

Syllabus – Fall 2006

Course Information

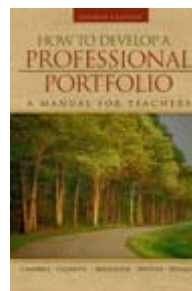
Course Number: 4988-02

Course Name: Professional Portfolio
Development Seminar

Credit Hours: 2 credit hour

Times: Wed. 4:30 – 6:10 PM

Location: EFS # 124



Text: Campbell, Cignetti, Melenyzer, Nettles & Wyman: *How to Develop A Professional Portfolio – A Manual for Teachers*, 4th ed.

Instructor

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Office Hours: Drop by or by appointment

Student Support Services

Tutoring	Writing Center	Library
Drop-in tutoring is a service provided all registered DSC students and is available for all subjects. Students can take advantage by accessing: http://dsc.edu/tutoring/index.html	The Writing Center is in the Browning Learning Center, Room 105. Get help with writing skills such as brainstorming, revising and editing. Online Writing Center: http://dsc.dixie.edu/owl/	Val A. Browning Library for personal help from a librarian by going to the library during regular hours. Online help: http://library.dixie.edu To access online resources from off campus: Username: library Password: fall2006

Course Accommodations

"If you are a student with a physical or mental impairment and would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

The D.E.S.E.R.T. Model for DSC Elementary Education

Dixie State College of Utah has created a model for the curriculum design, instruction, assessment, and the evaluation of its program. This model, known by the acronym D.E.S.E.R.T., reflects the characteristics that effective teachers possess and continually develop throughout their careers. Each course in the DSC Elementary Education program identifies learning objectives for each letter of the D.E.S.E.R.T. acronym. Each strand of the acronym is explained below.

D. — Diversity.

The diversity strand recognizes that student variability exists in many ways including cultural, ethnic, intellectual, linguistic, racial, and social. When teachers are aware of the issues that surround meeting the educational needs of a diverse student body, their respective classroom practices become more focused and efficacious.

E. — Evaluation.

The evaluation strand recognizes that quality assessment and evaluation are essential to effective teaching, learning, and curriculum planning. Evaluative measures must be congruent with learning outcomes if both teachers and students are to demonstrate their understanding of what is being taught.

S. — Self-Reflection.

The self-reflection strand recognizes that effective educators inform their practice through the critical examination of their own philosophy, experiences, and predispositions toward learning. As teachers develop self-reflective skills and patterns they become more in tune with the needs of their students. Further, reflective teachers make the necessary changes and additions to their repertoire of teaching strategies to better program for the changing conditions within their classrooms.

E. — Effectiveness in Teaching.

The effectiveness in teaching strand recognizes the complex interplay between the teacher and the learner. Effective teaching is predicated upon an understanding of both the teaching and learning processes. The key components of teaching effectiveness involve an understanding of curricular development, as well as models of instruction. An effective teacher can maintain high expectations for student achievement through the thoughtful implementation of innovative teaching techniques developed through research or experience.

R. — Reaching Beyond the Classroom.

The "reaching" strand recognizes that quality teachers must envision their educational roles outside the immediate boundaries of classrooms and school buildings. Effective teachers have an appreciation for the context and purposes of education in a complex modern society. They understand that parents, guardians and the community at large, can play an integral part in the education of their students.

T. — Technology and Classroom Management

The technology and classroom management strand recognizes the importance that a well-managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environment. Through effective management and curriculum development, and through setting high expectations for all student achievement, high standards are effected. All of D.E.S.E.R.T. strands are inter-related and therefore are addressed in each phase of the preservice program.

Course D.E.S.E.R.T. Learning Objectives

- D.** – Students will document their understanding of **DIVERSITY** in the classroom by including relevant artifacts in their portfolios.
- E.** – Students will document their understanding of and experiences with student **EVALUATION** strategies by including relevant artifacts in their portfolios.
- S.** – Students will create **SELF-REFLECTION** pieces to complement each artifact in their portfolios.
- E.** – Students will document their **EFFECTIVE TEACHING** experiences by including relevant practical artifacts in their portfolios.
- R.** – Students will document their ability to **REACH BEYOND THE CLASSROOM** by including relevant artifacts in their portfolios.
- T.** – Students will document their ability to use **TECHNOLOGY AND CLASSROOM MANAGEMENT** techniques by including relevant artifacts in their portfolios.

Course D.E.S.E.R.T. Outcomes and Measures

- D.** – Students will demonstrate their **DIVERSITY** of skills with a collection of relevant artifacts in each of the 10 INTASC Standard areas, labeled to reflect the represented standards.
- E.** – Students will arrange for a monthly **EVALUATION** of their portfolio progress by the instructor.
- S.** – Students will write a **SELF-REFLECTIVE** piece for **EACH** artifact in their portfolios, and place the self-reflections in their portfolios next to the artifacts they describe.
- E.** – Students will document their **EFFECTIVENESS IN TEACHING** by keeping a handwritten journal of a half page or less describing their teaching experiences for **EACH** practicum day. Selections from these journals can then be typed and placed in the portfolios as needed.
- R.** – Students will **REACH BEYOND THE CLASSROOM** by working on their portfolio materials at home, on the internet, and in other situations on an ongoing basis.
- T.** – Students will demonstrate the appropriate use of **TECHNOLOGY AND CLASSROOM MANAGEMENT** by learning electronic portfolio skills and creating an electronic portfolio (as available) and by presenting/defending their portfolios to invited guests from local school districts or other pertinent venues.

