EDU 908 – Portfolios in the Classroom

Independent Study Online Course Syllabus

Instructor: Bill Cockerham, Ed.D.
Phone Number: (559) 825-7443
Email: billac@gmail.com
Other: www.ctrn.webs.com

Number of Graduate Semester Units: 3
Target Audience: K - 12th grade teachers
Course Access: https://ce-connect.fresno.edu

Course Description

This course introduces educators to the terminology and methodology associated with the construction and use of portfolios in the classroom. Assignments explore the use of portfolios for instruction, assessment, motivation, reflection, accountability, communication, collaboration, research, professional development, and documenting use of national and state curriculum standards. The portfolio process is demonstrated and practiced by readings, workbook exercises, exam, and the creation of your own course portfolio.

Note: Required textbook must be purchased separately.

Required Texts and Course Materials

Textbooks and Readings:


- Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You can order the book directly from the publisher or from one of several discount aggregators (for example): http://books.nettop20.com

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National and State Standards Addressed in This Course

National Standards:

The National Board for Professional Teaching Standards (NBPTS) was created in 1987 with the mission of improving the quality of teaching and public education. The NBPTS is governed by a 63-member board representing the primary stakeholders in education. Teachers make up the majority of the board. The goals of the National Board are to establish high and rigorous standards for what teachers should know and be able to do in order to improve student learning, and to certify teachers who meet those standards.

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are Committed to Students and Their Learning.
   A. Teachers recognize individual differences in their students and adjust their practice accordingly.
   B. Teachers have an understanding of how students develop and learn.
   C. Teachers treat students equitably.
   D. Teachers' mission extends beyond developing the cognitive capacity of their students.
   This standard is address by the following course objectives: 1, 2, 7, 8, and 9.

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
   A. Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines.
   B. Teachers command specialized knowledge of how to convey a subject to students.
   C. Teachers generate multiple paths to knowledge.
   This standard is addressed by the following course objective: 3.

3. Teachers are Responsible for Managing and Monitoring Student Learning.
   A. Teachers call on multiple methods to meet their goals.
   B. Teachers orchestrate learning in group settings.
   C. Teachers place a premium on student engagement.
   D. Teachers regularly assess student progress.
   E. Teachers are mindful of their principal objectives.
   This standard is addressed by the following course objectives: 12 and 13.

4. Teachers Think Systematically About Their Practice and Learn from Experience.
   A. Teachers are continually making difficult choices that test their judgement.
   B. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
   This standard is addressed by the following course objectives: 5, 6, and 11.
5. **Teachers are Members of Learning Communities.**
   A. Teachers contribute to school effectiveness by collaborating with other professionals.
   B. Teachers work collaboratively with parents.
   *This standard is addressed by the following course objectives: 4, 5, 10, and 14.*

**California State Standards:**

The California Standards for the Teaching Profession are based on current research and expert advice pertaining to best teaching practice. The standards address the diversity of students and teachers in California schools today, and reflect a holistic, developmental view of teaching. These standards describe best teaching practices at an accomplished level and are an integral part of the State’s efforts to foster excellence in teaching and learning.

1. **Standard for Engaging and Supporting all Students in Learning.**
   A. Connecting students’ prior knowledge, life experiences, and interests with learning goals.
   B. Using a variety of instructional strategies and resources to respond to students’ diverse needs.
   C. Facilitating learning experiences that promote autonomy, interaction, and choice.
   D. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful.
   E. Promoting self-directed, reflective learning for all students.
   *This standard is addressed by the following course objectives: 1, 2, 7, 8, and 9.*

2. **Standard for Creating and Maintaining Effective Environments for Student Learning.**
   A. Creating a physical environment that engages all students.
   B. Establishing a climate that promotes fairness and respect.
   C. Promoting social development and group responsibility.
   D. Establishing and maintaining standards for student behavior.
   E. Planning and implementing classroom procedures and routines that support student learning.
   F. Using instructional time effectively.
   *This standard is addressed by the following course objective: 3.*

3. **Standard for Understanding and Organizing Subject Matter for Student Learning.**
   A. Demonstrating knowledge of subject matter content and student development.
   B. Organizing curriculum to support student understanding of subject matter.
   C. Interrelating ideas and information within and across subject matter areas.
   D. Developing student understanding through instructional strategies that are appropriate to the subject matter.
   E. Using materials, resources, and technologies to make subject matter accessible to students.
   *This standard is addressed by the following course objectives: 12, and 13.*

4. **Standard for Planning Instruction and Designing Learning Experiences for all Students.**
   A. Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.
   B. Establishing and articulating goals for student learning.
   C. Developing and sequencing instructional activities and materials for student learning.
   D. Designing short-term and long-term plans to foster student learning.
E. Modifying instructional plans to adjust for student needs.  
This standard is addressed by the following course objective: 6.

