

California State University, San Marcos  
COLLEGE OF EDUCATION

**EDEX 660 - 2 units**  
**INDUCTION PLAN DEVELOPMENT**

Spring 2002 Tuesdays as scheduled, 4:30-6:30p.m.  
Instructional Media Center, Trailer G

Instructor  
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**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 no less than one year while employed full-time as a special educator (or the equivalent status).

The CTC Level I standards and level of competence addressed by the Level I coursework are integrated in the candidate's program are closely monitored by a university staff. They are as follows:

Core Standards

- ✓ Standard 13: Special Education Field Experiences
- ✓ Standard 10: Professional, Legal and Ethical Practices
- ✓ Standard 11: Educational Policy and Perspectives
- ✓ Standard 12: Educating Diverse Learners with Disabilities
- ✓ Standard 15: Managing Learning Environments
- ✓ Standard 16: Effective Communication and Collaborative Partnerships
- ✓ Standard 17: Assessment, Curriculum, and Instruction

General Education

- ✓ Standard 19: Knowledge and Skills of Assessment in General Education
- ✓ Standard 20: Curricular and Instructional Skills in General Education
- ✓ Standard 21: General Education Field Experience

Mild/Moderate

- ✓ Standard 25 Characteristics and Needs of Individuals with Mild to Moderate Disabilities

Moderate Severe

- ✓ Standard 25: Communication and Social Networks Standard 26: Curriculum
- ✓ Standard 27: Movement, Mobility, Sensory, and Specialized Health Care

The individual induction plan development process of EDEX 660 gives candidates the opportunity to weave in these standards and begin building a professional portfolio.

**Required Materials:**

- ✓ 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 advisor.
- ✓ Demonstrate knowledge of 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. Each of the 10 classes earns 5 points. 50 points
  - ✓ Development of an Individual Induction Plan, 25 points
  - ✓ Development and sharing of an individual entry for a professional portfolio. 25 points
- 100 points

**Grading Rubric:**

A = (92%+) Outstanding/exemplary work on all content goals and participation.

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 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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact the instructor as soon as possible.

## **Mission of the College of Education at CSUSM**

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

## **Instructor Office Hours**

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

Location: Institute Support and Professional Development  
IMC, Building A  
2441 Cardinal Lane  
San Diego, CA 92123-3798

**EDEX 660**  
**INDUCTION PLAN DEVELOPMENT: LEVEL I**  
**SPRING 2002 • 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.

<b>DATE(S)</b>	<b>HOURS</b>	<b>TOPIC</b>	<b>ASSIGNMENTS</b>
2/05/02	2	<ul style="list-style-type: none"> <li>✓ <b>Overview</b></li> <li>✓ <b>Needs of the Stakeholders Study</b></li> <li>✓ <b>Student Teaching</b></li> <li>✓ <b>Course Syllabus and Requirements</b></li> <li>✓ <b>Group Norms</b></li> </ul>	Become familiar with syllabus, assignments, forms, & materials.
2/12/02	2	<ul style="list-style-type: none"> <li>• <b>Overview of Level I Standards</b></li> <li>• <b>Inquiry: Needs of the Stakeholders</b></li> </ul>	Reflection on the implementation of Level I standards.
2/19/02	2	<ul style="list-style-type: none"> <li>• <b>Individual Induction Plan</b></li> <li>• <b>Inquiry: Needs of the Stakeholders</b></li> </ul>	Develop individual induction plan. Due on 2/26/02.
2/26/02 Bring completed IIP.	2	<ul style="list-style-type: none"> <li>✓ <b>Portfolio Overview</b></li> <li>• <b>Portfolio Examples</b></li> </ul>	Purchase materials for a professional portfolio. Bring to class on 3/12/02. Read handouts on portfolios.
3/12/02 Bring materials.	2	<ul style="list-style-type: none"> <li>• <b>Level I Standards</b></li> <li>• <b>Learning to Teach Continuum</b></li> <li>• <b>In Class Portfolio Design</b></li> <li>• <b>Needs of Stakeholders Survey</b></li> </ul>	Complete school-based survey.
3/19/02 Bring completed survey & portfolios.	2	<ul style="list-style-type: none"> <li>• <b>Survey Return and Discussion</b></li> <li>• <b>Portfolio Packing</b></li> <li>• <b>Presentations</b></li> </ul>	Presentation preparation. Portfolio development.
4/9/02 Bring portfolios.	2	<ul style="list-style-type: none"> <li>• <b>Portfolio Packing</b></li> <li>• <b>Presentations</b></li> </ul>	Presentation preparation. Portfolio development.
4/16/02 Bring portfolios.	2	<ul style="list-style-type: none"> <li>• <b>Portfolio Packing</b></li> <li>• <b>Presentations</b></li> </ul>	Presentation preparation. Portfolio development.
4/23/02 Bring portfolios.	2	<ul style="list-style-type: none"> <li>• <b>Portfolio Packing</b></li> <li>• <b>Presentations</b></li> </ul>	Presentation preparation. Portfolio development.
5/14/02 Bring portfolios.	2	<ul style="list-style-type: none"> <li>• <b>Reflection and Looking Ahead</b></li> </ul>	
Independent work.	10	<ul style="list-style-type: none"> <li>• <b>Artifact Collection</b></li> <li>• <b>Advisement</b></li> <li>• <b>Networking</b></li> </ul>	
<b>Total Hours</b>	<b>30</b>		