### Course Number & Title: EDUC 552 Family Support and Transition Strategies in Special Education

**Term & Year:** Winter 2017

**Instructor:** Dr. Mike Ruef  
**Office Location:** Education (02), 106  
**Phone:** (805) 756-6082 (voice); (805) 756-7430 (FAX)

**Class Location & Time:** Thursday, 5:10-8:00 pm  
**Office Hours:** Thursdays 2:00 pm-4:00 pm or by appointment  
**Email:** mruef@calpoly.edu

**Course Description:** This course addresses the interrelationship between families, self-determination and the transition process for students with disabilities. The course provides strategies and opportunities to assess and teach self-determination skills to students with disabilities at the elementary and secondary levels and addresses the importance of outcomes, individualization and collaboration in transition planning.

### COURSE LEARNING OUTCOMES. Candidates will know, understand, and be able to:

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Pager; Good Day Plan, Individual Assignment</td>
<td>PS1, PS2, PS4, PS7, PS8, PS12, PS14, PS15, MM2, MM4</td>
<td>1, 2</td>
<td>1.1, 2.2</td>
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<tr>
<td>Self-Determination Checklist Choice Maker Self-Determination Assessment Assignments</td>
<td>PS1, PS2, PS4, PS7, PS8, PS12, PS14, PS15, MM2, MM4</td>
<td>1, 2</td>
<td>1.1, 2.2</td>
</tr>
<tr>
<td>One Pager, Good Day Plan, Self Determination Lesson Plan</td>
<td>PS1, PS2, PS4, PS7, PS8, PS12, PS14, PS15, MM2, MM4</td>
<td>1, 2</td>
<td>1.1, 2.2</td>
</tr>
</tbody>
</table>

**Basis of SOE Conceptual Framework:**
- Learning for (purpose)
- Learning through (process)
- Learning about (content)
5. Utilize management, communication and supervisory skills to support children (and families) with mild to moderate disabilities in developing self-determination skills

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Pager, Good Day Plan, Self-Determination Lesson Plan</td>
<td>PS1, PS2, PS3, PS4, PS5, PS7, PS8, PS12, PS14, PS15</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1, 2.1, 2.2</td>
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</tbody>
</table>

6. Identify the essential components of and complete an Individualized Transition Plan.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITP Assignment</td>
<td>PS1, PS2, PS7, PS8, PS11, PS12, PS16, MM2</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>3.1</td>
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</table>


<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Determination Lesson Plan</td>
<td>PS1, PS2, PS5, PS7, PS8, PS11, PS12, PS14, MM2</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1, 2.1, 2.2, 3.1</td>
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</tbody>
</table>

8. Identify and explain historical and recent local, state, and federal legislation regarding career, vocational, and transition practices. Identify best practices regarding transition planning.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podcast/Discussion</td>
<td>PS1, PS2, PS7, PS8, PS16, MM2</td>
<td>1, 2, 3, 3.1</td>
</tr>
</tbody>
</table>

9. Identify and distinguish between community resources that pertain to career development of pupils with mild/moderate disabilities.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Self-Determination Project</td>
<td>PS1, PS2, PS7, PS8, PS11, PS16</td>
<td>1, 2, 2.2, 3.1</td>
</tr>
</tbody>
</table>

10. Collaborate with educational and community agencies in supporting pupils with mild/moderate disabilities.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assignment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Self-Determination Project</td>
<td>PS4, PS7, PS8, PS11, PS16</td>
<td>1, 2, 3, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1, 2.2</td>
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</tbody>
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Note: For each learning outcome, the applicable standard, TPE's, and SOE learning outcome is listed by number (full text provided at the end of syllabus).
EDUC 552, FAMILY SUPPORT AND TRANSITION STRATEGIES IN SPECIAL EDUCATION

3 seminars, 2 activities*. Prerequisites: Admission into the Level I Educational Specialist Program

This course addresses the interrelationship between families, self-determination and the transition process for students with disabilities. It provides strategies for teaching self-determination skills to students with disabilities at the elementary and secondary levels and addresses the importance of outcomes, individualization and collaboration in transition planning.

*Each activity unit = 2 hours “class meeting”/week. As this class has 2 activities, the expectation is that the candidate will spend 4 hours/week, i.e., 40 hours over the course of the quarter, in the field in family support related activities.

