EDUC 740 Reading Teacher Portfolio Fall 2020
Monday, September 28 – Friday, November 20
Online & F2F Saturday November 7th

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COURSE DESCRIPTION

This one credit reading teacher portfolio course supports teachers as they *begin the process* of building an online reading teacher portfolio to showcase coursework (course artifacts) and teaching experiences (non-course artifacts) for the 316 or 17 reading licenses. Students choose the type of website builder they are most comfortable using. In this course, students create 3 artifacts from course assignments, pulled from EDUC 741 and other previous reading courses, AND design a portfolio map for easy and predictable navigation of content (i. e., includes standards, specific tabs, introduction page, etc.). The Wisconsin Teaching Standards and ILA Standards for Reading Professionals frame the content of course artifacts (p. 5). **Your first artifact due, the literacy narrative, is from EDUC 741 Improvement in Reading.** Introductions and reflections must accompany all artifacts. Again, this course supports the "start-up" of course and non-course artifacts not the completion of it. The reading portfolio artifact rubric (p. 4) is used to assess each artifact and your final comprehensive portfolio that you send to reading faculty (assures DPI that portfolio has successfully been completed).

Course Requirements:

Understand the difference between an assignment and artifact

- Preview the Reading Portfolio Artifact Rubric (p. 4); know that it aligns with the rubric that the reading coordinator also utilizes to assess your comprehensive online portfolio
- Read, review, and become familiar with Canvas content material related to portfolio development – especially the sample online portfolios located in the content area
- Design a unique yet easy-to-follow **portfolio map which "maps" out** an introduction, subject tabs (e.g., teacher as leader), standards correlation page, and so forth
- Create a minimum of 3 artifacts – each with an introduction, solid content, reflection, teaching standards, and supporting evidence (e.g., visuals, documents, links, handouts, etc.)
- Design artifacts that are appealing to the person viewing the 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)

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 dates (see p. 2)

- **Use** proper spelling, punctuation and grammar. Proofread work before submitting.

- **Participate** in the Discussion Area in a professional manner (see p. 2) and email the instructor if late for posting or peer feedback. Active participation in class is an important part of the learning process.

- **Understand** that failure to comply with the above expectations will result in deduction of points beyond those of the 10 participation points

Drop & Discussion timeline requirements

Artifacts must be submitted in the **Discussion Area** by the due date. Peers will have until Wednesday to respond – **Peer feedback**. You will then have time to edit/revise for the final submission – **upload or provide link in assignment area.**

	Discussion	Peer feedback	Due (upload)
Artifact 1 Course-Related (Any Reading Course Assignment)	Sunday, Oct. 18	Wednesday Oct. 21	Sunday, Oct. 25
Artifact 2 Non-course related	Sunday, Nov. 1	Wednesday, Nov. 4	Sunday, Nov. 8
Artifact 3 Course-Related (741 Philosophy of Literacy Assignment)	Sunday, Nov. 15	Wednesday, Nov. 18	Sunday, Nov. 22
Portfolio Map	Throughout course	Throughout course	Sunday, Nov. 22
These 3 above artifacts and the portfolio map (helps reader navigate your webpage—serve as a springboard and outline to continue adding to your portfolio throughout your coursework and teaching life 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/.

The course instructor uses the following rubric to assess your 3 artifacts and portfolio map. It is slightly modified to fit the tasks of this course but is similar to the one the reading faculty uses to assess your comprehensive reading portfolio (once you've completed all your coursework).

	READING PORTFOLIO "ARTIFACT" RUBRIC		_____/25 Points
Criteria	**5** Exceptional	**3** Acceptable	**1** Unacceptable/Incomplete
Introduction, Reflection & Projection	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• Well organized • Creative, polished with professional appearance • Variety and balance of media, photos & text • Descriptive details	• Adequate organization • Some evidence of creativity & professional appearance • General balance of media, photos & text • Some descriptive details	• 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	• Assignment dropped on time • Peer response helpful and thought-provoking	• Assignment 1 day late • Response was acceptable	• Assignment was dropped late with no explanation • Limited response

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 (links)

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. An online portfolio is a way to make your teaching practices and teacher thinking visible.

SUGGESTED ARTIFACTS AND CONTENT INCLUDE:

INTRODUCTION
- Welcome Page: History of self – life experiences, journey to teaching, history as teacher, etc.
- 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