presentation for portfolio packing. ✓ Discussants: Stephanie Webster, Joanne Young
5/10/04 Bring Portfolio Materials	2.5	<ul style="list-style-type: none"> ✓ Development of the Individual Induction Plan ✓ Level 1 Competencies to be Returned to Interns via school mail. (Confirmation of receipt is requested.) 	Due: 6 portfolio entries
Total Hours	20	Independent work = 10 hours	