Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information:

Course Number and Title: ED – CIFS 400 Constructing a Professional Portfolio

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[x] Face to Face
[x] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. *ED-CIFS 400: Constructing a Professional Portfolio* satisfies one unit of the Foundation Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

1. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse
2. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions
3. Write effectively in multiple contexts for a variety of audiences.

*ED-CIFS 400: Constructing a Professional Portfolio* is designed to integrate course content and Professional Year experiences in your certification program with the opportunity to develop communication skills important in the profession of education. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

- Use written and verbal communication to present your professional knowledge, skills and dispositions connected to the College of Education’s conceptual framework: *The Professional Educator*
- Present and defend professional artifacts that demonstrate your application and synthesis of the Idaho Core Teaching standards. You will articulate your philosophy of teaching and demonstrate reasonable connections to how your portfolio demonstrates the application of your philosophy.
- Demonstrate critical inquiry skills by the selection of portfolio artifacts connected to professional teaching standards and articulation of how and why your artifact demonstrates your professional performance connected to standards. These artifacts will connect and organize evidence, data, and reasoning for how you meet standards of the profession.

Part III. Design for Accessibility:

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)
ED-CIFS 400: Constructing a Professional Portfolio. All posted pdf reading assignments will be checked for readability by a screen reader. (The department will ask Academic Technologies to help with a review of these electronic materials). Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. Accommodations will be provided to students as needed per the policies of the Disability Resource center.

Part IV. Evidence of Quality Course Design:

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the “Request for Curriculum Action” is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.

<table>
<thead>
<tr>
<th>Foundational Studies Program Director Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Boise State University  
Foundational Studies Course  

Course Number and Title: ED – CIFS 400 Constructing a Professional Portfolio

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
</table>
| ULO 1 - Writing         | • Focuses narrowly on a clear purpose  
• Adopts an appropriate voice, tone, and level of formality  
• Uses the text conventions of writing in a field professionally  
• Controls mechanical features such as syntax, grammar, punctuation | • Use written and verbal communication to present your professional knowledge, skills and dispositions connected to the College of Education’s conceptual framework: *The Professional Educator*  
• Present and defend professional artifacts that demonstrate your application and synthesis of the Idaho Core Teaching standards. You will articulate your philosophy of teaching and demonstrate reasonable connections to how your portfolio demonstrates the application of your philosophy. | • Professional Portfolio Rubric – see attached | • Construction of Professional Portfolio; Seminars geared toward portfolio production and presentation; collaborative writing/product groups |
| ULO 3 – Critical Inquiry | • Articulate the problem/question /issue  
• Connect and organize evidence/data/reasoning  
• Demonstrable use of reasoning | • Present and defend professional artifacts that demonstrate your application and synthesis of the Idaho Core Teaching standards. You will articulate your philosophy of teaching and demonstrate reasonable connections to how your portfolio demonstrates the application of your philosophy.  
• Demonstrate critical inquiry skills by the selection of portfolio artifacts connected to professional teaching standards and articulation of how and why your artifact demonstrates your professional performance connected to standards. These artifacts will connect and organize evidence, data, and reasoning for how you meet standards of the profession. | • Professional Portfolio Rubric – see attached | |
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<tr>
<td>ULO 4a - Innovation</td>
<td>• Uses innovative processes</td>
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<td>• Professional Portfolio Rubric – see attached</td>
<td>• Construction of Professional Portfolio; Seminars geared toward portfolio production and presentation; collaborative writing/production groups</td>
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<td>• Takes risks, explores ideas</td>
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<td>• Innovative thinking (novel, unique)</td>
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<tr>
<td></td>
<td>• Connects, synthesizes, transforms</td>
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</table>
ED-CIFS 400: Capstone Course, Constructing a Professional Portfolio

Finishing Foundations

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. ED-CIFS 400: Constructing a Professional Portfolio satisfies one unit of the Foundation Program's Finishing Foundations requirement. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

4. Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse
5. Think creatively about complex problems in order to produce, evaluate, and implement innovative possible solutions
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ED-CIFS 400: Constructing a Professional Portfolio is designed to integrate course content and Professional Year experiences in your certification program with the opportunity to develop communication skills important in the profession of education. This course helps to achieve the goals of the Foundations program by focusing on the following course learning outcomes. After successful completion of this course, you will be able to:

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- present and defend professional artifacts that demonstrate your application and synthesis of the Idaho Core Teaching standards. You will articulate your philosophy of teaching and demonstrate reasonable connections to how your portfolio demonstrates the application of your philosophy.
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Idaho Core Teacher Standards

The foundation of the Teacher Education program is Idaho’s Core Teaching Standards that describe the expectations for initial preparation of teachers and are based on national standards for the preparation of teachers. We adhere to these standards in the design and delivery of pre-service teacher education programs that will prepare highly effective teachers. The assessment of student performance and program effectiveness is based on these principles. The Idaho Core Teaching Standards and their associated indicators of accomplishment include:

**Standard 1: Knowledge of Subject Matter** – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Knowledge of Human Development and Learning** – The teacher understands how students learn and develop and provides opportunities that support intellectual, social and personal development.
**Standard 3: Adapting Instruction for Individual Needs** – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

**Standard 4: Multiple Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

**Standard 5: Classroom Motivation and Management Skills** – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication Skills** – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Instructional Planning Skills** – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment of Student Learning** – The teachers understands, uses and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

**Standard 9: Professional Commitment and Responsibility** – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mentoring of the art and science of teaching.

**Standard 10: Partnerships** – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

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**Culminating Activity: Professional Portfolio**

Idaho Core Teaching Standards Addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**Introduction:** During student teaching you are to complete a professional portfolio that is both a process and product. It involves the gathering, organizing, and selection of appropriate documents/artifacts as a focus for reflection and further growth. These processes will result in a product at the end of the semester that is organized, purposeful, and directed to specific audiences.

**Goal:** Candidates are expected to create a portfolio of documents/artifacts generated during their teacher education program. Documents/artifacts will be accompanied by reflective entry slips that provide candidates the opportunity to “step back from” and reflect upon various aspects of practice and classroom situations. The candidate’s goal is to achieve coherence among all pieces of the portfolio so that they present an accurate picture of competence as a teacher and abilities as a reflective practitioner.

**Objectives:** Creation of the Professional Portfolio serves multiple purposes.

1. Selecting and reflecting on various portfolio artifacts provides candidates with a learning opportunity focused on understanding of teaching practices.
2. The process requires candidates to reflect on their experiences as novice teachers, demonstrating a holistic understanding of classroom teaching practices.
3. Candidates will demonstrate the manner in which they have met the goals of the BSU
teacher education program and the Idaho Core Teaching Standards.

4. Both the process and the product will assist candidates in securing a teaching position and plan for continued professional growth.

**Activity Instructions**

All portfolios must contain these minimum components:

(1) Introductory statement of philosophy/vision of education. This is a document you wrote in ED-CIFS 201. Here are some questions to guide your revision or creation of this statement.
   a. What do you believe about education?
   b. Who or what formed your philosophy of education?
   c. How has your philosophy of education evolved?
(2) A completed Goal Index Form (from Field Guide)
(3) Classroom management plan. This is a document you completed in ED-CIFS 332. The plan should reflect your awareness of human development and learning. Here are some questions to guide your revision or creation of this plan.
   a. How will you create a spirit of community to aid students in their personal and social development?
   b. What accommodations will you make to differentiate for students at different stages of personal, social and academic development?
   c. What instructional methods will you employ to differentiate academic instruction to address individual learning styles, LEP students, IEP, 504 and other special needs students?
   d. What will you do to inspire students and motivate them to desire to learn?
   e. What will you do to ensure that behaviors in your classroom enable all students to have the opportunity to learn?
(4) A statement of your own goals for future professional growth. Here are some questions to guide your thinking about your goals.
   a. What areas of education would you like to further study?
   b. Why are you interested in these areas?
   c. What is your timeline for accomplishing your goals?
(5) Five - seven artifacts/documents with entry slips (see below). Among the artifacts/documents there should be evidence of:
   - At least one original/adapted lesson plan that specifies Idaho Academic Standards.
   - At least one original/adapted unit plan that specifies Idaho Academic Standards
   - The use of assessment data/information to inform and differentiate instruction
   - Ways in which you have connected to community
   - Evidence of knowledge in multiple subject areas such as reading, math, language arts, writing, science, social studies, health, etc.
Together the entries address all BSU teacher education goals. The goal index form (see appendix) is to be placed near the front of the portfolio.

