

California State University San Marcos
**College of Education
and
College of Arts and Sciences**

Fall 2007

EDMS 575B – Integrated Program Capstone Seminar
Tuesdays 5:00-6:50 in University Hall 272
In-Class Meetings Sept. 4, Oct. 16 and Dec. 4 (mandatory)

Instructor: Dr. Kathy Norman

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Office Hours: By Appointment

Email: knorman@csusm.edu Best method to contact me, do not email through Taskstream. You must use your university email in this class. I will respond to emails within 48 hours Mondays through Fridays.

College of Education Mission Statement

The mission of the College of Education community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to students centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by the COE Governance Community October, 1997)

College of Arts and Sciences Mission Statement

The College of Arts and Sciences is a scholarly community committed to providing comprehensive, high quality education for students in a rapidly changing world. We provide a supportive teaching and learning environment where diversity is fundamental to the achievement of excellence. Integral to the College instructional mission is the generation of new knowledge through research and creative activity. We value disciplinary and interdisciplinary instruction that employs new technologies and integrates ideas across intellectual boundaries. The College is committed to mutually beneficial partnerships with local and global communities.

Course Description

This course provides the culminating experience for teacher candidates who are completing the Integrated Credential Program (ICP). Students will prepare and present a program assessment portfolio which documents the competencies required in the Liberal Studies program with the requirements for the teaching credential.

Teacher Performance Expectation (TPE) Competencies

Because this course is the capstone experience for the Integrated Credential Program, evidence of meeting all TPEs is required. The TPEs will be discussed in detail in class. The full text of the TPEs can be obtained from the College of Education Web site.

Course Objectives

1. Engaging in reflective discussions linking content mastery experiences with classroom teaching experiences.
2. Prepare an electronic assessment portfolio providing evidence of meeting credential and liberal studies major requirements. The portfolio must be submitted through Task Stream (www.taskstream.com) for evaluation.

Prerequisites

The prerequisite for this course is completion of all coursework for both the teaching credential and the Liberal Studies major. Concurrent enrollment in coursework for the bilingual certification and completion of the CLAD certificate is acceptable. A co-requisite for this course is enrollment in student teaching.

Assessment

1. Participation in discussion
2. Successful completion of the portfolio demonstrating competence in the Teaching Performance Expectations

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 written work and oral presentation assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.

Plagiarism

As an educator, it is expected that each student 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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course will take place in a virtual environment less the three face to face sessions in which attendance is required. Two TPEs will be required to be completed each week. This MUST be done in order to earn weekly points AND to pass the course. Points lost CAN NOT be made up and thus it is imperative that you remain on schedule.

Submitting revised TPEs DO NOT count for a TPE submission for a new week ;-) TPEs are due on the Tuesday due date and will be graded the days following the due date. All feedback will take place in Taskstream and communication with the professor via email. Please pay close attention to the deadlines as Oct. 30 will be the cut off date. If all TPEs are not submitted by this date you will not be able to pass the course and will need to re-register. BE SURE TO REQUEST REVIEW OF YOUR TPES BY THE PROFESSOR.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted 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.

Student Learning Outcomes

Teaching Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students

- TPE 1: Specific pedagogical skills for subject matter instruction
 - TPE 1A: Subject-specific pedagogical skills for Multiple Subject Teaching assignments
 - TPE 1B: Subject-specific pedagogical skills for Single Subject Teaching assignments

B. Assessing Student Learning

- TPE 2: Monitoring student learning during instruction
- TPE 3: Interpretation and use of assessments

C. Engaging and Supporting Students in Learning

- TPE 4: Making content accessible
- TPE 5: Student engagement
- TPE 6: Developmentally appropriate teaching practices
 - TPE 6 A: Developmentally appropriate teaching practices in K-3
 - TPE 6 B: Developmentally appropriate teaching practices in 4-8
 - TPE 6 C: Developmentally appropriate teaching practices in 9-12
 - TPE 6 D: Developmentally Appropriate Teaching Practices for Special Education (CSUSM)
 - TPE 6 E: Middle Level Philosophy and Social Organization (CSUSM)
- TPE 7: Teaching English Language Learners

D. Planning Instruction and Designing Learning Experiences

- TPE 8: Learning about students
- TPE 9: Instructional planning

E. Creating and Maintaining Effective Environments for Student Learning

- TPE 10: Instructional time
- TPE 11: Social environment

F. Developing as a Professional

- TPE 12: Professional, legal, and ethical obligations
 - TPE 13: Professional growth
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CSUSM Additional TPEs - Note 6D and 6E in addition to the following:

