Seminar: Advanced Professional Portfolio
Project EDU 698

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Class Location: Hybrid/ Online

**WKU Information Line: (270) 745-4045 OR 1-888-CALL-WKU
(Class Cancellations)**

Pre-requisites: EDU 501, EDU 596/598, and EDU 601

Course Description:

EDU 698 is a follow up course to EDU 601 (Seminar: Advanced Professional Development Plan) and provides advanced study of relevant professional standards and the application of those standards to a formal professional development plan and professional project development. Teachers in EDU 601 plan professional development opportunities, write an article for publication in a professional journal, design workshops for a conference, and so forth. EDU 601 is a course that provides master teachers to plan to share their knowledge with others. In EDU 698, evidence of the work is presented. Students enrolled in this course face-to-face two times; once for information purposes and once for a final presentation of project.

Rationale:

The Kentucky Teacher Performance (KTPS) standards are performance- based and must be an integral part of graduate education programs. EDU 501 (Professional Growth Plan) was designed to provide graduate students an opportunity to review their current professional growth and to develop a plan to improve their performance. EDU 601 will build on the initial EDU 501 and EDU 596/598 (Seminar: Evaluation of Professional Development Plan) experiences for Specialist/Rank I students. This course will require candidates to analyze and reflect on their teaching after an in- depth study of the Experienced Teacher Standards and relevant national standards. Using the standards as a guide, candidates will design an advanced professional development plan that builds on their initial plan from EDU 501 to improve their teaching ability. Appropriate portfolio/project guidelines will be incorporated into the seminar content. The portfolio/project will be used as a form of authentic assessment of each

candidate's

COURSE EXPERIENCES ADDRESSING KTPS STANDARDS: The table below delineates the alignment between program courses and the appropriate KTPS standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment
	EDU 698
Standard 1. Learner development	X
Standard 2. Learning differences	X
Standard 3. Learning environments	X
Standard 4. Content knowledge	X
Standard 5. Application of content	X
Standard 6. Assessment	X
Standard 7. Planning for instruction	X
Standard 8. Instructional strategies	X
Standard 9. Professional learning and ethical practice	X
Standard 10. Leadership and collaboration	X

Kentucky Teacher Performance Standards (KTPS)
Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.
Standard 1. Learner development. The teacher shall understand 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 shall design and shall implement developmentally appropriate and challenging learning experiences.
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard 3. Learning environments. The teacher shall work with others to create environments that:
a.   Support individual and collaborative learning; and
b.   Encourage positive social interaction, active engagement in learning, and self-motivation.
Standard 4. Content knowledge. The teacher shall:

c.   Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

d.   Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand 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.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan 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.

Standard 8. Instructional strategies. The teacher shall understand and use 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.

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

e.   Take responsibility for student learning;

f.   Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

g.   Advance the profession.

COURSE EXPERIENCES ADDRESSING LEARNED SOCIETY (SPA) STANDARDS: The table below delineates the alignment between program courses and the appropriate SPA standards.

CAEP Elementary Standards	Course Alignment
	EDU 698
STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs	X
STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching	X
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning	X
Standard 4 – Supporting Each Child's Learning Using Effective Instruction	X
STANDARD 5- Developing as a Professional	X

Objectives:

The candidate will:

• Identify what experienced teachers do in authentic teaching situations and those teaching behaviors and processes that are most critical to student learning.

• Self-assess present level of professional development in relationship to each of he ten

Kentucky Teacher Standards for Preparation and Certification and other relevant national standards.
• Identify professional strengths and priorities for professional growth.
• Initiate the development of Professional Development Project (PDP) in response to identify strengths and areas of growth that builds on the initial EDU 596 portfolio and EDU 601.
• Develop and initiate the process.

Critical Performance: The student will design and advanced graduate project that builds on the initial Professional Development Plan in response to identified strengths and areas for growth. The student will design a plan and disseminate the project to the teaching public (article in journal, professional development in-service, and so on.

