

EDUC 740 Reading Teacher Portfolio Fall 2018

October 1 – December 5

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COURSE DESCRIPTION

This 1 credit reading teacher portfolio course supports students as they **begin** the process of creating an online reading teacher portfolio. Students understand the portfolio process, create three artifacts, and design a portfolio map (e.g., tab sections, introduction page, table of contents, standards page, etc.) for easy and predictable navigation of content. The Wisconsin Teaching Standards and ILA Standards for Reading Professionals frame the content of course artifacts (p. 5). The instructor supports participants via phone conversations, voice and/or video recordings. **Your first artifact, the literacy narrative, is from EDUC 741 Improvement in Reading.** Introductions and reflections must accompany all artifacts created for this course. Again, this course supports the “start-up” of course and non-course artifacts and the specific format of the online teacher portfolio. As you move through the 316 required courses, course and non-course artifacts are added by following the same format. Please reference how artifacts are scored (p. 4). The Reading Portfolio Rubric is used by reading faculty to assess your comprehensive online teaching portfolio. **Course Requirements:**

- Preview the Reading Portfolio Artifact Rubric (p. 4); take time to discover how it aligns with the rubric that the reading faculty utilizes to assess your comprehensive online portfolio
- Read, review, and become familiar with D2L content material related to portfolio development – especially the sample online portfolios located in the content area
- Design an interesting yet concise **portfolio “map”** which includes an introduction, subject tabs (e.g., teacher as leader), standards correlation page, and so forth
- Create a minimum of 3 portfolio artifacts – each with an introduction, solid content, reflection, teaching standards, and artifact-like format
- Design artifacts that are appealing to viewer/reader of portfolio
- Respond to 2 peer submissions a week, provide brief yet specific feedback; post your artifacts for peer feedback in a timely manner (see schedule, p. 2)
- Understand the difference between an assignment and artifact

COURSE EXPECTATIONS

The course assignments and expectations are designed to help you begin the process of creating a reading teacher portfolio. Therefore, students in this course will:

- **Submit** ALL assignments by the posted due date (see p. 2)
- **Use** proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- **Participate** in the D2L Discussion Area in a professional manner (see p. 2) and email the instructor if late for a posting/session. Active participation in class is an important part of the learning process.

- **Conduct** yourself as a professional educator should conduct him/herself.
- **Understand** that failure to comply with the above expectations will result in deduction of points beyond those of the 10 participation points

D2L DISCUSSION REQUIREMENTS

Artifacts must be submitted in the **Discussion Folder** by the due date. Peers will have until Wednesday to respond, **Peer Response**. You will then have time to edit/revise for the final submission, **Final Dropbox**.

	Discussion Folder	Peer Response	Final Dropbox (DUE)
Artifact 1 Course-Related (Literacy Narrative-from 741)	Sunday, Oct. 21	Wednesday, Oct. 24	Sunday, October 28
Artifact 2 Non-course related	Sunday, Nov. 4	Wednesday, Nov. 7	Sunday, Nov.11
Artifact 3 Course-Related	Sunday, Nov. 25	Wednesday, Nov. 28	Sunday, Dec. 2
Portfolio Map	Throughout course	Throughout course	Sunday, Dec. 2

These 3 above artifacts and a portfolio map—which includes a cover page, introduction, table of contents, standards page, etc.—serve as a springboard and outline to continue adding to your portfolio throughout your coursework as you move to completion of your Reading Teacher licensure.

Artifact Comments & Dialogue

Please provide specific feedback for responding to peers’ papers. Specific feedback will be discussed at the first meeting. Constructive comments matter and should add to the improvement of final submissions. Comments vary, and include content and visual aspects. Of course personal conversation is not discouraged; it helps everyone to get to know each other.

GRADING

You have 4 assignments (artifacts) for this course. Each artifact is worth 25 points and is scored using the Reading Portfolio Artifact Rubric (see page 4). Please refer to this rubric as you create your artifacts. This rubric closely aligns to the 316 reading portfolio rubric that is used to assess your final reading portfolio submission.