Course Purpose and Overview

For education majors, this seminar prepares pre-service teachers to evaluate their emerging competence to design, implement, evaluate and reflect on lessons taught to elementary school children, and to prepare a presentation defending that competence. Students must successfully defend their portfolios before they continue in the program.

Prerequisite: Admission to Dixie State College elementary education baccalaureate program.

Course Goals

By the end of this course students should be able to:

1. Explain the purposes of a professional portfolio and what is involved in creating and maintaining one
2. Present a personal, professional portfolio in both hard copy and electronic version

3. Input and maintain a personal, professional portfolio in Utah's State educator computerized portfolio system

General Policies

E-Mail Address/ WebCT Access - This class will use WebCT tool provided by DSC Computing. The URL to access WebCT is <http://www.dixie.edu/online/vista> and click on the first link which is Vista. All students must acquire a DSC e-mail address for this tool. Those who do not possess a computer can use computers in any of the labs on campus. The lab assistant will assist you in acquiring an address to access WebCT. We will correspond regularly by announcements on WebCT discussion board and by e-mail within WebCT. You should check your WebCT frequently for updates that I send/post about the class activities. The minimum requirement is to check your WebCT once a week. You can send me e-mails, asking questions, providing information or making requests through WebCT.

Attendance and participation in class are critical to your success. Just as classroom teachers need to be in class every day, prospective teachers need to establish those same professional routines and habits. Being late or absent can affect your grade since class activities are the primary means of knowledge acquisition in a community of learners.

Assignments are due on specific days. Late work may be accepted, for legitimate reasons, if previous provisions have been made with the instructor, but **will be assessed a penalty**. A **portfolio showcase** takes place at the end of the semester. The portfolio must be finished and displayed at this time. The date is set for **Wednesday, Dec. 6, 4:00 – 6:00** at the Gardner Center. (I need a volunteer to design the invitation for this occasion.) The room will be available for you to set up at 3 PM. Tables will be set up for you to display your hard copy portfolio and also e-portfolio. Please bring your laptop if you have one. We will bring the ones from EFS.

In addition, practicum hours are integral to this course. **Failure to complete the entire practicum experience will result in failure of the class.**

Dress, grooming and behavior standards are always part of professionalism. Students visiting local schools as part of their DSC coursework must dress in a way that will reflect favorably both on the institution and on themselves. Belly-baring shirts, see-through clothing, casual jeans, sag pants or other unprofessional attire will negatively affect the evaluation of the student involved.

Finally, those contemplating a professional career need to begin practicing the social courtesies which mark professional behavior. One indicator of respect is tolerance for differences of opinion and background. Another entails discussing unresolved concerns in private with the person involved rather than making it a matter for gossip behind the person's back. The following quote addresses additional indicators of respect for others: "Chewing gum, wearing a baseball hat and talking on a cell phone are all great things to do when outdoors and/or alone. When indoors or in a confined public space, please properly dispose of your gum, remove your hat and turn off the ringer on your cell phone." (Mannersmith Etiquette Consulting. (2002) *Mind your manners ~ A quick quiz*. (#31). Retrieved August 20, 2005, from <http://www.mannersmith.com/mm/issue.cfm?id=31>)

Course Grading

This seminar will be graded on a pass/fail basis. Students who do the required work and who attend the required number of sessions will receive a grade of "pass." Students who fail to do the required work or who fail to attend the required number of sessions will receive a "fail" grade. Any deviations in work and attendance requirements can only be made for grossly extenuating circumstances at the discretion of the instructor.

Assignment List and Due Dates

4988-02 Wed. 4:30 – 6:10 PM

CLASS DATE	ACTIVITIES	ASSIGNMENT	CHECK AS COMPLETED
#1 8/23	Chapters 1-2, pp 1-18	First 3 Class sessions to review and discuss six chapters in the text.	
#2 8/30	Chapter 3-4, pp 19-52	Journal: may use the same one turned in to methods' class Resume	
#3 9/6	Chapter 5-6, pp 53-91	Philosophy of Education	
#4 9/13	Designing for success	Create business card or brochure Research e-portfolios	Speaker?
#5 9/20 changed to 9/22 SPECIAL UEN TRAINING DAY	"Dreamweaver"	Attend class session(s) to learn the electronic portfolio system	
#6 9/27 Dr. Davis attending conference	Self working day		
#7 10/4		A collection of relevant artifacts in at least 3 of the 10 INTASC Standard areas, labeled to reflect the standard	
#8 10/11		A written reflection for EACH artifact included in the portfolio placed with the artifact	
#9 10/18		A collection of relevant artifacts in 3 more of the 10 INTASC Standard areas, labeled to reflect the standard	
#10 10/25		A written reflection for EACH artifact included in the portfolio placed with the artifact	
#11 11/1 Dr, Davis attending conference	Self working day	A collection of relevant artifacts of the rest of the 10 INTASC Standard areas, labeled to reflect the standard	
#12 11/8		A written reflection for EACH artifact included in the portfolio placed with the artifact	
#13 11/15		A neat and attractive, up-to-date portfolio (hard copy) & e-portfolio	
#14 11/22 Thanksgiving Holiday	No Class		
#15 11/29		Final touches	
Wed. 12/ 6 Portfolio Show Case 4 PM – 6 PM, Gardner Center		Portfolio Presentation/Defense	

*Special Training on "Dreamweaver" – Since you will be required to construct an electronic portfolio, I have contacted UEN (Utah Education Network) to send an instructor to teach us webpage building using "Dreamweaver". After this special training you have the option to take this class online for UEN credit, plus receive a copy of the software for \$20 under UEN grant. More detailed information will be available during the 1st class.