SCHOOL OF EDUCATION MISSION STATEMENT:
The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision-makers, researchers, and partners in school and community settings.

Instructor:     Phone: 
Office:      Office Hours: 
E-mail: 

COURSE DESCRIPTION:
This course addresses the needs of candidates as they create a portfolio that provides evidence that they meet the highest standards of the teaching profession. The course focuses on standards and certification cumulating in a professional teaching portfolio.

COURSE PREREQUISITES: K 505 or equivalent, K508, K511, K553, Graduate Student Standing.

COURSE TEXT:


If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Please notify the instructor within the first week of class if a reasonable accommodation for a disability is needed for this course. The instructor will require a letter from the Office of Disabled Student Services.

Commitment to Professionalism
All students in the School of Education are expected to maintain the highest professional and ethical standards. It is your responsibility to familiarize yourself with our Code of Ethics at http://www.dsa.indiana.edu/Code/.

Commitment to Diversity
The School of Education at IUSB is committed to preparing pre-service teachers, school
leaders, and school counselors to support learning for all students. Each class and learning experience helps candidates develop the knowledge, dispositions, and performances needed to meet the needs of students in today's diverse classrooms. One example from this class is the Case Analysis.

Commitment to Technology
The School of Education at IUSB is committed to preparing pre-service teachers, school leaders, and school counselors who have the knowledge, dispositions, and performances needed to effectively use technology to help all students learn. Candidates are expected to incorporate technology throughout their course work and clinical experiences. One example from this class is the PowerPoint presentations.

COURSE OBJECTIVES (CEC Standards)
By the completion of the course, students should be able to:
1. Write a personal philosophy of special education (CEC Standard CC1S1).
2. Evaluate instruction and monitor progress of individuals with exceptional learning needs (CEC Standard CC8S8).
3. Identify the standards of the CEC Code of Ethics (CEC Standard CC9S1).
4. Identify the National Board for Professional Teaching Standards to determine the knowledge and skills valued in each standard (CEC Standard CC9S1).
5. Write a reflection of their teaching practice to determine the effectiveness of their teaching strategies in relation to the NBPTS and CEC Standards (CEC Standard CC9S11).
6. Demonstrate knowledge of methods to remain current regarding research-validated practices (CEC Standard CC9K4).

COURSE ASSIGNMENTS:
1. Participation: Candidates are expected to be active participants throughout the semester. This course is designed to be highly interactive and students’ contributions are critical to its success. To make the class interesting and enriching, students are expected to share their knowledge and experience with the class. Candidates are expected to attend every scheduled class meeting. The University defines certain types of absences as "excused" such as: confining illness, serious illness or death in the family. Any student who persists in being absent from class without satisfactory explanation will be suspended from class after the fourth absence.
2. Philosophy of Education: Candidates will write a philosophy of education. The philosophy of education will be included in the School-based Professional Portfolio. The philosophy should address the CEC Code of Ethics and NBPTS Standards.
3. Teaching Strategy Analysis: Candidates will conduct an action research project of a teaching strategy. Candidates will conduct a pre-assessment of students, provide students with a research-based teaching strategy, and conduct a post-assessment. Using APA format (5th edition), the candidate will compose a term paper based on the analysis of the teaching strategy. The student is required to
have a cover page, abstract, eight pages of text, and a reference page of ten sources. The size of the font is 12 points (either Courier, Palatino, or Times). These papers must follow APA format (5th edition). These are formal papers; do not include your opinions. Papers will be submitted to an educational journal and will be presented to the class using PowerPoint.

4. **PowerPoint Presentation:** Candidates will present the results of their teaching strategy analysis to the class using PowerPoint presentation.

5. **School-Based Professional Portfolio:** Candidates will create an electronic portfolio. The portfolio will include the candidate’s philosophy of education, teacher evaluations, the Teacher Strategy Analysis, etc.

6. **Standards Presentation:** Candidates will present a PowerPoint presentation to the class on a NBPTS standard.

7. **Examinations:** A total of three exams will be required for the class.

