



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	EDMX 575
Course Title	Education Specialist Transition Development Seminar
CRN Number	20833
Days	Selected Thursdays
Time	5:00 – 8:15 pm
Course Location	University Hall 441
Semester / Year	Spring 2016
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Hours	By Appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education.

We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Candidates develop an Individualized/Induction Transition Development Plan (ITDP) that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences.

Course Prerequisites

Candidates will demonstrate proof of successful completion of all four TPA Assessments. Completion of (or recorded waivers) for all coursework required prior to enrollment in EDMX 572 or EDMX 672 is required. *Co requisite: Enrollment in EDMX 572 or EDMX 672*

Course Objectives

This course takes place in both virtual and face-to-face environments in which attendance is required. Face-to-face in class seminars guide candidates to learn about their strengths and needs for developing growth goals related to future continuing professional development through the following experiences and activities.

Unique Course Requirements

Candidates are required to conduct pre-arranged, university approved site observations in specific special education settings as assigned through this course (no more than 18 hrs.), through EDMX 633 (no more than 7 hrs.), EDMX 622 (no more than 7 hrs. for Concurrent, no more than 14 hrs. for Add-On) and EDMX 627 (no more than 2 hrs.)as well as arranged times with clinical practice coordinator.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a “lecture” mode of instruction over an entire semester, each unit of credit corresponds to an ‘hour’ of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three ‘hours’ of class-time, and two hours of student learning outside of class. This formula applies to this course inasmuch as it serves as a companion seminar to full time Education Specialist Clinical Practice.
- EDMX 575 is a Hybrid course, and as such, requires the combination of face-to-face time as well as out-of-class time associated with the face-to-face sessions. The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

NO textbooks are required for this course.

Access to the Cougar Course (EDMX 575 – 20833) is required, as well an account with Taskstream.

Taskstream.com is the website for candidates to renew or establish an account for purposes of assessment and verification of both Teacher Performance Assessments and Professional Dispositions.

TaskStream Enrollment and Postings – Instructions

The School of Education uses TaskStream to manage candidates’ TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years.

After enrolling, access the Education Specialist program - *Prelim Mild/Mod & Mod/Sev Ed Spec Credential* by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then **enter *edspecialist as the program code***. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to note your own exact enrollment name and password.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will have completed:

- 1) Development of an Individualized/Induction Transition Development Plan (ITDP) describing a candidate's strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences.
- 2) Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with descriptions of artifacts of knowledge and skills demonstrated; and
- 3) Completion of the requisite (minimum of five) Special Education Field Experience Reflection and Time Sheet(s) documenting field experience in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC). (minimum 30 hours).

Authorization to Teach English Learners

This credential 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 met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for The Multiple Subject and Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Teacher Performance Assessment (TPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<https://www.csusm.edu/soe/currentstudents/tpa.html>

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education (SOE) has identified six dispositions – *social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning*—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable, initial target, and advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Though this course, candidates are informed of the ES TPEs and other expectations for their performance in clinical practice inclusive of the summative assessment of their performance in EDMX 572 (or EDMX 672 for interns) and other special education field experiences document in the Special Education Field Experience Log. Candidates are guided to reflect upon their developing knowledge and skill with regard to Education Specialist program standards and their application of the ES TPEs through the completion with cooperating teacher and University Supervisor of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment. Using the *Preliminary Mild/Moderate Education Specialist Induction Transition Development Plan* form, each candidate identifies strengths, growth areas, and future options for post-credential professional development experiences and learning opportunities. The plan is signed by the candidate, university supervisor, and clinical practice cooperating teacher and delivered to the program coordinator or designee and the candidate receives a letter of recommendation for the awarding of the credential, also signed by the candidate, university supervisor, and cooperating teacher.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

EDMX 575 convenes for 4 face to face seminars per term; an 80% attendance rate requires attendance at all four (4) class sessions in order to pass this course.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. **Plagiarism or cheating is unacceptable under any circumstances.** If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The EDMX 575 course ensures that the university's minimum 2,500-word per course writing requirement is met by candidates through the completion of:

- 1) The Preliminary Education Specialist Teaching Performance Expectations Portfolio (TPEs)
- 2) Special Education Broad Range of Service Observation - Field Experience Reflection
- 3) The Individualized Transition Development Plan

Course Format

The course will convene for 4 dates as stated in the course schedule, with online tasks due in the intervening weeks. These tasks and assignments are to be submitted in Cougar Courses as they correspond to the weekly module. These are clearly presented both in the written schedule and in the Cougar Course.

Necessary Technical Competency Required of Students

A fully functioning laptop is required for class sessions and for online coursework. Additionally, candidates must possess the ability to utilize MS Word document functions as well as Excel spreadsheets for scheduling purposes in a professional setting. Free online training is available to candidates through the Cougar App in the CSUSM website.

Contact Information for Technical Support Assistance

CSUSM Help Desk for students is located on the second level of the Kellogg Library and at <http://www.csusm.edu/sth/>

Use of Technology

Candidates (course participants) are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Final Exam Statement

There is no final examination scheduled for this course. The ITDP, TPEs and Professional Dispositions shall serve as authentic assessment for all candidates.

Grading Standards

Credit/No Credit

To receive credit for the course, candidates must attend all 4 face-to-face sessions and successfully complete AND submit written documents as well as meet the following requirements (*please notify professor as soon as possibly if you have extenuating circumstances*).

Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences;

- Completion of the Cal State San Marcos Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) Clinical Practice Assessment with artifacts of knowledge and skills demonstrated;
- Completion of the Special Education Broad Range of Service Observation Field Experience Reflection documenting field experience in a broad range of service delivery options.
- Development of the Individual/Induction Transition Development Plan (ITDP) which describes a candidate's strengths and professional growth needs, including specific emphasis for future professional development, study, and/or experiences.

Assignment	Points
Data & Photo in CC (GTKY-Getting to Know You)	5
SWOT	10
Breadth of Experience Reflections (To equal 30 hours of Special Education exposure in varied settings)	25
Breadth of Experience Timesheet(s)	10
Individual Transition Development Plan (ITDP)	20
Professional Dispositions	10
Attendance, Participation, Collaboration (5 pts/ session)	20
TOTAL	100

Policy on Late/Missed Work

Work is due as stated on the course schedule and on the companion Cougar Course. Late work subject to lower scores.

Student Collaboration Policy

Student work for this seminar course is necessarily conducted on an individual basis.

SCHEDULE/COURSE OUTLINE FOR EDMX 575 SEMINAR

The instructors reserve the right to modify the schedule

Week	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	DUE
1	1/28 In Class Seminar	Introduction to Class: Review of Syllabus, Assignments, Clinical Practice Placements, and Breadth of Experience (BoE) Observations	Read Syllabus
2	Online 2/4	<ul style="list-style-type: none"> • Complete personal information on Individualized/Induction Transition Development Plan (ITDP) • Give ITDP to Cooperating Teacher (C.T.) and University Supervisor (U.S.); discuss, seek feedback • Review and Begin Professional Dispositions in Task Stream • Complete the <u>Special Education Broad Range of Service Observation - Field Experience Reflection</u> form & <u>Special Education Field Experience Time Sheet</u> for each BoE observation you have completed • Complete Strengths, Weaknesses, Opportunities, Threats (SWOT) Reading and Template on Cougar Courses • Review Preliminary Education Specialist Teaching Performance Expectations (ES TPEs) and document evidence 	Getting to Know You & Profile Photo Submit on Cougar Courses
3	2/11 In Class Seminar	<ul style="list-style-type: none"> • Bring completed Strengths, Weaknesses, Opportunities, Threats (SWOT) Template to review and share in class • Professional Growth Web Quest--brainstorm for post credential options • Professional Dispositions (bring laptop to work on during class) • Continue documenting evidence of TPEs 	SWOT Template & at least 1 Field Experience Reflection Submit on Cougar Courses
4	Online 2/18	<ul style="list-style-type: none"> • Continue completing Field Experience Reflections and Time Sheets for each observation • Continue working on Professional Dispositions • Continue documenting evidence of TPEs 	At least a total of 2 Field Experience Reflections Submit on Cougar Courses
5	Online 2/25	<ul style="list-style-type: none"> • Continue completing Field Experience Reflections and Time Sheets for each observation • Complete initial strengths and growth needs on ITDP • Share ITDP with C.T. and U.S. ; discuss, seek feedback • Continue documenting evidence of TPEs 	At least a total of 3 Field Experience Reflections Submit on Cougar Courses

6	Online 3/3	<ul style="list-style-type: none"> Continue completing Field Experience Reflections and Time Sheets for each observation Continue documenting evidence of TPEs Work with your C.T. and U.S. to complete TPEs and ITDP 	<p>At least a total of 4 Field Experience Reflections</p> <p>Submit on Cougar Courses</p>
7	Online 3/10	<ul style="list-style-type: none"> Continue documenting evidence of TPEs 	<p>At least a total of 5 Field Experience Reflections</p> <p>Submit on Cougar Courses</p>
8	Online 3/17 In Class Seminar	<ul style="list-style-type: none"> Professional Dispositions & ITDP Work on the specific areas inside your ITDP Continue documenting evidence of TPEs 	
9	3/24	SPRING BREAK	
10	3/31	Cesar Chavez Day	
11	Online 4/7	<p>FINISH and SUBMIT:</p> <ul style="list-style-type: none"> Professional Dispositions on Task Stream All Field Experience Reflection 	<p>ALL Field Experience Reflections (Cougar Courses)</p> <p>ALL Professional Dispositions (Task Stream)</p>
12	Online 4/14	<ul style="list-style-type: none"> Continue documenting evidence of TPEs Continue work on ITDP 	
13	Online 4/21	<ul style="list-style-type: none"> Student Services Credential Review Evaluation Continue documenting evidence of TPEs Continue work on ITDP 	
14	Online 4/28	<ul style="list-style-type: none"> Continue documenting evidence of TPEs Continue work on ITDP 	
15	Online 5/5	<ul style="list-style-type: none"> Continue documenting evidence of TPEs Share TPEs with C.T. and U.S. for feedback Complete information on ITDP (add in post-credential professional development options) Share ITDP with C.T. and U.S. and seek signatures 	

16	5/12 In Class Seminar	<ul style="list-style-type: none"> • SDCOE Guest Speaker re Clear Credential: Sheiveh Jones • Steps for applying for Credential • Course Evaluation 	Submit ITDP on Cougar Courses Submit final TPEs to U.S.
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The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at <http://www.calfac.org> including http://www.calfac.org/sites/main/files/file-attachments/23_reasons_final_2.pdf