Chaminade University
O F   H O N O L U L U

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Required Text: *How to Develop A Professional Portfolio: A manual for teachers*, Dorothy M. Campbell, Pamela Cignetti, Beverly Melenyzer & others, ISBN: 9780-1331-0117-1, Pearson, 6th edition

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Helpful resources

Resource	Description
Hawaii Teaching Standards Board	inTASC standards reference
Pearson ePortfolio	An overview of the assessment process and instructions to handbooks and templates

Essential Question -
1. How do we evaluate our CUH DUG program learning activities and demonstrate our proficiency as qualified teacher candidates?

Catalog Description: This seminar is integrated with all student teaching practica for Elementary or Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 494 (Elementary Ed.) or 495 (Secondary Ed.) and Successful completion of Praxis I, Praxis II, and all course requirements for Elementary or Secondary Education major.

Mission Statement: The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

#	Program Learning Outcomes (POs)
1	**Content Knowledge** - Knowledge of subject matter such as reading/language, arts, mathematics social sciences, science, visual arts, musical arts, and kinesthetic arts.
2	**Developmentally Appropriate Practice** - Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.
3	**Pedagogical Content Knowledge** - Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner.
4	**Educational Technology** - Knowledge of and application of appropriate technology for student learning.
5	**Assessment for Learning** - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.
6	**Diversity** - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments.
7	**Focus on Student Learning** - Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.
8	**Professional & Ethical Dispositions and Communication -** Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues.

Course Learning Outcomes
1. Create and submit learning artifacts that align with the edTPA assessment requirements
2. Develop an electronic portfolio that demonstrates proficiency across all inTASC standards
3. Develop a professional teaching resume that can be disseminated while applying for teaching positions.
4. Engage in meaningful professional learning through regular examination of practice va ongoing study, self-reflection and collaboration.

Alignment of learning outcomes

	CLO1	CLO2	CLO3	CLO4
Marianist Values	Provide an integral and quality education	Provide an integral and quality education Educate for service. Justice and peace Educate for adaptation and change	Provide an integral and quality education Educate for adaptation and change	Provide an integral and quality education Educate for service. Justice and peace
WASC Core Competencies	Written Communication Quantitative Reasoning	Written Communication	Written Communication	Written Communication
Program Outcomes	1, 2, 3, 4, 5, 6, 7	8	8	8
Essential Questions	1	1	1	1

Course Requirements

Grading: Students will in this course will be evaluated in 2 areas: (1) the edTPA performance assessment and (2) the electronic professional portfolio. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

<u>Grading</u>

Assignments	% of grade	Assignment Description
edTPA	70	edTPA Tasks 1- 3 and associated artifacts Successful submission of edTPA portfolio to Pearson
Professional Portfolio	30	Electronic Portfolio (i.e., website) demonstrating competency of the 10 inTASC standards.

Due Dates

Assignment	Due day/time
edTPA portfolio submission	Monday Oct 23th - by 7pm Hawaii time
Read *How to Develop A Professional Portfolio* Chapters 1, 2, 4, 5, 7	Nov 3
Professional Portfolio	Dec 10

Course Policies

Late Work Policy
The submission deadline for edTPA are set by Pearson. In order to submit your edTPA artifacts on time, it is imperative that you are consistent with the weekly assignments that are aligned with the edTPA tasks. The Professional Portfolio is a culminating activity that demonstrates how your CUH course activities align with InTASC standards. All of the course activities/assignments are developed to scaffold your engagement in order for you to be successful. Your ability to complete the tasks aligned with the edTPA and the Professional Portfolio are entirely dependent on your ability to manage your time and keep up with the expected course activities. If you fall behind it is up to you to catch-up and complete the missing pieces. If you need an extension on any assignment, you MUST communicate with your professor in advance.

Group Work/Cooperative Learning Policy
Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to discussion and the feedback that you provide will support your learning as well as the learning of others in this course. You must come prepared to each session (i.e., complete assignments, read) in order to learn and help others.

Tentative Activities and Assignment Schedule

The activities provided below are specific to the Fall 2017 implementation of interdisciplinary EDUC 684 & ED 490S Seminar - Secondary Education. Module details, including specific learning activities are available on Canvas

Week	Task	edTPA weekly modules
1 8/1	1	1. edTPA and Student Teaching Overview 　a. Personal Introduction 2. Register for edTPA
2 8/7		1. School Context and Student Learning 2. Academic Language, Discourse & Syntax
3 8/14		1. High Level Planning
4 8/21		1. Detailed planning
5 8/28		1. Finalize edTPA Task 1 documents 　a. CFL 2. Prepare for teaching
6 9/4		1. Finalize edTPA Task 1 documents 　a. Planning for Instruction & Assessment

7 & 8 9/11	2	1. Before teaching 2. During Teaching 3. After Teaching 4. Finalize edTPA documents a. Task 2: Instructing & Engaging Students in Learning
9 9/25	3	1. Provide Feedback to Student Work Samples 2. Analyzing Student work
10 10/2		1. Finalize edTPA documents 2. Assessing Student learning
11 10/9		1. Read "The Courage to Teach" 2. Discuss - The paradox of Good & Bad Teaching
12 10/16		1. Read - "To Teach: The Journey in Comics" 2. Discuss - Liberating the curriculum
13 10/23		3. Verify all uploads and submit ePortfolio for scoring
Professional ePortfolio		
14 10/30		1. Read *How to Develop A Professional Portfolio* - Chapters 1, 2, 4, 5, 7 2. Preparing for artifact collection
15 11/6		1. Letters of recommendation 2. ePortfolio Shell 3. Aligning inTASC standards 1-8 to edTPA artifacts
16 11/13		1. Identifying artifacts for inTASC 9-10 2. Resume Writing
17 11/20		1. Building your ePortfolio 2. Education Philosophy
18 & 19 11/27		1. Finalize and publish your ePortfolio

University Policies

Disability Access: The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. Please refer any questions to the Dean of Students.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:
●	Chaminade Counseling Center 808 735-4845.
●	Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1.	Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2.	Develop ideas, themes, and main points coherently and concisely.
3.	Adopt modes and styles appropriate to their purpose and audience.
4.	Be clear, complete, and effective.
5.	Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

 Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
1.	Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2.	Paraphrasing the work of another without proper author acknowledgement.
3.	Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete": The current [university policy concerning incomplete grades](#) will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

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Education Division Attendance Policy

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(Revised 3/8/10)
As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.
Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.
1.   Excused Absences.
1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2.   Unexcused Absences. [Chaminade University student policy](#) states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:
2.1a. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.