

<b>Course &amp; Section Nos.</b>	<b>EDMX 575-01 &amp; EDEX 661-01</b>
<b>Course Title</b>	<b>Education Specialist Transition Development Seminar</b>
<b>Class Roster No.</b>	<b>20568 &amp; 22282</b>
<b>Course Day(s)</b>	<b>Selected Wednesdays</b>
<b>Time</b>	<b>5:30 – 8:20 pm</b>
<b>Course Location</b>	<b>Markstein Hall 210</b>
<b>Semester / Year</b>	<b>Spring 2017</b>
<b>Instructor</b>	<b>Leslie Mauerman and Mike Norman</b>
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<b>Office</b>	<b>UH 456, UH 468</b>
<b>Office Hours</b>	<b>Wednesdays before class, by appointment</b>

### **WELCOME**

EDMX 575 and EDEX 661 are both the capstone course, which supports candidates in both clinical practice tasks as well as the development of the required transition plan toward preparation for district or county induction clear credential process. We offer a candidate-centered, equipping course, providing both mandated and enrichment topics to support candidates to become a teacher of excellence, integrity, generosity and skill. Lean into the process, complete the documentation well, and enjoy this journey!

### **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

### EDMX 575 (2) Education Specialist — Transition Development Plan Seminar

Candidates develop an Individualized Transition Development Plan that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences. Graded Credit/No Credit. Enrollment Requirement: Enrollment in or completion of EDMX 572 or 671 or 672.

### EDEX 661 (2) Portfolio Review and Site Visitation

Through a portfolio review process, candidates demonstrate performance of specialist or authorization standards. Graded Credit/No Credit.

### Course Prerequisites

Candidates will demonstrate proof of successful completion of all four TPA Assessments. Completion of 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 671*

### Course Objectives

This course takes place in both virtual and face-to-face environments in which attendance is required. Face-to-face sessions 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

In the companion Clinical Practice course, EDMX572 or EDMX671, all candidates are required to participate in a **Breadth of Experience visitation week**, and to complete written Observation and Reflection assignments to that end. These assigned site visits are designed to meet program standards and to prepare candidates for the requirements inherent in a dual credential program. For concurrent candidates, these visitations occurred in EDMX 511.

- Candidates are required to have dependable, consistent access to a computer. Many assignments will require the use of a computer during class sessions.
- Candidates are expected to use “person-first” language in all written and oral assignments and class discussions (e.g., “Student with Down syndrome,” rather than “Down syndrome student.” Use “Johnny who has autism,” rather than “My autistic student”). **Please read the article at this website before the course begins: <http://www.inclusionproject.org/lets-all-play/people-first-language/>**
- Candidates post assignments in the web course by midnight on the date they are due.
  - If there are extraordinary circumstances that impact completion of assignments, candidates must advise the instructors as soon as possible.
  - If there are questions or concerns, candidates are expected to contact the instructors via university email.
  - Candidates are expected to complete all assigned work. There will be a reduction in points for any assignments submitted after due dates, unless **prior** instructor approval is secured.
  - Exceptions will be handled on a case-by-case basis, at the discretion of the instructors.
- Candidates are expected to proofread and edit all written assignments prior to submission. Candidates will ensure their writing is error-free (grammar, syntax, spelling), and ideas are logically and concisely presented. Assignment credit will reflect any oversight.
- Candidates are advised to keep a copy of all written work. These copies are needed for future use as professional portfolio entries.

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

NO textbooks are required for this course.

Access to the Cougar Course is required, as well as a full year account with Taskstream.

A good-to-high quality 2-inch binder, suitable to serve as a Professional Employment Portfolio is also required. For this project, candidates also need a box of good quality plastic page protectors and 12 **WIDE** divider pages with typed label capability.

### Cougar Courses

<https://cc.csusm.edu>

### TaskStream Account

The School of Education uses Taskstream to manage candidate data regarding TPEs, clinical practice, signature assignments, and professional disposition assessments. Concurrent candidates must be enrolled in Taskstream throughout the Multiple Subject, Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials must enroll for a minimum of two years.