POINTS

- 100-90 A
- 89-80 B
- 79-70 C

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Note: A rubric similar to this is used to score the completed Reading Teacher portfolio. The course instructor has modified that rubric and utilizes it to score artifacts in this course. Each artifact is worth 25 points.

READING PORTFOLIO “ARTIFACT” RUBRIC			
Criteria	5 Exceptional	3 Acceptable	1 Unacceptable/Incomplete
Introduction, Reflection & Projection	<ul style="list-style-type: none"> ● Rich artifact accompanied by articulate introduction ● Reflection illustrates a developed ability to self-critique ● Abundant evidence of learning & application to future growth as a literacy teacher 	<ul style="list-style-type: none"> ● Accurate explanation of artifacts with adequate introduction ● Reflection reveals ability to self-critique ● Acceptable amount of evidence of learning & application to future growth as a literacy teacher 	<ul style="list-style-type: none"> ● Introduction lacks explanation of artifact ● Reflection illustrates little depth of thought ● Little or no evidence of learning & application to future growth as a literacy teacher
Quality of Artifacts	<ul style="list-style-type: none"> ● High quality artifact and work samples drawn from literacy program coursework/experience ● Creativity provides complete and rounded picture of candidate’s strengths & personality ● Attention to audience ● Interesting and relevant ● Polished with no editing errors 	<ul style="list-style-type: none"> ● Selection of artifact acceptable and work sample draws from literacy program coursework/experience ● Satisfactory picture of candidate’s strength & personality revealed ● Some attention to audience ● Relevant artifact of good quality ● Some editing errors 	<ul style="list-style-type: none"> ● Artifact does not draw from coursework/experience ● Inadequate picture of candidate’s strengths & personality ● Little attention to audience ● Irrelevant artifact of poor or questionable quality ● Many editing errors
Attention to Performance Task, Evidence of Learning/Doing & Standards	<ul style="list-style-type: none"> ● Artifact relates to performance task (coursework) for 316 license ● Provides self-initiated evidence of learning & doing through Teacher as Learner, Leader, Practitioner, and in Community ● WTS & IRA Standards for Reading Professionals included and relate to artifact 	<ul style="list-style-type: none"> ● Artifact related to performance tasks (coursework) for 316 license ● Some self-initiated evidence of Teacher as Learner, Leader, Practitioner, and in Community ● Standards included but some may not relate to artifact 	<ul style="list-style-type: none"> ● Artifacts unrelated to Performance Tasks and/or experience ● Few or no self-initiated pieces and evidence relating to learning & doing ● Standards not included or not related
Overall Artifact Design	<ul style="list-style-type: none"> ● Well organized ● Creative, polished with professional appearance ● Variety and balance of media, photos & text ● Descriptive details 	<ul style="list-style-type: none"> ● Adequate organization ● Some evidence of creativity & professional appearance ● General balance of media, photos & text ● Some descriptive details 	<ul style="list-style-type: none"> ● Basic organizational structure & confusing to follow ● Lacks creativity & professional appearance ● Little to no media, imbalance between photos & text ● Little or no descriptive details
Due Dates Recognized & Quality Peer Responses	<ul style="list-style-type: none"> ● Assignment dropped on time ● Peer response helpful and thought-provoking 	<ul style="list-style-type: none"> ● Assignment 1 day late ● Response was acceptable 	<ul style="list-style-type: none"> ● Assignment was dropped late with no explanation ● Limited response
Comments:			_____ /25

Intersection of WTS and ILA Standards

WISCONSIN TEACHER STANDARDS	ILA STANDARDS
1. Teachers know the subject they are teaching	ILA Standard 1: Foundational Knowledge
2. Teachers know how children grow.	ILA Standard 1: Foundational Knowledge ILA Standard 2: Curriculum & Instruction
3. Teachers understand that children learn differently.	ILA Standard 2: Curriculum & Instruction ILA Standard 3: Assessment & Evaluation ILA Standard 4: Diversity & Equity
4. Teachers know how to teach.	ILA Standard 2: Curriculum & Instruction ILA Standard 5: Literate Environment
5. Teachers know how to manage a classroom.	ILA Standard 5: Learners & the Literate Environment
6. Teachers communicate well.	ILA Standard 5: Learners and the Literate Environment
7. Teachers are able to plan different kinds of lessons.	ILA Standard 2: Curriculum & Instruction ILA Standard 3: Assessment & Evaluation ILA Standard 4: Diversity & Equity
8. Teachers know how to test for student progress.	ILA Standard 3: Assessment & Evaluation
9. Teachers are able to evaluate themselves.	ILA Standard 6: Professional Learning & Leadership
10. Teachers are connected with other teachers and the community.	ILA Standard 6: Professional Learning & Leadership