Content Outline:

The content will be driven by professional standards for teachers, such as Kentucky Teacher Standards, National Board for Professional Teaching Standards and advanced standards established by learned societies.

• Introduce Kentucky Teacher Performance Standards

• Development techniques for self-assessment
• Identify professional strengths and priorities for professional growth

• Initiate the development of Professional Development Project (PDP) in response to identified strengths and areas for growth.
• Design advanced graduate project that builds on student's initial Professional Development Plan in response to identified strengths and areas for growth.
• Design a plan and disseminate the project to the teaching public (i.e., article in Journal, professional development in-service given, and so on).

Instructional Methods: Instruction in EDU 698 will be individualized to meet the professional needs of each graduate student.

Addressed:

A. Outcome based curriculum to include the six goals and academic expectations,
Performance tasks, and integrated curriculum are addressed.

B. Performance assessment is addressed in this course.

Student Expectations and Requirements:

 The candidate will:
• articulate the relevant national standards for their teaching.

• articulate the Kentucky Teacher Performance Standards.

• design an advanced graduate project that builds on their initial Professional Development Plan in response to identified strengths and areas for growth.

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Grading/Evaluation:

Although the expected quality of student products and contributions is contingent upon the goals and characteristics of the activity, general quality guidelines for all deliverables include:

• completeness and coherence of work;

• logically apply curriculum and instruction concepts and processes within the assignment;

• attributing ownership of ideas, maintaining privacy and conforming to other practices established within the *Publication Manual of the American Psychological Association* (6th ed.); and

• applying standard convention of English composition. Remember to use a spell checker, and grammar checker as well as proofreading before submitting documents. It would be helpful to ask another person to read your documents before submitting them.

Point Deduction:

Points will be deducted for spelling errors, typographical errors, and other

grammatical mistakes. Assignments in which liquid paper has been utilized or erasures have been made will not be accepted. All assignments must be word processed and double-spaced. Written assignments will not be accepted that are in less than a 12-point font. A 12-point font is preferred and a format such as Times New Roman or Helvetica.

Final grade will be either Pass or Fail.

Class Policies and Expectations:

• Blackboard is a Web-based course management system that will serve as our common classroom. Access Blackboard through any Web browser, such as Microsoft's Internet Explorer or Netscape Navigator at https:blackboard/wku.edu. Since this is a secure space, a valid Western Kentucky University (WKU) ID and a password will be required to access the course site.

• Blackboard offers numerous communication tools (e.g., an asynchronous discussion board and a chat tool) and file storage areas that will enable the exchange of information. For example, the **Announcement** section of Blackboard will be used to inform students of current learning goals,

• assignments, and deliverables. The **Document** section will house information and instructional resources such as PowerPoint presentations and activities. The **Grade Center** section will include points earned on assignments.

WKU Network ID:

A WKU student is entitled to a wealth of computer services including e-mail and space to published Web documents. To use those services, students must establish an electronic identity called a WKU Network ID; this consists of a username and password.

Code of Ethics:

Students of the university must conduct themselves in accordance with the highest standards of academic honesty and integrity. Plagiarism or violations of copyright policies are a form of academic dishonesty and are treated as ethics violations. See policy in the *Western Kentucky University's Graduate Catalog* for more information. The Student Code covers student rights and responsibilities, student complaint procedures, student

misconduct, student disciplinary procedures, and other related information. It is the responsibility and right of every student to become familiar with the information contained in the Code.

Academic Offenses:

Academic dishonesty, plagiarism, cheating, or other types of academic offenses will NOT be tolerated and anyone committing such acts risk disciplinary measures.

Cheating:

Any student found cheating, or observed copying from another student's work, or found to have plagiarized from other material will receive a grade of 0 for the assignment in question.

Communication:

Unlike a traditional class where participation may be judged solely by attendance, in an integrated or hybrid environment participation is also documented by communiqué and information exchange (e.g., e-mail, messages, conference postings, telephone, class, and document exchanges) among the class participants. The substance, function, and nature of these communiqués (e.g., relevance, clarity, and insightfulness) become indicators of a learner's conceptual and attitudinal growth.

Class discussion can be productive activities if students:

• conscientiously share relevant resources and experiences;

• make connections between first-hand observations of educational problems and curriculum issues;

• critically examine their own assumptions, as well as the assumptions of others;

• offer and explain individual propositions, ideas, and insights;

• justify individual assertions with evidence;

• interweave the ideas of others into individual posts; and

• summarize any readings and discussion.

Students are expected to remain in contact with the course instructor throughout the semester either by email, face-to-face, telephone, or a combination of all three.

Prompt and effective communication is essential to the learning and teaching process. The WKU computer network, especially e-mail and Blackboard's computer conferencing tool, will be employed in EDU 601 to:

   • discuss learning goals and concepts related to educational research;

   • state resources, ideas, and make suggestions;

   • request assistance or make appointments, and

   • discuss and clarify class activities.

Guidelines for E-mail correspondence:

• subject line should include course number and prefix, student's last name and question in parenthesis (i.e., EDU 601, jones, What is the name of the book?") **The course instructor WILL ONLY RESPOND TO WKU email accounts and those that follow this requirement.**

• include only one subject per heading;

• use a descriptive subject heading;

• when conducting group business, carbon copy (cc) all group members;

• follow acceptable e-mail etiquette; and

• be concise, write short sentences, and use bulleted lists.

• PLEASE BE ADVISED THAT NEGATIVE OR ABUSIVE LANGUAGE USED IN EMAILS CAN LEAD TO DISMISSAL OF TEACHER LICENSURE IN THE STATE OF KENTUCKY BY THE EDUCATION PROFESSIONAL STANDARDS BOARD.

Computer Rights and Responsibilities:

All students must conduct themselves in accordance with the highest standards of responsible, legal, and ethical computer use while accessing WKU computer resources.

Equity and Inclusion:

All written, graphic, and aural communication needs to conform to guidelines for non-sexist and non-racist language. Consult the most recent edition of a professional style guide for specific guidelines such as the *Publication Manual of the American Psychological Association* (6th ed.).

Withdrawal Policy:

Class attendance at face-to-face meetings, class work, and class **participation will count towards the final grade.** To withdraw from this class, students must complete the official withdrawal process, as outlined in the university catalog.

Make Up Work:

Late assignments will not be accepted. If students anticipate being absent when an assignment is due, they may turn it in early. There is no provision for make-up of the final exam.

Privacy Information:

Students sometimes want to discuss their grade or points or a project or examination via e-mail. E-mail is not secure or private. Therefore, if students request their points or grade, they must sign a release form. This policy also applies to students who request friends or classmates to pick up graded or scored projects, papers, or examinations.

Cell phones and Other Electronic Devices:

Please turn off cell phones, pagers, and other electronic equipment brought to class. (Let Freedom ring, but not via cell phones!) In case of an emergency, set your phone on silent/vibrate, sit by the door, and exit the classroom to deal with the call. Under no circumstances are messages to be taken/replied to in the classroom. Remember, text messaging during class is essentially the same as being absent from class. Computer may ONLY be used in class when working on a group project and the instructor has given permission.

Disability Accommodations:

Candidates with disabilities who require special accommodations (academic Adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Room 445, Potter Hall, telephone number (270) 745-5004 V/TDD. Please do not request special accommodations from a university faculty member without a letter of accommodation from the OFSDS.

Title IX Sexual Discrimination Assault
Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Discrimination Assault Policy (#0.2070) at
http://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievousprocedure.pdf
and Discrimination and Harassment Policy (#0.2040) at
http://wku.edu/policy/hr_policies/2040_discrimination_harassment_policy.pdf

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to Title IX Coordinator, Andrew Anderson, (270) 745-5398 or Title IX Investigators, Michael Crowe, (270) 745-5429 or Joshua Haynes, (270) 745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like

to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at (270) 745-3159.

Textbooks:

American Psychological Association. *(2001). Publication manual of the American Psychological Association* (6th ed.). Washington, D.C. Author.

