

	EDFL 518: Initial Teaching License Portfolio Course Summer 2007 11:30 am – 1:30 pm June 19, July 17, July 31
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Instructor: Judy Keeney, M.A.
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Classroom: River St House Conf. Room
Phone: 503 554 2857 (work)

Office Hours: M-TH 12:00-2:00 pm - by appointment

Course Description:

EDFL 518 is a seminar for students who have extensive academic preparation and teaching experience, but who do not hold an Oregon Initial Teaching License. Students will analyze, document and present their professional knowledge and accomplishments in a portfolio format that demonstrates their skills, competencies and practica required for Oregon licensure. The portfolio will be the basis for waiver of courses and /or practica in George Fox University's approved licensure program.

Licensure candidates in this course will be expected to use their professional portfolio to demonstrate proficiency in each of the following standards outlined in Oregon Administrative Rules (OARs) and the Interstate New Teacher Assessment and Support Consortium Standards:

- **Plan instruction** that supports student progress in learning, is appropriate to the developmental level and based upon identified national, state and district standards.
- **Establish a classroom climate conducive to learning.**
- **Engage students** in planned learning activities.
- **Evaluate, act upon and report** student progress in learning.
- **Exhibit professional behaviors, ethics and values.**

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Course Objectives: EDFL 518

Course Objective	INTASC¹	TSPC²	Assessment	Conceptual Framework
1. Collaborate with others in the education profession to validate your ability to develop, teach and evaluate instruction based on Oregon state standards, district objectives and demonstrate learning for all students regardless of their exceptionality, cultural, social or linguistic differences.	#1 Subject Matter #2 Student Learning #3 Diverse Learners #4 Instructional Strategies #5 Learning Environment #6 Communication #7 Planning Instruction #8 Assessment #9 Reflection and Professional Development #10 Collaboration, Ethics, and Relationships	#1 Plan for Instruction a., b., c., d., e., d., e., f., g. #2 Establish Classroom Climate a., b., c., d., e., d., e., f., g., h., i., j., k. #3 Standards Based Teaching a., b., c., d., e., d., e., f. #4 Assessment a., b., c., d. #5 Professional Behavior a., b., c., d., e., f., g., h., i., j., k.	<ul style="list-style-type: none"> • Professional portfolio • Work sample documentation 	<ul style="list-style-type: none"> • T P • P J • TC
2. Evaluate student learning and teaching effectiveness by reflecting on teaching events.	#8 Assessment #9 Reflection and Professional Development	#3 Standards Based Teaching f. #4 Assessment a., b., c., d.	<ul style="list-style-type: none"> • Professional portfolio • Work Sample documentation 	<ul style="list-style-type: none"> • T C • T P • P J
3. Establish a classroom climate conducive to learning & utilize appropriate organizational structures for effective instruction.	#5 Learning Environment	# 5 Professional Behavior d., e #2 Establish Classroom Climate a., b., c., d., e., d., e., f., g., h., i., j., k.	<ul style="list-style-type: none"> • Professional portfolio • Work Sample documentation 	<ul style="list-style-type: none"> • TC • TP • PJ
4. Identify and use organizational structures and student materials, student assignments, grade recording, and other classroom organizational processes.	#5 Learning Environment	# 5 Professional Behavior d., e., j.	<ul style="list-style-type: none"> • Professional portfolio • Work Sample documentation 	<ul style="list-style-type: none"> • TC • TP • PJ

¹ Interstate New Teacher Assessment and Support Consortium Standards:
<http://tera.teralink.com/~shar/Portfolio/INTASC.html>

² Oregon Teachers Standards and Practices Commission

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5. Demonstrate courteous, accurate and timely communication with students, parents and school personnel.	#6 Communication #10 Collaboration, Ethics and Relationships	2. Establish Classroom Climate a., b., g. #3 Standards Based Teaching b. #5 Professional Behavior f. & g.	<ul style="list-style-type: none"> Professional portfolio Work Sample documentation 	<ul style="list-style-type: none"> TC TP PJ
6. Effective use of all instructional time, including transitions and motivating students.	#4 Instructional Strategies	#2 Establish Classroom Climate h., i., j.	<ul style="list-style-type: none"> Professional portfolio Work Sample documentation 	<ul style="list-style-type: none"> TC TP PJ
7. Apply concepts and methods supported by educational research in classroom settings to differentiate instruction to meet the needs of all learners.	#2 Student Learning #3 Diverse Learners #4 Instructional Strategies #5 Learning Environment #6 Communication #7 Planning Instruction #8 Assessment	#1 Plan for Instruction a., b., c., d., e., d., e., f., g. #2 Establish Classroom Climate a., b., c., d., e., d., e., f., g., h., i., j., k. #3 Standards Based Teaching a., b., c., d., e., d., e., f. #4 Assessment a., b., c., d.	Professional portfolio <ul style="list-style-type: none"> Work Sample documentation 	<ul style="list-style-type: none"> TC TP PJ

ISTE National Educational Technology Standards: I.A, II.A, III.C, IV.C, & V.A

Diversity Standards: George Fox University Blueprint for Diversity

INTASC Principles:

