

**Ima Student
Level II Induction Plan
Moderate/Severe Ed Specialist Clear Credential Program**



**California State University Sacramento
College of Education
Dept of Special Education, Rehabilitation, School Psychology
and Deaf Studies
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Level II Induction Plan

I. Past and Current Experiences in Teaching

I have worked at a Private Learning Center for 4 years. The Learning Center is a non-public school for children with Autism Spectrum Disorders. The first 10 months I was an educational aide/substitute. During this period time I worked in various classrooms. I gained experience working with different age levels, academic levels, and behaviors. I have worked with students ages 4-22. After 10 months I became the teacher of a new classroom with students ranging ages 6-16. I have been in this same classroom for 3 years and the ages and academic levels have changed greatly over time.

In my classroom I teach reading, math, writing, social skills, comprehension, vocabulary, science, social studies, computer skills, community based instruction, money skills, cooking, hygiene skills, speech and language. My students have highly individualized programs. I have been fortunate to have a very supportive principal that has bought different curriculum I have requested. The academic programs I teach are the Edmark reading program, Edmark functional word series, Touch Math, Reading Milestones, Handwriting without Tears and Language for Learning. I also have access to great supplemental programs like News 2 You and the Sac Bee newspaper program.

Many of the students I have taught have dual diagnosis. I have worked with students with Down Syndrome, Emotional Disturbances, Mental Retardation, Visual impairments, Reactive Attachment Disorder, and Impulse Control Disorder. I have students that are nonverbal that use American Sign Language, the Picture Exchange Communication System and various speech devices. The students I have worked with have various behavioral problems that are dealt with on a daily basis and range from moderate to severe.

I was placed in a moderate/severe Junior High class in _____ Unified to complete all my requirements for my moderate/severe credential. I observed for 20 days and was able to interact and help support the students in this district. I was mainly placed to experience inclusion in a public school setting. I gained great insights in different inclusion strategies in general education settings, on campus jobs, and social skills with peers. I also gained more knowledge of curriculum during this experience. I learned different teaching strategies for reading and ideas to make reading fun for program I had in my current classroom. I was also able to learn about the Language for Learning program more in depth and observe some lessons and look at the complete program. I then requested this program at my school and we now currently use it.

I completed student teaching for my mild/moderate credential at a public elementary school in _____ Unified. I was placed in a resource room for K-6. I was able to learn more in depth about state standards and general education curriculum. I

supported students in their general education classroom with reading, writing and math. In addition these students were supported in the resource room with small group instruction. This was a great experience that helped me gain more knowledge in the special education field. I was able to use my experiences from the placement with mild/moderate students to help my further my support and teaching strategies for my student with moderate/severe disabilities.

II . Review of Level II Standards

I have visited the CTC website and reviewed the Level II standards and will be developing my portfolio for both the moderate/severe and mild/moderate Level II programs. I printed off the standards and have begun putting together my Level II portfolio. One goal I have for my professional growth is to learn more about technology. I want to learn how technology can help my students succeed. I need to gain more knowledge about software programs. I feel this is important because most of my students are very motivated when using a computer and I think this can be beneficial for them to succeed academically.

Another goal I have is to be current on new research so I will be focusing on Standard 15 Current and Emerging Research Practices. I need to be a more active member in different associations (e.g. TASH) and receive magazine/journals regarding special education. I enjoy reading and will research online. However, I feel my next step is to become more involved in community organizations. I would like to attend workshops outside my school environment so that I can bring knowledge back to my school.

Another goal is to change my working environment so that I can be more proficient in serving students in inclusive settings. I work at a segregated site and this limits inclusion practices. I have tried to place my students in my surrounding district but because of changes in policies I was not able to be successful. Therefore, next year I will be looking for employment in a public school district to learn more about inclusion practices. I want to focus on the mild/moderate Standard 20 Collaboration and Consultation and the moderate/severe Standard 18 Advanced Communication Skills so that I can be more effective in my efforts to support inclusionary practices.

III. District-based Provider

My district-based mentor is _____ who works at _____ Learning Center. We meet on a weekly basis and as needed on a daily basis. I am on a small school campus and my mentor is always available to help because this person works closely with all the teachers.

IV. Level II Program Plan and Area of Emphasis

I am currently enrolled in EDS 252 A/B the Level II induction Seminar and am also enrolled in EDS 267 A/B which will begin in mid-October. My elective for Level II

coursework is EDS 250 Educational Research which I plan to take in Spring 2009 along with EDS 268A/B. I am also planning to take EDS 251 Ed for a Democratic Pluralistic society next Spring. I plan to take EDS 297 next Fall and begin my Master's Project (3 units) next Fall and finish (3 units) to graduate with my MA in and have completed my Advancement to Candidacy paperwork with the Graduate Studies. Office and have a signed reservation form to work with Dr. _____ beginning next Fall to begin the MA project on curriculum strategies for students with work. This semester I will be working to clarify my topic and get an MA sponsor. For my area of concentration, I will concentrate on curriculum for students with moderate/severe disabilities. Curriculum options are limited for this student population and the materials available are typically targeted for only some of these students. I would like to become more knowledgeable of the different types of curriculum available.

Projected Activities

There are a few projected activities I have targeted for professional development. I want to attend the Capital Autism Conference: Teenager & Beyond at the Sacramento Convention Center. I have recently decided I want to focus on working with older students and I feel the information from this conference will be very beneficial. I also plan to attend two Distinguished Lecturer Series by the UC Davis Mind Institute. The first is the Science and Fiction of Autism and the other is Can Children with Autism Recover? I would like one of my educational focus areas to be on children with Autism. In addition, I will attend inservice opportunities provided by my school and other trainings that are offered.