

Mayville State University

EDUC 401: Electronic Portfolio, Assessment and Seminar Fall 2018
Course # 12954 Section 1 12955 section 02
Facilitator: Dr. Andi Dulski-Bucholz, Associate Professor, Dean and Division Chair
Office: 701-788-4833
E-mail: andrea.dulskibucholz@mayvillestate.edu
Hours of Availability M: 3-6:00p.m.; T: 2-5p.m., W 8-11; Th: 8-10 a.m
 Also by appointment

Learning Management System (LMS) used for this Course: Moodle

Class Meetings/Instruction Mode: Pre-K12 Clinical Teaching Experiences (arranged off campus)

Scheduled seminars meeting at a campus location TBA, or Pexip web technologies if students are student teaching outside of a 60 mile radius from MSU. Student-Arranged Portfolio presentations. Seminar dates are as follows:

9/6/18 6-8 p.m.(Thurs)
 10/11/18 6-8 p.m.(Thurs)
 11/1/18 6-8 p.m.(Thurs)
 11/29/18 6-8 p.m.(Thurs)

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

COURSE DESCRIPTION

All education majors at Mayville State University are required to complete an electronic portfolio as a requirement for graduation. The process begins in the Educational Technology course, EDUC 272, and is monitored in most of the other education courses for which students are registered. The electronic portfolio process has been designed to help students document their mastery of state and national standards while simultaneously facilitating the development of reflective practitioners. Students will also document within the portfolio their experience with diversity in the classroom. This course fulfills LEAP requirements and must be completed through Mayville State University. Attendance at scheduled seminars and submission of materials for the course are required for successful course completion. Pre-req. Admission to Teacher Education. Co-req. EDUC 400.

PURPOSE OF THE COURSE

The electronic portfolio is an organized, goal-driven documentation of the teacher candidate's professional growth. As such, it provides concrete evidence of a wide range of dispositions and skills that teacher candidates acquire as they grow throughout their student teaching experience. As a part of EDUC 401 requirement, teacher candidates have an opportunity to showcase work and share experiences while providing evidence of their career growth to an audience composed of campus and community members in the portfolio presentation. Seminars support collegial discussion on the growth and learning that takes place in the student teaching experiences.

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)	
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Table created from InTASC standards received from:

[http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

CONCEPTUAL FRAMEWORK

Teacher education courses at Mayville State University are based upon the Conceptual Framework: Reflective Experiential Teacher. See Moodle document 'Conceptual Framework'.

GOALS AND OBJECTIVES

To successfully complete this course, the learner will be held accountable for addressing all of the InTASC standards to demonstrate teacher candidate competences of these standards within their portfolio presentations. As well, students will:

1. Critically analyze and reflect upon the student teaching experience.
2. Compare and contrast school cultures and school systems.
3. Reflect on personal and professional dispositions.
4. Demonstrate proficiencies in knowledge and application, and analysis of assessment methods and data.
4. Demonstrate competent ethical decision-making skills based upon the 5 principles of the Model Code of Ethics for Educators and the ND Code of Ethics
5. Demonstrate professional presentation skills.
6. Build collegial relationships.

Diversity Objectives (measured as part of the portfolio process)

1. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
2. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
3. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity
4. Pursue information, resources and supports to meet the needs of diverse learners
5. Exhibit respect, openness and value of diversity across the spectrum of differences
6. Demonstrate actions consistent with the belief that all students are valued and can learn

Technology Objectives

1. Demonstrates competencies using instructional technologies.
2. Demonstrates the ability to align learning goals and objectives with digitally responsible & ethical use of technology.
3. Demonstrates use of technology to support planning, differentiation, implementation, and evaluation of student learning experiences
4. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information
5. Demonstrates skill development and content knowledge through media and technology
6. Demonstrates the promotion of learner success using appropriate technologies for diverse learners
7. Enriches professional practice through effective use of digital tools and resources

PROGRAM STUDENT LEARNING OUTCOMES ADDRESSED IN THIS COURSE

- The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing. As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will assess SLO's 1-4 as part of all BSED program majors. The INTASC standards will be used in the portfolio rubric to measure competencies in the portfolio presentation.
- As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1. Knowledge of human cultures; 2. Intellectual and practical skills; 3. Personal and social responsibility; 4. Integrative and applied learning. The course will assess ELO's by examining the Portfolio scores from InTasc Standards.

SLO 1 *Learner & Learning:* Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2 *Content:* Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3 *Instructional Practice:* Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4 *Professional Responsibility:* Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

Course Improvements Based on Most Recent Assessment Findings

This course was assessed and data reviewed spring of 2018. Use of detailed training with the checkpoints for guidance indicated that students were submitting and presenting quality portfolios if they used the portfolio development guide and attended to the portfolio rubric. Distance students or transfer students often do not complete checkpoint 1 if they have taken intro to education elsewhere, therefore distance students are given individual guidance if they follow instructions to make contact with Kayla Smith upon transfer to help with that transition. A transition to MSU Module has been created to support transfer student work in the portfolio.

Portfolio Evaluations The average score on the rubric for knowledge and performance of the 10 InTASC standards was above 3.5 with 2 of 20 sections scoring a 3.46. The ideal target score in these areas for student performance is 3.5 or above.

Students average score for the portfolio was 212/235 indicating quality performance and submissions.

INSTRUCTIONAL STRATEGIES

The content in EDUC 401 will be delivered by:

1. Cooperative Learning Activities
2. Student-led learning
3. Utilization of critical and creative thinking strategies
4. Reflective class discussions
5. Direct instruction (instructor and guest speakers)

LEARNING EXPERIENCES

1. Discussions and collaboration (in-class and online)
2. Presentations (to include guest speakers)
3. Guided Practice
4. Critical reflection
5. Academic writing
6. Assessment-focused module completion

INSTRUCTIONAL TECHNOLOGIES UTILIZED IN THIS COURSE

- **Moodle** – MSU’s learning management system and virtual class environment
- **Video recording device of student’s choice**
- **Pexip**
- **Interactive whiteboards and other technologies within the student’s classroom**
- **Laptops/ipads**
- Should you have questions about course technology, please click on the “Moodle Support” button located on the menu bar in Moodle.

