Course & Section Nos.	**EDMX 575**
Course Title	**Education Specialist Transition Development Seminar**
Class Roster No.	**20285**
Course Day(s)	**Thursdays**
Time	**5:00 p.m. – 6:50 p.m.**
Course Location	**ONLINE (Synchronous and Asynchronous)**
Semester / Year	**Spring 2021**

Instructor	**Rebecca Brooks, Ph.D.**
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Office	**University Hall 468A**
Office Hours	**By Appointment on Zoom**

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

TABLE OF CONTENTS

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.

Course Prerequisites

Candidates will demonstrate proof of successful completion of all four TPA Assessments
Co requisite: Enrollment in EDMX 572 or 671 or 672.

Course Objectives

This course guides and supports candidates to complete required forms for their Clinical Practice. Candidates will:
- Identify their strengths and professional goals
- Reflect on their professional dispositions
- Provide evidence for meeting Teacher Performance Expectations (TPEs)

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, "drop boxes" for assignment, and weekly course information.

TaskStream Account

Candidates must be enrolled in TaskStream as the School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Enrollment fees are paid by going to www.taskstream.com and registering for at least one year.

After enrolling, access your specially designed Education Specialist program bucket: **Add On Ed Specialist Credentials 2020-2021** by going to your home page, finding the Self-Enrollment area, and clicking the Enter Code button. Then enter **AddOn2021** 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, students will have completed:

1) Professional Dispositions Self Rating on TaskStream.
2) 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.
3) 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

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. The CSUSM credential programs are using the CalTPA (California Teacher Performance Assessment). Multiple and/or single subject California credential candidates must successfully complete the state-approved CalTPA.

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 found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.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).

Note: Add-On Education Specialist candidates who already hold a valid basic teaching credential are not responsible for taking the TPA.

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:
https://www.csusm.edu/soe/currentstudents/credential/specedclinicalpractice.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

Syllabus is subject to change.

Week	DATES	SCHEDULE/COURSE OUTLINE **The instructor reserves the right to modify the schedule**.	DUE
1	**1/28** Zoom Class	• Introduction to Class • Review Requirements	Register for TaskStream
2	**2/4** Asynchronous (online)	• Share ITDP with Cooperating Teacher (C.T.) and University Supervisor (U.S.); discuss, seek feedback • Review Professional Dispositions in TaskStream • Review Preliminary Education Specialist Teaching Performance Expectations (TPEs) and document evidence	Mandated Reporting Certificate
3	**2/11** Zoom Class	• Continue documenting evidence of TPEs, • Complete personal information on Individualized Transition Development Plan (ITDP)	
4	**2/18** Asynchronous (online)	• Continue documenting evidence of TPEs with support of CT • Continue working on ITDP	
5	**2/25** Zoom Class	• In class time for Documenting evidence of TPEs and ITDP completion	
6	**3/4** Asynchronous (online)	• Continue documenting evidence of TPEs with support of CT • Continue working on ITDP	
7	**3/11** Zoom Class	• Review Professional Dispositions • In class time for Documenting evidence of TPEs and ITDP completion	
8	**3/18** Asynchronous (online)	• Continue documenting evidence of TPEs with support of CT • Continue working on ITDP Work on completing Professional Dispositions on TaskStream	
	3/25	**NO Class – Spring Break**	
9	**4/1** Asynchronous (online)	• FINISH and SUBMIT Professional Dispositions on TaskStream	**ALL** Professional Dispositions (TaskStream)
10	**4/8** Zoom Class	• Continue documenting evidence of TPEs • Continue working on ITDP	

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Syllabus is subject to change.

11	**4/15** Asynchronous (online)	• Review ITDP with C.T. and U.S. and seek signatures if complete • Share TPEs with C.T. and U.S. for feedback	
12	**4/22** Zoom Class	• Continue documenting evidence of TPEs • Final questions pertaining to ITDP • If not already done, review ITDP with C.T. and U.S. and seek signatures	
13	**4/29** Asynchronous (online)	Finalize and submit ITDP	Submit ITDP on TaskStream
14	**5/6** Zoom Class	• Continue documenting evidence of TPEs • Share TPEs with C.T. and U.S. for final feedback	
15	**5/13** Zoom Class Optional	• Finalize all Documents • Course Evaluation	Submit final TPEs to University Supervisor

Syllabus is subject to change.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

1. Teacher Performance Expectations Matrix (TPEs) with artifacts of knowledge and skills demonstrated.
2. 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.
3. Professional Dispositions self-rated on TaskStream.

Grading Standards

This is course is Credit/No Credit. In order to receive credit, the candidate needs to attend and participate in class sessions and complete all three assignments. Engagement in reflective discussions linking content mastery experiences with classroom teaching experiences.

Students must also successfully complete AND submit written documents as well as meet the following requirements.

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. Late assignments submitted within **2 weeks** of the original due date will receive a **20% deduction** in point value.

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

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 4200, 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 or, 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 and due to COVID-19, EDMX 627 is being taught as a remote, online (RO) course.

Necessary Technical Competency Required of Students

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

If you require support for hardware issues (computer, webcam, etc.) or with any software tools (Cougar Courses, Zoom, etc.), please visit IITS For You Student page.

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If you need technology items for your coursework (laptop, webcam, wireless hotspot, etc.), please visit IITS For You Appointment page.

The new USU computer lab offers computer access and free printing. The lab is open Monday-Friday 10:00 am-4:00 pm and the computers are cleaned after every use for your safety. The computer labs on the 2nd and 3rd floors of Kellogg Library are closed. Please visit the library online to confirm these days, times and locations as they may change.

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.

School of Education Civility Statement

This semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at https://www.csusm.edu/dos/advocacy/conduct/index.html

Student Virtual Expectation Link

Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.

https://www.canva.com/design/DAECjPp-ayg/9fDNO2abIJM3A70PEIph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer