

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

Spring 2006

EDMS 575B – Integrated Program Capstone Seminar

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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 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.

**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: Biliteracy

Due dates for TPE responses:

DATE	TPE due
1/24	Meet - Introduction/Syllabus
2/7	Meet – 1A, 2, 3, 4 Rough Draft Due
2/28	Meet– 1B, 5, 6 Rough Draft Due
3/7	No Meeting/Virtual – 1C, 7 Rough Draft Due
3/14	Meet – 8, 9 Rough Draft Due
3/21	No Meeting/Virtual – 1D, 10, 11, 12 Rough Draft Due
4/4	No Meeting/Virtual – 6 (all parts) 13, 14 Rough Draft Due
4/18	No Meeting/Virtual – Home page completed, 15 Rough Draft Due
4/25	Meet– Revise TPE’s/Q and A (16 if BCLAD)
5/2	Meet– Portfolio Due