

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL678

Course: Portfolio, Part III

New: FA '01



“The Teacher as Professional Educator”

I. Course Description:

Completion of Graduate Assessment Portfolio documenting candidate growth and transformation over time. Emphasis will be upon documenting the improvement of instruction through reflective thought, critical analysis of teaching practices, and the application of the National Board for Professional Teaching Standards. (2)

II. Prerequisites:

Satisfactory completion of action research project and approval of Chairperson of Action Research Committee.

III. Purposes or Objectives of the Course:

The candidate will:

- A. Critically monitor progress made toward goals projected in Portfolio, Part I.
- B. Synthesize and use outcomes from action research project(s) to examine and improve instruction and classroom practices.
- C. Identify two or three themes representative of experiences in the graduate program, and National Board of Professional Teaching Standards, compare and contrast changes occurring in philosophical beliefs about teaching and learning from program entry to completion.
- D. Establish new professional goals.
- E. Present and defend portfolio in coherent, thorough, professional manner.
- F. Plan to disseminate knowledge and practice gained in portfolio process to professional community.

IV. Expectations of Students:

The candidate will:

- A. Examine goals and write a rationale documenting modification and/or progress toward goals.
- B. Synthesize and document outcomes from action research projects from courses and examine their impact upon the improvement of instruction and classroom practices as emphasized by the National Board Standards. Document efficiency of the process.
- C. Review philosophical belief statement developed in Portfolio Part I and establish new professional goals.

- D. Relate themes of experiences in graduate program to understanding of theory, research, knowledge, skills, or dispositions learned and National Board of Professional Teaching Standards.
- E. Develop a plan for the dissemination of knowledge and practice gained in the portfolio process to the professional community.
- F. Present completed document and defend in a professional manner.

VI. Course Content or Outline:	Hours
A. Examining goals and making modifications during graduate study	2
B. Synthesizing outcomes from action research projects and their impact on teaching practices	5
C. Comparing teaching beliefs from program entry to present, emphasizing National Board of Professional Teaching Standards	5
D. Examining themes in graduate study	3
E. Setting new professional goals	3
F. Disseminating knowledge	2
G. Presenting and defending the portfolio	10

VII. Basis for Student Evaluation:

A. Reflective narrative on goals of graduate study	10%
B. Statement describing synthesis of action research outcomes and impact on practices	20%
C. Reflective statement on philosophical beliefs and new goals	15%
D. Statement of themes of experiences in graduate study	15%
E. Dissemination plan	15%
F. Presentation and defense of portfolio	25%

VIII. Knowledge Base:

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

Arnold, G.H. (1992, March). *Strengthening student teachers' critical/reflective thinking skills through collaborative research*. Paper presented at the meeting of the Eastern Educational Research Association, Hilton Head, SC.

Calhoun, E. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: ASCD.

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.

- Carr, W. & Kemmis, S. (1996). *Becoming critical: Education, knowledge and action research*. London: Falmer.
- Clift, R.T., Houston, W.R., & Pugach, M.C. (Eds.). (1990). *Encouraging reflective practice in education: An analysis of issues and programs*. NY: Teachers College Press.
- Corey, S. (1953). *Action research to improve school practices*. NY: Teachers College Press.
- Dewey, J. (1993). *How we think: A statement of the relation of reflective thinking to the educative process*. Boston: DC Heath.
- Dewey, J. (1997). *How we think*. Toronto, Canada: Dover.
- Duff, R.E., Brown, M.H., & Van Scoy, I.J. (1995, May). Reflection and self-evaluation: Keys to professional development. *Young Children*, 81-88.
- Elliott, J. (1991). *Action research for educational change*. Philadelphia: Milton Keynes Open University Press.
- Hitchcock, G. & Hughes, D. (1989). *Research and the teacher: A qualitative introduction to school-based research*. London: Routledge.
- Hopkins, D. (1985). *A teacher's guide to classroom research*. Philadelphia: Milton Keynes Open University Press.
- 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: Teacher College Press.
- McIntyre, J., & O'Hair, M.J. (1996). *The reflective roles of the classroom teacher*. Belmont, CA: Wadsworth.
- McKernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London: Kogan Page.
- Noffke, S.E. & Stevenson, R.B. (Eds.). (1995). *Educational action research: Becoming practically critical*. NY: Teachers College Press.
- Noffke, S.E., & Brennan, M. (1988, February). *Action research and reflective student teaching*. Paper presented at the meeting of the Association of Teacher Educators, San Diego, CA.
- Novak, J.M. (Ed). (1994). *Democratic teacher education: Programs, processes, problems, and prospects*. Albany, NY: State University of New York Press.
- Parsons, S., Reynolds, K.E. (1995, April). *Establishing an action research agenda for pre-service and in-service elementary teacher collaboration on self-empowerment in science*. Paper presented at the meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- 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.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Tabachnick, R.b. & Zeichner, K.M. (Eds.). (1991). *Issues and Practices in Inquiry-Oriented Teacher Education*. London: Falmer.
- Whitehead, J. (1994, April). *How teacher-researchers are creating a new form of educational knowledge*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- 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.
- Yancey, K.B. (1992). Portfolios in the writing classroom: A final reflection. In Yancey, K.B. (Ed.), *Portfolios in the writing classroom* (pp. 102-116). Urbana, IL: National Council of Teachers of English.
- Zelazek, J.R., Lamson, S. (1992, February). *Action research and the student teacher: A framework for problem-solving and reflective thinking*. Paper presented at the meeting of the Association of Teacher Educators.
- 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.
- Zuber-Skerritt, O. (Ed.). (1996). *New directions in action research*. London: Falmer Press.

Internet sites and sources:

- The Education and Research Network American Education Research Association
- The Ontario Action Researcher (on-line journal for teachers)
<http://www.unipissing.ca/oar/>
- Action Research at Bath University (UK)
<http://www.bath.ac.uk/~edsajw/>
- Action Research: A Brief Overview
<http://users.andara.com/~jnewman/Aroverview.html>
- American Educational Research Association
<http://www.aera.net/>
- Association for Childhood Education International
<http://www.udel.edu/bateman/acei/>
- GAJAL-The Global Anthological Journal of Action Learning
<http://www.free-press.com/journals/gajal/>
- 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/>
- WEB links to Participatory Action Research Sites
<http://www.goshen.edu/soan/soan96p.htm>