EXPECTED OUTCOMES

In EDUC 552 the candidate will:

1. Plan and conduct effective meetings/interviews/conversations with pupils with mild to moderate disabilities, their parents and school/agency personnel that support them in which information is gathered/shared about vocational or prevocational planning, goals, and the next life cycle transition they will face.

2. Utilize management, communication and supervisory skills to support families of children with disabilities with priority family needs identified during on-going conversations with families.

3. Identify the essential components and complete an Individualized Transition Plan.

4. Assess the implications of a range of mild to moderate disabilities in relation to career preparation in the instructional program.

5. Identify and explain historical and recent local, state, and federal legislation regarding career, vocational, and transition practices.


7. Teach self-determination skills to students at the elementary and secondary levels.

8. Identify and distinguish between community resources that pertain to career development of pupils with mild to moderate disabilities.
TEXTS AND WEBSITES

REQUIRED TEXTS:
Wehmeyer, M. L., Morningstar, M., & Husted, D. Family involvement in transition planning and implementation. Austin, TX: Pro-Ed. (Provided)

WEBSITES
The following websites (Listed in order of importance for completing requirements of this course) will be actively used or referred to in this course.

1. I’m Determined - http://www.imdetermined.org/
2. The Transition Coalition http://transitioncoalition.org/
3. Zarrow Center, University of Oklahoma  http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html
4. National Technical Assistance Center on Transition  http://www.transitionta.org
5. California Transition Alliance www.catransitionalliance.org/home.aspx
6. CA Special Education Transition Web page at  http://www.cde.ca.gov/sp/se/ac/ab114twg.asp.

TECHNICAL REQUIREMENTS FOR THIS COURSE
1. Candidates must activate their Cal Poly email accounts and check their email multiple times per week. Cal Poly mail may be forwarded to a private account.
   Go to the main Cal Poly Portal page and click on the “Personal Info” tab (upper right hand corner).
2. Candidates must have access to computers and the World Wide Web in order to complete requirements for this course. A very recent version of Mozilla Firefox or Google Chrome is highly recommended.
3. Candidates must familiarize themselves with both Poly Learn and Power Point.
4. DIGITAL OPTIMIZATION WORKFLOW In an effort to minimize printing & environmental costs and maximize organizational efficiency, the course is designed to be partially paperless -- eliminating hardcopy paper submissions via automation and electronic forms automation. In order to accomplish, designated candidate assignment must be submitted in a timely fashion and follow proper protocol to be accepted. NOTE: Corrupt/incomplete/differently formatted
files are not acceptable and will result in a reduced score. Use only Microsoft Word – all assignments must be titled: StudentName_Course_Instructor_Project#_Term_Year; e.g. SusiSample_EDUC552_Ruef_OnePager_F17.doc.

ASSIGNMENTS/EVALUATION CRITERIA

General requirements: Detailed descriptions of assignments will either be handed-out in class or posted on Poly Learn. PLEASE READ THESE GUIDELINES CAREFULLY.

1. Candidates are expected to adhere to the conditions set forth in the “Special Education Integrated Masters and Education Specialist Mild Moderate Level One Credential Program Agreement”.

2. All assignments submitted to the instructor must be the original work of the candidate and shall not have been submitted for credit in any other course. Unless otherwise indicated by the instructor, all assignments are to be completed by individual candidates, do not “share”, copy or plagiarize other candidate’s work. Collaboration in the form of discussion and input from others, however, is highly encouraged. Especially in this course where candidates are working in pairs, collaboration is essential.

3. All assignments must be completed and presented to the instructor on or before the due dates. If assignments are submitted late, students will be eligible to earn up to 50% of the original value of the assignment, if turned in within one week of the original due date (by the start of the next week’s class). Note that this means that anything turned in after the start of class the day an assignment is due will receive, at a maximum, 50% of the original grade. It is highly encouraged that you work on course assignments ahead of time; please do not wait until the last minute to complete assignments.

4. Unless specifically directed otherwise, all written assignments must be completed using Microsoft Word (MAC users, please check with the instructor).

5. Before submitting any assignments, reread your work to insure that it reflects the professional quality expected of a teacher. Please do not rely on the Spellcheck function of your computer. Employ good sentence structure, correct English grammar, and correct all typing/spelling errors. As teachers, you are models for pupils. Therefore, you are expected to model appropriate oral and written language in this class.