Standard 1: Subject Matter

Standard 2: Student Learning

Standard 3: Diverse Learners

Standard 4: Instructional Strategies

Standard 5 Learning Environment

Standard 6: Communication

Standard 7: Planning Instruction

Standard 8: Assessment

Standard 9: Reflection & Professional Development

Standard 10: Collaboration, Ethics & Relationships

Conceptual Framework: *Preparing and supporting professionals who think critically, transform practice, and promote justice.*

Think Critically

- Love learning
- Seek multiple perspectives
- Imagine possibilities
- Anticipate paradigm shifts
- Make inferences
- Formulate wise decisions

Transform Practice

- Share knowledge
- Conduct research
- Use technology
- Enhance learning
- Lead effectively

Promote Justice

- Believe all can learn
- Advocate for all learners
- Develop empathy
- Confront oppression
- Promote ethical practice
- Be a responsible citizen

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Course Requirements: The professional portfolio will provide evidences indicating that the standards for an Oregon Initial Teaching License have been met. These pieces of evidence will be required in your portfolio. Other additional evidences of your practice will strengthen your portfolio presentation.

- All college and university transcripts
- Current professional resume'
- Relevant artifacts that demonstrate evidence of your strong practice
- Documented work in educational settings
- Evaluations by previous and current employers
- Letters attesting to your competence and character
- Fingerprints and background checks
- "Discrimination and the Oregon Educator" exam/certificate of completion
- CBEST, ORELA and/or Praxis exams required for the licensure and endorsements sought
- Work Samples that illustrate curriculum planning matched to the appropriate Oregon or National standards and demonstrate student learning
- Observation data of teaching on the job or in practica
- "Initial Teaching License Portfolio Competency Summary" document

Grading: This course is graded **Pass/No Pass**. Submission of an acceptable portfolio will earn a "Pass" grade. The GFU Portfolio Review Committee consisting of the course instructor and at least two other graduate education faculty will review the portfolio. Approval by the faculty of course substitutions and waivers requested by the student will be contingent upon the relevance of the academic preparation and professional experiences documented in the professional portfolio. Written feedback (Plan of Study) will be given to candidates regarding further academic preparation required for an Oregon Initial Teaching License recommendation.

Suggested References / Readings:

1. Campbell, Dorothy M., et al. *How to Develop a Professional Portfolio: A Manual for Teachers*, Third Edition. Pearson Education, Inc. 2004. ISBN: 0-205039341-1
2. Belannnoff, Pat and Marcia Dickson, editors. *Portfolios: Process and Product*. Boyton/Cook Publishers, 1991. ISBN: 0-86709-275-0 (Limited availability)
3. Martin-Kniep, Giselle O. *Capturing the Wisdom of Practice: Professional Portfolios for Educators*. Association for Supervision and Curriculum Development, 1999. ISBN: 0-87120-345-6
4. Oregon Department of Education – Standards Documents (www.ode.state.or.us)
5. "Discrimination and the Oregon Educator" document (www.tspc.state.or.us)

Electronic Mail

E-mail addresses are assigned by BruinData to facilitate communication among instructors and class members. You can set up your BruinData account to forward e-mail received at this address to another e-mail address of your choosing.

Information on e-mail forwarding is provided at two locations:

- www.edfl.georgefox.edu
- On BruinData under **MY DATA** tab; choose "email forwarding" and follow directions.

Contact the Administrative Asst. in EDFL dept. (503-554-2850) or contact the IT dept on the 3rd floor of the Stevens Center or at 503-554-2569 if you have questions about the process.

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Course Calendar: *(Adjustments may be made in course calendar to accommodate student needs.)*

EDFL 518 has three sessions scheduled as follows:

1. **June 19:** Get acquainted, orientation and explanation of the Initial Teaching License portfolio project. Review course syllabus and GFU expectations for an “acceptable” portfolio; special attention will be given to the required documents that must be assimilated into an “acceptable” student portfolio.
2. **July 17:** Presentation and sharing of plans/first drafts of student portfolios. Further discussion of other evidence pieces that will strengthen student portfolios. Individual conferences arranged as necessary. “Discrimination and the Oregon Educator” exam will be administered during this class session.
3. **July 31:** Continued feedback and individual consultation on student portfolios from instructor and class members.

Final portfolio projects are due to the instructor by August 3, 2007 if you want graded credit for summer semester 2007. Portfolios may be delivered to the instructor’s office at the Villa Academic Center, #192, on the Newberg campus no later than 5:00 pm on Friday, August 3, 2007. If you cannot meet this end-of-the-semester deadline, it is the student’s responsibility to apply for an Incomplete Grade with the GFU Registrar’s Office in a timely manner and prior to the official end of the summer semester. Please see the GFU graduate catalog available online for further details: <http://www.georgefox.edu/catalog/graduate/pdf>

My Expectations of You:

- Attend all class sessions.
- Come to class prepared to share ideas and ask questions regarding the portfolio process.
- Share responsibility for creating a class climate where everyone learns from one another and has an opportunity to share his/her expertise.
- Inform instructor ahead of time if you will be unable to attend a particular class session. Unexcused absences will hinder your final grade. Class participation is expected for you to meet the goals and objectives of this course. Listening, responding to questions and concerns and sharing ideas are all associated with class participation.

You Can Expect from Me:

- To come to class prepared, be responsive to student needs and provide opportunities for you to give feedback on this course.
- To treat you the way I would like to be treated.
- To be available to assist students with the coursework and portfolio process.

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