

Course & Section Nos.	EDMS 575B-1
Course Title	Integrated Program Capstone Seminar
Class Roster No.	41130
Course Day(s)	Tuesdays & Online
Time	5:30-6:30
Course Location	University Hall 101
Semester / Year	Fall 2017
Instructor	Sherry Freeborn
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Office	UH Cubicles
Office Hours	Before class and by appointment

WELCOME

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

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

COURSE DESCRIPTION

Integrated Program Capstone Seminar

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 Program. Graded Credit/No Credit. Enrollment restricted to students in the ICP. Enrollment Requirement: 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 demonstrate that they have met competencies required in the Liberal Studies program with the requirements for the teaching credential (TPEs). They will receive information and seminars on completion of TPA Tasks 3 and 4. Some will receive support to take and pass the edTPA. They will receive all information to complete the credentialing process, as well as career planning support.

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. University Supervisors will assess successful completion of the requirements
- Completion of TPA Tasks 3 and 4 and submitted through TaskStream for scoring by the CSUSM assessors. Credit Hour Policy Statement Per the University Credit Hour Policy:
- The combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and independent work will total at least 45 hours per unit of credit. Students will attend five mandatory face-to-face sessions. Students will spend the remaining 35 hours preparing for and submitting CalTPA Tasks 3 and 4, and constructing a professional portfolio. The requirements are found on Cougar Courses.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Current account on TaskStream.

COURSE 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.

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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for a (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE1. Engaging and Supporting All Students in Learning. Beginning teachers:

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning. Beginning teachers:

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning. Beginning teachers:

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security

TPE 4: Planning Instruction and Designing Learning Experiences for All Students. Beginning teachers:

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

TPE 6: Developing as a Professional Educator. Beginning teachers:

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. 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.

GENERAL CONSIDERATIONS

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 5 mandatory class meetings.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the SOE Governance Community, December, 1997).

All University Writing Requirement

The Professional Portfolio will satisfy the 850-word requirement for a one unit course.

Course Format

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. Student Services will conduct the finishing seminar for completion of the credential requirements.

Necessary Technical Competency Required of Students

Candidates (Course participants) 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). Contact Information for Technical Support Assistance

Contact Information for Technical Support Assistance

CSUSM Help Desk, <http://www.csusm.edu/iits/students/index.html>

Students with Disabilities Requiring Reasonable Accommodations

Candidates 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. Candidates 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.

Grading Standards

Successful completion of competency in the Teaching Performance Expectations.
Completion of Professional Employment Portfolio
Completion of all ICP, CSUSM, and CSU exit surveys

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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.

Credit Hour Policy Statement

Per the University Credit Hour Policy this course is a:

- Hybrid course. Combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work which will total at least 45 hours per unit of credit.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Students are in Clinical Practice I and II this semester. They must prepare for and submit TPA Tasks 3 and 4, prepare a Professional Portfolio, meet the Teacher Performance Expectations, and attend mandatory sessions in order to receive credit for this course. A missed class must be made up with a meeting with the instructor. One session is a portfolio workshop during which students' portfolios have a formative assessment. The portfolio will have a summative assessment and must be complete for the student to pass the class. There will be no final exam.

Final Exam Statement

No final exam.

SCHEDULE

DATES REQUIRED TO ATTEND AND SUBMIT/ WE WILL CONFIRM MEETING FACE-TO-FACE DATES ON 8/29.

DATES	CLASS DESCRIPTION	TYPE OF CLASS
8/29	Class meeting for general information, completion of Mandated Reporting Training	Face-to-Face
9/5	Multimedia site, prepare for edTPA; attend workshop	Independent
9/12	Begin assembling items for portfolio	Independent
9/19	Career Center Presentation, Dr. Diana Sanchez	Face-to-Face
9/26	Prepare Portfolio, prepare for edTPA	
10/3	Prepare Portfolio	Independent
10/10	Prepare Portfolio, prepare for edTPA	Face-to-Face
10/17	Student Services Presentation; Credentialing Process, Beverly Mahdavi	Independent
10/24	Prepare portfolio; prepare for edTPA	Independent Spring Break
10/31	Prepare portfolio; prepare for edTPA	Independent
11/7	Prepare portfolio; prepare for edTPA	Independent
11/14	Portfolio Workshop, bring all materials for review	Face-to-Face
11/21	Prepare portfolio; prepare for edTPA; Submission date: 12/19	Independent
11/28	Complete Professional Portfolio	Independent
12/5	Exit Surveys, Final Portfolio Check	Face-to-Face

*All Face-to-Face courses are in bold; attendance is required.

MAKE SURE YOU CHECK THE edTPA CALENDAR ON THE SOE WEB SITE

ADDITIONAL EDTPA INFORMATION:

Please maintain contact with Karen Escalante regarding training sessions/workshops for edTPA