

EDU 225D: Portfolio Development & Analysis

Mount Saint Mary's University

Course Syllabus

Spring 2020, Six Saturdays (*1/25, 2/8, 2/29, 3/21, **4/4 (online class)**, 4/25)

8:00 a.m. – 10:15

Instructor: Janette Tovar, MEd, Teacher, Teacher Supervisor, Administrator

Email: Jtovar@msmu.edu

Phone: 213-477-2620

Office hours: by appointment; schedule through Catalina Hurtado, ED. Secretary

First Class Assignments: Due before our first class

- Completed Portfolio Revision(s)
- Completed ILP
- Completed CSTP Self-Assessment 1, 2, & 6
- ALL PORTFOLIO revisions from FALL review MUST be COMPLETED and APPROVED by REVIEWER

Course Description:

This Induction course teaches candidates about the use of professional development portfolios to evaluate the accomplishment of personal goals. Teachers will investigate the use of portfolios as evaluative tools and produce a culminating e-portfolio of their growth as professional educators in the Induction Credential program. Candidates will learn about teacher collaboration as a tool of professional development.

Course Objectives:

Students will be able to:

- Demonstrate growth in the California Standards for the Teaching Profession (CSTPs)
- Identify key areas and plans for continued growth in the CSTPs
- Articulate understanding of the use of a professional teacher portfolio in their career

Required Materials:

- All completed materials from EDU 225A, B, and C (as completed and checked by portfolio reviewers)
- *Bring your laptop to each class session*
- Copy of 2009 CSTP standards (available at <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf>)
- Assigned articles and handouts will be available to download from the course website (Canvas)

Course Assignments:

- Completed Induction portfolio (all documents from EDU 225A, B, and C)
- Online assignments (Canvas)
- At least eight meetings with Mentor (documented on *Mentor/Mentee Collaborative Log*)
- Schedule and participate in a second triad meeting with Mentor and Administrator (Teacher/Principal/Mentor Triad 2, using *ILP* document). The goal of this meeting is to

share evidence of professional growth with Administrator and to discuss reflections on learning throughout the Induction Program.

- Participation in final Induction Colloquium (last face-to-face session, 4/25/20)
 - Induction Colloquium (taking place on the final weekend of the semester) is a required component of participation in the program. At the Colloquium, candidates will be asked to share their Principal/Mentor/Candidate Portfolio debrief. This debrief will focus on key aspects of their growth throughout the Induction program. Candidates will discuss their next steps for growth as a professional educator, as evidenced through their Individual Learning Plan (ILP).

Complete Induction Program Checklist

(Highlighted items are those we will review in EDU225D)

<u>Folder</u>	<u>Documents</u>
IATP	IATP.1 CSTP Self-Review
	IATP.2 KWO Chart
	IATP.3 Informal Mentor Lesson Observation Sheet
	IATP.4 Informal Mentor Post Observation Reflection
	IATP.5 Informal Post Observation Self-Reflection
CFT	CFT.1 Class Profile, Overview
	CFT.2 Classroom Layout
	CFT.3 School Information & Resources
	CFT.4 Home/School Connection
	CFT.5 Site Orientation Checklist
	CFT.6 Community Map and Resources
	CFT.7.1 Pedagogy
	CFT.7.2 Equity
	CFT.7.3 ELs
	CFT.7.4 Special Populations
	<i>School Professional Development Calendar/Plan (if available)</i>
Inquiry 1	C.1 Individual Growth Plan **
	C.2 Essential Components for Instruction **
	C.3 Entry Level Assessment Rubric
	C.4 Focus Student Selection
	C.5 Lesson Plan Template/Formal Observation **
	C.6 Analysis of Student Work
	C.7 Summative Assessment Reflection Rubric
	C.3 and C.7 Recording Sheet
	Formal Observation Self-Reflection (Inquiry 1 Lesson)
	Formal Observation Mentor-Reflection (Inquiry 1 Lesson)
	Mentor Lesson Observation Sheet (Inquiry 1 Lesson)
	Slide Presentation: Colloquium

Inquiry 2	C.1 Individual Growth Plan **
	C.2 Essential Components for Instruction **
	C.3 Entry Level Assessment Rubric
	C.4 Focus Student Selection
	C.5 Lesson Plan Template/Formal Observation **
	C.6 Analysis of Student Work
	C.7 Summative Assessment Reflection Rubric
	C.3 and C.7 Recording Sheet
	Formal Observation Self-Reflection (Inquiry 2 Lesson)
	Formal Observation Mentor-Reflection (Inquiry 2 Lesson)
	Mentor Lesson Observation Sheet (Inquiry 2 Lesson)
	Slide Presentation: Teaching Philosophy
	Slide Presentation: Technology
	Slide Presentation: Colloquium
Ongoing	Individual Learning Plan (ILP) - Beginning of Program
	Individual Learning Plan (ILP) – Middle of Program
	Individual Learning plan (ILP) - End of Program
	Self Assessment of CSTPs (checklist for CSTP 1, 2, & 6)
	Self Assessment of CSTPs (checklist for CSTP 3, 4, & 5)
	Mentor/Mentee collaborative Log (1 st Review)
	Mentor/Mentee Collaborative Log (2nd Review)
	Peer - Induction Checklist (1 st Review)
	Peer - Induction Checklist (2nd Review)

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Formatting:

All assignments should be thoughtfully prepared, typed according to APA in standard academic English, free of grammatical and spelling errors, and. Written work with multiple grammatical and/or spelling errors will receive point reductions, so please **proofread!**

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Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. If you're absent, the expectation is that you check in with a classmate and meet to discuss what you've missed.

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Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student

learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies *University attendance policy*
<http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

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 - is prevented from completing the final assignment for serious medical/personal reasons
 - can complete the work within one semester

- **Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review

- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

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- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

- **Disability Statement:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any

disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

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For questions/clarification, please contact your Title IX Coordinator, Bernadette Robert at brobert@msmu.edu, (213) 477-2511, cell – (310) 597-9043.

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 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out- of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
 2. At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

MSMU Office Information:

- The fax number for the Education Department is (213) 477-2629.

EDU 225D: Professional Growth and Collaboration
TENTATIVE COURSE CALENDAR

*Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.***

Students must e-mail Portfolio Reviewer to receive feedback. **

Dates	Class Meets ?	Prior to Class: Documents/Assignments Due <i>(Read this information after each class meeting. It is a guideline for what you need to do w/ your Mentor & what assignments you need to complete before the next class meeting.)</i>	In-Class (or Online) Topics
Weekend 1: Jan 25 8-10:15	Yes	Review and have ready to share for first class meeting: <ul style="list-style-type: none"> ● Completed <i>CSTP Self Assessment: 1, 2, & 6</i> ● Comments from Portfolio Review ● Completed Portfolio Revisions as advised by Portfolio Reviewer <p align="center">Due: January 25</p>	<ul style="list-style-type: none"> ● Course Intro: Reflective Practice and Portfolio Artifacts ● Identify <i>CSTP</i> strengths/areas for growth; focus on <i>CSTP 1, 2, & 6</i> ● Identify <i>CSTPs</i> still requiring evidence for Portfolio Review ● Update and Integrate the <i>Individual Learning Plan</i>; preparing for the <i>Triad 2 Meeting</i>. ● Mentor expectations for 2/8
Weekend 2: Feb. 8 8-10:15	Yes	<ul style="list-style-type: none"> ● Check Canvas for next assignment http://www.edweek.org/tm/articles/2015/08/04/9-mistakes-new-teachers-make.html?cmp=ENL-TU-NEWS2-RM and come prepared to share the following: <ul style="list-style-type: none"> ○ A specific Problem Of Practice (POP) you've identified for yourself <i>through this article</i>, ○ Specific questions you have for colleagues as to how you might best tackle your POP. <p align="center">MENTOR EXPECTATIONS:</p> <p>(1) Share your <i>CSTP</i> strengths/areas for growth as identified in our Week 1 class meeting (and/or addressed in completing the assignment listed above), focusing on <i>CSTP 1, 2, & 6</i>.</p> <p>(2) Together complete the <i>Individual Growth Plan (ILP)</i> End of Program portion, focusing on <i>CSTP 6.2, 6.5, and 6.6</i>.</p> <p>(3) Secure a date for the <i>Teacher/Mentor/Administrator Triad 2</i> meeting <u>which will take place prior to April 4th</u>. Your <i>ILP</i> progress will be shared at this future Triad meeting.</p> <p>(4) Decide together what you will do next to move toward completing your first <i>ILP</i> Professional Growth activity.</p> <p align="center">Due: February 8</p>	<ul style="list-style-type: none"> ● Aligning <i>CSTP</i> growth to classroom practice: <ul style="list-style-type: none"> ○ Implementing the <i>ILP</i> – focus on <i>CSTP 1 & 2</i> ○ Implementing the <i>ILP</i> – focus on <i>CSTP 6.2, 6.5, & 6.6</i> ● Problems of Practice Protocol and coached responses to Next Steps ● Mentor expectations for 2/29

