George Mason University

College of Education and Human Development

Prekindergarten – Third Grade Program

EDSE 791 Early Childhood Midpoint Portfolio (1 credit)

Spring 2009: February 10, March 3, March 24, April 28, May 5

7:20-10 p.m. Tuesdays, Robinson Hall A349

**Instructor:** Nadine Bolkhovitinov E-Mail: [nbolkhov@gmu.edu](mailto:nbolkhov@gmu.edu)

Phone Number: 703-203-9333

Websites: [www.taskstream.com](http://www.taskstream.com) <https://gmu.blackboard.com>

Office Hours: By appointment

**Course Description**

This course provides an opportunity for students to develop their portfolio. This serves as the vehicle to assess whether they are meeting the standards of their professional organization, the National Association for the Education of Young Children (NAEYC).

#### Learner Outcomes

* Students will discuss issues around teacher preparation portfolio development.
* Students will provide evidence of meeting professional standards.
* Students will articulate the principles that guide and will guide their practice, reflect on the program experiences that contributed to the development of these principles, and provide evidence that supports each of the guiding principles.
* Students will present this portfolio to program faculty.

**Nature of Course Delivery**

This course will include in-class discussions, peer feedback, and the use of online tools, such as TaskStream, Blackboard, and e-mail.

**CEHD Syllabus Statements of Expectations**

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#TOC_H12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <https://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Relationship of Course to Program Goals and Professional Organizations**

EDSE 791 is part of the Early Childhood Education Program for teacher licensure in the Commonwealth of Virginia in Early Childhood Education (EPK3). The program aligns with the standards for teacher licensure established by NAEYC, the major early childhood education professional organization in the United States (see the NAEYC standards on the following website: [www.naeyc.org](http://www.naeyc.org)). This course addresses NAEYC standards and the National Council for Accreditation of Teacher Education (NCATE) assessments.

**National Association for the Education of Young Children (NAEYC) Standards**

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Teaching and Learning
5. Becoming a Professional

**Grading**

Students are graded Satisfactory, In Progress, or No Credit.

**Written Assignments**

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>.

***Expectations***

Students will

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

**Textbook**

Costantino, P., & Lorenzo, M. (2009). *Developing a professional teaching portfolio: A guide for success (3rd ed.).* Upper Saddle River, NJ: Pearson.

**Midpoint and Final Portfolio Requirement**

***NCATE Performance-Based Assessment System***

Teacher candidates will upload the required NCATE performance-based assessments (PBAs) to the *Directed Response Folio* on TaskStream. At the completion of the midpoint portfolio, they will have all PBAs from courses taken to date uploaded to TaskStream. Candidates will continue to upload PBAs as they complete PBAs for their courses. At final portfolio, they will have all required PBAs uploaded to the *Directed Response Folio* on TaskStream.

**Midpoint Portfolio Requirements**

In addition to uploading PBAs to the *Directed Response Folio*, teacher candidates will create a *Resource Folio*, write an *introductory narrative* to go into their *Presentation Portfolio*, and will write a *program critique*.

***Resource Folio***

Candidates will create a *Resource Folio* to organize their work from their courses into folders. Candidates are required to upload all coursework from courses that have been taken at Mason at the time of the midpoint portfolio. They are encouraged to add to the *Resource Folio* between the midpoint portfolio and the final portfolio. The *Resource Folio* will provide candidates with a way to store coursework that can later be selected as artifacts for their *Presentation Portfolio*.

***Presentation Portfolio – Introductory Narrative***

Candidates will begin to create their *Presentation Portfolio*. They will write a reflection on why they decided to enter the program and what their goals are for when they complete the program. The *introductory narrative* will be uploaded to their *Presentation Portfolio* on TaskStream during the midpoint portfolio course and will be approximately 1 to 2 double-spaced pages in length.

***Midpoint Portfolio Review***

Candidates will e-mail the instructor the links to their *Presentation Portfolio* and their *Resource Folio.* They will e-mail the instructor when all PBAs have been uploaded to the *Directed Response Folio* on TaskStream. They will participate in a final class discussion on portfolio development.

***Program Critique***

Candidates will write a single-spaced critique of the program based on the information contained in the portfolio and the candidates’ personal experiences. Candidates will discuss the components of the Mason program they found helpful and would suggest as experiences for other candidates in their specialty area. They will also suggest changes they view are needed in the Mason program. This will be anonymous and will be submitted separately from the portfolio. It will not be uploaded to TaskStream.

