

CURRICULUM 386

Professional Development

I. Course Description

CURR 386. 1 cr. This course is an introduction to the process of documenting professional growth and development through the preparation, selection, application, evaluation, and integration of pre-service teaching artifacts into a professional portfolio. The course incorporates demonstrations, lecture, individual projects, in-class activities and integrates technological skills in the creation of an electronic teaching portfolio.

II. Rationale

The ULM Interactive Learning Model to Prepare Learning Facilitators provides the framework supporting the College of Education and Human Development professional programs. This course is designed to interact with all pre-professional and professional teacher education courses to provide instruction in developing a professional portfolio that demonstrates candidate mastery of conceptual framework knowledge, skills, and dispositions, and professional standards. This course guides candidates through the evaluative, reflective, and technological processes involved in the creation of an electronic portfolio.

III. Course Objectives, Outcomes, and Standards

Objective <i>This course is designed to enable candidates to:</i>	Conceptual Framework KSD	Assessment (referenced to VIII)	LCET Standards	Specialty Standards ISTE	NCATE Standards State Standards	Mastery Level
1. Document professional growth through the selection of artifacts, both digital and non-digital that authenticate his/her learning.	K1-6 S1-6 D1-6	2.a,b	III A5; IVB	I.A,B V.A, B	1 A5	I
2. Demonstrate procedural proficiency in file handling, production, manipulation and organization of digital material in the creation and management of a portfolio.	K1 D1,2	1.a,b; 2.a,b	III A 5	I.A,B V.A, B,C,D	1 A5	I
3. Justify selection of evidence/ artifacts through attached standards, reflections, and written explanations.	K1-6 S1,3,4,6 D1-6	2.a,b	IVB	IV.A,B, V.A,B	1 A5	I
4. Plan future professional growth by demonstrating a systematic approach to coursework, professional development, and extra curricular activities.	K4 S4,6 D4,6	1.b; 2.a,b	IVB	V. A, B, D	1 A5	I
5. Apply electronic portfolio techniques that demonstrate efficacy of portfolio use in the P-12 environment.	K1-6 S1,3-6 D1-6	2.1,b	IIC1; IIIA3,5; IIID1-4	I.A,B II.B III. A	1 A5.6	I

IV. Primary Empirical Base

The primary empirical bases for this course include: Jonassen, D. H. (2002). *Handbook of research for education communication and technology*. Association for Education Communications and Technology; Louisiana Components of Effective Teaching; Louisiana Content Standards; ULM Learning Facilitator Knowledge, Skills, and Dispositions; and National Educational Technology Standards, Eugene, Oregon: ISTE. (<http://cnets.iste.org/index.html>.)

V. Resources and Materials

The textbook is: Kilbane, C. R., & Milman, N. B.. (2003). *The digital teaching portfolio handbook*. Boston: Allyn and Bacon. Additional resources include: Bullock, A. A., & Hawk, P. P. (2005). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall. Your TaskStream account may be purchased online at <http://www.taskstream.com/pub/enroll/default.asp> or through the ULM bookstore. The annual subscription is active for 365 days from date of purchase. TaskStream subscription is required by all candidates in all education courses.

VI. Course Topics

The major topics to be considered are:

Teacher assessment; Portfolios, types, uses, and rationale; Relating evidence/artifacts to standards and ULM Learning Facilitator Knowledge, Skills, and Dispositions; Selection of evidence/artifacts for portfolio; Writing reflections; Justifying choice of evidence; Portfolio organization; Incorporation of digital materials and tools (photography, scanners, specialized production programs); and Portfolio evaluation.

VII. Instructional Methods and Activities

Methods and activities for instruction include:

- A. Traditional Experiences** 1. Lecture/Discussion; 2. Power Point Presentation; 3. Demonstration; 4. Electronic Communication; 5. Video.
- B. Clinical Experiences** 1. On-line Simulations; 2. Cooperative Groups; 3. Student Demonstrations; 4. Pass-Port Use.
- C. Field-Based Experiences** 1. Observations/reflections recorded in Pass-Port

VIII. Assessment and Grade Assignment

The candidate will maintain an overall average of 80%, based on grading rubrics:

A. Methods

- 1. Traditional Assessment: a. Essay; b. Multimedia Presentation
- 2. Performance Assessment: a. A series of assignments designed to evaluate the candidate's critical and technological abilities to construct a professional portfolio; b. Digital and hard copy portfolio.

B. Grading Scale

- A = 92-100
- B = 84-91
- C = 76-83
- D = 68-75
- F = < 68

IX. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References

- Bullock, A. A., & Hawk, P. P. (2005). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. (2nd ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Burmark, L. (2002). *Visual literacy: Learn to see, see to learn*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Campbell, D.M., Cignetti, P.B., Melenzyer, B.J., Nettles, D. H., Wyman, R. M. (2004). *How to develop a professional portfolio: A manual for teachers*. (3rd ed.). Boston: Pearson Allyn and Bacon.
- Girod, G. R. (2002). *Connecting teaching and learning: a handbook for teacher educators on teacher work sample methodology*. Washington, D. C. AACTE Publications.
- Jonassen, D. H. (2002). *Handbook of research for education communication and technology*. Association for Education Communications and Technology
- Kilbane, C. R., & Milman, N. B.. (2003). *The digital teaching portfolio handbook*. Boston: Allyn and Bacon.
- Kimball, M. A. (2003). *The web portfolio guide: Creating electronic portfolios for the web*. NY: Longman.
- Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rolheiser, C., Bower, B., & Stevahn. (2000). *The portfolio organizer; Succeeding with portfolios in your classroom*.

Rose, D. H., & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Simkins, M., Cole, K., Tavvalin, F., & Means, B. (2003). *Increasing student learning through multimedia projects*. Alexandria, VA: Association of Supervision and Curriculum Development.

B. Classic References

Bullogh, R. V. (1988). *Creating instructional materials*. Columbus OH: Merrill Publishing Company.

Forcier, R. C. (1996). *The computer as a productivity tool in education*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (1996). *Instructional technology for teaching and learning: Designing instruction, integrating computers, and using media*.

C. Key Journals

Educational Technology, Research and Development; Syllabus; Journal of Educational Technology; THE Journal.

X. Course Schedule and Policies

A. Tentative Course Schedule (See Attached)

B. Class Policies

A. Course Schedule (See Attached)

B. Course Policies

1. Attendance: Regular class attendance and active participation are essential components of this course: Professionalism Points will be deducted for each absence. Three tardies or three early departures will count as one absence. A student may have one excused absence without penalty. *Students are responsible for any academic information and work missed during their absence and will be expected to be fully prepared for the next class.*
2. Assignments: All assignments are due on or before indicated dates. There will be a five percent per class penalty on the late assignment as well as a Professionalism Points deduction. No assignment will be accepted later than two class meetings past due date.
3. Plagiarism: All student assignments are expected to be original work by the student. Sources must be cited if information is taken directly from another source. Work copied or borrowed will receive a zero.
4. Cell phones must be *turned off* during class.
5. Students must submit signature assessment on TaskStream, otherwise they will get an Incomplete.