

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, 2003

Instructor: Andrea Liston, M.A. Ed.
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Location: Wiggin Center, B-1 or B-5

Time: Selected Mondays/Tuesdays, 4:30-8 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 over the next two semesters while employed full-time as a special educator. Level I standards are reflected in the candidate's induction plan. Evidence is documented through the development of a professional portfolio.

Required Materials:

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

Recommended Text

- ✓ Campbell, Cignetti, Melenzyer, 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 advisor and intern support staff.
- ✓ Demonstrate knowledge of current trends and best practices as reflected in Level I Standards.
- ✓ Develop a portfolio system to document resources, professional organizations, and information networks for educators.
- ✓ Research one standard and prepare a 10-15 minute presentation to include handouts for the class.

Assessment Procedures and Scholastic Requirements:

- ✓ Consistent attendance and participation in class meetings.
- ✓ Development of an Individual Induction Plan.
- ✓ The presentation of an artifact for a professional portfolio.
- ✓ One portfolio entry in each standard to include an artifact and personal reflection.

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. 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 2003 • 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 instructor/university advisor.

DATE(S)	HOURS	TOPIC	ASSIGNMENTS
1/27/03	3.5	<ul style="list-style-type: none"> - Course Syllabus ✓ Schedule ✓ Resource Guide ✓ The Learning to Teach Continuum 	<input type="checkbox"/> Become familiar with syllabus, assignments, forms, & materials.
2/18/03	3.5	<ul style="list-style-type: none"> • Student Teaching • Overview of Level I Standards • Charting of Examples • Assignment of Presentations • Individual Induction Plan (Invite Support Provider 6-8 p.m.) 	<input type="checkbox"/> Reflection of Level I Standards. <input type="checkbox"/> Completion of Individual Induction Plan. Due 3/03/03. <input type="checkbox"/> Purchase materials for professional portfolio. Bring to class on 3/03/03.
3/03/03 Bring completed IIP & Portfolio.	3.5	<ul style="list-style-type: none"> ✓ Portfolio Packing: Samples of Artifacts ✓ Portfolio Presentation: Sample for Standards 10.1 and 16.2 	<input type="checkbox"/> Preparation of portfolio presentation. <input type="checkbox"/> Read handouts on portfolio development and review resource manual.
3/10/03 Bring Portfolio.	3.5	<ul style="list-style-type: none"> ✓ Portfolio Presentations 	<input type="checkbox"/> Portfolio Development to include reflections.
3/12/03 Bring Portfolio.	3.5	<ul style="list-style-type: none"> ✓ Signing off of met Competencies ✓ Reflection and Looking Ahead 	<input type="checkbox"/> Continue to work on the portfolio process and induction plan goals.
Independent work.	12.5	<ul style="list-style-type: none"> • Artifact Collection • Advisement • Networking 	
Total Hours	30		