**Final Portfolio Requirements**

In addition to making sure all PBAs have been uploaded to the *Directed Response Folio*, teacher candidates will develop a *Presentation Portfolio* that includes a *guiding principles and a future directions narrative*. They will select *artifacts* that support their guiding principles and will write an *evidence reflection* for each guiding principle.

***Guiding Principles Narrative***

Candidates will write a narrative that discusses the principles that guide or will guide their practice. They will develop at least 6 to 8 guiding principles to discuss in their guiding principles narrative. The narrative will include an introduction that presents the guiding principles. The body of the narrative will provide a discussion of each of the principles. For each principle, candidates will discuss how it guides or will guide their practice and what program experiences, coursework, and/or internships influenced the development of the principle and related practices. The narrative will conclude with a summary of the principles discussed. Candidates will use citations to reference the texts that influenced their thinking. The guiding principles narrative will be 10 to 16 double-spaced pages. It will be written as part of the requirements for EDUT 781 Early Childhood Frameworks and will be uploaded during the final portfolio course. Consult the EDUT 781 syllabus for further details.

***Future Directions Narrative***

Candidates will write a narrative that discusses the future implications of their engagement in the early childhood education program. This narrative will include thoughts about their career goals and future practice. The future directions narrative will be approximately 2 to 3 double-spaced pages and will be written and uploaded as part of the requirements for the final portfolio course.

***Evidence Reflections and Artifacts***

Candidates will select three artifacts that provide evidence that supports each of the 6 to 8 guiding principles. For each principle, candidates will write a brief description of the artifact/s, a rationale for selecting the evidence, and a reflection on the experiences represented by the artifacts. An artifact may be used to support up to 2 guiding principles. The following template will be used:

***Guiding Principle*** (Write a sentence that states the guiding principle.)

List ***three artifacts*** that support the guiding principle and write a brief description of each.

Explain your ***rationale*** for selecting the artifacts. Why did you select them? How do they support the guiding principle? How did they influence the development of the guiding principle?

***Reflect*** on the experiences represented by the artifacts. What learning occurred as a result of participating in this assignment or experience? In what ways did your thinking change? In what ways did your practice change?

The evidence reflection for each guiding principle will be approximately 1 single-spaced page in length.

***Final Portfolio Review***

Candidates will meet with at least one faculty member for the final portfolio review. During the review, candidates will share their guiding principles using the portfolio to support their thoughts and assertions. They will discuss their journey through the program and the guiding principles that have evolved. They will use selected artifacts to support and illustrate their assertions. They will conclude their review with thoughts about their future directions. For some ECE concentrations, the audience will also include a small group of peers.

***Program Critique***

Candidates will write a single-spaced critique of the program based on the information contained in the portfolio and the candidates’ personal experiences. Candidates will discuss the components of the Mason program they found helpful and would suggest as experiences for other candidates in their specialty area. They will also suggest changes they view are needed in the Mason program. This will be anonymous and will be submitted separately from the portfolio. It will not be uploaded to TaskStream.

**Class Schedule**

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| Date | **Class Topics** | **Readings & Assignments Due** |
| February 10 | Portfolio overview  Writing the Introduction | Handout on Writing the Introduction |
| March 3 | Portfolio Development Issues  Performance Standards and Accountability  Electronic Portfolios  Phase I – Collecting and Selecting for Resource Folio  Peer feedback on introductory narrative | Read Costantino & De Lorenzo, Chapters 1-4  Bring 3 copies of draft of introductory narrative  Email revised introduction to [nbolkhov@gmu.edu](mailto:nbolkhov@gmu.edu) by  **March 10** |
| March 24 | Phase II – Evidence  Connecting Standards to Portfolio Documentation  Creating a Resource Folio on TaskStream  Creating a Presentation Portfolio on TaskStream | Read Costantino & De Lorenzo, Chapters 5-7  Bring e-copies of revised introductory narrative and coursework completed to date |
| April 28 | Phase III -- Examples  NCATE Assessment System  Uploading PBAs to the Directed Response Folio on TaskStream | Read Costantino & De Lorenzo, Appendices |
| May 5 | Wrap Up Discussion | Email links to [nbolkhov@gmu.edu](mailto:nbolkhov@gmu.edu) for review  Submit program critique |

**National Association for the Education of Young Children (NAEYC)**

**Initial Licensure Standards**

**1:  Promoting Child Development and Learning**

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

**2:  Building Family and Community Relationships**

Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**3:  Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

**4:  Teaching and Learning**

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

**5:  Becoming a Professional**

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.