Welcome!

I'm delighted to welcome you to EDUC 200 Professional Portfolio Preparation I. Together with my colleagues, I've designed this course to give you a strong start on your portfolio and your career. I hope you find this course compelling and useful.

Reading and responding to this syllabus is an assignment. See below.

Contact Info

Email: kbuchana@uwsp.edu.
Website: http://KymBuchanan.org
Cell phone: Announced in class [emergencies only]
Office phone: (715) 346-2906 [email is usually faster]
Office: CPS 446
Office hours: by appointment

Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you should leave better able to:

1. Demonstrate an initial understanding of the Wisconsin Teacher Standards, including how to select appropriate evidence of how you meet a standard.

2. Reflect on your personal strengths and challenges as an educator, using self-assessment tools, reading, meetings with colleagues, and writing.

3. Set SMART goals for your professional development and identify promising resources to meet these goals. (SMART: Specific, Measurable, Achievable, Relevant, Timely)

4. Use the basic features of the D2L ePortfolio tool, including uploading and tagging artifacts, and sharing your portfolio with others.

This course focuses on Wisconsin Teacher Standards 9/Reflection and 10/Professionalism.

Note that you should be better able to do these things. Whether you actually do them in the future, as a teacher, is up to you.

Kat & Other Technology

Kat is an experimental learning management system, like D2L. I'm building Kat myself. Kat can do many unusual things, including letting you complete assignments and communicate in special ways (as you'll discover). Kat lets us do things that wouldn't be possible otherwise. Through Kat, I try to provide current, confidential access to your scores, feedback, and grade. If you ever suspect an error, please let me know. Kat is named in honor of Julia Stiles' character in the movie 10 Things I Hate About You (and her Shakespearean inspiration).

Course Requirements & Basis for Grade

About Assignments

All the assignments are listed at the end of this syllabus. Directions and rubrics for all the assignments are in Kat. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please save all email and assignments for this course until you see a final grade in your Degree Progress Report and you are satisfied with your grade. This includes email from me and email from D2L. Please don't tell me "I did that but I deleted it."

Submitting Assignments

Please read the directions for each assignment carefully. Depending the assignment, you may email me, submit in Kat, post to D2L, or submit to D2L. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Resubmit Assignments

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score by as much
as 10% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

**Grading Scale**

Your grade is based on how many points you earned (X), divided by how many points you could have earned (Y). Based on that simple division \((X ÷ Y)\), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

**Other Policies**

I'm regularly impressed with the character of students at UWSP. However, on rare occasions I've had to deal with misconduct (e.g., plagiarism). Hence, I need to include the following policies in writing.

**Attendance**

Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. After an unexpected absence, I'd like to see a physician's note. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

**Late Work**

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. This course has a very short timetable. Thus, I will not accept work more than 24 late. An assignment completed no more than 24 hours late can receive no more than 80% of the points possible. I won't accept any assignments after **Mon 13 Jun, 11:59 pm**.

If you can't complete an assignment on time (e.g., because you're sick), I strongly prefer to be notified before the due date.

**Conduct & Integrity**

This course is part of a professional preparation program. You are preparing to work as a teacher—an adult with the awesome duty of teaching and guiding young people. Your conduct in this course should demonstrate your qualifications for this duty. I will treat you as a future professional, and I expect you to demonstrate your qualifications in many ways.

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. This includes sitting in a group, not by yourself. I expect you to respect me, your peers, and anyone else. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your teammates) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments will even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Teachers routinely use other people's work (e.g., lesson plans). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are
unclear on how to give proper credit, please ask me before turning in the assignment.

This is my general policy on cheating: I will allow you to resubmit the assignment for no more than 50% possible; you won’t be eligible to earn higher than a B+ in this course.

I take cheating personally. It upsets and frustrates me. I care very much about your learning, not just scores. When you cheat, you hurt my feelings.

Any misconduct can have serious consequences for your grade, continued preparation, licensure, and job search. I devoutly hope you and I never have to discuss such things.

Dispositions

The School of Education has adopted a model of the dispositions we expect from our students and graduates. I've attached the model to this Syllabus. I don't expect you to be at the final “Applying” level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting. Also, in the Dispositions Check assignment, you will evaluate your peers on certain dispositions from this model.

Textbooks & Supplies

There is one purchase textbook:


You must purchase a new copy of Liesveld & Miller. Each book comes with a unique code for the StrengthsFinder self-assessment. The code for a used copy probably won’t work (if it has a code at all). Liesveld & Miller is also available on Kindle (with a code). FYI, you can read Kindle books on a computer, using free Kindle software.