A portfolio is reader-friendly and presented in a professional manner. To give it a professional look, we recommend you include the following:
   - A table of contents
   - Standard usage of language (e.g. spelling, grammar, punctuation)
Clear organization with focused purpose
Consistent formatting
Optional documents/artifacts may include (not limited to this list):

• videotapes of instruction
• student work
• sample responses to student work
• supervisor and mentoring teacher evaluations
• letters, notes, feedback from students and parents
• reflective journal/log entries
• results of conferences, curriculum planning session
• photos of student teaching activities
• original curriculum materials, student handouts
• samples of your own writing
• awards
• newspaper articles about activities in which you were involved

Entry slips: An entry slip is the part of the portfolio that precedes each document/artifact. It will typically be about one single-spaced page in length. Entry slips have three parts. Labeling each section of the entry slip will help the readers.

1. CONTEXT: Describes the context of the entry/artifact. Consider the “W” questions as a mental prompt (who, what, where, when, why, and how)
2. LEARNING GOALS: Specify which of the teacher education objectives the entry addresses and how.
3. REFLECTION: Share your current reflection on the evidence in the entry and the chosen goal. This section is typically longest and allows you to “bend back to think forward.” The mark of a good teacher is the ability to think deeply to become even more effective. This section should demonstrate your ability to engage in that kind of thinking. This section could also demonstrate your growth over time. For example, your classroom management plan was an assignment you completed before student teaching, so you’ll most likely want to use the entry slip to reflect on how your thinking/abilities have changed through the professional year experience and how that plan might be altered, given your newly enlightened perspective.

Here are some prompts to help you with the reflective section of the entry slip:

• How does it connect to what you believe and know about the concepts represented in the goals and targets?
  • What did you learn that will help you become a better teacher?
  • How would you do it differently next time and why?
  • What connections between theory and practice are evident in this entry?
  • How has your thinking changed or evolved?
  • Do you exhibit understanding of rationales and alternatives for choices?
  • How are social, historical, and political forces implicated in classroom dynamics?
  • What social forces are at work?
  • Who benefits/who is burdened by this course of action?
  • What worked and for whom?
  • What didn’t work and for whom?
  • What am I proud of in the lesson?
  • What am I concerned about in the lesson?
• Did I meet my stated goals?
• How else might I have presented this lesson to accomplish the goals?
• What are the implications for me when comparing other alternatives?
• Given these various alternatives, their implications and my own personal value system, what will I change?
• How does this reflection process inform and renew my perspective on this lesson and my instruction?

The entry slips require metacognitive thinking. What you are thinking may be obvious to you, but unclear to your reader. Be sure to use clear communication. Consider your audience. Get feedback on first drafts from others; participate in portfolio “writing groups” at your school sites and with your liaison/supervisor.

