

EDUC 300-Professional Portfolio Development

Instructor Information:

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This syllabus and its contents may be changed throughout the course. If any changes are made, students will be notified via email AND announcements in the News section of D2L.

Course Information:

Course Description:

Education 300 is the second in a series of courses on professional portfolio development. The course description states, "Advanced examination of professional portfolio components and processes. Develop samples of evidence that relate to the local and state requirements for certification and initial licensure." This course is designed to build on the technical knowledge and skills gained in Education 200. Throughout the course, you will have the opportunity to further your understanding of the [InTASC Teaching Standards](#), professional reflection and practice the essential elements of the edTPA that are required for teacher licensure in the state of Wisconsin. Specifically, this course seeks to develop InTASC standard 9.

Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Credits: 1 credit

Prerequisites: Admission to the Professional Education Program and EDUC 200.

Expected Instructor Response Time

Whenever possible, I will reply to student messages within 24 hours. I will attempt to grade all assignments within one week of the due date.

Course Structure

This course will be delivered fully online. There are no required in-person meetings.

This course uses Canvas, the New Learning Management System (LMS) being adapted across the UW System. Canvas can be accessed via a launch portal at <https://www.uwsp.edu/canvas> using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the "Help" menu within Canvas.

I strongly encourage you to review the materials in the UWSP Student Orientation to Canvas, a training course that is available for self registration at <https://uws.instructure.com/enroll/FNRAL8>

Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found at the [UWSP IT Minimum Computer Requirements](#) website. From that site you can run a System Check on your home computer.
- You will also need access to the following tools to participate in this course.
 - a stable internet connection (don't rely on cellular)
 - microphone
 - speakers
 - webcam (optional)
 - printer (optional)

Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email and the Canvas Inbox
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- submit files to Canvas
- participate in synchronous online discussion (optional for Online Office Hours)

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- ✓ Visit with a [Student Technology Tutor](#)
- ✓ Seek assistance from the [UWSP IT Service Desk](#), 715-346-4357

Course Goals and Objectives

Course Objective:

Students will complete a significant portion of their professional portfolio by electronically adding a collection of artifacts, personal/professional reflections and documentation that represents best practice in teaching and evidences the [InTASC Teaching Standards](#).

Course Learning Outcomes

Students will be able:

1. to identify and use academic language in their professional career.
2. apply reflection within their teaching practice and in their decision making with students.
3. to find, use and document research-based practices in their teaching.
4. to make connections between reflection, student learning and creating measurable outcomes for students.
5. to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies that support all learners.
6. write edTPA commentary with research citations that support professional growth and development.

Essential Questions:

- How does professional reflection improve student learning?
- How do we reflect student learning in professional artifacts?
- How do we find and document research-based practices?
- How does creating a professional portfolio further a student's ability to be employed and licensed in the state of Wisconsin?
- How do you support diversity of thinking in your teaching practice?

InTASC Core Teaching Standards

The [InTASC Teaching Standards](#) have been adopted by the School of Education.

Common Core Standards

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area. <https://dpi.wi.gov/standards>

RtI Framework

Wisconsin has a unique and comprehensive vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that follows.

<https://dpi.wi.gov/rti>

<https://www.wisconsinrticenter.org/>

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically. All assignments must be submitted by the given deadline. If you have a special situation or life event that causes you to miss a deadline you must contact the instructor as soon as possible. If you know in advance that you have an event that will affect your participation or assignment completion in this class, **you must contact the instructor prior to the event to request a due date extension.** Due date extensions will be approved on an individual basis.

Late Work Policy

Late work is defined as any work turned in after the due date. **Late work will only be accepted up to two weeks (14 calendar days) after the original due date.** All late assignments can be turned into the original assignment submission area. **STUDENTS MUST CONTACT THE INSTRUCTOR TO INFORM HIM THAT THEY HAVE TURNED IN LATE WORK.** Late assignments will receive reduced credit – **25% deduction per week that assignments are late.** 1-7 days late=25% reduction, 8-14 days late=50% reduction, 15+ days late=no credit given

Participation

Students are expected to participate in all course activities.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to the Grades section of the Canvas course. Look at your recent feedback on the home page or click on the Grades link to view your points.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%
B-	80-82%	F	Below 60%
C+	77-79%		

SOE Course Repeat Guidelines

Students must receive a C- or better in all education, early childhood, and physical education courses required for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course."

Graded Course Activities

Description	Due Date(s)	Possible Points	Your Score
Student Introductions	11/1/18 (original posts)	10	
	11/3/18 (replies)		
Professional Reflection Discussion	11/4/18	10	
Professional Reflection	11/11/18	25	
Professional Reflection Peer Reviews (2)	11/13/18	10	
edTPA Commentary	12/2/18	35	
edTPA Commentary Peer Reviews (2)	12/4/18	10	
Standards 1-8 and share portfolio	12/16/18	Pass/fail entire course	
Total Points Possible		100	____/100

Course Policies

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged

to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. All incomplete grades are determined on a case by case basis. Please contact your instructor if a situation arises that may cause you to request an incomplete for this course.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Learning Resource Center and can be

contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edu

Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 LRC, or (715) 346-3365.

UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Religious Beliefs

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.