

FALL 2018

University of WI-Stevens Point

EDUC 200

Professional Portfolio Development I

Instructor: Dr. Kele Anyanwu

Phone: 715-346-2816

Meeting Location:

Section 1: Thursdays (11:00-11:50 am) Rm CPS 230/SCI B 228

Section 2: Wednesdays (11.00-11.50) Rm CPS 326/SCI B 228

Section 3: Wednesdays (14.00-14.50 pm) Rm CPS 230/SCI B 238

Email: kanyanwu@uwsp.edu

Office Hours: 10-11 am (Wednesdays) or by appointment

Course Description and Purpose: Introduction to professional teaching standards and assessments. Examine professional development portfolio components and processes. Develop samples of evidence that relate to local and state requirements for certification and teacher licensure.

Prerequisite: Admission to Professional Education Program

Credits: 1

Learning Outcomes:

1. Demonstrate an understanding of the InTASC Model Core Teaching Standards; including how to select appropriate evidence to demonstrate your growth and proficiency.
2. Reflect on your personal strengths and challenges as an educator, using self-assessment tools, readings, and interactions with colleagues.
3. Establish goals for your professional development and identify promising resources to meet these goals.
4. Use the basic features of the D2L e-Portfolio tool to initiate your School of Education portfolio.

InTASC Model Core Teaching Standards addressed:

3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Critical Dispositions

- (p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- (q) The teacher seeks to foster respectful communication among all members of the learning community.

9. 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.

Performances

- (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

- (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

Critical Dispositions

(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(t) The teacher embraces the challenge of continuous improvement and change.

Required Course Materials - You may **PRINT** these documents or read them online:

Council of Chief State School Officers. 2011. **Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A resource for state dialogue.** Washington, DC.

(Available to print from E-Reserve). On D2L: My Home.

https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf

The D2L ePortfolio for Teacher Candidates. (Available to print from D2L: Content)

Course Readings on E-Reserve:

Bullock, A. A. & Hawk, P. P. (2010). *Developing a teaching portfolio* (3rd ed). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

O'Neill, J.O. & Conzemius, A. (2006). *The power of SMART goals: Using goals to improve student learning.* Solution Tree. Bloomington, IN.

The Learning Center @ University of New South Wales. 2008. [Reflective Writing](#).

Course Meeting Dates, Times & Locations

- Refer to [class schedule](#) document in D2L:Content:Course Info

Attendance & Class Participation/Conduct Expectations:

- Attendance at all class meetings
 - Absences *will be* reflected in the final grade assigned. Points are taken off if a student is absent from class more than **two times** in the semester without **PRIOR** permission. It's not enough to email me in the morning that you will be absent from class that day.
 - Absences that result from emergencies require supporting, written documentation produced by a professional office (i.e. doctor's excuse/funeral notice, etc.).
 - Absences known in advance must be reported prior to the date of absence or they will be considered unexcused. In addition to reporting the anticipated absence you must include *specific details* as to how and when you will make up for missed discussion/assignments.
- Attentive, respectful and active participation during class sessions and in online discussions

- Evidence of all communication(s) with the instructor and of assignments submitted for the duration of this course in the event that discrepancies occur.

Course Norms:

Students and instructor(s) are expected to

- demonstrate academic integrity and understand consequences for **academic misconduct**
- be informed by the [Division of Student Affairs: Rights and Responsibilities](#): specifically the UWSP Community Bill of Rights and Responsibilities, Academic Standards and Disciplinary Procedures, and Americans with Disabilities Act (also reference: [UWSP Disability Services](#))
- abide by [Family Educational Rights and Privacy Act](#) rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
- demonstrate professional dispositions represented in **the Professional Education Program: Teacher Candidate Dispositions** (figure 1, p.6)

Grading Guidelines & Assignments

- Online assignments (including required Discussion postings) are required by 11:30pm of the due date listed.
- **D2L Discussions** are an important component of this course. They represent professional dialog amongst and between classmates and the instructor. Your participation is expected in a timely fashion. Discussions will close on posted due dates. Contributions after that time will not be allowed.
- Late assignments will not be tolerated, in certain circumstances if allowed will not be graded until exam week of the semester.
- The grading scale in this course is:

95-100	A	82-85	B-
91-94	A-	78-81	C+
87-90	B+	74-77	C
83-86	B	70-73	C-

*Discussion Posting Guidelines

(adapted from and used with permission from Prof. C. Gibson, UW-Madison, Feb. 22, 2002 by way of Dr. P. Shaw)

Please pay mind to these guidelines as you post to the online discussion:

1. Post your initial message as early as possible so colleagues have time to read and respond to your contribution. Post additional messages throughout the week that are either new contributions or comments on other posts.
2. Keep your messages concise and clearly written. Most ideas can be stated in a couple of brief paragraphs. Remember: people are more apt to read and digest shorter messages than longer ones. Also, using bulleted lists often makes the comment easier to read.
3. Be respectful of others' ideas, opinions, and beliefs. It's fine to disagree with someone, but please respect their right to think differently.
4. A message that demonstrates substance contributes to the understanding and application of ideas by doing one or more of the following:

- Reflection about meaning: Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
 - Analysis: discuss relevant theses, concepts, main ideas, components, or relationships among ideas or identify hidden assumptions or fallacies in the reasoning.
 - Elaboration: Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
 - Application: Provide examples of how principles or concepts can be applied to actual situations or discuss the implications of theory for practices.
 - Synthesis: Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
 - Evaluation: Assess the accuracy, reasonableness, or quality of ideas.
5. Avoid using all caps. THIS IS VERY HARD TO READ!
 6. Maintain the privacy of participants, including privacy of comments made during electronic conversation that is to be shared only with those participating in the course.
 7. Operate within the guidelines of [Appropriate Use of UWSP Information Technology Resources](#)
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Useful References for Teacher Candidates

Gill, V. 2005. The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press. Thousand Oaks, CA.

Henderson, J.G. 1992. Reflective teaching: becoming an inquiring educator. Macmillan Publishing. New York, NY.

Kottler, J. 2005. On being a teacher: The human dimension. Corwin Press. Thousand Oaks, CA.

Liesveld, R., & Miller, J.A., with Robison, J. 2005. Teach with your strengths: How great teachers inspire their students. Gallup Press. New York.

Martine-Kniep, G.O., 1999. Capturing the wisdom of practice: Professional portfolios for educators. ASCD. Alexandria, VA

Sargent, J.W., Smejkal, A.E. 2000. Targets for teachers: A self-study guide for teachers in the age of standards. Portage & Main Press. Winnipeg, Manitoba, Canada.

Stronge, J.H. 2002. Qualities of effective teachers. ASCD. Alexandria, VA.

Whited, A.M., Trujillo, P.A. 2005. ARRIVE: A reflective journal. Advanced Learning Press. Englewood, CO.
