

**SAINT MARY'S UNIVERSITY OF MINNESOTA
MINNEAPOLIS GRADUATE CENTER**

COURSE: EDWN 601 – The Professional Portfolio 1

CREDITS: 3

SEMESTER: Fall 2010

INSTRUCTORS:

Ladysmith

Elizabeth Sheridan

Phone: 715-266-3005

Email: earsherida@aol.com

Madison

Patricia J. Mattek

Phone: 906-285-0320

Email: pmattek@solarus.net

COURSE DESCRIPTION:

This course extends participant proficiency in the Wisconsin Ten Teacher Standards. Students prepare evidence of meeting these standards and statutory requirements for the development of a pre-student teaching portfolio.

COURSE OBJECTIVES:

On completion of this course successful students will:

1. understand the central concepts, tools of inquiry, and structures of the disciplines they teach and develop a curriculum unit that demonstrates their ability to create learning experiences that make these aspects of subject matter meaningful for pupils (Standard 4);
2. understand how children with broad ranges of ability learn and provide 20 hours of pre-practicum instruction that demonstrates their ability to support the intellectual, social, and personal development of pupils (Standard 2);
3. understand how pupils differ in their approaches to learning and the barriers that impede learning and adapt lesson plans to that it meets the diverse needs of pupils, including those with disabilities and exceptionalities (Standard 3);
4. understand and demonstrate in their curriculum units the use of a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, forecasting and performance skills (Standard 4);
5. understand individual and group motivation and behavior and generate a written classroom management plan that will be used to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (Standard 5);
6. demonstrate in the classroom through individual and group presentations the use of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom (Standard 6);
7. organize and plan a curriculum unit that demonstrates systematic instruction based upon knowledge of subject matter, pupils, the community, and stated curriculum goals (Standard 7);
8. understand and demonstrate through the development of a curriculum unit the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil (Standard 8);
9. reflect on practice and demonstrate in a pre-practicum journal the ability to continually evaluate the effect of their choices and actions on pupils, parents, professional in the learning community and others and to actively seek out opportunities to grow professionally (Standard 9);
10. foster relationships and demonstrate in a pre-practicum journal the ability to connect with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and to act with integrity, fairness and in an ethical manner (Standard 10).

COURSE TEXTS:

- Texts are websites listed on the Project Teaching Participants web page.
- Additional course materials as provided by the instructor.

COURSE PROCESS:

- Introductory face-to-face session
 - *The Portfolio 1 Rubric*
 - *Details on assignments for this class*
 - *Assignments for specific certification*
 - *Student Teaching Requirements*
- Guided web-based instruction of eight to ten (depending on certification area) assignments
- Evaluation of assignments by the instructor

COURSE ASSIGNMENT INFORMATION: Assignments will be received and responded to primarily by email. If for some reason that doesn't work, the U.S. mail service will be used. Assignments will use APA style.

ASSIGNMENTS:

1. Rural Education Standard 3

Write a 3- to 5-page paper describing five perceived problems and five perceived advantages for rural schools.

2. Standardized Assessment Standard 8

Write a 3- to 5-page personal commentary with supporting citations on how you will incorporate standardized assessment in your instructional approach (there is no "right" or "wrong" position). Include the following in your discussion:

- Describe your feeling and opinions about standardized testing.
- Select a school or school district of interest to you and obtain a copy of the school's WKCE data from <http://www.dpi.state.wi.us./sig/index.html>.
- Prepare an analysis of the WKCE data from either the 8th or 10th grade reports.
- Analyze the significance of the demographic data reported on the bottom of the report

3. Communication with Students, Parents and Colleagues Standards 6 & 10

Write a 5- to 6-page paper describing a plan for teacher/student/parent/colleague communication. Address each of the following areas:

- *Communication with Students:* Regular communication. Communication in the classroom necessary for learning and teaching, in cases of disciplinary problems, academic problems, and communication providing genuine praise.
- *Communication with Parents:* Regular communication. Communication in cases of disciplinary problems, academic problems, and communication providing genuine praise.
- *Communication with Colleagues:* Regular communication. Communication in cases of reflective practice, violations of the Code of Conduct, and curriculum development.
- *Communication with Administration:* Communication at the building and district levels, communicating in cases of formal complaints against a teacher, violations of the Code of Conduct, and emergency situations.