6. Although many people need to drive sizeable distances to Cal Poly, please arrange to be on-time. Class will start promptly.

7. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Your instructor is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the appropriate office for students with disabilities at Cal Poly and obtain appropriate services: http://www.drc.calpoly.edu
1. Family Systems Framework Assignment
Value 2.5% of Grade
Pre-requisite knowledge – Information contained in the Wehmeyer, Morningstar and Husted readings for weeks 1 & 2, especially chapter 3 on Family Systems Theory
Purpose: The goal of this assignment is to familiarize you with the four components that comprise the interactive, always changing, family dynamic and how any one component (e.g., family characteristics) can impact any or all other components.

2. Peterson Family Cultural Awareness Role Play and Reflection Assignment
Value – 2.5% of Grade
The purpose of this assignment is to generate thought about supporting families from non-mainstream cultures who may have very different value bases that conflict with those underlying special education in the United States. This assignment involves participating in an in-class role play and then reflecting in writing on that experience.

3. Self Determination Assessment – conduct one of these depending on level of candidate’s major placement
Value – 5% of Grade
a. Self Determination Checklist – To be completed by candidates with major placements at the elementary level. One elementary student should be targeted for a series of self-determination assignments. The purpose of this assignment for you for this quarter is to become comfortable in using this Checklist as the “door opener” to introducing the subject of self-determination with your student
b. Choice Maker Self Determination Assessment – To be completed by candidates with major placements at the secondary level. One secondary student should be targeted for a series of self-determination assignments. Similar to the Self Determination Checklist Assignment for candidates with major placements at the elementary level, the purpose of this assignment for you for this quarter is to become comfortable in using the Choice Maker as the “door opener” to introducing the subject of self-determination with your student. The ChoiceMaker Self-Determination Assessment is a curriculum-referenced tool that educators complete to measure students’ self-determination skills and progress in the ChoiceMaker Self-Determination Curriculum. Educators use the ChoiceMaker Self-Determination Assessment to assess middle and high school students’ with mild to moderate disabilities self-determination skills and opportunities at school to exercise these skills across three areas: (a) choosing educational, vocational, and personal goals; (b) students’ involvement in their IEP meetings; and (c) students’ attainment of IEP goals, including developing a plan, implementing the plan, self-evaluation of plan progress, and adjusting any of the plan parts.

4. One Pagers for Elementary and Secondary
Value – 15% of grade for each of the two “One Pagers”
To be completed by candidates with a targeted student both the elementary level and at the secondary level. This assignment involves two parts: a) creation of the one pager and b) student presentation of the one pager to a designated school audience. Through the creation and presentation of the “One Pager”, the candidate will lead two students (one elementary and one secondary) in a process aimed at getting a picture of who this person is “where they are most who they are”. It looks at what they do, how they do it, what works, where they are most motivated, and what are their skills, interests and abilities. The one pager will be created by the same student for whom an assessment (either Self-Determination Checklist or Choice Maker Self Determination Assessment) was conducted.

Commented [VM1]: Assessment
PS 3.1, 4.1, 10.5, 14.1, 14.4, 14.5
ASDAA 3

Commented [VM2]: Assessment
PS 3.1, 4.1, 10.5, 14.1, 14.4, 14.5
ASDAA 3

Commented [VM3]: Assessment
PS 4.1, 4.2
5. **Good Day Plan**

Value – 15% of grade

-To be completed by candidates with student in major placement for whom One Pager has been completed. This assignment involves also involves two parts: a) collaborative candidate/student creation of the Good Day Plan, and b) student presentation of the Good Day Plan to a designated school teacher/audience. Through the creation and presentation of the “Good Day Plan”, the candidate will lead one student (major placement student who has completed a One Pager) in a process aimed at identifying his/her needs and advocating for supports required. The Good Day Plan will be created by the same student for whom an assessment (either Self-Determination Checklist or Choice Maker Self Determination Assessment) and a One Pager was conducted.

