

<b>Course &amp; Section Nos.</b>	<b>EDMX 575</b>
<b>Course Title</b>	<b>Education Specialist Transition Development Seminar</b>
<b>Class Roster No.</b>	<b>20995</b>
<b>Course Day(s)</b>	<b>Online and Selected Thursdays</b>
<b>Time</b>	<b>5:00 p.m. – 7:00 p.m.</b>
<b>Course Location</b>	<b>University Hall 444</b>
<b>Semester / Year</b>	<b>Fall 2018</b>
<hr/>	
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**WELCOME**

***This semester I look forward to providing you support in your clinical practice experience. You will complete you Teaching Performance Expectations (TPE) document and your Individualized Transition Development Plan (ITDP).***

**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 Transition Development Plan (ITDP) that summarizes strengths and areas for continued professional growth based upon the Education Specialist Teacher Performance Expectations and field experiences.

<http://www.csusm.edu/catalog/documents/2016-2018/CSUSM-2016-2018-Catalog.pdf>

### 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 671 or 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.

After completion of EDMX 575, students will demonstrate competence in the following areas through successful completion of an assignment and/or activity:

- their own strengths and needs for developing growth goals
- Individualized Transition Development Plan (ITDP)
- Teacher Performance Expectations (TPEs)
- skills to conduct progress monitoring, ecological assessment, and a task analysis
- ability to write an accurate and coherent assessment report

### Unique Course Requirements

Students will complete an observation and a case study off campus at a local school. (See Assignment Description section).

## REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

### Required Texts

NO textbooks are required for this course.

Access to the Cougar Course is required, as well an account with Taskstream.

### Cougar Courses

The Cougar Courses site <http://cc.csusm.edu> provides additional materials such as the syllabus, rubrics of assignments, “drop boxes” for assignment, reading materials, power points, weekly course information, etc.

### TaskStream Account

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](http://www.taskstream.com) and registering for at least one year.

Add-On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - **Add-On Ed Specialist Credentials 2017-18** by going to your home page, finding the Self-Enrollment area, and clicking the Enter Code button. Then enter **AddOn1718** 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 remember your own exact enrollment name and password.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

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

- 1) Development of an Individualized 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 California State University 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 (Single Subject, Multiple Subject, Special Education, etc.) 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.

### **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. 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).

#### **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](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).

### **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. Please find the Education Specialist Profession Dispositions in the Special Education Programs Clinical Practice webpage at the following URL:

<http://www.csusm.edu/soe/credential/specialeducation/clinicalpractice.html>

## **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)**

### **Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program**

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

## SCHEDULE/COURSE OUTLINE

**\*\*The instructor reserve the right to modify the schedule.\***

Week	DATES	CLASS ACTIVITY/TOPIC DESCRIPTION	DUE
1	1/25 In Class Seminar	<b>Introduction to Class:</b> Review of Syllabus, Assignments, Clinical Practice Placements, and <b>Breadth of Experience (BoE)</b> Observations, Teacher	
2	Online 2/1	<ul style="list-style-type: none"> <li>Share ITDP with Cooperating Teacher (C.T.) and University Supervisor (U.S.); discuss, seek feedback</li> <li>Review Professional Dispositions in Task Stream</li> <li>Review Preliminary Education Specialist Teaching Performance Expectations (TPEs) and document evidence</li> </ul>	Getting to Know You & Profile Photo
3	2/8 In Class Seminar	<ul style="list-style-type: none"> <li>Strengths, Weaknesses, Opportunities, Threats (SWOT)</li> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> <li>Complete the reflection and timesheet for at least one BoE observation you have completed</li> <li>Complete personal information on Individualized Transition Development Plan (ITDP)</li> <li></li> </ul>	
4	Online 2/15	<ul style="list-style-type: none"> <li>Complete Strengths, Weaknesses, Opportunities, Threats (SWOT) Reading and Template on Cougar Courses</li> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> </ul>	SWOT Template & at least 1 BoE reflection
5	Online 2/22	<ul style="list-style-type: none"> <li>Continue completing Reflections and Time Sheets for each BoE observation</li> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> </ul>	At least 2 BoE reflections
6	3/1 In Class Seminar	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> <li>Guest Co-Teacher: Mike Norman</li> </ul>	
7	Online 3/8	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> </ul>	At least a total of 3 BoE reflections
8	3/15 In Class Seminar	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> <li>Guest Co-Teacher: Mike Norman</li> </ul>	
9	3/22	<b>SPRING BREAK</b>	
10	Online 3/29	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs, ITDP, Professional Dispositions, and BoE</li> </ul>	At least a total of 4 BoE reflections