After enrolling, to access the Education Specialist program from the Taskstream home page (this is noted by a DRF owl icon), find the Self-Enrollment area and click the **Enter Code** button. Then enter the word "**Concurrent1516**" and the program code which is available from the instructor upon request—**most 575 candidates already have a TS account.**

If this is the correct program, click the **Enroll** button. The Education Specialist program now will appear on individual Taskstream home page upon log in. **Be certain to note enrollment name and password.**

## COURSE LEARNING OUTCOMES

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

- 1) The development of an Individualized/Induction Development Transition Plan (IDTP) describing a candidate's strengths and professional growth goals, including specific emphasis for future professional development, study, and/or experiences;
- 2) The 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;
- 3) The completion of the requisite (minimum of five) Special Education Field Experience Logs documenting field experience in a broad range of service delivery options required of the California Commission on Teacher Credentialing (CCTC);
- 4) The completion and presentation of Professional Employment Portfolio, which houses all certifications, authorizations, text scores, TB data, as well as lesson plans, a resume and other pertinent information for the employment search.

### **For Credential Courses:**

#### 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 2002)*

## **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for both the Multiple Subject and Special Education Credentials. 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. Candidates in EDMX 572 are required to address the Education Specialist TPEs in their entirety.

## **Teacher Performance Assessment**

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.

Because Concurrent candidates have successfully passed this Assessment, the final assessment for the Preliminary Education Specialist credential is determined through the TPE assessment as well as the ITDP document, both of which are required documentation for an ES credential in the state of California.

## **Expected Dispositions for the Education Profession**

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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 671 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 along with the ES TPE Checklist and the letter of recommendation for the awarding of the credential, also signed by the candidate, university supervisor, and cooperating teacher or Intern Support Provider.

## SCHEDULE/COURSE OUTLINE FOR EDMX 575/EDEX 661 SEMINAR

Spring 2017 – Markstein 210 – 5:30-8:15 pm

Wk	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	READ/DO	DUE
		Read ENTIRE course online. <b>Note</b> resources, media, readings, and download assessment documents. Set up Class digital file, sub files: TPEs, Portfolio, ITDP, Professional Dispositions – begin!	Professional Dispositions	Submit Prof Disp,
1	<b>W</b> <b>1/25/17</b> <sub>F2F</sub> Seminar	<b>Orientation:</b> Review of Syllabus, Assignments and Placements! Co-Teaching Training w Supervisors & Cooperating Teachers Observations/Do you need to make added arrangements?	Syllabus PRINT ITDP for US & CT	GTKY, Profile photo
2	<b>Online</b>  2/1	<b>Online Course Module 3:</b> Complete personal information on ITDP; Pre-clinical Self-Assess on ES TPEs; Conduct Field Experience Visitation Reflection per assignment Work ahead on Strengths/Need Inventory when available online Give ITDP to CT and University Supervisor; discuss, seek feedback	Visitation Log #1	Submit  Good idea to submit all from coursework NOW
3	<b>W 2/8</b> F2F Seminar	<b>Strength/Growth Needs informal assessment introduction</b> Professional Growth Web Quest--brainstorm for post credential options; complete strength/Need inventory	Complete S & N online	Submit in Portal, CC
4	<b>Online</b> 2/15	<b>Online Course Module 5:</b> Complete as many Logs, Reflection assignments s as possible. Submit!		Submit in Portal, CC
5	2/22	Employment Portfolio THIS IS TIME CONSUMING		
6	<b>W 3/1</b> F2F Seminar	<b>Review &amp; Support Session: Clinical Practice protocols</b> Employment Portfolio assignment review Student Services credential review; check in by you to them	All CP forms	
7	<b>Online</b> 3/8	<b>Online Course Module 5:</b> Complete as many Logs/Reflections as possible. Complete initial strengths and growth needs on ITDP ITDP to CT and University Supervisor; discuss, seek feedback Compile and complete Professional Employment Portfolio	Visitation Log #2	Submit in Portal, CC
8	<b>W 3/15</b> F2F Seminar	<b>Professional Employment Portfolio, Guest Speaker, Career Center: Diana Sanchez (possibly)</b> Workshop and Individual check off for completion	Portfolio due in hard copy	Bring Portfolio

