

University of Wisconsin-Stevens Point
School of Education
EDUC 300-Professional Portfolio Development
Fall 2017

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Office Hours: Wednesdays 1:00-4:00 p.m. or by appointment. Individual and group appointments can be arranged by phone or e-mail.

Course Overview

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.

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.

Creating a Community of Learners:

My goal, as the professor of this course, is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom. .

Learner Outcomes:

Students will be able:

- to identify and use academic language in their professional career.
- apply reflection within their teaching practice and in their decision making with students.
- to find, use and document research-based practices in their teaching.
- to see connections between reflection, student learning and creating measurable outcomes for students.
- to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies that support all learners.
- Write 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

These standards have been adopted by the School of Education. Please open this link for as a resource for completing your School of Education Professional Portfolio.

[http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)

timelines. This syllabus gives you opportunities for instruction and structures time for work which will be critical to your success.

Assignments and Grading

Assignment	Drop Box Due Date	Points
Professional Reflection	October 13 th	12
edTPA Commentary	November 10 th	15
SMART Goal	In class	2
Additional work on Portfolio	December 8 th	25
Working link to portfolio	September 15/December 8 th	3/3
Classroom Attendance	Five class periods	10 (2 pts. each class)
Lab Attendance	Lab attendance (3 required)	30
		Total: 100 points

Grading: 94-100 (A), 93-90 (A-), 89-87 (B+), 86-84 (B), 83-80 (B-), 79-77 (C+), 76-74 (C), 73-70 (C-), 69-67 (D+), 66-64 (D), 63-61 (D-) Below 60 will be an (F) or incomplete depending on the situation.

Late assignments:

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date on D2L. Any late assignments should be placed in the late drop box and assignments in the late drop box receive a one-point deduction for every day it is late up to the maximum number of point for the assignment. The drop box deadline for your assignments are clearly posted in D2L. Additionally, late work must meet the course standards and rubrics. The School of Education has a policy that all students must receive a C+ or better in their education classes or the course must be repeated. You must double check the D2L drop box to ensure your work has been posted and make sure that you have received a receipt from D2L.

Dropping your final portfolio link:

If for any reason, you do not drop your portfolio correctly in the drop box, you will receive an incomplete. You cannot drop the portfolio by copying and pasting the URL to a word document. The portfolio is password protected, and I will be unable to open the link in a word document. If you fail to drop the portfolio to the drop box properly after instruction, you may not receive points for a finished portfolio. All extenuating circumstances must be discussed in person with the instructor.

Course assignment requirements:

- All professional reflections for courses take after Education 300 **must** evidence the *InTASC Teaching Standards* and have accurate research citations.
- I must have a working link to your portfolio to grade the final additional work. A tutorial for this is found on your D2L home page. Failure to follow this tutorial may result in losing points for this assignment.
- There is an active late drop box for all missing or late assignments.
- Your portfolio should be a reflection of professional practice. All spelling and grammar errors should be corrected for the final showcase.

Common Core Standards and RtI

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. http://standards.dpi.wi.gov/stn_ccss

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. <http://rti.dpi.wi.gov/> <http://www.wisconsinrticenter.org/>

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 information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.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/RightsRespos/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American 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/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center 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 and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.