11	4/5 In Class Seminar	FINISH and SUBMIT: <ul style="list-style-type: none"> <li>Professional Dispositions on Task Stream</li> <li>All Field Experience Reflection</li> </ul>	<b>ALL</b> Field Experience Reflections and Time Sheet (Cougar Courses)  <b>ALL</b> Professional Dispositions (Task Stream)
12	Online 4/12	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs</li> <li>Continue work on ITDP</li> </ul>	
13	Online 4/19	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs</li> <li>Continue work on ITDP</li> <li>Share TPEs with C.T. and U.S. for feedback</li> <li>Share ITDP with C.T. and U.S. and seek signatures</li> </ul>	
14	In Class Seminar 4/26	<ul style="list-style-type: none"> <li>SDCOE Guest Speaker: Clear Credential</li> </ul>	Bring ITDP for signature
15	Online 5/3	<ul style="list-style-type: none"> <li>Continue documenting evidence of TPEs</li> <li>Share TPEs with C.T. and U.S. for feedback</li> </ul>	
16	5/9 In Class Seminar	<ul style="list-style-type: none"> <li>Finalize all Documents</li> <li>Course Evaluation</li> </ul>	Submit final TPEs to University Supervisor

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

### Course Assignments

Assignment	Points
Data & Photo in CC (GTKY-Getting to Know You)	5
SWOT	10
Breadth of Experience Reflections & Time Sheet (To equal 30 hours of Special Education exposure in varied settings)	15
Teacher Performance Expectations (TPE)	20
Individual Transition Development Plan (ITDP)	20
Professional Dispositions	10
Attendance, Participation, Collaboration	20
<b>TOTAL</b>	<b>100</b>

### Grading Standards

This course is Credit/No Credit.

To receive credit for the course, candidates must attend all face-to-face sessions. Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences. Please notify professor as soon as possible if you have extenuating circumstances. Students must also successfully complete AND submit written documents as well as meet the following requirements.

- Completion of the California State University 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 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.

### Final Exam Statement

There is no Final Exam in this course. The ITDP, TPEs and Professional Dispositions shall serve as authentic assessment for all candidates.

### 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 assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will

receive a **20% deduction** in point value. Late assignments will only be accepted **up to 2 weeks** following the original due date.

### **Student Collaboration Policy**

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s).

## **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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- This hybrid courses combines face-to-face time, out-of-class online and field time associated with the course totaling to at least a minimum of 45 hours per unit of credit.

### **All University Writing Requirement**

This course ensures that the university's minimum 1700-word per course writing requirement is met through the course assignments for Education Specialist standards assigned to this course.

### **Course Format**

Per the CSUSM Online Instruction Policy, EDMX 627 is considered a hybrid (HY) course.

### **Necessary Technical Competency Required of Student**

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

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

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

### **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.

### **Other Professional and Administrative Requirements**

1. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.
3. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).
4. Examine Cougar Courses at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class prior to class and bring to class all required resources.
5. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.
6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.

7. If you are to miss class, be sure to select a class “buddy” to ensure that you receive handouts and information when you must miss class.

## ASSIGNMENT DETAILS

### **In-Class Participation (20 points)**

Regular, punctual attendance is critical and expected in the teaching profession. Because this class is participatory in nature, the experiences and discussions are difficult to recreate. Additionally, it is important that each class member have the opportunity to exhibit collaborative teaming and participatory behavior. Participation points are assigned based upon the following criteria: collaborative cooperation in all face-to-face and web-based classes and group assignments; enthusiasm for the content and activities; respect for speakers; patience and flexibility with the technology; appropriate use of all assessment materials. Points will be deducted for absences or lack of participation. **You may not miss more than 2 classes in order to pass this class.**