<p>Weekend 3: Feb. 29 8-10:15</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Check Canvas and respond to the class assignment for Week 3 by reading the article on <i>Reaching Difficult Students</i> (http://www.nea.org/tools/68936.htm) and completing the provided response format. • Come to class prepared to share your responses to the text and their alignment to your responses to the questions in CFT 7.2 (Equity). <p style="text-align: center;">MENTOR COLLABORATION:</p> <p>(1) Share all revised evidence for each CSTP in your Portfolio, as advised by your Portfolio Reviewer. (2) Complete and share <i>CFT 1 and 4</i> w/ your Mentor. (3) Together complete 2 questions each for updating <i>CFT 7.1</i> and <i>7.2</i> Portfolio documents. (3) Confirm appropriate pacing for all <i>ILP</i> professional growth activities.</p> <p style="text-align: center;">Due: February 29</p>	<ul style="list-style-type: none"> • Align <i>CFT 7.1</i> (Pedagogy) and <i>7.2</i> (Equity) to the <i>ILP</i> professional growth activities and classroom practices. • Share reflections on article - <i>Reaching Difficult Students</i>. • Problem-Solving Protocol focusing on CSTP 1, 2, & 6 • Mentor expectations for 3/21.
<p>Weekend 4: Mar. 21 8-10:15</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Check Canvas & respond to the class assignment for Week 4 by reading the article on <i>Adverse Childhood Experiences</i> (https://www.aap.org/en-us/documents/ttb_aces_consequences.pdf) and completing the provided response template. Consider <i>CFT 7.1</i> and <i>7.2</i> in responding. <p style="text-align: center;">MENTOR COLLABORATION:</p> <p>(1) Together assess appropriate pacing for completing <i>ILP</i> Professional Growth activities in time for your scheduled Teacher/Principal/Mentor Triad 2 meeting. (2) Together complete 2 questions each for updating <i>CFT 7.3</i> and <i>CFT 7.4</i>. (3) Together review all Portfolio documents to determine if all expectations have been met & make a plan for wrapping up all uncompleted work.</p> <p style="text-align: center;">Due: March 21</p>	<ul style="list-style-type: none"> • Share responses to assigned article – aha’s and questions, and application to classroom practices. • Report progress on POP identified in Weeks 2/3 assignment or new POP identified as a result of reading the assigned article. • Protocol for new POPs. • Mentor expectations. <p style="text-align: center;">Due: April 6</p>
<p>Weekend 5: April 6 8-10:15</p>	<p>NO</p>	<ul style="list-style-type: none"> • Check Canvas (Online Assignment for Week 5) by observing the TED Talk (https://blog.ed.ted.com/2018/07/03/5-game-changing-ted-talks-about-education/ ;Angela Lee Duckworth). Respond to the questions provided. <p style="text-align: center;">MENTOR EXPECTATIONS:</p> <ul style="list-style-type: none"> • Share your completed <i>ILP</i> (final additions in each section, w/ signatures). • Participate together in the Teacher/Principal/Mentor Triad 2 at your school. • Using the Portfolio Checklist, together ensure that ALL Portfolio documents are completed, saved in Google docs, and ready for review by your Portfolio Reviewer. <p style="text-align: center;">Due: April 6</p>	<p style="text-align: center;">NO CLASS; ONLINE ASSIGNMENT DUE ON APRIL 6.</p>

Weekend 6: Apr 25 8-10:15	Yes	<ul style="list-style-type: none"> ● Final Induction portfolio due ● Prepare for the Colloquium, referring to Week 6 Assignment in Canvas. ● Principal Survey <p style="text-align: center;">Due: April 25</p>	<ul style="list-style-type: none"> ● Clear Credential Colloquium ● Details for filing for CA clear credential ● Course Evaluations ● Mentor Exit Survey ● Program Exit Survey
Course Assignments	Points	Work Product	
Session participation which demonstrates students' understanding of concepts.	6 X 10 = 60	Session participation and in-class problem solving.	
Reflective Reading Responses	4 x 10 = 40	Response to assigned readings. For each reading come prepared to (1) share your identified Problem of Practice (POP) that relates to your current ILP, (2) explain how it is aligned to specific CSTPs, participate in a problem-solving protocol w/ peers, and (4) identify next steps for addressing your POP.	

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- The fax number for the Education Department is (213) 477-2629.