6. **Self Determination Teaching Event**

Value – 15% of grade

-To be completed by candidates with student in major placement for whom One Pager and Good Day Plan have been completed. This specific self-determination skill addressed in this “teaching event” will emerge from both the assessment conducted (either Self Determination Checklist or Choice Maker Self Determination Assessment) and conversations that the candidate has with the target student as the “OnePager” and “Good Day “Plan” are being developed. Lesson plans can be taken directly (or adapted) from the Choice Maker Self Determination Lesson Materials.

Candidates in major elementary placements should focus their lesson on “Choosing Goals”. Candidates in major secondary placements should focus their lesson on either “Choosing Goals”, “Expressing Goals” or “Taking Action on Goals”.

The purpose of this assignment is to allow candidates to discover how self-determination skills can be taught in the context of a school day at either the elementary or secondary settings. The Special Education Lesson Plan Template will be used in this assignment.

7. **Individual Transition Plan – To be completed with a student with completed One Pager in candidate’s secondary placement**

Value – 10% of grade

The purpose of this assignment is to familiarize candidates with the San Luis Obispo County transition form that must be completed for students ages 16 and beyond as part of their yearly IEP. Candidates will complete this form for the student they have worked with at the secondary level. The student will be given a pseudonym. The contents of the form (e.g., post secondary goals, annual goals) should related to the target student but may be hypothetical in nature, i.e., they should represent what the candidate knows about the target student and the candidate’s informed opinion on what goals should be. The form, though, need not be sent home for approval.

8. **Individual Assignment and Week Eleven In Class Presentation**

Value – 20%

The purpose of this assignment is to allow candidate choice in completing and reporting on a self-directed project that is personally meaningful but also related to the transition/self-determination of youth with disabilities. Candidates will choose from a variety of options, be actively involved in any organizing and scheduling that might be involved. Each project will involve the submission of a project outline, a project timeline, a time sheet signed by appropriate family, teacher, adult agency representative, and a 10 minute interactive presentation in class on Week 11 of the quarter. Candidates will devote, as evidenced in their time logs, a minimum of 15-20 hours to this project (not including travel).
An absolute "curve" will not be used for establishing the grade assigned to candidates in this class. According to the 1998-99 Cal Poly Catalog, the following grading system is in effect:

**A--** Superior attainment of course objectives (Webster's Collegiate Dictionary defines superior as, " extremely excellent of its kind; far above in comparison")
- (94-100%); A minus = 90-93%
- B - Good attainment of course objectives (84-89%); B minus = 80-83%
- C -- Acceptable attainment of course objectives (74-79%); C minus = 70-73%
- D -- Poor attainment of course objectives 64-69%; D minus = 60-63%
- F -- Non-attainment of course objectives

*Plus" and "Minus" grades will be assigned. A grade of Incomplete (I) will be issued by the instructor only under the most extreme circumstances.

<table>
<thead>
<tr>
<th>Activity</th>
<th>approximate %</th>
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</thead>
<tbody>
<tr>
<td>Family Systems Framework Assignment</td>
<td>2.5</td>
</tr>
<tr>
<td>Peterson Family Role Play and Reflection</td>
<td>2.5</td>
</tr>
<tr>
<td>Self-Determination Assessment (Check list or Choice Maker)</td>
<td>5.0</td>
</tr>
<tr>
<td>One Pager – Elementary</td>
<td>15</td>
</tr>
<tr>
<td>One Pager – Secondary</td>
<td>15</td>
</tr>
<tr>
<td>Good Day Plan – Major Placement</td>
<td>15</td>
</tr>
<tr>
<td>Self-Determination Lesson</td>
<td>15</td>
</tr>
<tr>
<td>ITP Form</td>
<td>10</td>
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<tr>
<td>Individual Assignment</td>
<td>20</td>
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</tbody>
</table>

