



**EDMS 575B**  
**Integrates Program Capstone Seminar**  
**CRN #45838**  
**Tuesdays**  
**5:00 pm – 6:50 pm**  
**CSUSM University Hall 101**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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Hours:	By Appointment or 1-hour before or after class

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**School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Students demonstrate mastery of the integration of content and pedagogy through performance assessment. Accompanies the required student teaching during the final semester of the integrated Bachelor of Arts and Multiple Subject Credential. *Graded Credit/No Credit. Enrollment restricted to students in the ICP. Enrollment: Successful completion of all program coursework.*

FREEBORN: 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. They will prepare and complete their TPE artifact notebook for Clinical Practice II.

### **Course 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 Clinical Practice I and II.

### **Course Objectives:**

Teacher performance expectations (TPE) competencies requirements:

- Engaging in reflective discussions linking content mastery experiences with classroom teaching experiences.
- Written evidence and artifacts for all TPE's. The full text for the TPE's can be obtained from the School of Education Web site.
- Prepare a notebook with artifacts for all TPE's to be submitted to Clinical Practice II university supervisor. This may be electronic with the permission of the university supervisor.
- Completion of TPA Tasks 3 and 4 and submitted through Taskstream for scoring by the CSUSM assessors.

### **Required Texts**

- Current account on Task Stream.

### **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 as well as multimedia presentations through Cougar Courses for assistance in completing TPA Tasks 3 and 4. Student Services will conduct the finishing seminar for completion of the credential requirements.

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School 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 4 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 4300, 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.

### **All University Writing Requirement**

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.

### **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.

**Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

**Electronic Communication Protocol:**

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 School 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.

**Course Requirements**

- California Standards for the Teaching Profession (CSTP)
- Teaching Performance Expectations (TPEs)

The purpose of the TPE notebook is to assess how well you meet the TPEs. All artifacts will be collected during your Clinical Practice experience using your knowledge of previous course experiences. You are expected to write an explanation of the TPE so your University Supervisor can determine if you have met each TPE. Your task is to write a cogent reflective statement for each TPE on how the artifacts you have chosen provide evidence that shows you have demonstrated meeting each TPE.

**Grading Standards**

- Successful completion of the notebook demonstrating competence in the Teaching Performance Expectations. Notebook to be given to your university supervisor for CPII
- Participation in discussion directly related to TPA Task 3 and 4.

## Course Schedule

Date	Class Description	Type of Class
8/27	<b>Class meeting for general information</b>	<b>Face to face</b>
9/3	Syllabus explanation Cougar Courses	On line
9/10	Multimedia site Cougar Courses for Task 3; enroll Sept. 30	On line
9/17	TPE notebook lecture	On line
9/24	TPE artifacts 1a, 1b, 1c, 1d, & 2;	On line
10/1	<b>TPE Notebook Workshop</b>	<b>Face to Face</b>
10/8	TPE artifacts 3, 4, 5 completed ; submit Task 3 by Oct. 14	On line
10/15	<b>Credential Information, Student Services</b>	<b>Face to Face</b>
10/22	Prepare for Task 4	On line
10/29	Multimedia site Cougar Courses for Task 4	On line
11/5	TPE artifacts 6 and 7 completed	On line
11/12	Enroll in Task 4 Nov. 13; permission slips due Nov. 13	On line
11/19	TPE artifacts 8, 9, 10; Task 4 due Nov. 25	On line
11/26	TPE artifacts 11, 12, 13	On line
12/3	<b>TPE artifacts 14 &amp; 15 completed and 16 for Bilingual</b>	<b>Face to Face</b>
12/10	TPE notebook turned in to university CPII supervisor	

**\*All Face to Face courses are in bold and attendance is required.**

**MAKE SURE YOU CHECK THE TPA CALENDAR ON THE SOE WEB SITE SO YOU DO NOT MISS SUBMITTING TASKS 3 AND 4.**