University of Wisconsin-Stevens Point
School of Education
EDUC 300-Professional Portfolio Development
Spring 2016

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Office Hours: Wednesdays 2:00-4:00 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.

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

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/

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.

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 measureable 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?

Session times and Course requirements

Section 3   **Mondays 3:00-3:50 p.m.**   **Location**

January 25	Requirements of Course	CPS 233
February 1	Instruction on Professional Reflection • Complete a professional reflection with supportive research	CPS 233
February 8	Lab 1	CPS 107
February 15	Lab 2	CPS 107
February 22	Instruction on the edTPA • Requirements • Support • Commentary	CPS 233
February 29	Lab 3 – Writing edTPA commentary	CPS 107
March 7	Lab 4 – Commentary Revision	CPS 107
March 14	Instruction on Academic Language and SMART Goals	CPS 233
March 21	No Class	No class
March 28	No Class	No class
April 4	Lab 5	CPS 107
April 11	Optional Lab Session	CPS 107
April 18	Optional Lab Session	CPS 107
April 25	Instruction on WECAN, PDP's and Teacher Performance Assessment and Course Evaluation	CPS 233
May 6	Working link and Portfolio due with completion of Standards 1-8	

*In this course, you are expected to enter your artifacts, reflections and other materials into your professional portfolio and practice critical elements contained in the edTPA. In this class you are NOT required to complete your professional portfolio, however this course is

specifically designed to give you the time to make significant progress toward its completion. The assignments will build a foundation that will assist you in completing the edTPA and other aspects of your portfolio. Many students work better given definitive timelines. This syllabus gives you opportunities for instruction and structure times for work which will be critical to your success.

Assignments and Grading

Assignment	Drop Box Due Date	Points
Professional Reflection	February 27	10
edTPA Commentary	March 27	15
SMART Goal/Academic Language	April 10	3/7 Total 10
Additional work on Portfolio	May 1	25
Working link to portfolio	May 1	5
Classroom Attendance	Five class periods	10 (2 pts. each class)
Lab Attendance	Must attend five labs	25 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.

*Because of the limited amount of assignments and class time late assignment submissions will not be allowed to the drop box. You must meet the assignment deadlines and double check your drop box items.   All late submissions to D2L will receive **half credit**.

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.

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/RightsRespons/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.