FRESNO PACIFIC
U N I V E R S I T Y

Independent Study Online Course Syllabus

Course Number: EDU 925
Course Title: The Teacher's Professional Portfolio: It's More Than Just Teacher Growth!

X Online   ☐ Distance Learning

Instructor: Bonnie E. Walker, MSEd / NBCT	**Units: 3**
Office number: 717-756-0931	**Grade Level: K-12 Educators and**
Email: bew3@fpu.edu	**Administrators**

Course Description

A teacher's portfolio is more than just a digital scrapbook or a collection of one's best teaching efforts – It is a demonstration of one's professional growth and improvement as a leader – However, if it does not document student learning, then it is just a showcase of one's professional growth. This course will help educators, administrators, and students alike because the Professional Portfolio's main goal is to effectively demonstrate teacher competency *and* student learning. The portfolio can serve as a vehicle to prepare you for a crucial job interview(s), a preparation course for a tenured teacher who wishes to be a NBPTS certified "master teacher", or as a vehicle to continue one's professional growth and development. The course requires that the student be an active teacher who has interaction with at least 1 or more students.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

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: (http://docs.moodle.org/en/Student_tutorials). 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 http://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.

Getting Help with Moodle:
>   If you need help with Moodle, please contact the Center for Online Learning (COL), +
>   by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm 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 Continuing
>   Education/Independent Studies department.

For those students who do not have access to a Moodle site on a school or district server, free options are provided.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

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 role in the discussion forum will be that of an observer and facilitator because ultimately the purpose of the discussion forum is for course learners to engage with each other and glean additional insights apart and beyond that of the instructor's.

Course Materials
Print Resources
- Campbell, Cignetti, Melenyzer, Nettles, and Wyman. (2011) *How to Develop A Professional Portfolio: A Manual for Teachers (5th Edition)* [Paperback]. Prentice Hall. ISBN-10: 0137034547 | ISBN-13: 978-0137034543 ($36.00 New)
- Kilbane, C. & Milman, N. (2009). *What Every Teacher Should Know About Creating Digital Teaching Portfolios.* MA: Pearson Education. ISBN-10: 0-13-715587-5 | ISBN-13: 978-0-13-715587-3 ($9.00 New). This book is a companion to the following book with many references to it:

Additional/Optional Resources
- Costantino, DeLorenzo. (2009) *Developing a Professional Teaching Portfolio: A Guide for Success (3rd edition)* [Paperback]. NJ: Pearson. ISBN-13: 978-0-205-60857-7 ($31.00) | Although this resource is not a course textbook, it is suggested that you purchase it as a complement to the required textbook to aid in the understanding of creating a digital portfolio centered on standards.
- *Parks, J.L. (2009). *So, You Want to Become a National Board Certified Teacher: Workbook & Evidence Manual: A Candidates Guide to Successfully Passing the NBPTS Certification Process.* Bloomington, IN: iUniversity. ISBN: 978-1-4401-5979-4 [pbk] | ISBN: 978-1-4401-5980-0 [ebk] *Required for the 4-hr credit option and those wishing to pursue NBPTS Certification.

Course Requirements
In this course, you will have the choice to build your portfolio around the five NBPTS Core Propositions or the ten INTASC Standards. Your Professional Portfolio will include a unit of instruction linked to the standards in your content area (Common Core Standards and/or State Standards) showing that you adapted your plans for English learners and students with special needs. You will also collect evidence of student learning and analyze both your teaching and the student learning that resulted. For those pursuing National

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Certification, you will also be required to teach 1 unit and supply a 15-minute videotape of you teaching the lesson.

Assignments include:
- Reading assigned chapters
- Online discussions
- Reflective journals and/or summaries related to the topics of discussion
- Written lesson plans with samples of students' work and a written evaluation of strengths and weaknesses
- Written evaluations using the NBPTS three types of writing (Descriptive, Analytical, and Reflective)
- Professional Portrait (Resume, Philosophy of Teaching, and Professional Goals)
- A working portfolio with 2 subsets beginning a Professional Portfolio and presentation depicting classroom practice (one of the four portfolio entries reflecting the NBPTS criteria; Digital required)

National Standards

This course addresses the NBPTS core propositions.

