

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

Fall 2006

EDMS 575B – Integrated Program Capstone Seminar

Instructor: Ginny Sharp
Office Phone: N/A
Office: N/A
Office Hours: N/A
Email: gsharp@sharpsnet.com

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.

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

Plagiarism and Cheating

Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University. All teacher candidates are required to provide a signed **Statement of Own Work** verifying authenticity of the work in the portfolio.

Course Format

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 in draft form 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 October 31 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.

**California Standards for the Teaching Profession (CSTP)
And
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

CSUSM Additional TPEs - Note 6D and 6E in addition to the following:

TPE 14: Educational technology

TPE 15: Social Justice

TPE 16: Bilingual

Due dates for TPE responses:

DATE	TPE due
8/29	Meet - Introduction/Syllabus
9/5	No Meeting/Virtual – Any 2 TPEs (12 points)
9/12	No Meeting/Virtual – Any 2 TPEs (12 points)
9/19	No Meeting/Virtual – Any 2 TPEs (12 points)
9/26	No Meeting/Virtual – Any 2 TPEs (12 points)
10/3	No Meeting/Virtual – Any 2 TPEs (12 points)
10/10	No Meeting/Virtual – Any 2 TPEs (12 points)
10/17	Meeting – Mid-term (12 TPEs due = 72 points)
10/24	No Meeting/Virtual – Any 2 TPEs + Home Page (14 points)
10/31	No Meeting/Virtual – Any 2 TPEs (6 points) Note: If 16 TPEs and the Home Page have not been submitted and weekly points earned you will NOT be able to pass the class.
11/7	No Meeting/Virtual – Revisions (2 points)
11/14	No Meeting/Virtual – Revisions (2 points)
11/21	No Meeting/Virtual – Revisions (2 points)
11/28	No Meeting/Virtual – Revisions (2 points)
12/5	Meeting - Final – Portfolio Due with ALL revisions completed. Note: This class CAN NOT be passed until ALL TPEs are submitted and marked by the professor as DONE!

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, it is not clear if you have a thorough understanding 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 to write a cogent reflective essay for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE. Each narrative must include a: a) description b) analysis and c) reflection.

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. More details about using TaskStream will be given in class and can be found on WebCT.