COURSE MATERIALS

Required Materials: TaskStream to support the development of the student teacher’s portfolio for Co-requisite course EDUC 400
Computer with web camera and online connectivity

METHOD OF EVALUATION – GRADING

All course requirements must be completed/ met to earn a grade of D or above in the course. Course requirements include the completion of:

- Seminar attendance** along with any in-class discussions, assignments, presentations or activities completed in the seminars. This will be documented for grading purposes as met or unmet.
- Portfolio review and feedback** completed in seminar (scored as met or unmet)
- School mental health quiz** completed in seminar (scored as met or unmet)
- Completion and presentation of the Electronic Portfolio** as per portfolio requirements will be used for the final grade of the course which will be calculated from the portfolio presentation rubric scores submitted by the two faculty reviewers as described in the portfolio process. (See Instructions for Portfolio Development and Presentation form on Moodle)

If a student received a portfolio review grade of D or below from faculty reviewers, it is required that the student re-work the portfolio using feedback from portfolio reviewers to support a quality submission for grading. Portfolio rubric scoring guide is indicated below:

A	B	C	D	F
235-212	211-180	179-157	118-156	117 or below

*Grade is calculated on total points reconciled across two reviewers

See the Portfolio Rubric located on Moodle

COURSE TIMELINE/OUTLINE

Seminar dates:

9/6/18 6-8 p.m.(Thurs)

10/11/18 6-8 p.m.(Thurs)

11/1/18 6-8 p.m.(Thurs)

11/29/18 6-8 p.m.(Thurs)

***Distance students will attend/participate via Pexip Technologies**

Date	Seminar Topics	Assignments Due
9/6/18 Thursday	Student Teaching Reflections and sharing Expectations of the clinical experience: review , Q and A Classroom management Classroom Diversity and Differentiation Portfolio Information Review , Q and A	
10/11/18 Thursday	Student Teaching Reflections and Sharing Forming a professional identity Ethics in Education Teacher Evaluation Process	In class:Professional Goals -Teacher Evaluation activity * Students attending on campus bring computers!
11/1/18 Thursday	Student Teaching Reflections Obtaining a Teaching Licensure: Information from ESPB North Dakota Portfolio review and feedback assignment	Portfolio review and feedback 11/1/18
11/29/18	Student mental and behavioral Health: Guest speaker	Quiz (in class) 11/29/18

Before 12/7/18: Complete the portfolio presentation and evaluation process. Teacher Candidates are to read all information sources for portfolio requirements and development located on Moodle along with audio/video links for support prior to submitting and presenting the portfolio. Use of prior feedback from Checkpoint 2 to improve portfolio quality is expected and reviewed prior to final submission to reviewers.

EXPECTATIONS/PROTOCOLS

Students are to fulfill all requirements of the portfolio process as written in the Teacher Education Handbook. Students are required to attend, participate, and complete assignments in all scheduled seminars, data assessment modules, and the portfolio and portfolio presentation.

If a seminar is missed for any reason, students will be required to complete written and/or video-taped assignments to make up covered content and activities.

Teacher Candidate Responsibilities

- It is the teacher candidate's responsibility to seek faculty acceptances to be portfolio reviewers, and request one faculty to be the lead reviewer.
- Teacher candidates are to arrange a date and time to present that is acceptable for both reviewers.
 - **This date must be obtained a minimum of 1 month prior to the presentation. Earlier is better!**
 - Portfolios must be ready for faculty review 1 week prior to the presentation date. If faculty do not have access 1 week prior to the presentation date, the teacher candidate may be asked to reschedule.
 - Teacher candidates **must email the Student Placement Coordinator (Kayla Smith)** the following information on or before **10/10/18**:

Name of Teacher candidate

Teacher candidate's Major and minor

Names of the faculty review committee members

The date and time of the portfolio presentation.

- All portfolios **must** be completed by the Friday prior to finals week.
- Teacher candidates are to thoroughly review and complete Checkpoint 3 criteria prior to presentation. All portfolio requirements and presentation requirements are found in the self-help section of the student's e-portfolio.
- It is beneficial for teacher candidates to practice their presentations!

INSTRUCTOR/STUDENT COMMUNICATIONS

- **Students** are accountable for all academic communications sent to their Mayville State University e-mail address.
- **Communication with University Supervisor: The University Supervisor is the student's first contact** for the student teaching experience. Please follow protocols for the student teaching experience listed in the Teacher Education Program Handbook.
- **Communication with the Course Facilitator:** Please use the course facilitator's office hours if at all possible as listed at the beginning of the syllabus. If you wish to contact the instructor by telephone, please use the office number: 701-788-4833. The Moodle course site will be used to post messages to all learners as a group mailing whenever necessary. You may expect a response within 24 hours M-F. If the course facilitator is unavailable during the semester for any reason, students will be notified of this in the course announcements. Communications sent to the instructor after 8 pm will be returned the following day. If contact by phone or email is made on the weekend, a response will be provided on Monday.

ENROLLMENT VERIFICATION

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in Moodle, such as completing an assignment or a taking a quiz. Logging into Moodle is **NOT** considered attendance.

Students will complete the syllabus quiz by 8/23/18 for enrollment verification

Proctor Information

No proctors are required for this course.

IMPORTANT STUDENT INFORMATION

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

REFERENCES

Mayville State University Teacher Education Handbook.