Proposition 1: Teachers are Committed to Students and Their Learning
- Teachers are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably. They recognize the individual differences that distinguish their students from one another, and they take account for these differences in their practice. They understand how students develop and learn and respect the cultural and family differences students bring to their classroom. They are concerned with their students' self-concept, and their motivation, and the effects of learning on peer relationships as well as being concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Teachers have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills, gaps, and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
- Teachers deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. They know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.
- Teachers model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.
- Teachers collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other

professionals on instructional policy, curriculum development and staff development. They know how to work collaboratively with parents to engage them productively in the work of the school.

Learning Objectives / Outcomes

Upon completion of the course, the student will be able to:	NBPTS
a. Establish and document a baseline of information about teaching	1, 2
b. Articulate his/her cognitive and affective learning throughout the course and project in relation to the NBPTS goals and objectives	2, 4
c. Communicate and demonstrate his/her abilities, professional knowledge, professional growth, and professional goals through the specified assignments and project of the course	4, 5
d. Apply his/her learning to the classroom and students' academic achievement	1, 3
e. Use the reflective journals to clearly and concisely describe behaviors, demonstrated skills, and instructional practices used to introduce or reinforce learning.	5
f. Prepare and develop a professional portfolio using the NBPTS or INTASC as the organizing system.	4, 5
g. Use the course artifact reflection component to clearly and concisely describe demonstrated skills, behaviors, and instructional practices used to reinforce or introduce learning.	1, 2, 3
h. Clearly and concisely identify strengths, challenges, and overall impact on student performance outcomes	1, 3
i. Integrate facets of newly acquired knowledge in teaching and learning, and clearly aligns these with NBPTS professional standards/core propositions.	4, 5
j. Demonstrate readiness for professional practice, licensing, and/or career advancement	1, 4
k. Be an agent of change in his/her school, district, and state.	5

Schedule of Topics and Assignments

This course is set up in seven modules that are aimed at assisting teachers in the creation of a portfolio that documents his/her professional growth and development. Each module must be completed first before moving onto the next module. An overview of topics is as follows:

- **Module 1: An Introduction to Professional Portfolios**
    o Accomplished Teaching Self-Anaylsis

- **Module 2: The Accomplished Teacher**
    o Different types of professional portfolios
    o The architecture of accomplished teaching

- **Module 3: Standards | The Framework**
    o The Relationship Between Portfolios, Standards, and Assessments
    o The Organization of Portfolios

- **Module 4: The Beginning Design | Your Goals & Beliefs**
    o Guidelines for assembling your portfolio
    o Your educational philosophy, vitae, and your professional goals

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- **Module 5: Writing | The Heart of the Portfolio**
  - The role of reflection in the portfolio development
  - Three effective portfolio writing techniques

- **Module 6: Evidence | Collecting the Data & Artifacts**
  - Identifying artifacts and supporting documentation
  - Documenting accomplishments

- **Module 7: Your Teaching Career | Evaluation**
  - Identifying elements that must be included to show professional growth
  - The role of evaluation in the portfolio

- **Module 8: The Storyboard | Putting it All Together**
  - The benefits of digitial portfolios

- **Module 9: The Presentation | Your Portfolio**
  - Self-, peer-, and supervisor evaluations

- **Module 10: I'm Done, Now What Do I Do?**

Evidence of Learning
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' online discussion posts.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of data collection and artifact submission and evaluation.
- Student developed a project consistent with the scholarship normally expected of a graduate level student. Their project was written in a format consistent with the NBPTS/NBCT writing format and style.
- Student exhibited technological integration via Internet web searches and the portfolio presentation.
- Student included the use of critical thinking, research, and reflective skills and made connections to the NBPTS and/or InTASC standards, their state content and/or Common Core State Standards (CCSS) as evident through the portfolio development and preparation.

Grading Policies and Rubrics
All assignments must be completed in order 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.

Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of "A" or "B". Coursework that earns below a "B" or below an 80% will not receive credit. The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (Assignment rubrics are available upon registration of course). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

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 that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

Instructor/Student Contact

Instructor-student contact is at the very heart of all successful college courses. Just as in the face-to-face class the instructor is present at each class meeting and interacts via lectures, activities and discussions; the online student will also receive the benefit of the instructor's 'presence' in the online environment.

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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

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.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
Written Communication: Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
Content Knowledge: Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

Reflection: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
Moral Reasoning: Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view.
Service: Students will *demonstrate* service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.