

EDSP 593S Practicum for IIP Mild/ Moderate (2 credit)

Instructor: Maya Kalyanpur	Spring 2017
Phone: (619) 260-7655 Room: 257 MRH	Wednesday 4:30 – 7:20 PM
E-mail: mkalyanpur@san Diego.edu	MRH 147
Student hours: By appt. Individual assistance is always available by appointment.	

Course Description

This seminar runs concurrent with the field experience of a 75-hour practicum. It provides graduate students an opportunity to build their Preliminary Individual Induction Plan, create a professional E-portfolio, share and discuss their action research and field experiences, revisit their Pedagogy of Practice, develop and present a professional development activity on a topic of their choice related to special education to their peers, and plan for the next steps beyond their program of studies.

Course Purpose

~~ACE~~ **The SOE Unit:** The three School of Education Unit Candidate Outcomes (ACE) provide the framework under which course objectives, course requirements and the standards linked Centerpiece Artifacts (sometimes referred to as Embedded Signature Assignments, particularly in general education courses) are organized and evaluated as part of the Unit Assessment System. In their Reflective Professional Portfolio, candidates begin to practice the construction of their own assessment system within the role of being a life-long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the California Commission on Teacher Credentialing (CTC) as demonstrated through courses and field experiences.

The Special Education Program: The Unit Candidate Outcomes (ACE) provide the frame upon which course objectives are aligned with the Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards (CEC). Course objectives also align with the California CTC Specialist Standards for *Initial Preliminary Education Specialist Credential Mild to Moderate Authorization*

CTC Education Specialist Preliminary Credential Common Standards:

1. Professional, Legal & Ethical Practices
2. Educating Diverse Learners
7. Transition & Transitional Planning

CTC Mild/Moderate Authorization Standards:

1. Characteristics of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

Outcome IV: Dispositions

Demonstration of professional disposition is a key variable in receiving a passing grade.

Course Policies

Grade of Incomplete

A grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner. Students needing such requirements must identify themselves to the USD Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs; however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD’s website at <http://www.sandiego.edu/disability>.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Communication

All candidates must use the free USD Internet account ‘yourUSDname’@sandiego.edu for communication with USD faculty. You can forward e-mail to another email address; however, you are responsible for checking your USD Account and for all information being sent to it. This username and password also provides access to the USD portal <http://my.sandiego.edu> Mysandiego is the official information exchange for the university. All students are responsible for monitoring this site and its content, as it is the official source of all USD announcements, procedures and policies, the USD Academic Calendar, course registration and your unofficial transcript in ‘DARS’.

Course Assignments

Attendance and participation (20% of grade)

The seminar is structured to make efficient use of everybody's time. We will meet for three-hour sessions six times during the semester. You are expected to attend and stay through all the sessions of the seminar; not doing so will affect your grade. While the seminar focuses on completing the Individual Induction Plan, sessions will consist primarily of peer-centered professional development activities, making your participation and engagement very important. You are expected as a group to develop a rubric to evaluate your peers' presentations. You will then use this rubric to individually provide feedback to one peer. You are also expected to create an electronic portfolio using the free software program Weebly to develop a webpage that highlights your accomplishments and shown at interviews. You can plan to include an updated resume, your philosophy of teaching (Pedagogy of Practice), sample lesson plans. Please remember that since your Weebly page will be in the public domain, you must ensure that it does not have any identifying information regarding your students.

Criteria	Levels of Achievement				
	Unsatisfactory	Beginning	Developing	Apprentice	Advanced
Your participation in class was respectful, thoughtful and maintained a professional tone, particularly during group discussions. You demonstrated active listening during your peers' presentations, asking thoughtful and relevant questions when appropriate.	30	35	40	45	50
You participated in creating a rubric to assess your peers' presentations. You contributed specific criteria which were well-articulated and specific, measurable, achievable, and realistic	30	35	40	45	50
You created an electronic portfolio using Weebly, which highlights your professional accomplishments and does not breach students' confidentiality	30	35	40	45	50
Your written assessment of your peer was appropriate and respectful, using the sandwich guidelines.	30	35	40	45	50

Individual Induction Plan (20% of grade)

The development of a Preliminary Individual Induction Plan (IIP) is a mandatory requirement for preliminary education specialist certification in California. The IIP is an action-focused self-assessment inquiry of level of competencies. It is through the IIP that a candidate ties together the performance competency delineated in education specialist standards articulated by the CA Commission on Teacher Credentialing (CTC). A template for creating your IIP is provided.

Criteria for Each Component	Level of Proficiency				
	Unsatisfactory	Beginning	Developing	Apprentice	Advanced
Selected artifact is appropriate for standard and rationale for selection of artifact is logical and clearly articulated	1	2	3	4	5
Description of skills/knowledge targeted by the selected artifact is comprehensive	1	2	3	4	5
Level of competency identified is appropriate to the quality of skills/knowledge described	1	2	3	4	5
Expected level of skills/knowledge identified is appropriate and emerges logically from current level	1	2	3	4	5
Rationale for expected level of skills is appropriate for future professional trajectory	1	2	3	4	5

Pedagogy of Practice Revisited (20% of grade)

To continue the documentation of your journey as a special educator, you are being asked to revisit the pedagogy of practice statement that you developed at the beginning of your program of studies and reflect on

it. Write a 2-3 page paper that considers how your beliefs and values have changed, developed or deepened towards making you a more effective special educator, with regard to each of the following prompts:

- Education foundational concepts (include names and theories)
- Evidence-based strategies and/or approaches to teaching and learning (include citations)
- Ethical practices and personal dispositions
- Technology
- Social justice issues

Be specific and include examples to substantiate your argument.

Criteria	Levels of Achievement				
	Unsatisfactory	Beginning	Developing	Apprentice	Advanced
Pedagogy of practice revisit shows clear and well-articulated professional growth in relation to knowledge, skills and dispositions	50	55	60	65	70
Pedagogy of practice revisit has clear, well organized text structure with conceptual clarity. Maintains professional tone	10	15	20	25	30

Professional Development Activity (40% of grade)

As a special education professional, you will be expected to teach your colleagues about current practices within the discipline. To develop this competency, for this assignment, you will create a presentation on a topic of your choice and present it to your peers. The purpose of this professional development activity is to give you the opportunity to become an expert on a particular instructional practice or behavioral strategy or an issue that relates to special education by conducting research and then disseminate your learning among your colleagues, using an interactive teaching style that incorporates an understanding of adult learning styles. You are highly encouraged to choose a topic you have not presented or written on before. You will be graded on content and style; specific indicators for assessment will be developed by your group. You will be evaluated on this rubric by both your instructor and one peer.

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Course Outline*	
<i>*Syllabus is subject to change. You will be notified of revisions or changes during class and/or via e-mail. Assignments are due the week of entry.</i>	
2/1	Introduction: Intro to IIP; intro to Weebly (electronic portfolio); revisiting your Pedagogy of Practice; identify topics for presentation; Please bring your original Pedagogy of Practice to class.
2/22	Open meeting: develop criteria for peer assessment; giving feedback; present issues from action research and field experience
3/15	Presentation #1 and 2: IIP components 1 and 2 due
3/6-10	<i>Spring break</i>
4/5	Presentation # 3 and 4: IIP component 3 due
4/12	Presentation # 5 and 6: IIP Component 4 and 5 due
4/13-19	<i>Easter break</i>
5/3	Presentation # 7 and 8: IIP Component 6 due