- TPE 14: Educational technology
- TPE 15: Social Justice
- TPE 16: Biliteracy

Due Dates for TPE Responses

DATE	TPE due
Aug. 28	No Class Meeting. Assignment: Complete your work on any 2 TPEs (8 points). These points cannot be made up and will be lost if <u>2 TPEs</u> are not completed (as described below) by Sept. 4. <u>Check CONTENT OF TPE ENTRIES, AS WELL AS ALL SPELLING, PUNCTUATION, AND SENTENCE AND PARAGRAPH FORMATS.</u> <u>Follow instructions on page 5 of syllabus under “Response to TPEs.”</u>
Sept. 4	<u>Meet 5:00-6:50 in University Hall 272</u> – Review TPEs and Requirements to Pass. You must attend this class. Assignment: Any <u>2 TPEs</u> (8 points) completed by Oct. 23.
Sept. 11	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Sept. 18.
Sept. 18	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Sept. 25.
Sept. 25	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Oct. 2.
Oct. 2	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Oct. 9.
Oct. 9	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Oct. 16.
Oct. 16	Meeting – Mid-term (14 TPEs due = 56 points) You must attend this class. Assignment: Any <u>2 TPEs</u> (8 points) completed by Oct. 23.
Oct. 23	Assignment: No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) + Home Page (12 points) completed by Oct. 30. Note: If 18 TPEs and the Home Page have not been submitted and weekly points earned by Oct. 30th, you will NOT be able to pass the class.
Oct. 30	No Meeting/Virtual – Assignment: Any <u>2 TPEs</u> (8 points) completed by Nov. 6.
Nov. 6	No Meeting/Virtual – Assignment: Revisions on 5 TPEs (2 points) completed by Nov. 13.
Nov. 13	No Meeting/Virtual – Assignment: Revisions on 5 TPEs (2 points) completed by Nov. 20.
Nov. 20	No Meeting/Virtual – Assignment: Revisions on 5 TPEs (2 points) completed by Nov. 27.
Nov. 27	No Meeting/Virtual – Assignment: Revisions on 5 TPEs (2 points) completed by Dec. 4.
Dec. 4	<u>Meet 5:00-6:50 in University Hall 272</u> – Portfolio Due with ALL revisions completed. Note: This course CAN NOT be passed until ALL TPEs are submitted and marked by the professor as DONE! You must attend this class.

Task Guidelines for Taskstream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place (more than 1 per TPE) in your portfolio have been assessed/graded by your professors, you must now demonstrate that you have a thorough understanding of **ALL of the TPEs** and can make the connection between the assignments completed in class with the teaching you have experienced and the TPEs. Your task is to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that demonstrate you have met each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

NOTE: Do not wait until the last minute to make your corrections. Make corrections and send them back as soon as you can to avoid a bottleneck at the end. **REMEMBER** corrections do not count for the two TPEs due each week

Responses to TPE's: It is important to recognize that the TPEs are threaded throughout the credential program, as a whole, and are addressed multiple times in each course. Each assigned response will relate to course assignments, discussions, field placements, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- 1st paragraph: Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE.
- 2nd paragraph: Explain how one attached artifact is evidence of your learning related to the TPE. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE? Describe, analyze and reflect on your artifact here.
- 3rd paragraph: Explain how another attached artifact is evidence of your learning related to the TPE. Describe, analyze and reflect on your artifact here.
- 4th paragraph: Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the "so what?" or "the big picture" of your learning. How does knowing this impact you and students?

TPE 14 will be handled differently than described above. In TPE 14 you will keep paragraph 1 and then respond to each sub category using the structure from paragraph 2, though you may have more than one artifact to talk about for each category. When you finish with the sub categories, you will write a reflective paragraph which has the components of paragraph 4.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each TPE response for the course. Listed below are TPEs associated with each course. This should help you recall the major assignments related to TPEs in each course.

EDMS 511/512: TPE 6d, 9, 10, 14

EDMS 521/522: TPE 1a Literacy, 3, 4, 8

EDMS 543: TPE 1a Mathematics, 2

EDMS 544: TPE 1a Social Studies, 11

EDMS 545: TPE 1a Science, 5

EDMS 555: TPE 7, 15

EDMS 571/572: TPE 6a, 6b, 12, 13

**EDMS 575B ICP Capstone
Syllabus Contract**

I have read and understand the course requirements of EDMS 575B as specified in the course syllabus. I have provided a copy of this contract to the course instructor.

Date _____

Student Signature:

Print Name of Student:
