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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.

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 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. The portfolio must be submitted through Task Stream (www.taskstream.com) for evaluation.

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 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 cutoff date will not allow you to continue if you have not met the criteria. If all TPEs are not submitted you will not be able to pass the course and will need to re-register.

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 3 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)

A.   **Making Subject Matter Comprehensible to Students**

   TPE 1A: Subject-specific pedagogical skills for Multiple Subject Teaching assignments
       Each content area is one TPE Teaching in the Multiple Subject Assignment: Reading Language Arts, Math, Science, Social Studies
B.   **Assessing Student Learning**
   TPE 2:   Monitoring student learning during instruction
   TPE 3:   Interpretation and use of assessment
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 D: Developmentally Appropriate Teaching Practices for Special Education (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
   TPE 14: Educational technology

TPE 15: Social Justice
TPE 16: Biliteracy

There is a total of 21 TPE's that must be completed and 22 if you are getting your BCLAD plus Home Page.

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.
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.

HOME PAGE
Your home page will have your picture and a brief statement of your philosophy of teaching (no more than one paragraph). Your artifacts will be a resume, philosophy statement, statement of own work and scores from: RICA, CBEST, CSET.

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.

Listed below are the TPEs associated with each course. This should help you recall the major assignments in each class and where they fall.

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

EDMS 521/522
TPE 1a, 3, 4, 8
EDMS 543
TPE 1a, 2
EDMS 544
TPE 1a, 11
EDMS 545
TPE 1a, 5
EDMS 555
TPE 7, 15
EDMS 571/572
TPE 6a, 6b, 12, 13

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Grading Standards
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- Successful completion of the portfolio demonstrating competence in the Teaching Performance Expectations
- Participation in discussion

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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.

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, 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.

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 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.

DUE DATES

1/20	INTRODUCTION (MUST ATTEND) SYLLABUS REVIEW
1/27	No meeting virtual 2 TPE (12 points)
2/3	No meeting virtual 2 TPE (12 points)
2/10	No meeting virtual 2 TPE (12 points)
2/17	No meeting virtual 2 TPE (12 points)
2/24	No meeting virtual 2 TPE (12 points)
3/3	No meeting virtual 2 TPE (12 points)
3/10	**MANDATORY MEETING MID TERM AND CREDENTIALING INFORMATION FOR FINISHING** 2 TPE + Home Page (15 points)
3/17	No meeting virtual 2 TPE (12 points)
3/24	**MUST HAVE 16 TPE'S & HP SUBMITTED IN ORDER TO PASS THE CLASS** No meeting virtual 2 TPE (12 points)
4/7	No meeting virtual 3 TPE - If BCLAD 4 TPE (15 points)
4/14	No meeting virtual revisions (11 points)
4/21	No meeting virtual revisions (11 points)
4/28	No meeting virtual revisions (11 points)
5/5	No meeting virtual revisions (11 points) **ALL TPE'S MUST BE MARKED DONE IN ORDER TO PASS THIS CLASS**