Standards addressed in your portfolio will include the Wisconsin Teaching Standards and ILA Standards for Reading Professionals. <https://www.literacyworldwide.org/get-resources/standards/standards-2017>

IRA Standard 7; Practicum & Clinical Experiences – Correlates to all 10 WTS

DIFFERENCE BETWEEN AN ASSIGNMENT AND ARTIFACT

All graduate students seeking a 316 license are required to create (and continue adding to) a Reading Teacher Online Portfolio. EDUC 740 Reading Teaching Portfolio is a 1 credit course designed to support you in the **beginning stages** of creating a teaching portfolio. You will want to shape assignments from education classes into portfolio artifacts for an audience beyond the instructor. The audiences in the future might include: interview teams, colleagues, peers working in your field, students, and parents. The following chart should help in your thinking about the difference in an assignment and in an artifact.

Assignments	Artifacts
Written for professor or teacher	Written for broader audiences: Interview teams, colleagues, peers, students, parents
Often written multiple page text documents. Word processed documents. Font = Times Roman (because it is the default setting)	Written with special attention to audience appeal: Photos, Titles, Headings, Color, Graphics, and more. Arial Font.
Word documents	Newsletters, pamphlets, power points, web pages, and more.
Word document stand-alone	Includes Introduction (explaining the context, rationale for the artifact, and highlights features and a Reflection : describing process of creating artifacts, lessons learned while creating it, intentions and future plans for artifact.

PORTFOLIO MAP & SECTIONS (tabs)

You will want your portfolio to have a blend of learning from courses, reading, professional development experiences, and your own work in schools. **The portfolio map is outlined in the sections below. These sections (tabs and/or buttons, online) provide a space to share artifacts.** You will want to provide evidence of learning and doing. A portfolio is a way to make your teaching practices and teacher thinking visible. Suggested artifacts in each section:

INTRODUCTION

- Welcome Page: History of self – life experiences, journey to teaching, history as teacher
- Table of Contents
- Standards Correlation Page
- Dedication Page, etc.

NOTE: Each artifact must include the related WTS/ILA standards and link back to a standards correlation page.

TEACHER AS LEARNER or MY ROLES AS LEARNER

- Performance Task Artifacts for Graduate Courses
- Conference, Workshop, Professional Meeting Reflections and Application to Teaching
- Professional Reading Artifacts (Responses to reading and applications in teaching)
- Study Group Evidence

TEACHER AS LEADER

- Explanation and Reflection of Roles and Responsibilities as a Title 1 Teacher or Reading Specialist
- Professional Development Plan or Goals for Developing Successful Reading Program (class or School-wide)
- Staff Development Artifacts: Leading Inservices or Workshop, Mentoring Artifacts

TEACHER AS PRACTITIONER

- Beliefs About Teaching Reading
- Units of study – a series of lesson plans showing approaches to teaching reading.
- Inquiry lesson plans – lessons focusing on central questions.
- Evidence of adaptations of instructions to meet the needs of diverse readers
- Evidence of documenting student literacy growth (sample running records, other methods of documenting, chart or graph with introduction, analysis, and implications for future instruction.
- Evidence of class procedures and routines that reveal attention to balanced literacy programs
- Representative examples of choices of instructional materials.
- Student Work Artifacts : Photo Essay describing process and teacher thinking; sample of student works and teacher's response, sample student work with self-reflection and teacher response, samples of student authentic work with explanation of processes leading to products

TEACHER IN COMMUNITY

- Documentation of participation in school activities and analysis of your role with reflection
- Evidence of communication with parents and community with reflection
- Evidence of knowledge of community agencies and you use of them