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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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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. They will receive information and seminars on completion of TPA Tasks 3 and 4.

Prerequisite:

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.

Course Objectives

Teacher performance expectations (TPE) competencies requirements:
- Engaging in reflective discussions linking content mastery experiences with classroom teaching experiences.
- Written evidence of meeting all local TPE's
- The full text for the TPE's can be obtained from the College of Education Web site.
- Prepare an electronic assessment portfolio providing evidence of meeting credential and liberal studies major requirements for the 5 local TPE's. The portfolio must be submitted through Task Stream (www.taskstream.com) for evaluation.
- Completion of TPA Tasks 3 and 4 and submitted through Taskstream for scoring by the CSUSM assessors.
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Required Text

Current account on TaskStream.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

This course will take place in a virtual environment with some face to face sessions in which attendance is required. The local TPE's will be completed in the time requirement for assessment. There will be face to face sessions for assistance in completing TPA Tasks 3 and 4. Student Services will conduct the finishing seminar for completion of the credential requirements.

FURLOUGH 09-10

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are [here or in the course syllabus schedule].

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

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. **You will be required to attend 5 class mandatory meetings.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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.

Course Requirements
California Standards for the Teaching Profession (CSTP)
Teaching Performance Expectations (TPEs)
Engaging and Supporting Students in Learning
    TPE 6 D: Developmentally Appropriate Teaching Practices for Special Education (CSUS
Developing as a Professional
    TPE 12: Professional, legal, and ethical obligations
    TPE 14: Educational technology
    TPE 15: Social Justice
    TPE 16: Biliteracy

There is a total of 4 TPE's that must be completed and 5 if you are getting your BCLAD

Task Guidelines for Taskstream

The purpose of the portfolio is to assess how well you meet the TPEs. Although all the artifacts you place 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.

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. Give a brief introduction of how TPE 14 is important as an instructional tool. 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.

Grading Standards

- Successful completion of the portfolio demonstrating competence in the Teaching Performance Expectations
- Participation in discussion directly related to TPA Task 3 and 4.
- Work in small groups during all sessions to share ideas and prepare for the completion of the Local TPE's and TPA task 3 and 4.
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All-University Writing Requirement:
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In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words. This will be met through written reactions and reflections related to assigned readings/assignments.

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CSUSM Academic Honesty Policy
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"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.

<u>Plagiarism:</u>

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.

<u>Use of Technology:</u>

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

<u>Electronic Communication Protocol:</u>

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

DATES REQUIRED TO ATTEND AND SUBMIT

DATES	CLASS DESCRIPTION	TYPE OF CLASS
9/1	**Syllabus and explanation of TPA and Local TPE**	On line
9/8	**Submit TPE 6d on Taskstream**	On line
9/15	Explanation and work on TPA Task 3 Steps 1-3. Understanding requirements for student data and permission.	Face to Face
9/22	**Write TPA Task 3 Steps 1-3**	On line
9/29	Explanation and work on TPA Task 3 Steps 4-6.	Face to Face
10/6	**Complete TPA Task 3 and submit by October 12th.**	On line
10/13	Finishing class for credential	Face to Face
10/20	Explanation and work on TPA Task 4 Steps 1-3. Understand requirements for student data and permission.	Face to Face
10/27	Work on TPA Task 4 Steps 4-6	Face to Face
11/3	**Submit TPE 14 on Taskstream**	On line
11/10	**Submit Task 4**	On line
11/17	**Submit TPE 12 on Taskstream**	On line
11/24	**Submit TPE 15 on Taskstream**	On line
12/1	**Submit TPE 16 on Taskstream for Bilingual requirement**	On line

*All on-line courses are in bold and you do not have to attend class.

MAKE SURE YOU CHECK THE TPA CALENDAR ON THE COE WEB SITE SO YOU DO NOT MISS SUBMITTING TASK 3 AND 4