

California State University San Marcos
COLLEGE OF EDUCATION
Education/Multiple Subject (EDMS) 575B ICP
Integrated Program Capstone
Spring 2008 CRN 21806 University 360 Tuesday 1700-1850

Mission Statement of the College of Education, CSUSM

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).*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Instructor
Ginny Sharp

Office Hours
1 hour before/after class

Phone
(760) 212-1240

E-mail Address
gsharp@sharpsnet.com

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.

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

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 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.

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.

Grading Policy

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

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 April 8th will be the cutoff 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)
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: Billiteracy

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.

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

DUE DATES

1/22	INTRODUCTION (MUST ATTEND) SYLLABUS REVIEW
1/29	No meeting virtual 2 TPE (12 points)
2/5	No meeting virtual 2 TPE (12 points)
2/12	No meeting virtual 2 TPE (12 points)
2/19	No meeting virtual 2 TPE (12 points)
2/26	No meeting virtual 2 TPE (12 points)
3/4	No meeting virtual 2 TPE (12 points)
3/11	MANDATORY MEETING MID TERM AND CREDENTIALING DEPARTMENT 2 TPE + Home Page (15 points)
3/18	No meeting virtual 2 TPE (12 points)
3/25	MUST HAVE 16 TPE'S & HP SUBMITTED IN ORDER TO PASS THE CLASS No meeting virtual 2 TPE (12 points)
4/1	No meeting virtual 3 TPE - If BCLAD 4 TPE (15 points)
4/8	No meeting virtual revisions (11 points)
4/15	No meeting virtual revisions (11 points)
4/23	No meeting virtual revisions (11 points)
4/29	No meeting virtual revisions (11 points)
5/6	ALL TPE'S MUST BE MARKED DONE IN ORDER TO PASS THIS CLASS