A. Establishing and communicating learning goals for all students.  
B. Collecting and using multiple sources of information to assess student learning.  
C. Involving and guiding all students in assessing their own learning.  
D. Using the results of assessments to guide instruction.  
E. Communicating with students, families, and other audiences about student progress.  
This standard is addressed by the following course objectives: 4, 10, and 14.

6. Standard for Developing as a Professional Educator  
A. Reflecting on teaching practice and planning professional development.  
B. Establishing professional goals and pursuing opportunities to grow professionally.  
C. Working with communities to improve professional practice.  
D. Working with families to improve professional practice.  
E. Working with colleagues to improve professional practice.  
F. Balancing professional responsibilities and maintaining motivation.  
This standard is addressed by the following course objectives: 5, and 11.

Common Core Standards:  
The Common Core Standards define what K-12 students should understand and be able to do by the end of each grade. The standards emphasize the importance of writing across all disciplines at all levels. The Portfolios Course lends itself to meeting the following four Common Core Standards Anchor Standards for writing:
- Writing effectively and thoughtfully on substantive topics in the core modes of opinion/argument, informative/explanatory, and narrative.  
- Developing, organizing, and expressing information and ideas in a manner appropriate to task, audience, and purpose.  
- Using various processes and tools, including technology, to produce, improve, and publish writing and to interact and collaborate with others.  
- Using writing as a tool to conduct research and as a medium to convey finding.  
http://www.corestandards.org/ELA-Literacy/CCRA/W/

Continuing Education Program Student Learning Outcomes

| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
## Student Learning Outcomes (SLOs) for This Course

<table>
<thead>
<tr>
<th>Student Learning Outcomes for This Course</th>
<th>National Standards Addressed in This Course*</th>
<th>Continuing Education Program Student Learning Outcomes Addressed**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and describe the use of educational portfolios.</td>
<td>NBPTS: 1</td>
<td>CE: 2</td>
</tr>
<tr>
<td>Discuss the kind of things portfolios can do in educational settings.</td>
<td>NBPTS: 1</td>
<td>CE: 1, 2</td>
</tr>
<tr>
<td>Contrast the two major components of a portfolio.</td>
<td>NBPTS: 2</td>
<td>CE: 2, 4</td>
</tr>
<tr>
<td>Tell why it is important to communicate with parents about the collecting of portfolio material</td>
<td>NBPTS: 5</td>
<td>CE: 2, 5</td>
</tr>
<tr>
<td>Discuss the ways in which portfolios have influenced school culture.</td>
<td>NBPTS: 4, 5</td>
<td>CE: 1, 2, 4, 5</td>
</tr>
<tr>
<td>Describe the longitudinal use of portfolios.</td>
<td>NBPTS: 4</td>
<td>CE: 2, 4</td>
</tr>
<tr>
<td>Explain how the use of portfolios individualizes assessment.</td>
<td>NBPTS: 1</td>
<td>CE: 1, 2, 4</td>
</tr>
<tr>
<td>Discuss how the use of portfolios develops the skills of reflection and self-evaluation and why these are important.</td>
<td>NBPTS: 1</td>
<td>CE: 1, 3, 4</td>
</tr>
<tr>
<td>Explain why the use of portfolios is appropriate for special needs students.</td>
<td>NBPTS: 1</td>
<td>CE: 2, 5</td>
</tr>
<tr>
<td>List and describe each of the various methods for sharing student portfolios with parents.</td>
<td>NBPTS: 5</td>
<td>CE: 2</td>
</tr>
<tr>
<td>List and describe the ways that the use of portfolios assist in professional development.</td>
<td>NBPTS: 4</td>
<td>CE: 3, 4</td>
</tr>
<tr>
<td>List the factors to be considered when determining if the content of portfolios should be standardized.</td>
<td>NBPTS: 3</td>
<td>CE: 4, 5, 6</td>
</tr>
<tr>
<td>Describe what should be included in portfolio content documentation.</td>
<td>NBPTS: 3</td>
<td>CE: 2, 4</td>
</tr>
<tr>
<td>Critically evaluate portfolio organization and content.</td>
<td>NBPTS: 5</td>
<td>CE: 1, 2, 4</td>
</tr>
</tbody>
</table>