Self-assessment prompts
Questions to ask yourself about the range of artifacts:
1. Do the artifacts range over the subject matter areas?
2. Have I included a variety of modes – course papers, lesson plans, journal entries, student work, teacher evaluations, etc.? A portfolio of all lesson plans does not display enough variety, no matter how great the lessons are.
3. Are the artifacts of high quality?
4. Do I deal with several different kinds of diversity—adapting instruction for individual differences; adapting or using curriculum that addresses issues of gender, class, race, ethnicity, and/or language diversity? If this isn’t possible, do I know how I will address this lack of diversity with the reflective part of the entry slip?
5. Do the artifacts show a range of instructional strategies or approaches?
6. Do I have at least one artifact that demonstrates connections to a community outside the classroom/school?
7. Does the range demonstrate personal one-on-one interactions, caring, and/or commitment as well as work with the class as a whole?
8. Does the range of artifacts demonstrate the wide range of roles/tasks of my teaching?
9. Does the range of artifacts demonstrate the learning/social opportunities that I provide for students in the classroom—including interactions that support and develop self/group identity around issues of individual difference and diversity?

Questions to ask yourself about your portfolios:
1. Is my portfolio well-organized, consistently formatted, and reader friendly?
2. Do I have a cover page, table of contents, goal index form, and a statement about my professional development goals?
3. Have I covered all of the BSU teacher education learning goals?
4. Is my philosophy statement thoughtful and clearly written? Do my artifacts and entry slips reflect my philosophy?
5. Are my entry slips thoughtful, thorough, and represent my current thinking? Do my reflections go beyond descriptive reflection to comparative and evaluative reflection? Are my entry slips clearly written and reader friendly?
Goal Index Form

Place check marks in the appropriate boxes to show which *Idaho Core Teaching Standards are demonstrated in each entry.

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<td>Entry 1</td>
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Assessment Criteria

We believe that the portfolio is an example of authentic assessment that allows candidates to illustrate their learning through multiple forms of evidence; at the same time they are reflecting on this evidence and communicating that reflection and critical inquiry coherently to others. The following rubric will be used to assess the required elements of the portfolio:

<table>
<thead>
<tr>
<th>Philosophy Statement</th>
<th>Unacceptable (0)</th>
<th>Progressing (1)</th>
<th>Professional (2)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Goals</td>
<td>Missing. Goals do not appear related to learning experiences</td>
<td>Demonstrates knowledge of self as a learner.</td>
<td>Demonstrate strong knowledge of self as a learner and a professional.</td>
<td></td>
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<tr>
<td>Documents/Artifacts</td>
<td>Incomplete number of artifacts; not all specified artifacts are included; artifacts do not cover all learning goals; artifacts are not of high quality and do little to demonstrate candidate’s abilities</td>
<td>Minimum number of artifacts; all specified artifacts are included; artifacts cover all learning goals; some artifacts are of high quality; artifacts demonstrate some range of teacher tasks; artifacts somewhat demonstrate candidate’s attention to diversity, individual</td>
<td>Minimum/plus number of artifacts; all specified artifacts are included such as philosophy statement, classroom management plan, one unit plan with Idaho Standards, etc.; artifacts cover all learning goals; artifacts are of high quality; artifacts demonstrate a broad range of teacher tasks;</td>
<td></td>
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<tr>
<td>Professional Presentation</td>
<td>Entry slips</td>
<td>Entry slips are missing; entry slips are not thorough; context not clear; little to no reflection</td>
<td>Entry slips are somewhat thorough; descriptions of context are somewhat clear; connections to standards are somewhat clear; reflection goes beyond the descriptive level only occasionally</td>
<td>Entry slips are thorough; descriptions of context are clear; connections to standards are clear; reflection typically goes beyond the descriptive level; high level of understanding of teaching process and dilemmas of teaching</td>
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<tr>
<td>Portfolio lacks organization; organizational pieces; does not demonstrate professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; Portfolio is not typed</td>
<td>Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; adequate organization and formatting; portfolio is not typed</td>
<td>Portfolio includes all the organization pieces such as cover page, table of contents, and the goal index form; professional use of conventions for spelling, grammar, and punctuation; portfolio is well organized, formatted, and typed</td>
<td></td>
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