

Professional Development

Spring 2008

Curriculum 386

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	IIIA5; 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	IIIA 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. **Students are required to purchase an electronic portfolio system.** 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.

VI. Course Topics

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. TaskStream Use.
- C. **Field-Based Experiences** 1. Observations/reflections recorded in TaskStream

VIII. Assessment and Grade Assignment

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

A. Methods

- Traditional Assessment: a. Essay; b. Multimedia Presentation
- 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.
- Grading Scale

Grading Scale

- A = 94% - 100%
- B = 85% - 93%
- C = 70% - 84%
- D = 60% - 69%
- F = 59% and below

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*.

IV. Course Schedule and Policies

A. See Tentative Course Schedule

B. Class Policies

Make-up Policy: No credit will be given for an assignment that is late unless prior arrangements have been made with your instructor. If there are extenuating circumstances, the student should discuss the situation with your instructor to make alternative arrangements before the assignment is due. Emergency situations will be evaluated on a case-by-case basis. Students are responsible for providing acceptable documentation for excused absences. Students are expected to complete all assignments within one week of any excused absence.

Course Requirements

Although some time is provided during class to work on course assignments, students should expect to spend time outside of class to complete required assignments. Labs and software are provided in Strauss Hall from 8:00 a.m. - 8:00 p.m. Monday through Thursdays and 8:00 a.m. - 4:30 p.m. on Fridays. Graduate teaching assistants can provide assistance. Labs in the Library and on the ULM campus provide nearly all the course software used in this course.

All students are expected to have a current, professionally appropriate email address. You are strongly encouraged to use your Tribe account for email access; this allows you to use email in the lab.

You are strongly encouraged to purchase a portable USB storage device with 32 megabytes or more of file storage capacity. Note: Some USB use "secure" features that must be disabled for reliable use in the lab; consult with your instructor if you are unsure.

Attendance Policy

Students are expected to attend all classes and lab sessions. Participation in class discussions and labs should be considered part of one's professional development. Discussions in class will help improve the student's communication skills and prepare him or her to present proposals and designs to others for approval and critiques. Participation in lab sessions is part of professional skill development and provides an opportunity for the student to receive critiques and feedback on work as well as providing helpful information to others.

Academic Dishonesty

Submitted papers and email from your ID to your instructor are equivalent to your signature and word of honor. Purposeful misrepresentation of submissions to your instructor or submission of someone else's work (including information/files retrieved from the Internet) as your own, will be considered academic dishonesty and will be

treated according to university and college policies regarding academic dishonesty. Refer to the student policy handbook, pages 4 - 6: <http://www.ulm.edu/studentpolicy/studentpolicy.pdf>

Students with Disabilities

Students with documented disabilities that affect their ability to fully participate in the course or who require special accommodations are encouraged to speak with the instructor at the beginning of the semester so that appropriate accommodations can be arranged.

Classroom Emergency Plan

Please review the classroom emergency policies and procedures in case of an emergency.

Miscellaneous

Cell phones and/or pagers are not appropriate in the classroom. If an emergency situation requires you to have one in class, please notify the instructor before class begins.