(This paper will be divided into two parts in your portfolio in standard 6 [students] and standard 10 [others].)

4. **Minority Group Relations** PI 34.15(4)(c)(1-6) & Standards 2 and 10

Write a 4- to 6-page reflective paper on your *understanding* (for inclusion in standard 2 of the portfolio) and *experiences* (for inclusion in standard 10 of the portfolio) in minority group relations as evidence of knowledge, understanding, and skills in the following areas:

- History, culture, and tribal sovereignty of Native American tribes and bands located in Wisconsin
- History, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States
- Philosophical and psychological basis of attitude development and change
- The psychological and social implications of discrimination, especially racism and sexism in American society
- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program
- Direct involvement with racial, cultural, language, and economic groups in the United States

(This paper will be divided into two parts in your portfolio in standard 2 [knowledge] and standard 10 [journal of experience].)

5. **Special Education Procedures** PI 34.15(4)(g) & Standard 9

Procedures used for assessing and providing education for children with disabilities, including roles and responsibilities of regular and special education teachers

- Write a 3- to 5-page paper of an interview with a special education teacher.
 - Inquire about the IEP process and teachers' responsibilities,
 - Inquire about the roles and responsibilities of the special education teacher and regular education teacher,
 - What is the relationship between the special education teacher and the regular education teacher?
 - How do co-teachers collaboratively modify instruction, assessment and standards so that all students can be successful?
 - Describe how co-teaching relates to RtI.

6. **Twenty (20) Hours Pre-Practicum Experience Requirement** Standard 9

Practicum can be completed when enrolled in either EDWN 601 or EDWN 600. It must be completed prior to the student teaching placement.

- Complete a practicum with the minimum of twenty (20) hours in a school of your choice. This can be accomplished in the following ways: by substitute teaching, “permit” teaching with a placement minimum of twenty (20) hours, or completed through classroom observation. This practicum must be monitored by an experienced teacher or a school administrator. Include observations/experience with the special needs student population in an inclusive classroom.
- Write a reflective journal detailing your practicum experiences. Include classroom/inclusion instructional activities, modifications/adaptations for exceptional students, events, student behavior management, etc. Finally reflect on your experiences relative to the strengths and limitations of this practicum.
- To validate your practicum experiences, the mentor teacher or administrator must sign off on your experiences on the “20 Hours Documentation Form” (This form can be found in your EDWN 601 Information Packet or accessed from the Project Teaching website.

Additional Assignments for Specific Certifications

A. Early/Middle Childhood Practicum Standard 3

Required only of teachers to be licensed in birth to age 21 (agriculture, art, business, English as a second language, family & consumer education, music, health, physical education, technology, theatre, and world languages). Write a 2 to 4 page paper describing your experiences in an early/middle childhood practicum.

B. Cooperative Marketing and Consumer Cooperatives PI 34.15(4)(a) & Standard 4

Required only of teachers to be licensed in agriculture, economics, or social studies. See web site for this requirement.

C. Environmental Education including Conservation of Natural Resources PI 34.15(4)(b)

& Standard 4 Required only of teachers being licensed in agriculture, economics, science, or social studies. See web site for this requirement.

COURSE EVALUATION:

- Complete all assignments from web sources.
- Adhere to assignment timelines (Dates will be identified during the Introductory Session)
- Assignments must meet the identified criteria. Instructor will appraise each assignment with an evaluative decision of: pass, incomplete, “redo”, or not acceptable.
- Additional work in Environmental Education is required of teachers seeking certification in agriculture, science and social studies.
- Additional work on Cooperatives is required of teachers for economics, social studies or agriculture certification.

Portfolios

Progress in our certification program is based on two portfolios:

Portfolio 1 is comprised of class work (EDWN 600 & EDWN 601) and other experiences you have had. That portfolio must be completed before student teaching.

Portfolio 2 is based on student teaching experiences. Artifacts for Portfolio 2 come from the student teaching experience. This portfolio must be completed before licensure is recommended.