Project Plan Format

The EDU 601 Project Plan was the structure for the project students planned to complete during the Rank I/Specialist Degree coursework and presented in EDU 698 (Seminar: Advanced Portfolio Project). The plan/project will be an opportunity to produce meaningful work that will help other teachers.

Name:

Address:

e-mail:

Telephone Number (Landline):

**Cell
Phone:**

Name of School:

Principal's Name:

Kentucky Teacher Standards the Project Assesses:

Summary of Project:

Rationale:

Description of Project (Be specific providing details):

Objectives (What do you want to accomplish?):

Preliminary Timeline (Include all of the steps aforementioned with dates of completion – i.e. research)

How will your project be shared with other teachers (entire school, district, grade level, and so on)?

Project Plan Options

Option I. Planning a Professional Development (PD) Workshop

• Secure approval (permission can be obtained by e-mail) from the EDU 601 course instructor to investigate the need for your PD with the school/district faculty.

• Secure written permission from your principal/Director of Curriculum to conduct a needs assessment with your target group. (Suggestion: The student might write a letter on school letterhead and obtain a signature from the appropriate official with the date.)

• Send your draft copy of the survey to Dr. Pierce for approval; after approval you may conduct the survey (needs assessment).

• Send copies of the completed survey from your target faculty to Dr. Pierce (all surveys MUST have names and date). This information will document the need for the project. The workshop MUST have a minimum of eight teachers or across three grade levels.

• Depending on the data from your survey, you are ready to plan your Professional Development activity or you will need to go back to step one with another plan.

Other Information Regarding Professional Development:

• Students **MUST** include an evaluation of the workshop. An evaluation form is

found at the end of the course syllabus.

• The following items MUST be presented to obtain credit for EDU 698.

    1. Sign in sheet from the workshop. The workshop will have had a minimum of eight teachers or across three grade levels.

    2. Signed and dated letter on school letterhead from school principal or District Curriculum Coordinator congratulating you on your accomplishment.

    3. Materials you produced and used during your training.

    4. Include a copy of the agenda for the workshop.

    5. Evaluation of workshop forms. These forms must be completed by each person who attended your workshop.

Option II. Writing for Publication

Students planning to write an article for publications MUST follow the guidelines below:

• Objectives (What do you want to accomplish – be specific):

• What publication are you planning to write for (you must know your audience)?

• What is the publication's format for accepting manuscripts? See an example below.

Sample Submission Guidelines for XXXXXX Journal

XXXXXX Journal is published each fall. The Publications Committee is eager to Review manuscripts for inclusion in future issues of XXXXXX Journal. All members are invited to submit papers for the journal. In order to be reviewed, all contributors must follow these procedures:

• Contributors must submit the complete manuscript to the editor via

email. The address of the editor is available at the XXX website.

• The manuscript should be ten (10) pages or less, typed and double-spaced throughout, including the list of references cited in the manuscript. The author's name should only appear only on a cover page that can be removed for the blind review process.

• Contributors of theoretical and/or research articles must clearly show their contributions relate to implications for practice.

• Contributors of articles that communicate practical ideas must indicate the rational, theory, or research which supports the recommended practice.

• References should be addressed in the manuscript and in the list of references in Accordance with the *Publication Manual of the American Psychological Association, Sixth Edition*. This manual is available in most libraries and from the American Psychological Association or online at http://www.apastyle.org/pubmanual.html.

• Digital black-and-white or color photographs may be submitted to illustrate articles. The editorial board reserves the right to review photos for clarity and quality and make substitutions as deemed appropriate to maintain quality of reproduction. Photos will not be returned.

• All manuscripts will be reviewed in the following manner:

   1. The Editor will acknowledge receipt of manuscripts prepared in accordance with the above procedures. Manuscripts not meeting submission guidelines may be returned to the author without review.

   2. The manuscript is assigned to a reviewer who is knowledgeable in the field addressed in the manuscript.

• Draft outline of the article is to be submitted.

• Students who wrote an article for publication, **MUST** submit a copy of the article with a letter of acknowledgement from the editor of the publication.