

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL607
Course: Portfolio Part I New: FA '01



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

Introduction to the Graduate Portfolio Assessment Process. Emphasis upon the initial stage of documenting candidate growth and transformation over time through reflective thought and critical analysis of instructional practices and the integration of the National Board for Professional Teaching Standards. (1)

II. Prerequisites: Admittance to Graduate School, basic computer skills.

III. Purposes or Objectives of the Course:

The candidate will:

- A. Document scope and depth of professional experience
- B. Reflect upon and document the contextual factors that affect the current teaching situation
- C. Establish goals for proposed graduate study and the improvement of instructional practices
- D. Outline proposed graduate study
- E. Reflect upon current beliefs about teaching and instruction

IV. Expectations of Students:

The candidate will:

- A. Prepare a written document highlighting professional experiences
- B. Prepare a written narrative describing the contextual factors impacting teaching (setting, children, families and community)
- C. Prepare a written statement of goals for proposed graduate study emphasizing the integration of the National Board Standards.
- D. Submit a graduate study plan
- E. Prepare a written statement of philosophical beliefs about teaching.

The original documents from items A through E, will be maintained in document holder and will constitute Part I, of the Graduate Portfolio. A copy of all documents will be submitted to the Advisor.

V. Course Content or Outline:	Hours
A. Introduction to Graduate Program	1
B. National Board of Professional Teaching Standards	3
C. Portfolio Process	2
General discussion of the portfolio and its use in documenting professional growth and development throughout the master's degree.	
D. Documentation of professional experience	1
E. Contextual factors that influence teaching practices	2
F. Establishing goals for graduate study that improve teaching practice	2
G. Writing a graduate study plan	1
H. Refining philosophical beliefs about one's teaching practice	3

VI. Textbook(s):

National Board for Professional Teaching Standards. (1998). *Early childhood/generalist standards*. Southfield, MI: National Board for Professional Teaching Standards.

National Board for Professional Teaching Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: National Board for Professional Teaching Standards.

VII. Evaluation:

A. Document highlighting professional experience	20%
B. Context of teaching narrative	30%
C. Goals and study plan	20%
D. Beliefs of teaching narrative	30%

VIII. Knowledge Base:

Altrichter, H., Posch, P., and Somekh, B. (2000). *Teachers investigate their work*. New York: Routledge.

Camp, R. (1992). Portfolio reflections in middle and secondary school classrooms. In Yancey, K.B. (Ed.), *Portfolios in the writing classroom* (pp.61-79). Urbana, IL: National Council of Teachers of English.

Dewey, J. (1993). *How we think: A statement of the relations of reflective thinking to the educative process*. Boston: DC Heath.

Duckworth, E. (1996). *'The having of wonderful ideas' and other essays on teaching and learning* (2nd ed.). NY: Teachers College Press.

Duff, R.E., Brown, M.H., & Van Scoy, I.J. (1995, May). Reflection and self-evaluation: Keys to professional development. *Young Children*, 81-88.

Katz, L.G. & Chard, S.C. (2000). *Engaging children's minds: The project approach* (2nd ed.). Norwood, NJ: Ablex.

Kluth, P., & Strout, D. (2001). Standards for diverse learners. *Educational Leadership*, 59(1), 43-46.

- Lyons, N. (1998). Portfolios and their consequences: Developing as a reflective practitioner. In Lyons, N. (Ed.), *With portfolio in hand* (pp.247-264). NY: Teachers College Press.
- McIntyre, J., & O'Hair, M.J. (1996). *The reflective roles of the classroom teacher*. Belmont, CA:; Wadsworth.
- Reed, C.J. (2000). *Teaching with power, shared decision-making and classroom practice*. NY: Teachers College Press.
- Rushton, S.P. (2001). Applying brain research to create developmentally appropriate learning environments. *Young Children*, 56(5), 76-82.
- Schon, D.A. (1983). *The reflective practitioner: How professionals think in action*. USA: Basic Books.
- Wills, C. (1995). Voice of inquiry: Possibilities and perspectives. *Childhood Education*, 71(5), 261-265.
- Wolf, K., & Dietz, M. (1998, May). Teaching portfolios: Purposes and possibilities. *Teacher Education Quarterly*, 9-21,
- Yancy, K.B. (1992). Portfolios in the writing classroom: A final reflection. In Yancy, K.B. (Ed.), *Portfolios in the writing classroom* (pp.102-116). Urbana, IL: National Council of Teachers of English.
- Zeichner, K.M. (1994). Conceptions of reflective practice in teaching and teacher education. In Harvard, G.R., & Hadfinson, P. (Eds.), *Action and reflection in teacher education* (pp. 15-34). Norwood, NJ: Ablex.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

Web sites:

- American Educational Research Association
<http://www.aera.net/>
- Association for Childhood Education International
<http://www.udel.edu/bateman/acei/>
- The Australian Curriculum Studies Association
<http://www.acsa.edu.au/>
- The Netherlands Institute for Curriculum Development
<http://www.slo.nl/>
- The Northern Ireland Network for Education
<http://www.nine.org.uk/>
- Science Teachers' Association of Western Australia
<http://www.stawa.asn.au/>