There is one reading on e-reserve:


There may be additional readings on Kat.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

EDUC 200, EDUC 300, & EDUC 400

This is the first course in a series of 3 courses designed to help you develop your portfolio. In this course you will learn about the D2L ePortfolio tool, and you will set up the essential framework for your portfolio. In the second course, EDUC 300, you will learn about writing reflectively and creating a Professional Development Plan. You'll take the third course, EDUC 400, when you're student teaching. Your supervisor for student teaching approves your final portfolio.

Any delay in completing your portfolio can delay your teaching license (and graduation). Consider carefully how you plan to complete your portfolio on time at the end of EDUC 400. However busy and stressed out you feel right now, you will almost certainly be far more busy and stressed out when you are student teaching. I urge you to make the most of EDUC 200 and 300. Try to learn as much as possible about the process now, and build as much of your portfolio as you can.

Old vs. New EDUC 200

Starting in Spring 2011, all students in EDUC 200 create ePortfolios in D2L. In prior semesters, students in EDUC 200 have created webpage portfolios. Students who have already started webpage portfolios have a choice: they can complete their webpage portfolios, or they can rebuild their portfolios in D2L. I strongly discourage rebuilding a portfolio, especially once a student has invested significant time and energy.

Students who start ePortfolios don't have a choice: you must complete ePortfolios. But be careful. While working on your ePortfolio, be sure you don't use directions or resources that only apply to webpage portfolios.

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. This means that if any course requirement or part of a requirement seems unfair to you (based on your needs), I’m happy to make accommodations. Here are some needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, and sick child.

Please contact me with any concerns, and we can address them confidentially. If possible, please specifically suggest the accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).
Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Maysee Herr, Pat Shaw, Perry Cook, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; Manuel Mateo; and Mary Jane Pelson.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please log into Kat and complete the Respond to the Syllabus assignment. This is a participation assignment, which means you either earn the full points for participating or 0 points for not participating. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.
# Gradebook (EDUC 200)

Professional Portfolio Preparation I

Sort by:  ○ Title  ○ Due ...

Sorted by due, assignment_num

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Points Possible</th>
<th>Due</th>
</tr>
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<tr>
<td>16</td>
<td><strong>Dispositions Check</strong> (Average)</td>
<td>3</td>
<td>End of Course</td>
</tr>
<tr>
<td>2</td>
<td><strong>Attend You and Your Portfolio</strong> (WTS Practice)</td>
<td>2</td>
<td>Tue 31 May, 07:30 pm</td>
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<tr>
<td>1</td>
<td>Choose Your Team (optional)</td>
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<td>Tue 31 May, 09:00 pm</td>
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<td>3</td>
<td><strong>Respond to the Syllabus</strong></td>
<td>2</td>
<td>Wed 01 Jun, 11:59 pm</td>
</tr>
<tr>
<td>4</td>
<td><strong>StrengthsFinder</strong> (Submit Your Strengths)</td>
<td>2</td>
<td>Thu 02 Jun, 11:59 pm</td>
</tr>
<tr>
<td>5</td>
<td><strong>Submit Link to Performance Tasks Presentation</strong></td>
<td>2</td>
<td>Thu 02 Jun, 11:59 pm</td>
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<tr>
<td>6</td>
<td><strong>Journal Entry 1</strong> (Submit)</td>
<td>8</td>
<td>Sat 04 Jun, 11:59 pm</td>
</tr>
<tr>
<td>7</td>
<td><strong>Journal Group Meeting 1</strong> (Submit Report)</td>
<td>2</td>
<td>Sat 04 Jun, 11:59 pm</td>
</tr>
<tr>
<td>8</td>
<td><strong>Journal Group Meeting 1</strong> (Submit Dispositions Check)</td>
<td>2</td>
<td>Sat 04 Jun, 11:59 pm</td>
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<tr>
<td>9</td>
<td><strong>WTS Self-Assessment</strong> (Complete Assessment)</td>
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Total 39

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You aren't logged into Kat (Sun 29 May, 06:42 pm). [Login?](#)

You can't simply eliminate a behavior. You must replace it. -Allen Neuringer ([more quotes](#))

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Some content and curriculum based on work by: Maysee Herr, Rand Spiro, Lisa Bardon, Quinn Stanley, Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point.

_Last revised 5/23/11_