**UNIVERSITY AND SCHOOL OF EDUCATION POLICIES:**

**Electronic Mail:** Electronic mail (email) is the official means of communication with students at Indiana University South Bend.

*For this course, that e-mail should be routed through Oncourse. All assignments, sent as attachments, questions and requests must be sent via Oncourse.*

A student’s failure to receive or read official university communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication. It is recommended that students check email messages at least once daily. The university provides a simple mechanism for students to forward email from the official university email address to another email address of the student’s choice. However, students who choose to have email forwarded to another email address do so at their own risk.

**Accommodations for Religious Observances Statement:** If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Head or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs (“VCAA”). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

**Disability Statement:** If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 149, telephone number 574-520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services [www.iusb.edu/~sbdss/services.shtml](http://www.iusb.edu/~sbdss/services.shtml)
**Academic Honesty Statement:** It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

**Plagiarism**

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   (1) directly quoting another person’s actual words, whether oral or written;
   (2) using another person’s ideas, opinions, or theories;
   (3) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   (4) borrowing facts, statistics, or illustrative material; or
   (5) offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000 and imprisonment.

**Field Experience Note:** You may be required to provide a criminal history check to school districts before participating in field placements and/or student teaching. School districts may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction. The application process for a teaching license in Indiana requires a current criminal history check. Convicted felons may not hold a teaching license in Indiana.

**Please Note:** Students in the School of Education are required to post select artifacts as required by the Unit Assessment System. The instructor will notify you if you are required to post assignments.
STUDENT EVALUATION: Students must attain a grade of C or better in all required education courses.
Assignments are due when indicated on the Class Schedule. Late assignments will not be accepted. All assignments are due on OnCourse by 10:00 pm of the due date. If a student is going to be absent on the day an assignment is due, it is their responsibility to turn in the assignment prior to the due date.

Please note that students who do not participate in a professional manner (e.g., coming to class on-time, being courteous to others, turning in assignments on-time, etc.) may receive a letter of concern.

<table>
<thead>
<tr>
<th>Participation</th>
<th>10 Points</th>
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<tbody>
<tr>
<td>Philosophy of Education</td>
<td>10 Points</td>
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<tr>
<td>Teaching Strategy Analysis</td>
<td>25 Points</td>
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<td>PowerPoint Presentation</td>
<td>10 Points</td>
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<tr>
<td>Standards Presentation</td>
<td>10 Points</td>
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<tr>
<td>Three Examinations</td>
<td>15 Points</td>
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<td>Electronic Portfolio</td>
<td>20 Points</td>
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<td><strong>Total:</strong></td>
<td><strong>100 Points</strong></td>
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Grading Scale:
- 94 - 100/A
- 90 - 93/A-
- 87 - 89/B+
- 84 - 86/B
- 80 - 83/B-
- 77 - 79/C+
- 74 - 76/C

TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Introduction and Overview of Class</td>
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<td></td>
<td>Defining Professionalism Accountability</td>
<td>Chapter 1: Professionalism at its Best</td>
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<td></td>
<td>NCATE Standards</td>
<td>Professional Standards</td>
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<td>Communication Skills</td>
<td>Chapter 2: Communicating Effectively</td>
<td>Examination #1: Chapters 1-2, and notes.</td>
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<td>Examination #1</td>
<td>Examination #2</td>
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<td>Types of Academic Assessments Pre and Post Assessments</td>
<td>Philosophy of Education</td>
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<td>Managing School Politics Effectively Team Player Student Conferences</td>
<td>Chapter 3: Building Relationships</td>
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<td>Professional Portfolio</td>
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<tr>
<td>Independent Study: Pre/Post Analysis</td>
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<td>School Responsibilities Professional Development</td>
<td>Chapter 4: Practicing Professional Responsibilities</td>
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<td>Development of the Individualized Education Plan and Accommodations</td>
<td>Teaching Strategy Analysis</td>
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<td>PowerPoint Presentation</td>
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<td>PowerPoint Presentation</td>
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<td>Discussion of Pre/Post Analysis Presentation</td>
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<td>Final Examination</td>
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**BIBLIOGRAPHY:**
