

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

Instructor: Pamela J. Bork Ph.D.

Meeting: CPS 233

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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](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.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](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 3:00-4:50**

**Location**

January 23	Requirements of Course	CPS 233
January 30	Instruction on Professional Reflection <ul style="list-style-type: none"><li>• Complete a professional reflection with supportive research</li></ul>	CPS 233
February 6	Lab 1	CPS 107
February 13	Lab 2	CPS 107
February 20	Instruction on the edTPA <ul style="list-style-type: none"><li>• Task 3</li></ul>	CPS 233
February 27	Lab 3	CPS 107
March 6	No class	CPS 107
March 13	Lab 4	CPS 233
March 27	Instruction on Academic Language and SMART Goal	CPS 107
April 3	Lab 5	CPS 107
April 10	Optional Lab Session – Make up Lab	CPS 107
April 17	Optional Lab Session – Make up Lab	CPS 107
April 24	Instruction on WECAN, PDP's and Teacher Performance Assessment and Course Evaluation	CPS 233
May 10	All extra portfolio work due and working link to your portfolio	No Class

\*In this course, you are expected to enter your artifacts, reflections and other materials into your professional portfolio and practice critical portions of 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 (8 of the 10 standards). 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 structures time for work which will be critical to your success.

### Assignments and Grading

Assignment	Drop Box Due Date	Points
Professional Reflection	February 24 <sup>th</sup>	15
edTPA Commentary	March 31 <sup>st</sup>	15
SMART Goal	In class	
Additional work on Portfolio	May 10 with working link	30
Working link to portfolio	January 27 <sup>th</sup>	5
Classroom Attendance	Five class periods	10 (2 pts. each class)
Lab Attendance	Lab attendance	25 (5 pts. Each class)
		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 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 this drop box receive half points. The drop box deadline for all assignments for this course is December 11<sup>th</sup>. If for any reason you fail to turn in your late work by December 11<sup>th</sup>, the maximum grade you can receive is a C. Additionally if your work is late, to earn the C, your work must meet the course standards and rubrics. Otherwise you risk receiving a lower grade and having to repeat the course. 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. 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 model the appropriate way to drop the portfolio to the drop box. If you fail to drop the portfolio to the drop box properly after instruction, you will receive a full point lower grade. All extenuating circumstances must be discussed with the instructor. This policy is meant to

provide clear expectations for work assigned in this class and to help you succeed in meeting the School of Education expectations and deadlines.

### **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 6<sup>th</sup> 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.