Total 100
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Disability Resource Center Office Hours: Monday - Friday, 8:00 am to 4:30pm 1 Grand Ave, Bldg. 124 San Luis Obispo, CA 93407 805.756.1395/Front Office 805.756.1399/TTY 805.756.6087/Testing 805.756.5796/Alternative Media. Evening appointments available by request.
<table>
<thead>
<tr>
<th>week</th>
<th>date</th>
<th>themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.12</td>
<td>1. Course Overview</td>
</tr>
</tbody>
</table>
2. Families and Disability/Guest Discussion- Cherice Kelso, Mercedes Meier |
| 3.   | 1.23 | 1. Peterson Vignette Role Play  
2. Transition Planning Overview |
| 4.   | 2.02 | 1. Connection between Transition & Self-Determination  
2. Self-Determination Assessment/Transition Assessment  
3. Guest lecture – Sonna Johns, filling in the TP Form |
| 5.   | 2.09 | 1. Self-Determination  
2. Person-Centered Planning/Secondary Goal Writing/One Pager |
| 6.   | 2.16 | 1. Transition and IDEIA  
2. Guest Lecture – Johnee Gange, Director of The Adventure Club |
| 7.   | 2.23 | 1. Transition Continued  
2. Good Day Plans |
| 8.   | 3.02 | 1. Transition Continued  
2. Embedding self-determination curriculum |
| 9.   | 3.09 | 1. Transition and Self Determination Continued  
2. Creating opportunities for Self Determination |
| 10.  | 3.16 | 1. Transition and Self Determination Continues  
2. Systems Change to Promote Self Determination |
| 11.  | 3.23 | 1. Project sharing & discussion  
2. Closure |

*Note: Modifications to the schedule listed below will be posted in a week by week manner on the PolyLearn for Education 552.*

**Commented [VM8]:** Practice  
PS 3.1, 4.1, 4.2, 10.5, 14.1, 14.4, 14.5,

**Commented [VM9]:** Practice  
PS 4.3, 14.6  
MM 6

**Commented [VM10]:** Practice  
PS 4.3, 7.1, 7.2, 7.3, 8, 14.6  
MM 3.1, 3.3, 6

**Commented [VM11]:** Practice  
PS 5.4

**Commented [VM12]:** Practice  
PS 4.3, 14.6  
MM 6

**Commented [VM13]:** Practice  
PS 14.6  
MM 3.1, 3.3, 6

**Commented [VM14]:** Practice  
PS 3.1, 4.1, 7.1, 7.2, 7.3, 8, 10.5, 14.1, 14.4, 14.5  
MM 6  
ASDAA 3

**Commented [VM15]:** Practice  
PS 2.1, 5.4, 7.1, 7.2, 7.3

**Commented [VM16]:** Practice  
PS 2.1, 4.3
SCHOOL OF STANDARDS FOR EDUCATION SPECIALIST MILD/MODERATE DISABILITIES CREDENTIAL

Program Standard 4: Effective Communication and Collaborative Partnerships

Program Standard 7: Transition and Transition Planning

Program Standard 8: Participating in ISFP’s/IEP’s and Post-Secondary Transition Planning

Program Standard 11: Typical and Atypical Development

Program Standard 12: Behavioral, Social, and Environmental Supports for Learning

Program Standard 14: Creating Healthy Learning Environments

Program Standard 16: Assessment of Candidate Performance

Mild/Moderate Standard 1: Characteristics of Students with Mild/Moderate Disabilities

Mild/Moderate Standard 2: Assessment Evaluation of Students with Mild/Moderate Disabilities

TEACHER PERFORMANCE EXPECTATIONS (TPE'S)

<table>
<thead>
<tr>
<th>Domain B: Assessing Student Learning</th>
<th>Signature Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 3: Interpretation and Use of Assessments</td>
<td></td>
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<tr>
<td>15. Candidates use multiple measures, including knowledge from families, to assess student knowledge, skills and behaviors.</td>
<td>Family-Person Centered Transition Plan</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Domain C: Engaging and Supporting Students in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 5: Student Engagement</td>
</tr>
<tr>
<td>30. Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain D: Planning Instruction and Designing Learning Experiences for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPE 8. Learning About Students</td>
</tr>
<tr>
<td>42. Candidates learn about students' abilities, ideas, interests, and aspirations.</td>
</tr>
</tbody>
</table>
Domain F. Developing as a Professional Educator
## VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

## MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

## LEARNING OUTCOMES

1. **Be qualified, competent, and caring professional educators**: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.

2. **Integrate principles and practices of professional fields to support student learning**: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.

3. **Engage in cross-disciplinary and collaborative practices**: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.

4. **Demonstrate authentic assessments** designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards; and are used to modify programs and practices.

5. **Effect sustainable communities in a multicultural environment**: Assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.

6. **Engage in professional practices**: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

## SOE DISPOSITIONS
Professionalism

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.