9	<b>Online</b> 3/22	<b>Online</b> Complete field experiences work on <b>ES TPEs</b> in clinical practice, collect and record evidences; work with your US and CT to complete TPEs and IDTP	Visitation Log #3	Submit in Portal, CC
10	<b>Online</b> 3/29	Work Ahead!		Submit in Portal, CC
11	<b>W 4/5</b> F2F Seminar	<b>Professional Dispositions &amp; ITDP Workshop</b> In class: Log on and submit professional dispositions with 2 examples of how they each have been met Work on the specific areas inside your ITDP	Self assess Visitation Log #4	SUBMIT IN TS NOW
12	<b>Online</b> 4/12	<b>FINISH and SUBMIT Professional Dispositions by this date</b>		Submit
13	<b>W 4/19</b> F2F Seminar	<b>Collaborating with Service Providers-Guest Speakers:</b> To be Announced How to apply for the ES Mild/Moderate credential and new CCTC updates; look for final eval from Student Services		
14	<b>Online</b> 4/26	<b>Online</b> Work on TPEs in clinical practice, collect and record evidences for your ES TPEs, finish entering information on ITDP; share IDTP with CT and University Supervisor; seek signatures; add in post-credential professional dev'ment options	Visitation Log #5	Submit
15	<b>W 5/3</b> F2F Seminar	Submit final ES TPEs, TPE portfolio, and ITDP; Self-Assessment on ES TPEs. IF not finished with CP, submit ITDP by week 16. <b>SDCOE Guest Speaker re Clear Credential: Sheiveh Jones</b> Course Closure and Program Evaluation *Celebration*		
16		<b>Exam Week – No Class</b>	ITDP Signature Page	Submit!

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Assignment	Points
Data & Photo in CC (GTKY-Getting to Know You)	4
Personal Employment Portfolio	12
5 Breadth of Experience Reflections & Visitation Logs <b><i>Must equal 30 hours of experience in varied Sp Ed settings</i></b>	25
Strength & Need Professional Development Self-Assessment	10
Individual Transition Development Plan (ITDP)	20
Professional Dispositions Summative Assessment (TS)	8
Attendance, Participation, Collaboration (3 pts/session)	21
Raw Point Scale	100

### **Course Assignments – Detail provided inside the Cougar Course**

#### **Grading Standards**

Grades are earned on a pass/fail basis. All Assignments, professional dispositions, group participation Employment Portfolio MUST be of excellent quality in order to pass this course and be recommended for a credential. In this instance, candidates may interpret this in terms of earning a strong A or failing the course.

#### **Final Exam Statement**

Due to the intense nature of this course, and the multiple assessments administered, there will be no formal Final Exam. Attendance at all cohort events are considered part of the final examination for every candidate.

#### **School of Education/Course 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).*

#### **Policy on Late/Missed Work**

All instances of work submitted late must be discussed with the instructor in order to earn credit.

#### **Student Collaboration Policy**

This cohort has established a code of Norms that has been curated and agreed upon by all candidates. This agreement includes engaged and intentional group work in base groups and other groups as determined by the cohort and by the instructor. Collaborative skills include respectful and effective interactions among group members, accountability for all assigned group roles. This extends to supportive, helping relationships that extend beyond typical group work, and embrace true cooperative group functioning. These interactions are reflected in the Professional Disposition Rubric and resulting score.



## GENERAL CONSIDERATIONS

### **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](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.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

"Courses with face-to-face instruction (including activity and laboratory modes of instruction) must ensure that students understand that they are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that 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.)"

What this means for EDMX 575 is structured so that the online weeks are considered "laboratory" weeks, which means that candidates can expect to spend **six (6) hours** on tasks during the online weeks.

### **All University Writing Requirement**

In keeping with the university-wide policy that every course at the university must have a writing requirement of at least 2500 words, this course will include weekly reflective writing prompts, the completion of two universal lesson designs, in accordance with TPA standards. Additionally candidates are required to complete assignments in the areas of typical and atypical human development, a student characteristics chart for students with special needs, as well as a written project which details service options for a particular student. EDMX 575 candidates will exceed this number of words within the first two weeks of courses.

## **Course Format**

EDMX 575 meets face-to-face for eight (8) sessions, with Online class task and assignments for eight (8) sessions. The Online Instruction Policy requires 2 hours of online time by students per 1 hour of face-to-face instruction. This means that candidates can expect to spend 6 hours on tasks during the online weeks. Please bear this in mind regarding the time candidates are to spend on tasks and coursework on dates when the class does not meet.

## **Necessary Technical Competency Required of Students**

Candidates must possess and bring a fully functioning laptop computer. Files and digital portfolios are a part of this capstone course, as well as written/paper binder portfolios with credentialing documents. Familiarity with Google Drive and Cougar Apps is required.

## **Contact Information for Technical Support Assistance**

The CSUSM Student Help Desk. Number and email is found on the homepage of Cougar Courses and is:

- Email: [sth@csusm.edu](mailto:sth@csusm.edu)
- Phone: 760-750-6505
- Location: 2nd floor of Kellogg Library
- Hours: Monday - Friday 8:00 am - 5:00 pm

## **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.

EDMX 575/EDEX 661 requires candidates to take quiz from The Core Rules of Netiquette, found at: <http://www.albion.com/netiquette/>