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**
### Topics, Assignments, and Activities

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Assignments and Activities</th>
<th>Points Possible for Each Assignment</th>
<th>Estimated Time to Complete Activity</th>
</tr>
</thead>
</table>
| Welcome Module | Welcome Module  
• Introduction video  
• Introduce yourself forum  
• Moodle online tutorial  
• Course syllabus |  |  |
| Module 1 – Course Workbook | Module 1 –  
• Reading textbook  
• Written responses to workbook prompts | 50 pts | 5 hrs 60 hrs |
| Module 2 – Course Portfolio | Module 2 –  
• Artifact collection, selection, reflection  
• Course portfolio presentation  
• Discussion forum | 20 pts | 30 hrs 3 hrs 1 hr |
| Module 3 – Book Review | Module 3 –  
• Read book (300 pages)  
• Written review (3 pages)  
• Discussion forum | 20 pts | 20 hrs 3 hrs 1 hr |
| Module 4 – Final Exam | Module 4 –  
• Exam preparation  
• Exam completion  
• Culminating discussion forum | 10 pts | 3 hrs 1 hr 1 hr |
| Assorted Videos | Assorted Videos  
• Watch instruction videos |  | 4 hrs |

**TOTAL POINTS / HOURS**

| 100 points | 132 hours |

### Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to received credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
  - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
• **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

**Discussion Forum Requirements**

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.  
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

**Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to [https://www.fresno.edu/students/academic-support/services-students-disabilities](https://www.fresno.edu/students/academic-support/services-students-disabilities).

**Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - [https://www.fresno.edu/students/registrars-office/academic-catalogs](https://www.fresno.edu/students/registrars-office/academic-catalogs).

**Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.
Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle, go to: (https://docs.moodle.org/30/en/Student_FAQ). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

Moodle Site Login and Passwords – (or other online course access information):
Students will need to have internet access to log onto https://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email prof.dev@fresno.edu.

Getting Help with Moodle:
If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559) 453-3460 is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the “School = Continuing Education”.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at http://ce.fresno.edu/cpd/policies/

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in
the university community. A summary of university policies may be found on the university website at [http://registrar.fpu.edu/catalog](http://registrar.fpu.edu/catalog).

Fresno Pacific University Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes Oral Communication: Students will <em>exhibit</em> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <em>evaluate</em> content and delivery components.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication:</strong> Students will <em>demonstrate</em> proficient written communication by <em>articulating</em> a clear focus, <em>synthesizing</em> arguments, and utilizing standard formats in order to <em>inform</em> and <em>persuade</em> others.</td>
</tr>
<tr>
<td><strong>Content Knowledge:</strong> Students will <em>demonstrate</em> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
</tr>
<tr>
<td><strong>Reflection:</strong> Students will <em>reflect</em> on their personal and professional growth and <em>provide evidence</em> of how such reflection is utilized to manage personal and vocational improvement.</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong> Students will <em>apply</em> critical thinking competencies by <em>generating</em> probing questions, <em>recognizing</em> underlying assumptions, <em>interpreting</em> and <em>evaluating</em> relevant information, and <em>applying</em> their understandings to new situations.</td>
</tr>
<tr>
<td><strong>Moral Reasoning:</strong> Students will <em>identify</em> and <em>apply</em> moral reasoning and ethical decision-making skills, and <em>articulate</em> the norms and principles underlying a Christian worldview.</td>
</tr>
<tr>
<td><strong>Service:</strong> Students will <em>demonstrate</em> service and reconciliation as a way of leadership.</td>
</tr>
<tr>
<td><strong>Cultural and Global Perspective:</strong> Students will <em>identify</em> personal, cultural, and global perspectives and will employ these perspectives to <em>evaluate</em> complex systems.</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> Students will accurately <em>compute</em> calculations and symbolic operations and <em>explain</em> their use in a field of study.</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong> Students will <em>identify</em> information needed in order to fully understand a topic or task, <em>explain</em> how that information is organized, <em>identify</em> the best sources of information for a given enquiry, <em>locate</em> and critically <em>evaluate</em> sources, and accurately and effectively <em>share</em> that information.</td>
</tr>
</tbody>
</table>